

PREFACE

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

I. HISTORY AND DESCRIPTION OF THE COLLEGE

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

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

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

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

II. DESCRIPTION OF THE COLLEGE PLANNING PROCESS

A. Preparing the Academic Development Plan 2002

The Academic Development Plan Task Force was composed of representatives from all academic departments, administration, and support units that included maintenance, clerical, learning resources, library, academic computing, media, student services and student government. The Task Force held discussions and developed recommendations through subgroup meetings and department/unit meetings. The Task Force reviewed each of the recommendations and commendations from the 2001 Accreditation Report to assure that there had been an adequate response.

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

B. Implementing the Academic Development Plan

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

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

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

C. Creating the Strategic Plan

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

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

A. Mission of Windward Community College

Windward Community College is committed to excellence in the liberal arts and career development; we support and challenge individuals to develop skills, fulfill their potential, enrich their lives, and become contributing, culturally aware members of our community.

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

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

B. Core Values of Windward Community College

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

C. Vision for Windward Community College

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

IV. PLANNING CONTEXT

A. External Factors

Global and Local Economic Influences:

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

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

Student Population Influences:

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

Table 1
Census Data for
City & County of Honolulu, Ko'olaupoko, and Ko'olauloa Districts

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

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

When the ADP was created in 2002, there had been a downturn in the local economy that increased unemployment, especially among the less educated. This traditionally has led to an increase of enrollment

in the Community Colleges as shown in the fluctuations of enrollment in the table below. Since that time unemployment has decreased substantially, but contrary to projections enrollment has only slightly decreased.

Table 2
Community Colleges Headcount by Campus
For Years 1990 Through 2000

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

Infrastructure Influences:

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

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

B. Internal Factors

Faculty and Staffing Needs:

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

Student Population:

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

C. Planning Assumptions

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

External

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

Internal

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

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

Enrollment Projections:

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

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

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

V. ASSESSMENT OF PLANNING

A. Accreditation Report

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

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

The Accreditation team also made major recommendations to the College:

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

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

B. Status of 1996–2002 Academic Development Plan

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

C. Status on Staffing

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

D. Status on Program Activity Levels and Resource Requirements

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

E. Status on Physical Facilities

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

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

VI. STRATEGIC DIRECTIONS 2002-2010

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

VII. APPENDIX

APPENDIX

Summary of Progress on 1996-2002 Academic Development Plan

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

<p>1. Enhance the Liberal Arts course offerings to support the AA degree and General Education.</p>	<p>PARTIAL. <i>Budget constraints and delays in the completion of the new facilities hampered full accomplishment of this goal. Some success has been achieved in developing 200-level courses, adding more “Hawaiian” related and science courses, and student support services.</i></p> <p><i>We have met the demand in the community to the extent that our budget will allow. A variety of courses are offered, and some seldom-offered courses have been tried recently. Some were “supported” even when enrollment was less than 10. Courses developed: MATH 203 (Calculus Bus. & Soc. Sci.), SSCI 293V (Coop. Arts & Sci. Ed.), SOC 250 (Comm. Forces in HI), ASTR 281 (Space Exploration), ASTR 294 (Spec. Topics in Astr.), SSCI 297 (Guided Imagery/Hypnotherapy), BIOL 200 (Coral Reefs), BIOL 200L (Coral Reef Lab. & Field Stu.), MUS 253 (Basic Exp. Of Music), POLS 297 (Politics & Film), IS 205 (Adv. Career Seminar), ENG 209 (Business Writing), MATH 206L (Calculus Computer Lab), ART 253 (Figure Modeling), BOT 210 (Phytobiotechnology), ART 214 (Life Drawing), and OCN 101 (Introduction to the Marine Option Program). The College also continues strong support for Writing Intensive courses.</i></p> <p><i>The College has expanded courses that have a Hawaii or Asia/Pacific focus. Courses added in this area, in addition to those listed above, include: MUS 197 (Intermediate Ukulele), HWST 107 (Hawai‘i: Center of the Pacific), GEOG 122 (Geography of Hawai‘i), IS 260A, IS 260B, IS 260L (Polynesian Voyaging Stewardship & Lab—replaces IS 297B, 297C & 297D), IS 297B, IS 297C, IS 297D (Polynesian Voy. Adv. & Lab—replaces IS 297), HWST 270 (Hawaiian Mythology), and HAW 50 (Basic Conversational Hawaiian).</i></p> <p><i>The College also now confers degrees to students with an academic subject certificate in Psycho-social Developmental Studies, Hawaiian Studies, and Business within the Associate in Arts degree.</i></p> <p><i>The College has strengthened and enhanced the natural and physical sciences, especially those of primary importance to Hawai‘i. The college added Coral Reefs and Marine Options Program classes, Polynesian Voyaging, Surf Science, GIS and Plant Tissue Culture.</i></p> <p><i>The new Imaginarium opened for college, K-12, and community use.</i></p> <p><i>The College continued to refine the student placement process in writing, reading, and mathematics courses and to improve student support services. The Compass Placement Test includes an entering student survey as part of the demographic assessment. Survey results along with the placement test scores are available within the Compass database. To increase access to placement testing, computers were placed in the STAAR (TRIO) Program’s tutorial lab allowing individuals to take the test on a walk-in basis during the open hours of the TLC.</i></p> <p><i>A five-year TRIO grant for Student Support Services was awarded to the College. Over the next 5 years, approximately \$1.5M will be used to continue to achieve this initiative.</i></p>
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<p>2. Enhance and possibly restructure the vocational-technical programs to provide access to broader career clusters.</p>	<p>NO. <i>Although changes have been made to these programs, continued low enrollments have hampered progress in achieving this goal.</i></p> <p><i>The College continued to support the instructional needs of all vocational programs. However, both the Agriculture and Business programs have experienced low enrollment and completion rates over the past several years. (Enrollments in Business programs at CCs statewide have been problematic.)</i></p> <p><i>The WCC Business Certificate program was terminated at the end of Spring 2002. In place of the Business Certificates, an Academic Subject Certificate in Business and an Associate Degree in Technical Studies were developed and approved.</i></p> <p><i>The College developed Certificates of Completion in Plant Landscaping and Agricultural Technology. An administrator from the Dean of Instruction's Office continues to participate in the State's Tech Prep and School-to-Work initiatives with the Department of Education.</i></p> <p><i>A grant from the federal government has provided the resources to expand the College's efforts in the area of service learning. An additional 6 credits of assigned time, library resources, and staff development materials have been made available through this grant.</i></p> <p><i>The College sought and received external funding (Title III, GEMS, USDA grant, PCATT funding, EIF grants, etc.) to enhance present and new offerings and programs.</i></p>
<p>3. Enhance student learning through collaborative student/teacher/community service learning projects.</p>	<p>PARTIAL. <i>Enhanced student learning through collaborative activities has been achieved through programs such as the Service Learning Program, Marine Option Program (MOP), etc. For example, students in the MOP program have opportunities for internships with community groups and projects such as MARBEC, UH-BRIN, UH-HIP, etc.</i></p>
<p>4. Strengthen and enhance services which support instruction.</p>	<p>LIMITED. <i>Little progress has been made in achieving this goal due to budget constraints. It is hoped that the planned completion of the new library facility will provide for the accomplishment of this goal.</i></p>

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

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

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

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