

Windward Community College

Strategic Plan 2023–2029

FIVE-YEAR PLAN



UNIVERSITY of HAWAII
WINDWARD
COMMUNITY COLLEGE



University of Hawaii
Windward
Community College

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I. History and Description of the College

Windward Community College (Windward CC) is located in Kāneʻohe on the island of Oʻahu at the base of the Koʻolau mountains. It primarily serves residents from Waimānalo to Kahuku. Established in 1972, the College operates out of renovated former Hawaiʻi State Hospital buildings and some newly constructed buildings on approximately 64 acres of land.

The College is governed by the Board of Regents of the University of Hawaiʻi (UH BOR). The daily operations of the College are directed by the Windward CC Chancellor, who is directly responsible to the University of Hawaiʻi System (UH System) President. The major college shared governance bodies include the Planning and Budget Council (PBC), Master Planning and Space Allocation Committee (MaPSAC), Institutional Effectiveness Committee, Faculty Senate, Staff Senate, Associated Students of the University of Hawaiʻi (ASUH-WCC) and Ke Kumu Pali Native Hawaiian Advisory Committee. 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 2023 was 2,743 students.

The College offers four associate degrees:

- Associate in Arts in Liberal Arts
- Associate in Arts in Hawaiian Studies
- Associate in Science in Natural Science
- Associate in Science in Veterinary Technology

The AA Liberal Arts has optional concentrations in Art and Theatre.

The College also offers a number of certificates. These include certificates of achievement (CA), certificates of competence (CO), and academic subject certificates (ASC). The CA is a college credential for students who have successfully completed designated medium-term technical-occupational-professional education credit course sequences, providing them with entry-level or job enhancement skills. Windward CC offers CA's in:

- Agripharmatech with tracks in Ethnopharmacognosy and Plant Biotechnology
- Foundation in Acting
- Veterinary Assisting

The CO is a college credential for students who complete designated short-term credit or noncredit courses, providing them with job upgrading or entry-level skills. Windward CC offers CO's in:

- Information Security Specialist
- Mental Health Technician
- Plant Food Production and Technology
- Sustainable Agriculture
- Web Support

The ASC is a college credential for students who have successfully completed a specific sequence of credit courses from the Associate in Arts curriculum. Windward CC offers the ASC in:

- Aerospace Option Program
- Ahupua'a Systems
- Art: Drawing and Painting
- Bio-Resources and Technology
- Business
- Creative Media
- General Music
- Hawaiian Knowledge Innovation
- Hawaiian Music
- Hawaiian Studies
- Marine Option Program
- Psycho-Social Developmental Studies
- Sustainability

Accreditation

Windward Community College is accredited by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges (ACCJC). ACCJC is a regional accrediting body recognized by the Council for Higher Education and the U.S. Department of Education. Our program in Veterinary Technology is accredited by the American Veterinary Medical Association (AVMA).

II. Vision, Mission and Values

A. Vision Statements of UH and Windward CC

UH Vision Statement

The University of Hawai‘i is the world’s premier integrated higher education system, advancing the quality of life for all the people of Hawai‘i through robust educational offerings and world-class discovery while modeling how institutions must embrace responsibilities to Indigenous people and place in the 21st century.

Windward CC Vision Statement

Ka Mālamalama o ke Ko‘olau – “Enlightening Ko‘olau”

Students and community members will be enriched by “the light of knowledge” through quality programs in order to lead full, productive lives in a rapidly changing world.

B. Mission Statements of UH and Windward CC

UH Mission Statement

With a focus on creating a healthy and thriving future for all, the University of Hawai‘i provides broad educational opportunity for all as the higher education destination of choice in the Pacific that nurtures the personal success, leadership capacity and positive engagement of every resident of Hawai‘i. It engages in world-class research, scholarship and service that promotes the welfare and sustainability of Hawai‘i’s people and environment while achieving global impact by enriching the fundamental knowledge of humankind. Woven through all it does is an appreciation of and commitment to Indigenous Hawaiian people, culture, values and wisdom.

Windward CC Mission Statement

‘O keia ka wā kūpono e ho‘onui ai ka ‘ike me ka ho‘omaopopo i kō Hawai‘i mau ho‘oilina waiwai. Aia nō ho‘i ma ke Kulanui Kaiāulu o ke Ko‘olau nā papahana hou o nā ‘ike ‘akeakamai a me nā hana no‘eau. Me ke kuleana ko‘iko‘i e ho‘ohiki ke Kulanui e kāko‘o a e ho‘okumu i ala e hiki kē kōkua i ka ho‘onui ‘ike a nā kānaka maoli. Na mākou nō e ho‘olako, kāko‘o a paipai i nā Ko‘olau a kō O‘ahu a‘e me nā hana no‘eau ākea, ka ho‘ona‘auao ‘oihana a me ka ho‘onui ‘ike ma ke kaiāulu — hō‘ā‘ano a e ho‘oulu i nā haumāna i ka po‘okela.

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.

C. Foundational principles and values

University of Hawai‘i Foundational principles

Hawaiian Place of Learning

UH champions the principles of aloha, caring for people and place, as we integrate Hawaiian language, culture, history and values across the institution and its work.

Statewide Need

The UH System’s primary responsibility as the only public provider of post-secondary education is to support the needs of the state of Hawai‘i.

Diversity and Equity

UH System upholds its commitment to provide higher education opportunities for all, especially those historically underrepresented including Native Hawaiian, Pacific Islander, Filipino, economically disadvantaged, first generation, LGBTQ+, rural and students with disabilities—as well as continue to diversify its faculty, staff and leadership.

Sustainability

UH recognizes its responsibility to the ‘āina through its own practices, through education, and by developing solutions to the complex global challenges of climate change, sustainability and resilience.

Stewardship of Resources

Including facilities, processes and human resources—UH will align institutional resources with the goals of the strategic plan.

Windward CC Core Values

Ka lama kū o ka na‘auao.

Creating meaningful curricula and diverse learning experiences.

‘A‘ohe hana nui ke alu ‘ia.

Working collaboratively and inclusively.

He pūnāwai kahe wale ke aloha.

Serving and supporting with aloha.

Kūlia i ka nu‘u.

Striving for excellence.

He ali‘i ka ‘āina, he kauwā ke kanaka.

Caring for Hawai‘i and the planet.

III. 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 and civil service employees who serve staggered, two-year terms with opportunity for reappointment. Campus constituencies nominate members to the Chancellor. The Committee prioritizes strategic actions based on program reviews and annual and summary reports. It makes recommendations to the Chancellor regarding the allocation of the College's operating budget, as well as resource requests for future funding as outlined in the PBC Handbook. The PBC members served on subcommittees for each initiative during the strategic planning process, representing and sharing information during the planning process with their respective constituents.

B. The Strategic Planning Process

Windward CC underwent a two-cycle planning process for its 2023-2029 Strategic Plan. In the first cycle, during Academic Year (AY) 2020-2021, the College initiated an internal strategic planning process to guide college priorities and actions while waiting for the strategic plan from the system, as the previous plan had expired. In the second cycle, when the UH System drafted the Strategic Imperatives in AY 2022-2023, Windward CC began a second round of internal planning to align its priorities and strategies with the system-wide strategic imperatives.

The first cycle of planning in AY 2020-2021 began with a Strategic Planning Kickoff Survey that was distributed to all PBC members. Each member worked with their department or office to suggest positive actions to assist the Windward Community College in maintaining its mission and strategically growing.

The Strategic Planning Committee was then formed with the aim of creating a concrete and straightforward strategic plan. Three subcommittees were formed to analyze critical areas from the last three strategic plans. Provided with current data and historical trends, the subcommittees identified targets for each of the relevant metrics:

- Connection/Entry (recruitment, onboarding, enrollment)
- Progress (success retention, pathways, and scheduling)
- Completion (graduation, transfer, and career development)

The subcommittees presented these targets at the Spring 2021 Convocation and invited feedback from the campus. Committee members used this feedback along with the Strategic Planning Kickoff Survey responses and their own research to identify "best practices" for reaching the proposed targets. These were prioritized and assembled into an initial draft of the Strategic Plan.

The draft was presented to the PBC, and posted to the Windward CC

campus-wide discussion board for additional input. After another revision, the draft was distributed to Windward CC governance groups as our Draft 2021-2026 Strategic Plan. This helped the institution to intentionally move forward during the pandemic.

The UH System began sharing its Strategic Imperatives in late 2022. Noting that these overlapped but did not easily align with the three components of Windward CC’s Draft 2021-2026 Strategic Plan, the College initiated a second cycle of planning in November 2022.

After reviewing a proposed timeline and process, the PBC formed new subcommittees in Spring 2022 to draft campus-specific strategies and metrics. These were presented to the PBC and distributed to departments and units for input. The new revision was shared in Fall 2023 for input via PBC and discussion board, ultimately resulting in the Windward Community College Strategic Plan 2023-2029.

C. Program Evaluation and Review in the Strategic Planning Cycle

To ensure the College’s future success, it is crucial to monitor the progress and achievement of its strategic outcomes and performance measures through regular program review. This comprises an ongoing, year-round assessment of the academic programs and support units. The Associate Degree and Certified Nurse’s Aide programs undergo comprehensive 5-year program reviews, while the Academic Subject Certificate and Certificate of Competence programs are evaluated within their respective academic department’s annual assessments (Table 1.).

Table 1. Program and Unit Annual Assessments and Program Reviews

5-Year Program Review	Annual Assessment Reports by Support Unit	Annual Assessment Reports by Departments
AA Liberal Arts	Academic Support	Humanities
AA Hawaiian Studies	Administrative Services	Language Arts
AS Natural Science	Office of Career and Community Education	Math and Business
AS Veterinary Technology	Office of the Chancellor	Natural Sciences
CA Agripharmatech	Student Affairs	Social Sciences
CA Veterinary Assisting	Distance Education Annual Report	
Certified Nurse's Aide Program		

Programs and activities that receive special grant funding are assessed according to the specific reporting and evaluation schedules, format requirements, and outcome measures mandated by their granting agencies. Examples include TRiO Student Support Services, Educational Talent Search, Upward Bound, and the USDA-CSREES grants.

Program Review Timeline

July–September: College data for Annual Reports distributed to Department Chairs.

August 15 (tentative): “Official” System data received for the Annual Report of Program Data.

August 15–October 30: Annual Report of Program Data reports completed online; Annual Reports and related Planning and Budget Council requests completed by departments.

November 1: Department Chairs and other designated persons submit first draft of the Annual Report with Annual Report(s) of Program Data and assessment links and Planning and Budget Council requests to Dean, Director, or Vice Chancellor (i.e. administrative lead) for comment.

November 1–November 15: Dean, Director, or Vice Chancellor provide feedback to Department Chairs and other designated persons on all facets of the Annual Report.

November 15–November 30: Department Chairs and other designated persons revise report as necessary.

December 1: Department Chairs and other designated persons submit revised reports and associated documents to designated administrative lead.

December 1–December 15: Final editing by administrative lead in collaboration with Department Chairs and other designated persons.

December 15: Final draft of Annual Report submitted by administrative lead to Director of Planning, Research and Assessment for posting on the Planning and Budget Council website. Annual Report of Program Data due to the System.

Resource Request Process

Programs, departments, and support units submit resource requests for consideration via the PBC Form. In Part V of the form, the requestor is asked to provide a rationale for the request, a prioritization rubric, and supporting documentation. The rubric considers the goals, priorities, and outcomes of the System, College, and Department, as well as immediacy, health and safety, and impact. The requests are supported by citing planning and assessment documents, such as the strategic plan, program reviews, annual assessments, departmental reports, SLO and process outcome assessments, analysis, and grant proposals. This approach ensures that budget decisions are made in alignment with our strategic plan and related assessments.

IV. Strategic plan definitions and structures

A. Definitions

Specific terms are utilized consistently throughout this document to build the UH Strategic Plan and corresponding Windward CC Strategic Plan. These include:

Imperative: Vision-based or mission-based directive, overarching direction, or guiding principles. These will remain constant and not be updated within the plan period.

Example: An imperatives from Star Trek's Star Fleet would be its Prime Directive (Do not interfere in other civilizations, preserve their natural development, and safeguard their cultural integrity).

Goals: Qualitative statements about what we want to achieve overall. These general statements are not measurable, have no deadline, and will not be updated within the plan period.

Example: Star Trek's USS Enterprise's mission-derived goals might be:

- Explore strange new worlds.
- Seek out new life and new civilizations.
- Boldly go where no one has gone before.

Objectives/Outcomes: Goal-related states of reality we want to bring about through our efforts. An objective describes the what, not the how. These are SMART: Specific, Measurable, Attainable, Relevant, & Timebound and get updated as appropriate within the plan period.

Example: A Star Trek SMART objective for the goal of "exploring strange new worlds" might be:

- Catalog all star systems containing class-m planets within 90 parsecs of the far end of the newly-discovered Gastagaba Worm Hole by the year 2379.

Strategies: Themed categories of actions intended to move the College toward meeting an objective. While these generally will be consistent for the length of the plan, updates are possible, if needed.

Example: Star Trek Strategy 1: New Survey Methods

- Develop effective survey methods that account for the space-time continuum anomalies present in the Gastagaba region of space that preclude the use of existing methods.

Actions: These are the how, the concrete steps we undertake to (hopefully) bring about the objective. Note: Completing an action is not the same as meeting the objective. An action is assessed only to determine whether the intervention is effective in helping to meet the objective. These are updated regularly, as needed.

Example: A Star Trek action for Strategy I:

- Transfer Spock from a parallel universe to lead the Research & Development of Gastagaba-compatible survey methods.

Metric: The measurements used to inform us of the degree to which the objective is met. Updated based on changes to objectives, development of new data sources, etc.

Example: Star Trek metrics:

- Annual Gastagaba survey progress reports.
- Survey database report compiling class-m system records by parsec.

B. Structural Overview

Component	Notes
Imperative	These are the UH imperatives, which apply to all institutions within the UH System
Goals	<ul style="list-style-type: none">• UH Goals: apply to all institutions• UHCC Goals: not yet developed• WCC Specific Goals: Focus on WCC's sphere of influence.
Objectives	<ul style="list-style-type: none">• WCC-centric• SMART: Specific, Measurable, Achievable, Relevant, Time-Bound.• Criteria for determining success and timeframe defined.• Updated as appropriate.
Metrics (under each objective)	<ul style="list-style-type: none">• Associated with specific objective.• Remove from the public-facing version of the <i>plan</i>, but cite in public-facing <i>progress</i> reports.• Updated based on changed objectives, new data sources.• To be provided by UH and UHCC system
Strategies	<ul style="list-style-type: none">• Thematic groupings of the kinds of activities to pursue.• Strategies may potentially help to meet multiple objectives.• WCC-centric.• Mid-long range.• Add new in response to challenges, opportunities, & innovations.
Actions (under each strategy)	<ul style="list-style-type: none">• WCC-centric.• Short-mid range.• Example actions (for inspiration)• Planned actions: Specific, short-medium range steps.• These go in our annual plan. Update by year as needed.• Assessment focused on efficacy in meeting the objective.

V. Strategic Plan 2023–2029

Overview

The UH Strategic Plan consists of four imperatives with associated goals, objectives and metrics. The four imperatives are:

- Fulfill kuleana (responsibility) to Hawaiians and Hawai‘i
- Promote successful students for a better future
- Meet Hawai‘i workforce needs of today and tomorrow
- Diversify Hawai‘i’s economy through UH innovation and research

The goals, objectives and metrics associated with these imperatives are listed below along with Windward CC action strategies and institutionally specific objectives and metrics, formulated to achieve these goals.

IMPERATIVE ONE
**FULFILL KULEANA TO NATIVE
HAWAIIANS AND HAWAI'I**



Imperative 1. Fulfill kuleana to Native Hawaiians and Hawai'i

Goal

UH Goal

Model what it means to be an Indigenous-serving and Indigenous-centered institution: Native Hawaiians thrive, traditional Hawaiian values and knowledge are embraced, and UH scholarship and service advance all Native Hawaiians and Hawai'i.

Windward CC Goal

Be an Indigenous-serving and Indigenous-centered institution in which Native Hawaiians thrive, traditional Hawaiian values and knowledge are embraced, and UH scholarship and service advance all Native Hawaiians and Hawai'i.

Objectives

UH Objectives

- Ensure that UH supports the success of Native Hawaiians in learning, teaching, service and research across our campuses and nurtures Native Hawaiians as leaders.
- Create opportunities for all UH students, faculty, staff, executives and regents to inform their work by learning about Hawaiian language, culture, knowledge, and the past and present impacts of colonization.
- Play an active role in the reconciliation of injustices, advancing language parity, and improving the lives of Native Hawaiians across the islands.

Windward CC Objectives

1. Native Hawaiian students, faculty and staff will have increased success in learning, teaching, service, research and leadership:
 - a. Learning: Native Hawaiian student enrollment, persistence, graduation and transfer rates will be on par with that of non-Native Hawaiian student populations in the Ko'olau region by 2029.
 - b. Teaching: The percentage of FTE Native Hawaiian faculty will increase across the disciplines by 2029.
 - c. Teaching, service, research and leadership: Native Hawaiian and non-Native Hawaiian faculty will attain contract renewal, tenure and promotion at similar rates by 2029.
2. Windward CC students, faculty, and staff learn about Hawaiian language, culture, knowledge, and the past and present impacts of colonization.

3. Windward CC plays an active role in the reconciliation of injustices, advancing language parity, and improving the lives of Native Hawaiians.

Metrics

Support the Hawai'i Papa o Ke Ao Leadership Council in creating a detailed plan as an update to the *2012 Hawai'i Papa o Ke Ao Report* in consultation and collaboration with the Pūko'a Council and others throughout the university. The detailed plan to achieve this imperative and these objectives will be presented to the Board of Regents within one year of the adoption of this plan.

Windward CC Strategies

Strategy 1: Work While Learning

Lessen financial barriers to Native Hawaiian enrollment in college, increase opportunities for on and off campus student jobs.

Examples:

- Partnership with Ho'okua'aina which provides students with leadership training during internships. Students also receive a full-tuition scholarship.
- The E 'oi mau program, which provides on campus work opportunities and professional development to first year students.
- The Hānaikaiāulu: College Friendly Workplace initiative, which partners with local employers to support student workers.

Strategy 2: Engaging, Efficient Pathways

Develop engaging pathways in community and culturally relevant, desired fields. Incorporate a sense of purpose and advance the student toward career, family, and community goals through curricular content and implementation. Design pathways to maximize efficiency in progress to degree (i.e., structured and sequenced to promote scaffolded learning, designed to not result in excess credits earned).

Examples:

- Efficient eight- week pathways: Hawai'iloa, Ka'ohekani, Business Core, Entrepreneurship, Ka'ōhua Early College High School Online Cohort (ECHS)
- Shorter term credentials: e.g. Certificate of Competence: Mental Health Technician (9 credits) and noncredit workforce credentials
- Streamlined Accelerated Transfer Degree Pathways within AA Liberal Arts
- Prior Learning Assessment (PLA). Students earn college credit by demonstrating the college-level knowledge, competencies, and skills

they acquired outside of traditional academic environments.

- Specific pathways designed to focus on NH needs and interests
- Microcredentials

Strategy 3: Role Models

Increase the percentage of Native Hawaiian faculty teaching in each pathway.

Examples:

- Promotion of job opportunities via Native Hawaiian-focused mailing lists and organizations.
- Development and support of professional development specific to the needs and values of early-career Native Hawaiian faculty

Strategy 4: Building a Campus Community

Build community and a sense of belonging for students at Windward CC.

Examples:

- Culturally based programming developed specific to both kane and wahine
- Identification and adoption of best practices for building community and cultivating a sense of belonging for online students
- Student-centered scheduling to support face to face enrollment
- Professional development for faculty on methods for increasing student engagement in asynchronous and synchronous courses.

Strategy 5: Ko'olau Community Engaged Learning

Incorporate experiential learning to improve Academic Outcomes through community based experiences.

Examples:

- Development of student internship opportunities in the community.
- 'Ike Kaiāulu: Community Engagement Program expansion to promote knowledge of local community partners
- Co-curricular transcript development to highlight student involvement and achievements, including competencies and skills developed beyond the classroom. <https://elt.ucsd.edu/ccr/index.html>

Strategy 6: Incentivized Momentum Points

Provide small but substantial incentives for students to achieve key milestones in first year.

Examples of incentivized momentum points:

- Completing an appointment with an academic counselor within the first month of the semester
- Completing an appointment with a mental health counselor
- Completing a tutoring session
- Attending a Supplemental Instruction session
- Enrolling in courses during early registration

Strategy 7: Language Parity Initiatives

Expand opportunities for students and employees to learn and engage in ‘ōlelo Hawai‘i to address historical injustice and advance language parity.

Examples:

- Increased ‘ōlelo Hawai‘i-based coursework and learning activities
- ‘Ōlelo Hawai‘i lunch-and-learns

IMPERATIVE TWO
**DEVELOP
SUCCESSFUL
STUDENTS FOR A
BETTER FUTURE**



Imperative 2. Develop successful students for a better future

Goal

Educate more students, empowering them to achieve their goals and contribute to society.

Objectives

- Increase participation in post-secondary education statewide.
- Provide necessary support for student success, including addressing barriers to access, basic needs (such as food and housing insecurity) and holistic health and wellness.
- Fully deploy multiple modalities of instruction that recognize changing times and widely differing student preferences, needs and goals.
- Provide innovative learning experiences that prepare students to achieve their personal and professional goals, while fulfilling their kuleana to people and place.
- Improve campus infrastructure to promote a vibrant, inclusive and safe environment on campuses across the UH System.

Metrics

- Number of degrees and certificates awarded, including industry-recognized credentials, disaggregated for underrepresented groups.
- Enrollment, persistence, graduation
 - Native Hawaiian
 - Filipino
 - First Generation
 - Pell
- Increase the number of returning adults and those enrolling in distance/online programs.
 - Business core; Vet tech hybrid; Hawai‘iloa
- Social/economic mobility index or survey results of alumni perception of success after graduation.

Windward CC Strategies

Strategy 1: Career pathways

Meet student career goals through career-focused transfer pathways and short-term certifications. Promote enrollment and success with credentials that can be completed efficiently and then immediately used to obtain local employment and improve standard of living.

Examples:

- Mental Health Tech certificate pathway created in conjunction with Hawai'i State Hospital
- Good Jobs Hawai'i grant program which provides tuition, books and supplies for students in short-term workforce certification programs
- Academic support (embedded tutoring, tech support, workshops) to support success in courses and pathways

Strategy 2: Responsive Programs and Learning Environments

Implement innovative learning experiences and multiple modalities of instruction that honor diverse needs and preferences, equip students to achieve their personal and professional goals and fulfill their kuleana in an ever-changing world. Fully deploy multiple modalities of instruction that recognize changing times and address widely differing student preferences, needs, and goals.

Examples:

- Campus infrastructure improvements that promote a vibrant, inclusive, and safe learning environments for Windward CC students
- Intentional and dynamic scheduling to facilitate access to and completion of courses and programs for a diverse student population, including 8-week pathways, cohort scheduling, late start button in STAR
- Programs developed or reformatted to meet the needs nontraditional students, returning adults and those enrolling in distance/online programs

Strategy 3: On-campus work opportunities for students

Provide jobs for students to enable them to address their financial needs and cost of living while attending college.

Examples:

- E 'Oi Mau freshman employment which matches student interests with work placement
- Ka Piko Tutoring, embedded tutors, Supplemental Instruction (SI), Student Tech Assistants – providing academic support for historically difficulty courses, courses required for degree completion, and targeting courses that are: shortened, hybrid, or online

Strategy 4: Basic needs security

Expand services that lower barriers to educational access by addressing, basic needs, such as food, housing, and holistic health and wellness support.

Examples:

- Free lunches for students
- Food pantry
- Ma'i movement free menstrual products
- Childcare scholarships for students
- Dormitories for housing insecure students
- Mental health counselor support

Strategy 5: Proactive, supportive counseling

Provide support to students in just-in-time, needed and convenient ways in order to address barriers as they arise and facilitate efficient progress to degree.

Examples:

- Freshman advising scheduling concurrent with NSO
- Early alert response to struggling students
- Regular advisor meetings with students in first semester
- Outreach campaign via text to provide information and resources at critical times in the semester

**IMPERATIVE THREE
MEET HAWAI'I
WORKFORCE NEEDS
OF TODAY AND
TOMORROW**



Imperative 3. Meet Hawai'i workforce needs of today and tomorrow

Goal

Eliminate workforce shortages in Hawai'i while preparing students for a future different than the present.

Objectives

- Prepare professionals to fulfill statewide needs in occupations that are essential to community well-being including education, health, technology, skilled trades and sustainability/resilience.
- Enhance non-traditional offerings, including micro-credentials serving needs of specific groups of students, and industry-certified credit and noncredit credentials, for those seeking upskilling or career change opportunities.
- Partner with employers to ensure the necessary preparation and support for students to succeed in their careers.
- Prepare graduates for life-long learning, innovation and entrepreneurship.

Additional Windward CC Specific Objectives

1. Develop a repository of workforce data related to
 - A. Shortages in key sectors/occupations that Windward CC's workforce programs (credit and noncredit) support, and
 - B. Outcomes, including the awarding of micro credentials, industry-recognized credentials, STEM/CTE certificates and degrees; employee partners and employment outcomes.
2. Upon dissemination of UH System definition of micro credentials and implementation of digital badges, Windward CC will begin developing and awarding micro credentials.

Windward CC Strategies

Strategy 1: Career pathways

Institutionalize career pathways that integrate connections between education, training, and occupations to support and motivate students in embarking upon the appropriate educational and career pathway to achieve their goals.

Examples:

- Partnerships with K-12, other higher education institutions, and employers to create career pathways that encompass the entire trajectory of a student's education, and provide knowledge and skills for in-demand occupations, or actual employment openings.

- Partnerships with employers to align instructional content to match industry expectations.
- Integrating noncredit and credit courses and programs to allow students to earn industry certifications and credentials during their academic career, and to provide students a boost in their academic career for completing workforce-related noncredit programs.
- Career pathway maps: pathways are communicated more clearly through the development of program pathway visuals and flow charts for students to use in their academic and career decision-making. This mapping would include all transfer and career options.
- Streamlined academic curriculum approval process. The goal would be to reduce time from when a course is proposed to when it is offered, which currently ranges from one to one-and-a-half years, or two to three semesters.

Strategy 2: Work-based learning

Facilitate paid and unpaid internships, job shadowing, and industry guest speakers in the classroom provide students with important experiences and insights that help them choose the appropriate career pathway, which increases their likelihood of completing their academic program.

Examples:

- Paid and unpaid internships
- Job shadowing
- Industry guest speakers

Strategy 3: Career and Employment Counseling and Services

Offer counseling services, which include career and employment services to support workforce preparation. The services seek to enroll students into academic courses and pathways that intentionally integrate employability and job preparation skills into their curriculum. Further, the College will commit to an ongoing institutional effort to identify barriers to completion and best practices to help students overcome them.

Examples:

- Career center with counselor availability and other resources
- Employment website
- Career counseling professional development for all counselors and faculty advisors

Strategy 4: Supportive pathways (Accelerated Study in Associate Programs (ASAP) Model)

This strategy combines several other strategies with a goal to increase graduation rates and decrease time in school resulting in substantial savings and quicker entry/return to the workforce. The major components are:

1. Efficient Pathways: sequenced to maximize the number of credits earned per term, including providing full semester courses in a shorter time-frame, such as 8-week courses.
2. Cohort Scheduling: Students start as a cohort of full-time students.
3. Financial and other supports (ASAP): free tuition and books, and other support services as needed, such as unlimited use bus passes, career development activities, and noncredit workplace skills credentials.

IMPERATIVE FOUR
**DIVERSIFY HAWAII'S
ECONOMY THROUGH
UH INNOVATION AND
RESEARCH**



Imperative 4. Diversify Hawai'i's economy through UH innovation and research

Goal

Build and sustain a thriving UH research and innovation enterprise that addresses local and global challenges by linking fundamental scientific discovery with applied research necessary for technological innovation to create jobs and advance a knowledge-based economy.

Objectives

Build out and sustain research and innovation hubs in key areas: climate resilience, energy and sustainable ecosystems; ocean, Earth and atmospheric sciences; astronomy and space sciences; data sciences and global cybersecurity; health and wellness; food security and agriculture; the Asia-Pacific and Hawai'i.

- Leverage intellectual diversity and Indigenous innovation.
- Generate intellectual property and spin off startup companies that create high-quality jobs.
- Advance meaningful engagement in the Indo-Pacific region.

Windward CC Specific Objectives

1. Develop, sustain and expand innovation and research hubs across all disciplines.
2. Develop and/or update facilities that encourage innovation in research and creative endeavors.

Metrics

- Amount of extramural and philanthropic funding, including in identified hubs
- Number of active licenses and options
- Number of UH spinoff companies and jobs created

Windward CC Strategies

Strategy 1: Support faculty and staff engagement into innovation and research

Examples:

- Professional development for faculty and staff to engage in innovation and research in their respective disciplines through assigned time, sabbaticals, summer research, and other scholarly activities.
- Creation of an innovation and research fund for college start up programs, especially supporting new faculty.
- Providing support for seeking extramural funding for innovation and research

Strategy 2: Engage students in innovation and research

Examples:

- Establish campus-wide processes and mechanisms to engage students in innovation and research through a collaborative effort from student peers, counselors, instructors, research mentors, and student support.
- Course-based and/or formal research projects, internships, or service learning

Strategy 3: Develop, sustain and expand STEAM innovation and research programs

STEAM refers to Science, Technology, Engineering, Arts and Mathematics. This strategy recognizes that innovation and research are not limited to STEM and that the humanities, Hawaiian studies, fine arts, language arts, and STEM can work synergistically to engage and motivate students, faculty and staff across all disciplines. This strategy is about supporting innovative scholarly projects and programs that engage students, faculty and staff outside of conventional academic coursework, such as, but not limited to, the following:

- Aerospace Option Program
- Ahupua'a education projects
- Agripharmatech Program
- Cybersecurity
- Hawai'i Conservatory of Performing Arts
- Hawai'i Music Institute
- Kia'i Loko Center for Limu Research
- Marine Option Program
- Mental Health Technician
- Pacific Center for Environmental Studies
- Project Imua (Rocketry)
- Pueo Literary and Art Journal

Examples:

- Providing resources and facilities to support innovative research initiatives.
- Providing students with financial supports (e.g., stipends, scholarships and/or employment) that facilitate their participation in these projects and programs.

Overview of prioritized Windward CC strategies

The following provides an overview of all the strategies chosen to meet the four imperatives with associated goals, objectives and metrics (Table 1). *Note that student employment could be used to meet a component of all four imperatives, pathways underlie prioritized strategies for three pathways, and basic needs support, proactive counseling, and role models were referenced by two strategies.*

Table 1. Overview of Windward CC prioritized strategies

Strategy	Imperative 1. Kuleana	Imperative 2. Student Success	Imperative 3. Workforce	Imperative 4. Innovation & Research
Student Employment	Strategy 1	Strategy 3	Strategy 2	Strategy 2
- on campus	x	x	x	
- in community	x		x	
- work-based learning	x		x	x
Pathways	Strategy 2	Strategies 1,2	Strategies 1,4	
- Efficient	x	x	x	
- Short term	x	x		
- Career oriented	x	x	x	
- Cohorted			x	
- Noncredit to credit			x	
Basic needs, tuition support		Strategy 4	Strategy 4	
Pro-active counseling		Strategy 5	Strategy 3	
- career specific			x	
Role models	Strategy 3		Strategy 2 (work-based learning)	
Professional development				Strategy 1
Research, grant support				Strategy 1
Student Research				Strategies 2,3
Campus community	Strategy 4			
Ko'olau community engaged learning	Strategy 5			
Incentivized momentum points	Strategy 6			
Language parity initiatives	Strategy 7			
Facilities Improvement		Strategy 2		Strategy 3



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