

Windward Community College

45-720 Kea'ahala Rd.
Kāne'ohe, HI 96744



2000 Institutional Self-Study for Reaffirmation of Accreditation

The Accreditation Self-Study Report of Windward Community College

presented to the
Western Association of Schools and Colleges
in support of
Application for Reaffirmation of Accreditation
July 2000



Windward Community College
45-720 Kea'ahala Road
Kāne'ohe, Hawai'i 96744

Angela Meixell, Interim Provost
Joyce S. Tsunoda, Chancellor for Community Colleges

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Certification of the Institutional Self-Study Report

Date: August 1, 2000

To: Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

From: Windward Community College
45-720 Kea'ahala Road
Kāne'ohe, Hawai'i 96744

This Institutional Self-Study Report is submitted for the purpose of assisting in the determination of the institution's accreditation status.

We certify that there was broad participation by the campus community, and we believe the Self-Study Report accurately reflects the nature and substance of this institution.

Signed:

Board of Regents

Kenneth P. Mortimer

President, University of Hawai'i

Joyce S. Tsunoda

Senior Vice-President and Chancellor for the Community Colleges

Angela Meixell

Interim Provost

Jean Shibuya

Associate Accreditation Liaison Officer and Editor

Phillip Hagstrom

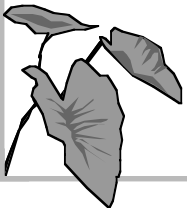
Accreditation Liaison Officer

Thomas Masaniai

ASUH-WCC Student Member

Clifford Miller

Community Member





ABSTRACT

STANDARD ONE: INSTITUTIONAL MISSION

The institutional mission of Windward Community College as stated in the catalog is "...to serve the post-secondary educational needs of individuals residing in the communities served by the College." This seminal purpose is fulfilled by the offering of a wide variety of liberal arts and science courses, selected vocational courses, developmental courses for the enhancement of basic learning skills, and a variety of non-credit courses, community forums, and cultural activities.

The College's mission is fully compatible with that of the entire University of Hawai'i Community Colleges (UHCC) system. It serves as a guide to academic planning and is reviewed regularly.

STANDARD TWO: INSTITUTIONAL INTEGRITY

The College periodically reviews the thoroughness and accuracy of its catalog, course schedules, Web pages, and informational brochures and advertisements. It has clear policies regarding, and a good record of appreciating, academic freedom, responsibility, honesty, recourse for grievances, diversity of student composition and educational needs, equal opportunity, and individual integrity.

In this, as in previous accreditation self-studies, the College has engaged the participation of a large percentage of its administration, staff, and faculty. Student participation has been significant and influential.

STANDARD THREE: INSTITUTIONAL EFFECTIVENESS

Since the last accreditation review the College has enhanced its ability to gauge institutional effectiveness. Surveys of entering and leaving students, new skill-based placement tests, and a community needs survey have been instituted. These additional information sources supplement an ongoing system for faculty and staff evaluation and of program reviews. In addition, federally funded educational projects require quantitative data which help improve assessment.

The Office of the Chancellor for Community Colleges prepares several system-wide data sources. These data have some utility for the assessment of the College's effectiveness—but the staff expenditures and training needed for more rigorous campus based research is just in the planning stage.



STANDARD FOUR: EDUCATIONAL PROGRAMS

The College offers a range of courses, with particular strength in the liberal arts and the sciences. Students can complete an Associate of Arts degree and/or five certificate programs. Since the last accreditation, notable initiatives and/or achievements have occurred in the areas of articulation, distance education, the fine arts, journalism, Hawaiian studies, the natural sciences, psycho-social development studies, and writing skills. The College has been designated a NASA Center of Excellence (in geographic information systems and remote sensing)—the only community college in the nation to achieve this distinction.

Educational program reviews, system-wide restructuring criteria, a community interest survey, student registration preferences, and persistent budgetary stringencies have all precipitated significant course and program changes since the last self-study. Although the number of course sections has decreased by approximately 10% in the past five years, 85% of surveyed students indicated that they could complete their educational programs in a reasonable period of time. Non-credit offerings and community education programs are varied and clearly reflective of community interests, but have been reduced due to a shift to a policy of budgetary self reliance for these activities.

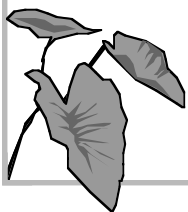
Academic advising services are a strong point of the College. Each student has a scheduled meeting with a counselor each term. Sixty-nine percent of surveyed students reported they were receiving needed advice and guidance. Curriculum changes are subject to an established and thorough review, beginning with the Faculty Senate Curriculum and Academic Affairs Committee. Further review levels by the entire faculty senate and the College administration insure that proposed changes are consistent with campus and system-wide curriculum criteria as well as budgetary realities.

STANDARD FIVE: STUDENT SUPPORT AND DEVELOPMENT

The College provides a wide range of student services, including counseling and advising, financial aid, registration and record keeping, student activities, and special student services. Beginning in 1998, the COMPASS test has been used to gather demographic and self-identified educational support needs data. Students participate in a wide variety of regular and ad hoc campus committees and optional social and educational activities. Greater staffing support (i.e., a part-time student activities coordinator/advisor) and the future construction of the planned Student Center clearly offer the potential for enhanced student support and satisfaction.

STANDARD SIX: INFORMATION AND LEARNING RESOURCES

Information and learning resources at the College are provided by four units: the Library, the Media Production Center, The Learning Center, and Academic Computing Services. Each has effectively supported vital functions of the College and most have upgraded their technology since the last accreditation review. However, each of these important learning resources has suffered greatly from the budgetary reductions of recent years. Equipment maintenance and repair, software recency, and unit staffing are areas that have been negatively affected by fiscal constraints.



STANDARD SEVEN: FACULTY AND STAFF

Faculty and staff personnel policies at the College are clear, readily available for inspection, and equitable. Care is taken to comply with all applicable laws, regulations, and collective bargaining agreements. Faculty and staff needs are projected in the Academic Development Plan. Faculty are regularly evaluated for rehire, promotion, and/or tenure by reference to clear criteria, with special emphasis placed on teaching quality. Administrative personnel are annually evaluated. Civil service employees and Administrative, Professional, and Technical (APT) personnel are also evaluated, although questions have been raised regarding the consistency, equity, and effectiveness of these reviews.

Staff development opportunities, including workshops and conferences, travel to professional meetings, and sabbatical leaves with pay are available. Budgetary problems, however, appear to have constricted the funding and staffing of professional development to a degree which has had an impact upon morale. In addition, fiscal challenges have precluded the offering of previously available half-year sabbaticals at full pay.

STANDARD EIGHT: PHYSICAL RESOURCES

The College encompasses sixteen building situated on sixty-four acres. Major renovation and new buildings have in recent years enhanced a campus of many older structures dating from as early as the 1930s. Beginning with the 1991-1993 State of Hawai‘i biennium budget, a Master Plan of renovation and construction has been ongoing. Major work on sewer, water, electrical, and communications systems; roadways; parking areas; barrier-free access; and instructional buildings has occurred since the last accreditation review.

The facilities and grounds of the College are generally safe, secure, and well maintained. However, the College shares the national educational problem of the need for safe disposal of hazardous chemicals. Finally, the College needs to develop a Master Plan for Telecommunications.

STANDARD NINE: FINANCIAL RESOURCES

The majority of the College’s financial support comes from public funds appropriated by the Hawai‘i State Legislature. During the past five years, these funds have been reduced by approximately 20%. At the same time the College is now permitted to retain all tuition revenues generated by enrollment, effectively offsetting the concurrent public funding cuts. These funding structure changes have encouraged a more entrepreneurial mindset on the campus, and inspired the formation of a College Marketing Committee. The fact remains, however, that the gross funds available to the College have not increased, or even offset the fairly modest cost of inflation over the past five years. Ways must be found to increase enrollment if current budget problems and related negative effects persist.

The financial planning process at the campus level follows procedures set forth in state and University system policies. All constituent groups on campus have some opportunity to help formulate the College budget. The College, however, is occasionally frustrated by externally mandated budget cuts or “freezes.” In addition, while the campus has benefited from Master Plan capital improvement project expenditures, state budgets have not contained automatic appropriations for the greatly increased electricity or maintenance costs of upgraded and new buildings.

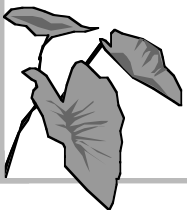


STANDARD TEN: GOVERNANCE AND ADMINISTRATION

The College is an integral part of the University of Hawai‘i system, governed by a Board of Regents (BOR) appointed by the Governor of Hawai‘i. The BOR appoints the President of the University. Four Senior Vice Presidents serve as chief operating officers. The Senior Vice President and Chancellor for Community Colleges directs the seven community colleges and the Employment Training Office.

The provost serves as the chief executive officer of the College. Administrative deans and directors oversee instructional, student, community, and administrative services, and supervise the personnel of their respective units. Teaching faculty and academic support faculty are further supervised by the Dean of Instruction and an Assistant Dean of Instruction.

The faculty senate, operating under a constitution recognized by the BOR, is the formal voice of the faculty on campus. It is this body, and the senate’s Curriculum and Academic Affairs Committee, through which the faculty approves and revises curriculum and formally participates in the discussion and formation of campus and system-wide policies. Faculty participation is even more frequent through the seven academic departments chaired by an elected member of the department, and by membership in a wide variety of campus and system-wide committees. Staff and students often participate on such committees. Recently, student government leaders have advocated a more extensive and formal level of student involvement in campus governance.



Organization for the Self-Study

Timeline

Spring 1998	Campus review of previous Self-Study, Accreditation Commission Evaluation and Recommendations, the Midterm Report, and current accreditation guidelines
Fall 1998	Selection and training of system-wide accreditation coordinators and of campus accreditation liaison officers
Nov. 1998	Selection of members for campus Steering Committee and of Chairs, Co-Chairs, and members of the ten Standard Committees
Spring 1999	Standard Committees conduct research and submit first report drafts to the Steering Committee for review and revisions
Sept. 1999	Second drafts of committee reports reviewed by Steering Committee
Oct.-Dec. 1999	Additional committee draft reports reviewed and revised as needed
Dec. 15, 1999	Full Self-Study draft distributed to all on campus
Jan. 10, 2000	Written comments of any and all participants to Standard Chairs (a copy to Steering Committee)
Jan. 10-30, 2000	Standard Committees examine their final draft in light of all campus comments and suggestions
February 2000	Steering Committee prepares final draft of report
March-July 2000	Final editing of the full report
June-July 2000	Report forwarded to Media Production Center for final graphics and formatting
Late July 2000	Campus Self-Study Report forwarded to the Chancellor's Office
August 2000	All U.H. Community Colleges' Self-Study Reports forwarded to Accrediting Commission for Community and Junior Colleges
Late Oct. 2000	Accrediting Team Visits campus

Steering Committee

Phillip Hagstrom, Professor, History, Accreditation Liaison Officer
 Jean Shibuya, Professor, English, Associate Accreditation Liaison Officer and Editor
 Michael Garcia, Dean of Instruction
 Karla Jones, State Director, Office of the State Director for Career and Technical Education
 Aileen Yim, Professor, Reading, Learning Skills
 Leilani-Gail Moss, Secretary to the Provost
 Thomas Masaniai, ASUH-WCC Student Member
 Clifford Miller, Community Member
 Mike Young, Institutional Researcher



Standard One: Institutional Mission

Patti Chong, Counselor, Chair
Dave Ringuette, Associate Professor, Agriculture, Co-Chair
Winston Kong, Assistant Professor, Counselor
Clyde Noble, Associate Professor, Chemistry
Laurie Tomchak, Assistant Professor, Spanish

Standard Two: Institutional Integrity

Mark Hamasaki, Associate Professor, Art, Chair
Janice Nuckols, Professor, History, Co-Chair
Karen Puu, Clerk-Typist
Nancy Martino Starry, Assistant Professor, Career Counselor
Michael Tom, Assistant Professor, Academic Computing Coordinator

Standard Three: Institutional Effectiveness

Robert deLoach, Professor, Anthropology, Chair
Sandy Matsui, Dean of Student Services, Co-Chair
Norma Higa, Professor, Economics
Wei-ling Landers, Instructor, Math
Scott Masuno, Computer Specialist

Standard Four: Educational Programs

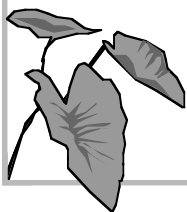
Jean Okumura, Professor, Mathematics, Chair
Carol Pang, Assistant Dean of Instruction, Co-Chair
Kim Kiyono, Secretary to the Dean of Instruction
Jacqueline Maly, Professor, Biology, Psychology
Fred Meinecke, Assistant Professor, Hawaiian
Emi Troeger, Professor, Office Administration and Technology
Dave Denison, Professor, Social Science, Geology
Yvette Malama, Student Services Specialist

Standard Five: Student Support and Development

Ellen Ishida-Babineau, Assistant Professor, Language Arts, Chair
Clayton Akatsuka, Associate Professor, Mathematics, Co-Chair
Gloria Moore, Associate Professor, Music
Trudy Kurosaki, Secretary to Dean of Student Services
Charles Whitten, Professor, Counselor
Elizabeth Hale, ASUH-WCC Student

Standard Six: Information and Learning Resources

Jeffrey W. Hunt, Assistant to the Provost, Chair
Frank Mattos, Associate Professor, English, Co-Chair
Jerry Levinson, Manager of The Learning Center
Antoinette Martin, Assistant Professor, Art
Peggy Regentine, Professor, Data Processing



Standard Seven: Faculty and Staff

Elizabeth Ashley, Professor, Technical Services Librarian, Chair
Alan Ragains, Associate Professor, Communication, Co-Chair
Eloise Yamamoto, Secretary to the Director for Administrative Services
Elizabeth Ratliff, Associate Professor, Media Specialist
Gale Niwa, Clerk

Standard Eight: Physical Resources

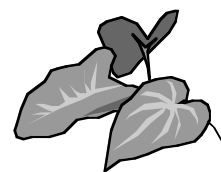
Ronald Loo, Professor, Music, Philosophy, Chair
David Krupp, Associate Professor, Biology, Co-Chair
Nancy Heu, Professor, Head Librarian
Leimomi Dierks, Education and Academic Support Specialist

Standard Nine: Financial Resources

Marvin Yoshida, Associate Professor, Accounting, Chair
Derek Inafuku, Fiscal Officer, Co-Chair
Sharon Nakagawa, Account Clerk
Paul Nash, Professor, Ceramics

Standard Ten: Governance and Administration

Paul Field, Assistant Professor, History, Chair
Lillian Cunningham, Associate Professor, English, Co-Chair
John M. Compton, Instructor, Psychology
Jean Hanna, Assistant Professor, Japanese





Descriptive Background and Demographics

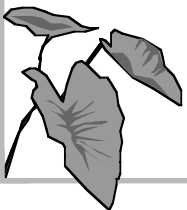
Windward Community College opened in 1972, the seventh of seven publicly supported community colleges operated by the University of Hawai'i and governed by its Board of Regents. The College serves residents primarily from Makapu'u Point to Kahuku Point along the northeastern coast of O'ahu. It offers a strong liberal arts transfer program and modest vocational and technical education programs in accounting, office administration, information and computer science, agricultural technology, and plant landscaping. The College has responded to strong community interest in focused studies including Hawaiian studies, psycho-social development, and the marine environment.

The College is located at the base of the beautiful Ko'olau mountain range, and benefits from considerable open space and a gracious style of architecture. Credit courses are offered days and evenings with a total enrollment of about 1,500 students each fall. In the most recent years, enrollment in the liberal arts curriculum has reached near capacity for facilities and faculty resources, while vocational programs have seen a slight decline in enrollment.

The College has a faculty and staff numbering over 100 regular employees, approximately 25 part-time employees, and an annual operating budget of 5.5 million. Current economic conditions in the State of Hawai'i may limit growth over the next few years, although completion of two facilities has added much needed classroom, laboratory, and faculty office space.

The College is following its facilities Master Plan that was approved by the Board of Regents. Work began in March 1994 on parking lots, building renovations, and sewer, water, electrical, communications, and roadway infrastructures. Construction is underway on a performing arts and humanities center, which includes a multimedia classroom/planetarium. A student center will be the next building on campus.

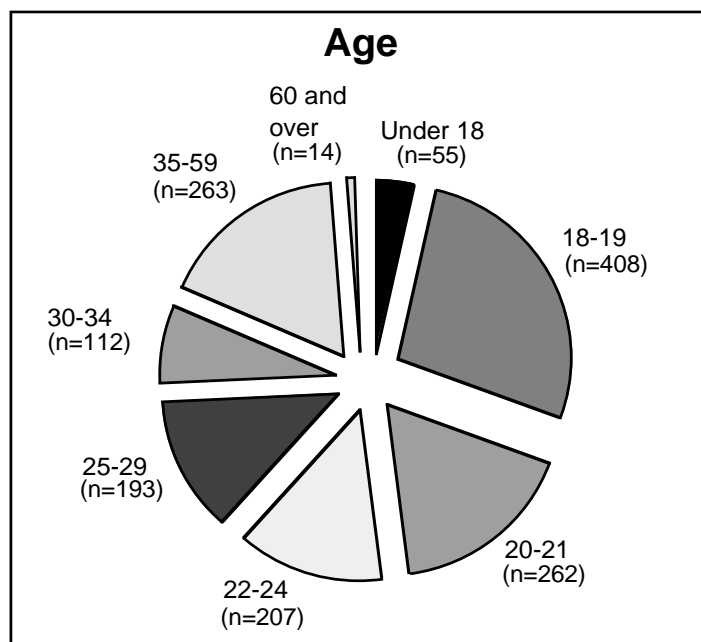
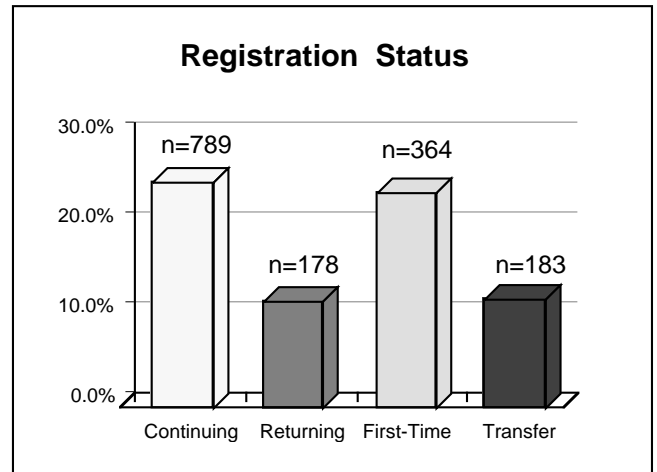
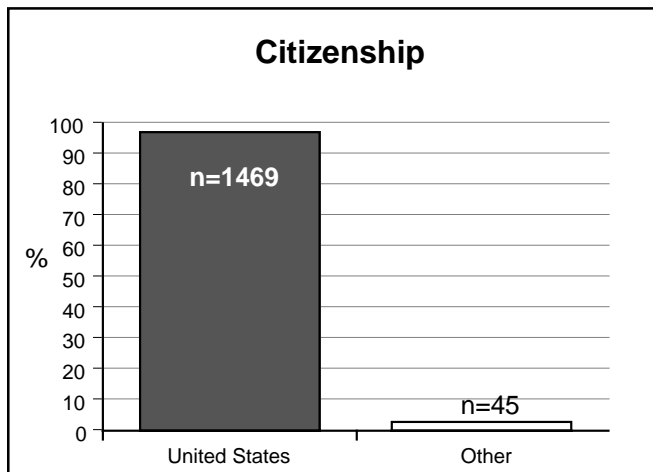
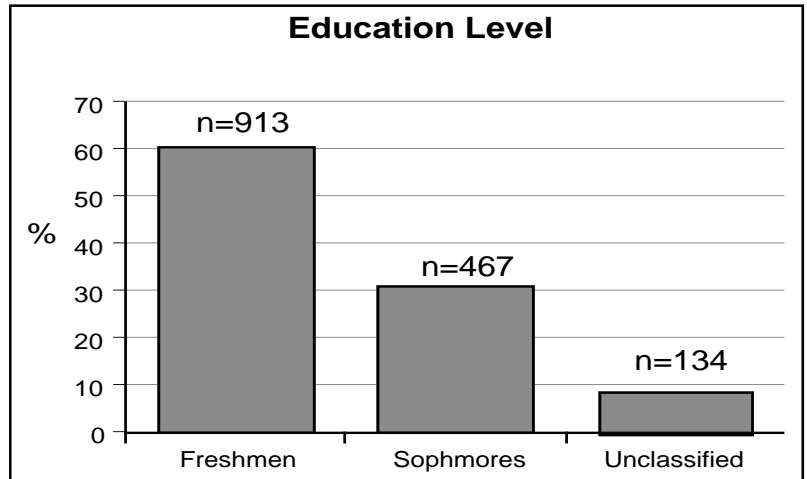
The College expects to continue to serve a diverse student body with as many regular and special programs as resources permit and to offer opportunities for intellectual growth and personal development.



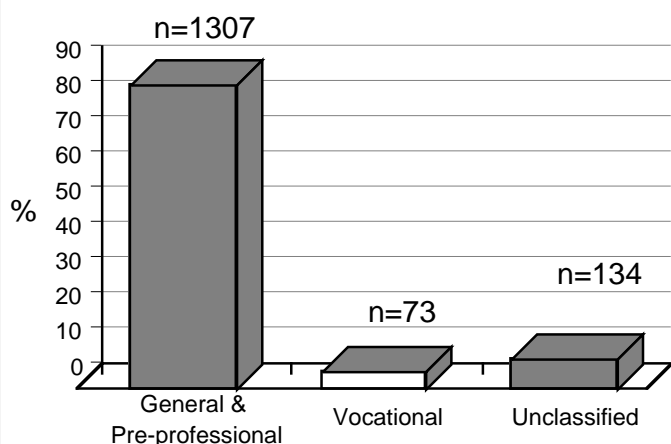
Demographic Charts for 1999

Total Enrollment Fall 1999 1,514

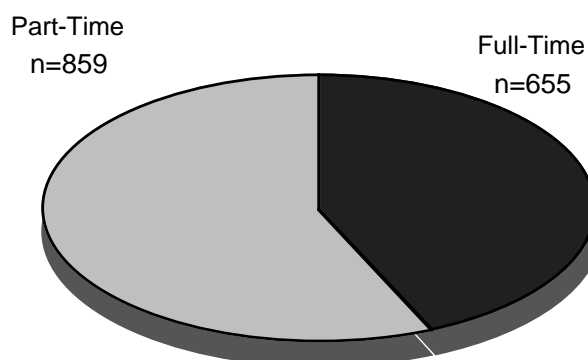
Entering Students	47.9
First-Time	24.0
Full-Time Freshmen	13.2
Other Undergraduates	10.8
Transfer	12.1
From UH Campuses	6.7
From Non-UH Campuses	5.4
Returning	11.8



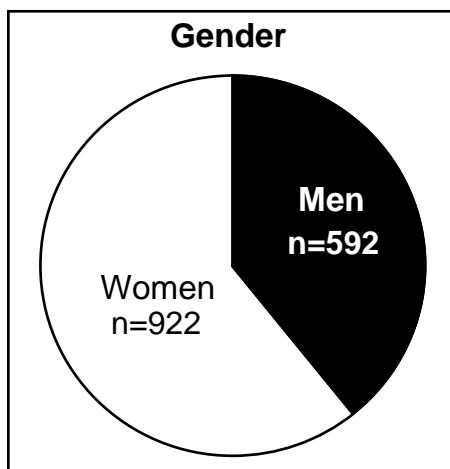
Major Program Area



Attendance Status



Gender

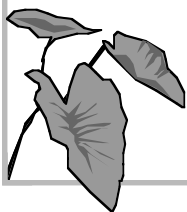


Ethnicity

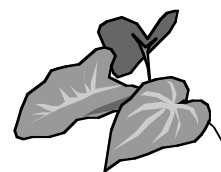
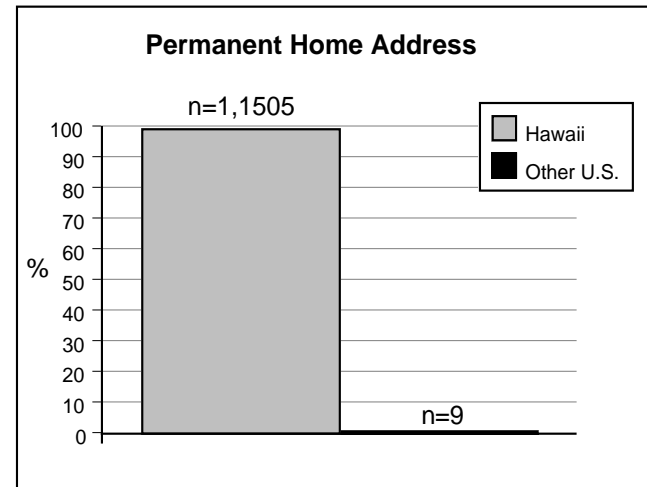
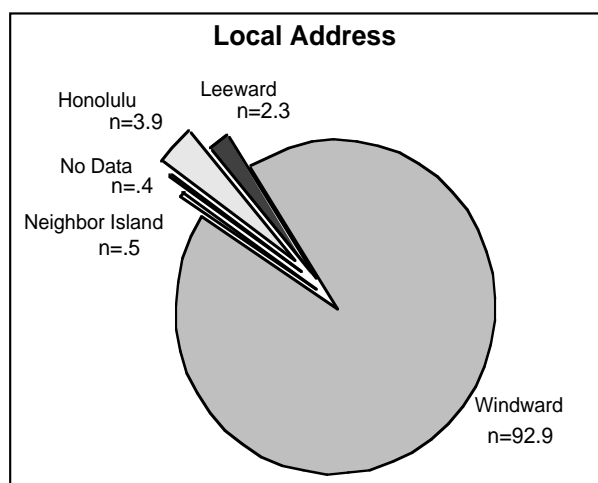
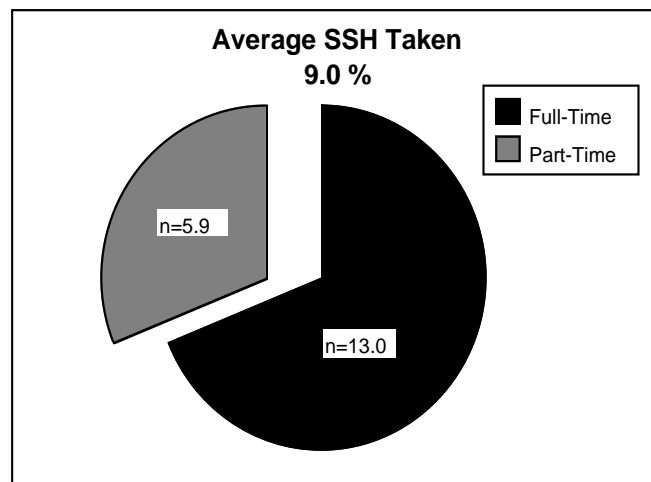
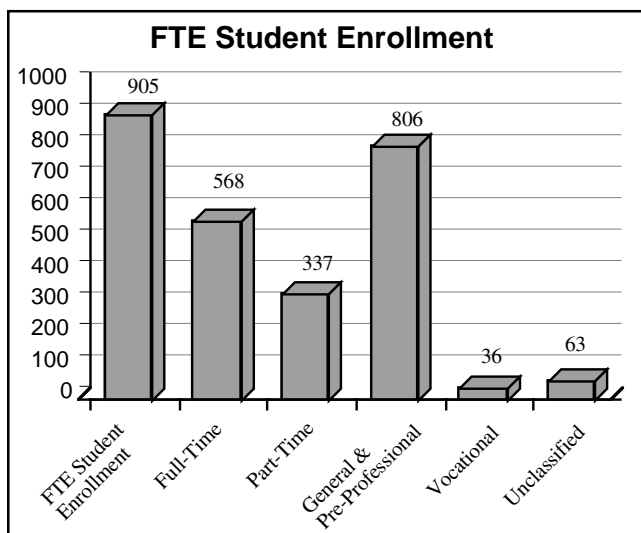
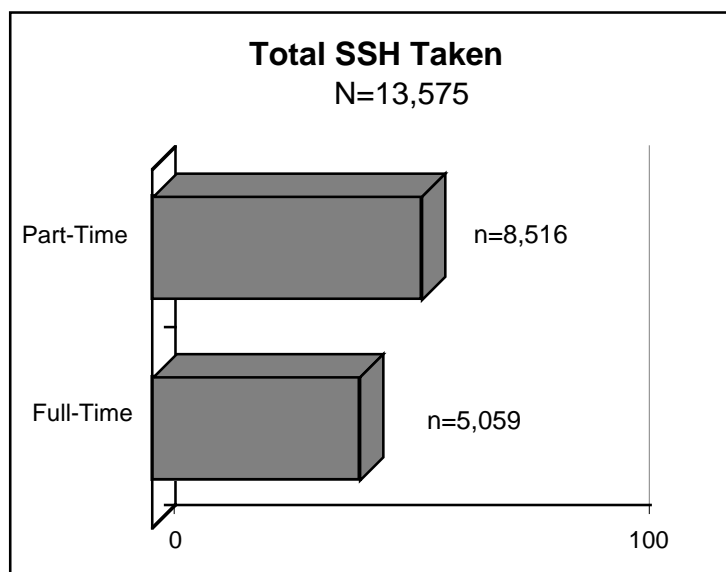
Asian/Pacific Islander	55.0
Japanese	13.1
Chinese	2.5
Korean	0.7
Filipino	4.7
Hawaiian/Part-Hawn	27.9
Pacific Islander	3.0
Other Asian/Pac Islander	0.7
Mixed Asian/Pac Islander	2.4
Hispanic	2.6
Puerto Rican	0.5
Other Hispanic	1.2
Mixed Hispanic	0.9
Caucasian	26.9
Portuguese	2.2
Other Caucasian	24.8
African American	0.6
American Indian/Alaska Native	0.2
Mixed Ethnic Background	14.7

Educational Objective

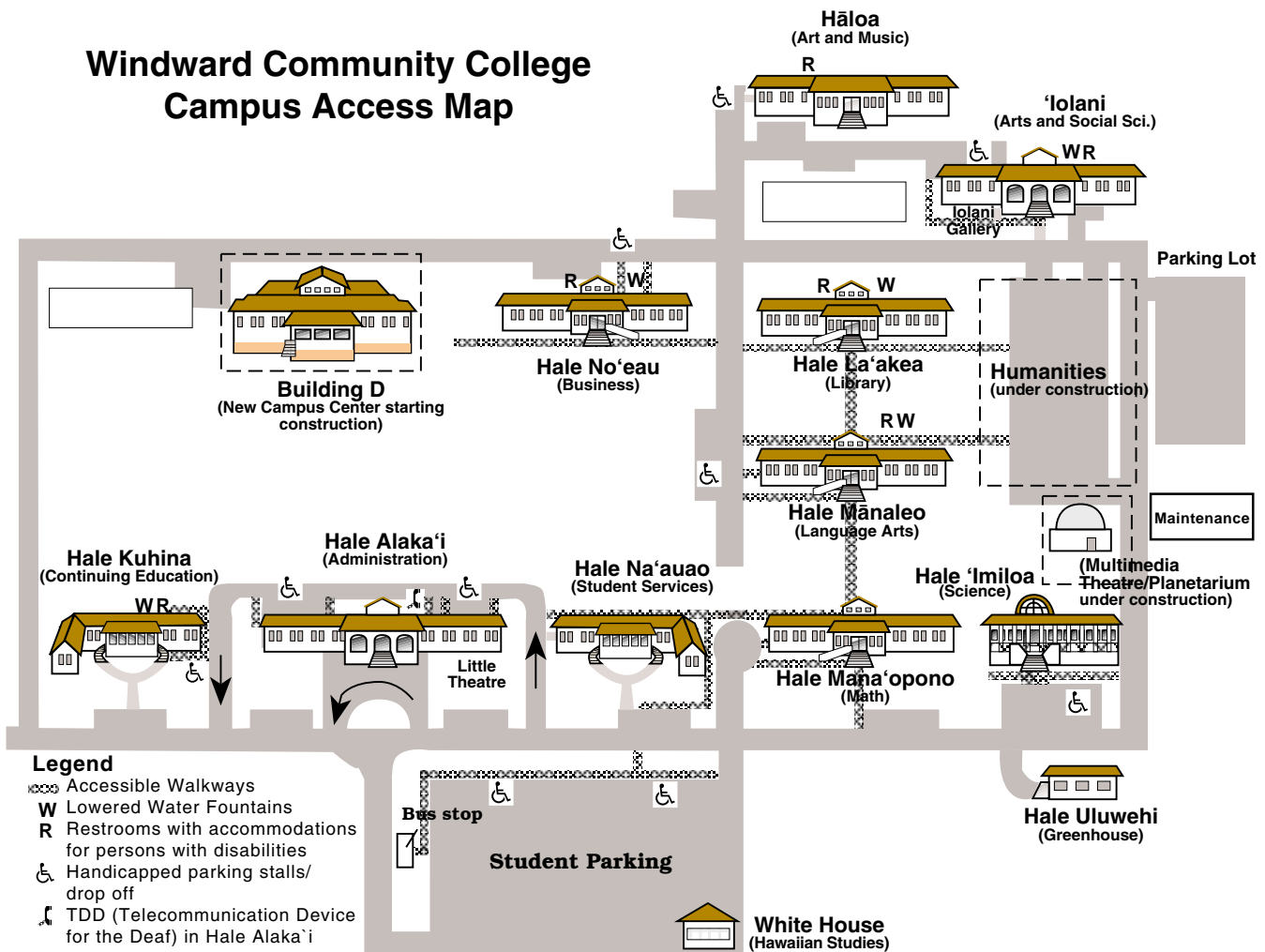
Associate in Arts	86.3
Associate in Science	0.1
Certificate of Achievement	—
Certificate of Completion	0.7
Unclassified	8.9



Tuition Status	
Residents	92.7
Resident	91.7
Resident Covered	0.9
Non-Residents	7.3
Not Exempted	1.7
Exempted	5.7
Military	4.8
Faculty/Staff	0.3
Institutional	0.2
Ethnic Hawaiian	0.5



Windward Community College Campus Access Map



Hāloa

Faculty Offices
Music Classrooms
Art Classrooms
Business Classroom

'Iolani

Faculty Offices
Ceramics Classroom/Lab
Photography Lab
'Iolani Gallery

Hale La'akea

Library

Hale No'eau

Faculty Offices
PC Computer Lab
Media Center

Hale Kuhina

Continuing Education & Training

Hale 'Imiloa

Macintosh Computer Lab
Science Classrooms/Labs
Aerospace Exploration Lab
Hawai'i Space Grant
Consortium - Windward
Hoa'aina RS/GIS Center
Kuhi Lā'au Plant Identification Center
MOP Office
Water Quality Lab

Hale Mānaleo

Faculty Offices
Classrooms
English CAI Classrooms
The Learning Center
Math Lab
STAAR office

Hale Mana'opono

Faculty Offices
Classrooms

Hale Na'auao

Faculty Offices
Student Services
Student Government/ Lounge
Counseling
Financial Aids
Job Placement
Native Hawaiian Program

Hale Alaka'i

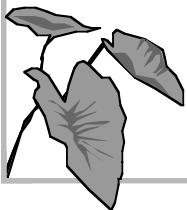
Faculty Offices
Administrative Offices
Registrar
Business Office/Cashier
WCC Theater
Bookstore

Hale Uluwehi

Agriculture Program

White House

Hawaiian Language Classes

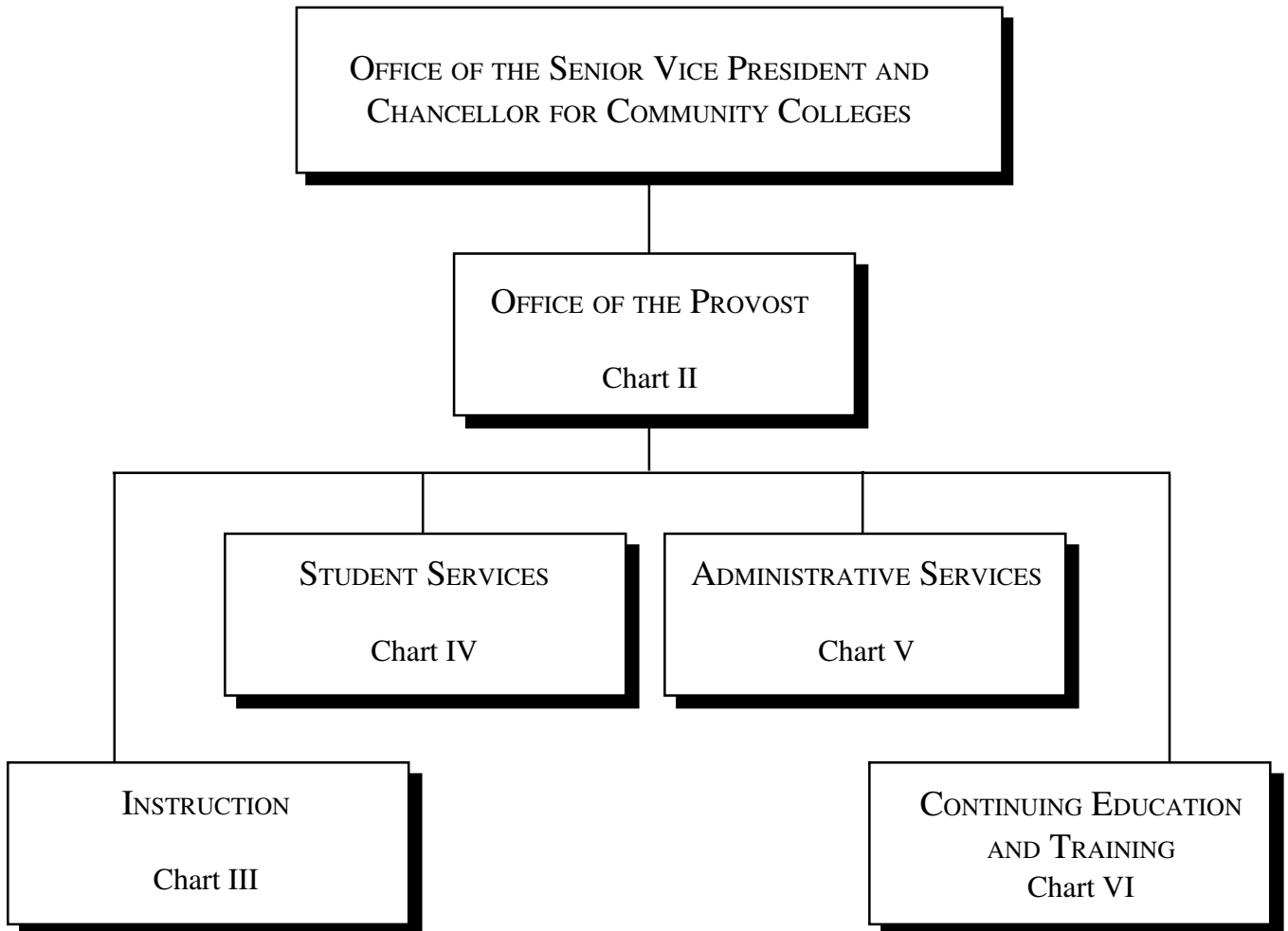


Organization of Institution

STATE OF HAWAI'I
UNIVERSITY OF HAWAI'I
COMMUNITY COLLEGES
WINDWARD COMMUNITY COLLEGE

Organization Chart

Chart I



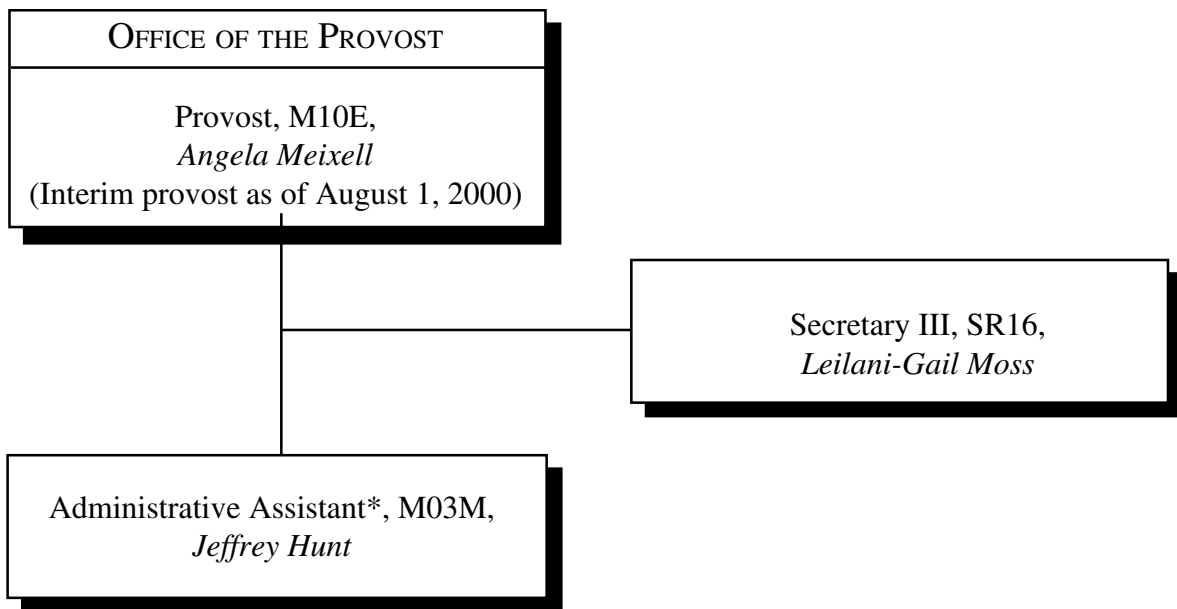
	<u>Permanent</u>	<u>Temporary</u>
General Fund	92.50	1.00



STATE OF HAWAI‘I
 UNIVERSITY OF HAWAI‘I
 COMMUNITY COLLEGES
 WINDWARD COMMUNITY COLLEGE
 OFFICE OF THE PROVOST

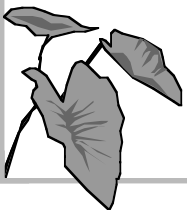
Position Organization Chart

Chart II



* Temporary Position

	<u>Permanent</u>	<u>Temporary</u>
General Fund	2.00	1.00



STATE OF HAWAII
UNIVERSITY OF HAWAII
COMMUNITY COLLEGES
WINDWARD COMMUNITY COLLEGE
INSTRUCTION
Position Organization Chart

INSTRUCTION
Dean of Instruction, M06M, <i>Michael Garcia</i>

Secretary II, SR14, *Kim Kiyono*
Clerk-Stenographer II, SR11, *Malie Hirao*

Chart III

Division I
UH Ed. & Academic Support Specialist, P01, <i>Jerald Levinson</i>
Faculty (25.50)
<u>General Education:</u>
Full-time: <i>Jean Shibuya</i> <i>Wei-Ling Landers</i> <i>Jean Okumura</i> <i>Ronald Loo</i> <i>Mark Hamasaki</i> <i>Frank Mattos</i> <i>Bennett Moffat</i> <i>Paul Field</i> <i>Clayton Akatsuka</i> <i>Lillian Cunningham</i> <i>Jean Hanna</i> <i>Alan Ragains</i>
Part-time: <i>Laurie Tomchack</i>
<i>Gloria Moore</i> <i>Aileen Yim</i> <i>Paul Nash</i> <i>Ellen Ishida-Babineau</i> <i>Antoinette Martin</i> <i>Phillip Hagstrom</i> <i>Snowden Hodges</i> <i>Janice Nuckols</i> <i>Sione Uluave</i> <i>Elizabeth Young</i> <i>Michael Tom</i> <i>Fred Meinecke</i> #82519

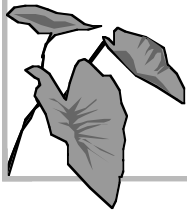
Division II
Assistant Dean, M03M, <i>Carol Pang</i> Secretary I, SR12, <i>Kahealani Tani</i> UH Ed. & Academic Support Specialist, P06, <i>Leimomi Dierks</i> UH Educational Specialist I, P03, <i>Jon Sumida</i> Faculty (15.00)
<u>General Education:</u>
Full-time: <i>Robert deLoach</i> <i>David Krupp</i> <i>John Compton</i> <i>Joseph Ciotti</i> <i>David Denison</i> <i>Floyd McCoy</i> <i>Ingelia White</i> <i>Leicia Colmenares</i>
<u>Vocational Education:</u>
Full-time: <i>Emi Troeger</i> <i>Dave Ringette</i> <i>Peggy Regentine</i> <i>Marvin Yoshida</i>

Library
Faculty (Librarian, 3.00), <i>Nancy Heu, Elizabeth Ashley, Tiffany Severis</i> Library Technician V, SR11, (2.00), <i>Ann Omiya, Faye Watanabe</i> Library Assistant IV, SR09, (1.00), <i>Gertrude Miyaji</i>

Media Production Center
Faculty, <i>Elizabeth Ratliff</i> UH Electronic Technician II, P09, <i>Michael Bowles</i> Clerk-Typist III, SR10, <i>Faith Keene</i>

Note: Unfilled positions are indicated by position number

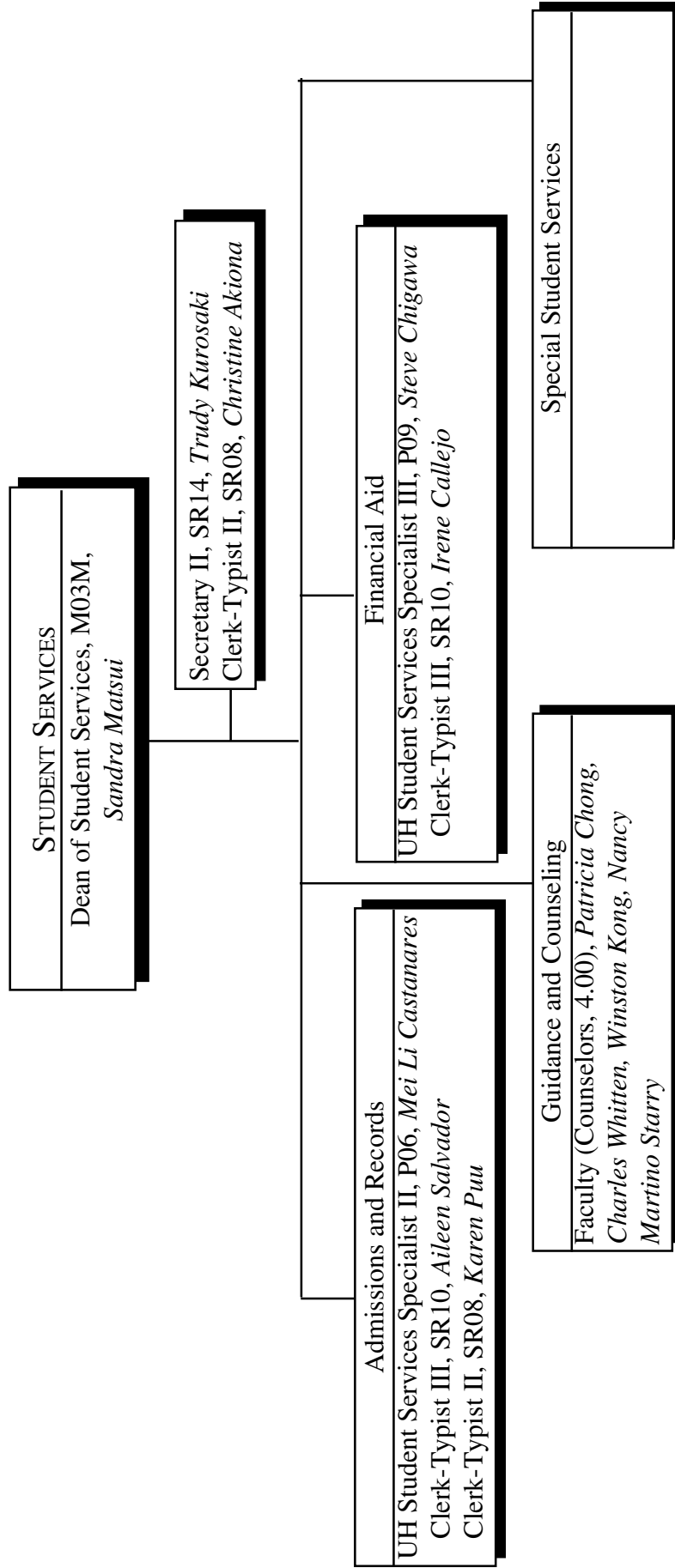
General Fund Permanent
57.50



STATE OF HAWAII
UNIVERSITY OF HAWAII
COMMUNITY COLLEGES
WINDWARD COMMUNITY COLLEGE
STUDENT SERVICES

Position Organization Chart

Chart IV



Permanent
General Fund 12.00

STATE OF HAWAII
UNIVERSITY OF HAWAII
COMMUNITY COLLEGES
WINDWARD COMMUNITY COLLEGE
ADMINISTRATIVE SERVICES

Position Organization Chart

Chart V

ADMINISTRATIVE SERVICES
Director of Administrative Services, M04M, <i>Steven Nakasone</i>

Secretary II, SR14, <i>Eloise Yamamoto</i>

Business Office	Operations and Maintenance
UH Admin. Officer IV, P09, <i>Derek Inafuku</i> Account Clerk IV, SR13, <i>Sharon Nakagawa</i> Clerk V, SR12, <i>Gale Niwa</i> Cashier I, SR10, <i>Kay Sasaki</i> Clerk III, SR08, #24394	General Maintenance & Services Supervisor I, SR18, <i>Frank Chang</i> Building Maint. Worker I, BC09, <i>James McCumber</i> General Laborer II, BC03, <i>Freddie Gamayo</i> Groundskeeper I, BC02, #51350 Janitor III, WS02, <i>Lavenda Saberon</i> Janitor II, BC02, (5.00), <i>Carol Crowley, Luke Solatorio, Barbara Shannon, Avelina Corpuz, Cresencia Antonio</i>

Human Resources
UH Personnel Officer III, P07, <i>Karen Cho</i>

Computing and Data Processing
UH Computer Specialist IV, P09, <i>Scott Matsuno</i>

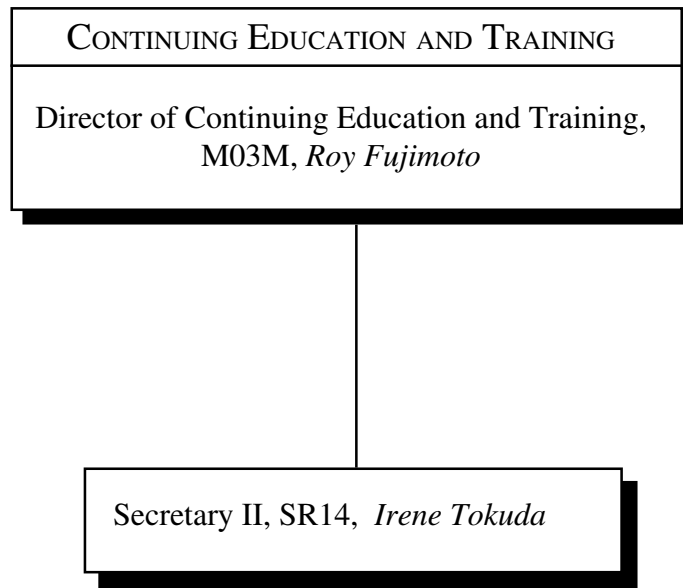
Permanent
General Fund 19.00



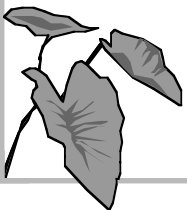
STATE OF HAWAI'I
UNIVERSITY OF HAWAI'I
COMMUNITY COLLEGES
WINDWARD COMMUNITY COLLEGE
CONTINUING EDUCATION AND TRAINING

Position Organization Chart

Chart VI



General Fund Permanent
2.00



CERTIFICATION OF CONTINUED COMPLIANCE WITH **ELIGIBILITY REQUIREMENTS**

Windward Community College has reviewed the eligibility requirements for accreditation and affirms its continued compliance with them. No changes have occurred which might affect Windward Community College's standing. Further information is provided in the appropriate standard sections.

Windward Community College continues to operate as part of a multi-college system consisting of seven community colleges and three baccalaureate degree-granting institutions. Within the context of the system-wide and community colleges' strategic plans, Windward Community College has adopted its own educational mission.

The College operates under University of Hawaii policies and procedures that reflect a concern for issues of educational quality, rigor, honesty, integrity, equity, and diversity.

Qualified faculty and staff serve the College's educational programs and provide appropriate services to students. Student access to information and learning resources are appropriate for the size of the institution to meet its mission.

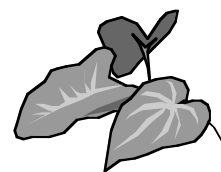
Windward Community College has appropriate financial resources and is regularly audited. Its Academic Development Plan is reviewed each year and updated as necessary. Its catalog and schedule of classes are reviewed and revised regularly for currency and accuracy.

Angela Meixell
Interim Provost, Windward Community College

Date

Chair, Board of Regents

Date





Responses to Team Recommendations and Commission Action Letter

1. *We recommend the college use the data being generated by the UH Community College System as measures of institutional effectiveness to serve as the basis for future planning and decision making.*

The report that the College depends on is generated by the University of Hawai‘i Institutional Research Office entitled MAPS (Management and Planning Support). These reports were used to write the Academic Development Plan 1996-2002 (ADP). Student characteristics, ethnicity, enrollment projections, and transfer patterns were most useful.

The University of Hawai‘i Community College System maintains an Executive Decision Support System data base using REFLEX software. The data are used to measure the demand/centrality, efficiency, and outcomes of vocational education programs. The process is known as “Health Indicators.” The campus is able to work with vocational faculty to measure program effectiveness; to plan for alternative curriculum actions; and to make decisions for future programming needs, e.g., personnel, equipment, and facilities needs.

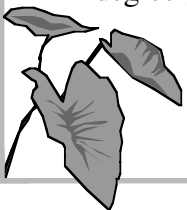
An action item in the ADP is to enable the campus to access data to study student learning patterns, problems, and characteristics at the course, discipline, and campus level.

2. *We recommend the college take steps now to ensure the effective participation of support staff and students in planning activities such as the preparation of the self-study, ADP biennium budget and technology plans.*

The most recent ADP was written by a “Task Force” with representation from all campus units: instructional, academic support, academic/professional/technical (APT) personnel, civil service personnel, and students. Included in the ADP is a request from the Task Force that the provost appoint an Academic Development Plan Steering Committee to provide input during the biennium budget preparation years. Specifically, the original members of the Task Force, to the extent they are still at the campus, serve on this ADP Steering Committee to provide consistency between what was written in the ADP and the biennium budget requests.

3. *We recommend the college quickly reach a conclusion on the debate over A.A. degree and UH Mānoa general education core requirements in order to facilitate the student transfer process.*

In 1995 the Associate in Arts (A.A.) degree at Windward Community College was recognized and accepted as fulfilling the general education requirements at all University of Hawai‘i baccalaureate degree-granting campuses.



In 1996 the faculty at the College started an intensive discussion on the A.A. degree and the number of credits required for each of the area requirements. This resulted in reducing the number of courses in each of the area requirements to become effective in Fall 1998. Concurrently the University of Hawai'i system of campuses, lead by Faculty Senates at each of the campuses, has been deliberating general education standards. What impact and what realignment the College must make is not clear at this point in the discussion.

4. *We recommend the college conduct an on-going analysis of the vocational needs of its students. While the college is primarily a Liberal Arts and Transfer institution, there are students at the college for vocational purposes and the college does not have data to drive the current or future vocational programs.*

In Spring 1995 a "Community Needs Survey" was conducted. The expanse of survey questions provided data regarding the vocational needs of the community. This data will be useful for program planning purposes.

The National Tech Prep and School-to-Work initiatives have resulted in stronger partnerships between the College and the State Department of Education, Windward District. Through a student tracking data base implemented in the schools, the College should be able to access data (student profiles, courses completed at the secondary level, career plans) on students who enroll at the College.

The College is a beta test site for the Discover system, a career exploration advising system, computer-based, which is distributed by Educational Testing Services.

5. *We commend the Faculty Senate for its ownership of the college's curriculum. With that ownership comes responsibility; and we recommend the faculty, through the Curriculum and Academic Affairs Committee (CAAC), develop a Master Course Outline for each course to ensure curriculum integrity, rigor, and consistency.*

Through CAAC initiative a Master Course Outline file is being developed. In the 1997-98 College Catalog, 281 different course offerings are listed; 59 of these courses are listed as "infrequently" offered (due to lack of fiscal resources) and have not been offered in the last six years. Course outlines are not being collected for these courses. The Master Course Outline file is 80 percent completed. One-half of the course outlines that have not been turned in are vocational courses. During the 1995-97 academic years the business programs at the College underwent major down-sizing. Curriculum revisions are ongoing as a result of the approach to business education now in place.

6. *We recommend the college develop an institutional technology vision for its future, perhaps through a committee of those closely involved with technology on the campus, in order to plan for the future in this area. Technology plans for future buildings acquisitions should be measured against this vision to ensure coordination and good planning.*

In the ADP, one of the planning assumptions is that "Campus technology will continue to be important to academic support and the enhancement of successful teaching." In this regard the Task Force recognized the need for faculty, staff, and students to improve teaching, learning, communication and personal productivity through the use of appropriate information technologies.

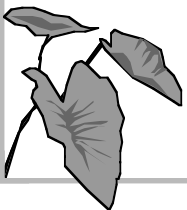


The College will explore new technology in advising and record keeping and improve the ability to generate reports from the student data base. The University of Hawai'i system is involved in a major contract to bring Object Oriented computer technologies to the student information systems used by each University of Hawai'i campus. Buzzzeo International is working with the University administration to accomplish this major undertaking and upgrading of information technology systems at all campuses.

The ADP calls for the College to ensure technology plans for future buildings and acquisitions. A College-wide Facilities Development Steering Committee (replacing the Campus Master Plan Committee) is to be appointed by the provost to guide the design and development of new facilities and oversee implementation of the Campus Master Plan. Additionally, educational specifications for new and renovated facilities include considerable attention to designing facilities adaptable to modern technologies in such areas as communications, environmental control, and safety and security (to name but three areas).

At the campus "user" level a group called Departmental Technology Representatives (Tech Reps) will be formed to serve as educational technology advocates for their departments, mentors to other faculty, first-line trouble-shooters, and representatives to technology planning discussions.

A two-week Technology Institute is planned each summer for faculty and staff to focus on essential computing literacy and media literacy and applications of technology to teaching and learning.





STANDARD ONE: INSTITUTIONAL MISSION

The institution has a statement of mission that defines the institution, its educational purposes, its student population, and its place in the higher educational community.

Standard 1.1-1.4

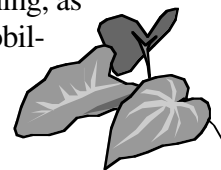
- 1.1 The institution has a statement of mission, adopted by the governing board, which identifies the broad-based educational purposes it seeks to achieve.
- 1.2 The mission statement defines the students the institution intends to serve as well as the parameters under which programs can be offered and resources allocated.
- 1.3 Institutional planning and decision making are guided by the mission statement.
- 1.4 The institution evaluates and revises its mission statement on a regular basis.

Description:

The primary mission of Windward Community College, as stated in the catalog, is “to serve the post-secondary educational needs of individuals residing in the communities served by the College.”

The most recent University of Hawai‘i Community Colleges (UHCC) mission statement found in the “University of Hawai‘i Community Colleges Strategic Plan 1997-2007,” issued by the Office of the Chancellor for Community Colleges in 1997 charges the colleges to:

- Broaden access to higher education in Hawai‘i by providing the opportunity for any high school graduate or adult aged 18 or older to enter quality education programs within his or her community.
- Specialize in the effective teaching of diverse liberal arts and sciences so that community college graduates are prepared to enter the workplace or advance with confidence toward baccalaureate degrees.
- Provide semiprofessional, technical and vocational education and training that prepares students for immediate employment and supplies the para-professionals, technicians, and craftspeople needed by Hawai‘i business and industry.
- Offer continuing education in the form of general and customized employment training, as well as non-credit instruction that emphasizes occupational advancement, career mobility, and personal enrichment.



- Contribute to the cultural and intellectual life of communities throughout Hawai‘i by sharing leadership, knowledge, problem-solving skills, and informational services; by offering forums for the discussion of ideas; and by providing venues in which community members can both exercise creativity and appreciate the creative work of others.

The mission statement is also found in the 1996-2002 Academic Development Plan (ADP) of Windward Community College. The ADP is reviewed and revised every six years and is the guiding force of the College. The ADP describes how the unique strengths of the College are emphasized while still in compliance with the system mission:

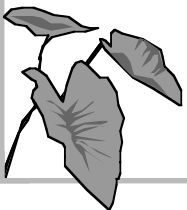
- Set consistent, high academic standards.
- Support learning as a life long activity and provide an environment which nurtures a desire for acquiring new knowledge and promotes a standard for learning how to learn.
- Weave interconnecting threads across the disciplines to nurture an integrated view of knowledge and life.
- Recognize the importance of the individual by providing opportunities for self-growth and by educating the whole person.
- Foster a cross-cultural and global perspective and an appreciation for our Hawaiian-Pacific heritage in building a deeper understanding and respect for diversity.
- Promote respect for the environment, particularly the unique qualities of our campus.
- Foster the ‘ohana or family feeling at the College and a deeper understanding of how a spirit of community, respect, and support develops and advances.

In Spring 1999, an advisory board consisting of community members, students, faculty, and staff was formed. The board helps the College keep in touch with the needs of the community which it serves.

Appraisal:

The stated purposes of the College are appropriate and consistent with the mission of the University of Hawai‘i system. The College has consciously worked to embed in its basic structure the ‘ohana or family feeling. The College has strived to foster an appreciation of the Hawaiian culture. The ADP is a long range planning instrument that is reviewed periodically and updated regularly so that it reflects the needs of the community and the resources that have been acquired for the College.

In Spring 1995, a Community Needs Survey was conducted and results indicated that the top three interests were Hawaiian/Pacific Language or Culture, Business, and Health/Medicine. As a result of the survey, the College has made changes which will be addressed in Section 4, Educational Programs.



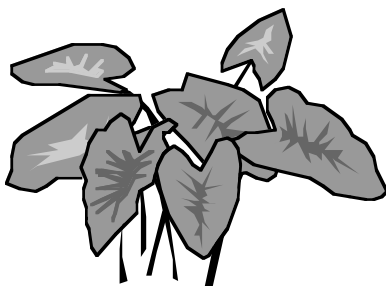
Program offerings have been changed to meet the challenging economic situation facing Hawai'i today. With the consolidation of some duplicate programs, the College has lost some technical and vocational education programs.

In order to respond to rapidly changing technology and to ascertain the needs of its constituents, the College should survey community needs regularly.

Planning:

- To establish a mechanism for determining community needs.
- To ask the Advisory Board to use the mission statement as a guide when planning and making decisions for the College.





STANDARD TWO: INSTITUTIONAL INTEGRITY

The institution subscribes to, advocates, and demonstrates honesty and truthfulness in representations to its constituencies and the public; in pursuit of truth and the dissemination of knowledge; in its treatment of and respect for administration, faculty, staff and students; in the management of its affairs and in relationships with its accreditation association and other external agencies.

A note on format:

Whenever a planning statement is not listed, it is understood that the College will continue to insure satisfactory performance or compliance.

Standard 2.1

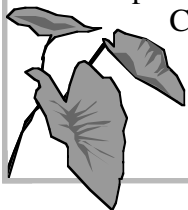
The institution represents itself clearly, accurately and consistently to its constituencies, the public and prospective students through its catalogues, publications and statements, including those presented in electronic formats. Precise, accurate and current information is provided in the catalog concerning (a) educational purpose; (b) degrees, curricular offerings, educational resources, and course offerings; (c) student fees and other financial obligations, student financial aid, and fee refund policies; (d) requirements for admission and for achievement of degrees, including the academic calendar and information regarding program length; and (e) the names of administrators, faculty, and governing board.

Description:

The College represents itself to prospective students and the general public through a variety of college publications including the Windward Community College catalog, and the Schedule of Classes. The College catalog and Schedule of Classes are reproduced on the College Web site (<http://www.wcc.hawaii.edu>). The student newspaper, Ka 'Ohana, is published monthly during the academic year. The Office of Continuing Education and Training publicizes its schedule primarily in print media and a catalog. The University of Hawai'i Community Colleges Strategic Plan 1997-2007 is the planning document of all Hawai'i community colleges. The College catalog provides information concerning (a) educational purposes; (b) degrees, curricular offerings, educational resources, and course offerings; (c) student fees and other financial obligations, student financial aid, and fee refund policies; (d) requirements for admission and for achievement of degrees; and, (e) the names of the administration, faculty, and governing board.

Appraisal:

Representations about the institution are accurate and consistent with institutional practices. The College catalog is annually revised and contains all of the information called for in this standard. The catalog information is generally precise, accurate, and current. Degrees held by contract faculty and administrators are listed in the institution's primary catalog. All U.S. degrees



listed are from accredited institutions. Degrees from non-U.S. institutions are recognized only if equivalence has been established. As verified by the Office of the Dean of Instruction, all degrees received by faculty and administrators are listed in the catalog and are from accredited institutions.

Standard 2.2

The institution has a readily available governing board-adopted policy protecting academic freedom and responsibility which states the institutional commitment to the free pursuit and dissemination of knowledge and fosters the integrity of the teaching-learning pursuit.

Description:

The College adheres to the guarantees of academic freedom, contained in Article VIII of the 1995-1999 Agreement between the University of Hawai'i Professional Assembly and the Board of Regents of the University of Hawai'i. This agreement affirms the freedom of faculty a) in discussing subjects of their expertise in the classroom, b) in conducting research in their field of special competence, and c) in the publication of the results of their research. Further, the agreement establishes guidelines on academic freedom and responsibility and procedures for dealing with any alleged infringement of academic freedom. Procedures for selecting a UH system-wide Faculty Advisory Committee as well as for dealing with alleged breach of professional ethics and/or conflicts of interest in research or scholarship are included in the agreement. Faculty members are provided further recourse in Article XXIII, which describes the procedure a faculty member may follow to file a grievance if she/he believes that the Administrative Officer took action in violation of academic freedom.

A new article was added to the 1995-1999 Agreement dealing with intellectual property rights, patents and copyrights. Article X affirms a faculty member's exclusive rights to his or her own materials prepared for the classroom or for educational or professional purposes. It permits faculty to deny permission to students to record classroom lectures or other presentations (except for disabled students). It safeguards the faculty's property rights in materials prepared by the faculty member for distance learning programs and multimedia presentations, and it recognizes the faculty member's right to receive a share of the net profits from the sale or exploitation of patents that result from research work and invention by the member.

All faculty and administrators are provided copies of this agreement.

In addition, there is a Windward Community College Academic Grievance Procedure which is published in the College's catalog and also in the Windward Community College Policy Guidelines Manual, No. 4-6. All faculty, staff and administrators are provided copies of both the catalog and the Policy Guidelines. Students can find a copy of the Policy Guidelines in the Student Services Office, the Office of the Dean of Instruction, and the Library. Catalogs are for sale in the College Bookstore.

Appraisal:

The College, as part of the University of Hawai'i system, actively values and protects academic freedom. It also safeguards faculty members' intellectual rights. The integrity of the formal teaching and learning process is adequately safeguarded at the campus. There have been no cases involving academic freedom at the College since the last accreditation review process.

Standard 2.3



Faculty and other college staff distinguish between personal conviction and proven conclusions and present relevant data fairly and objectively to students and others.

Description:

The College follows the guidelines contained in Article VIII of the 1995-1999 Agreement between the University of Hawai'i Professional Assembly and the Board of Regents of the University of Hawai'i. This article states, "In giving instruction upon controversial matters, Faculty Members are expected to set forth justly and without suppression the differing opinions of other investigators, and in their conclusions provide factual or other scholarly sources for such conclusions."

All faculty and administrators are provided copies of this agreement.

Standard 2.4

Institutions which strive to instill specific beliefs or world views or to require codes of conduct of faculty, administrative and support staff, or students give clear prior notice of such policies.

Description:

The College is a non-sectarian, public college and does not strive to instill specific beliefs or world views.

Beyond the codes of conduct specified by law or by union agreement, the College specifies only that members of the academic community may not violate the rights of one another nor disrupt the basic activities of the institution. The Student Conduct Code (WCC Policy Guideline No. 5-3) is available to students on the College Web site and from the Office of the Dean of Student Services. The College catalog and student orientation sessions alert students to their responsibility to abide by the Student Conduct Code.

Appraisal:

Faculty, staff, and students are given clear and prior notice of policies governing their conduct.

There have been no complaints filed regarding these matters.

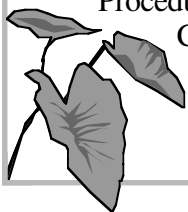
Standard 2.5

The institution provides faculty and students with clear expectations concerning the principles of academic honesty and the sanctions for violations.

Description:

The principles of academic honesty and the sanctions for violations, including penalties and the appeal procedure, are stated in the Student Conduct Code, WCC Policy Guidelines Manual, No. 5-3. The Code is referenced in the College catalog and defines dishonesty as including cheating and plagiarism, which may result in expulsion from the University. The "Student Academic Grievance Procedures" are contained in the WCC Policy Guidelines Manual, No. 4-6 and are described in the College catalog. The Learning Center offers discipline-specific class lectures and general workshops on plagiarism to address this problem.

Appraisal:



College policy concerning academic honesty and the sanctions for violations are clearly stated in print. Some faculty have in the past felt students were not fully aware of the principles of academic honesty and of the Student Conduct Code. However, during the present approach to student orientation, counselors review the major points of the Student Conduct Code and refer them to where they can find copies of the Code. Transfer and returning students who do not need to take the placement tests must also attend orientation in order to obtain an appointment with a counselor during the early registration period.

Standard 2.6

The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

Description:

The College strives to provide a supportive educational atmosphere for all students regardless of race, color, creed, age, or sexual orientation. For example, several faculty and staff have gone through “Safe Zone” training, a program that identifies and trains them to serve as advisors to gay, lesbian, bisexual, or trans-gendered students in need of support.

The College actively recruits students from all ethnicities. Special emphasis is put on activities that appeal to under-represented groups such as Hawaiian, Tongan, Filipino, etc. For example, work by the College’s Native Hawaiian Vocational Education Counselor has resulted in a 28.6% Fall 1998 enrollment of native Hawaiian students (an increase from 15.7% in Fall 1995). This counselor also plans activities and sponsors clubs that increase the retention of students in under represented groups. A “Summerbridge Program” designed for minority students and an “Orientation to College” class are also increasing enrollment and retention of these students.

Faculty actively participate in a variety of conferences, training, and system-wide committees designed to increase their awareness of multicultural issues. For example, the Dean of Students Services is a member of the “President’s Taskforce on Disability Access,” two counselors work with the “Diversity Taskforce on Sexual Orientation,” and one counselor serves as the Disabilities Accommodations Coordinator.

Support services are also available for students with disabilities, first-generation college students, and students with financial constraints through the STAAR (Students Toward Academic Achievement and Retention) program. STAAR is a TRIO student support service program funded under Title IV of the Higher Education Act 1965. Its services include tutoring, mentoring, workshops, counseling, financial assistance, and developmental summer classes.

Appraisal:

The College has a clear understanding of the needs of its students and actively seeks to assist those with special needs. Faculty and staff are adequately trained to respond to these needs.

Standard 2.7



The institution demonstrates honesty and integrity in its athletic programs.

The College has no athletic programs.

Standard 2.8

The institution demonstrates honesty and integrity in its relationships with the Commission and agrees to comply with Commission standards, policies, guidelines, public disclosures, and self study requirements.

All segments of the College entered into the self-study requirements of the accreditation process with the intent of honestly evaluating the strengths and weaknesses of the institution. The College also continuously seeks to comply with the Commission's standards, policies, and guidelines.

Standard 2.9

The institution regularly evaluates and revises institutional policies, practices, and publications to ensure integrity in all representations about its mission, programs, and services.

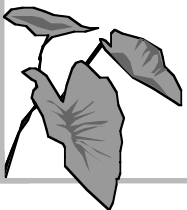
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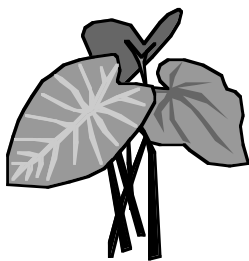
The College performs a comprehensive review of its policies and practices every two to three years in the process of preparing biennium budgets, developing its six-year Academic Development Plan, and conducting its accreditation self-study. The College also examines applicable policies and practices and revises them as warranted any time significant problems or opportunities arise between these comprehensive reviews.

Publications such as the College catalog, schedule of classes, institutional flyers, and program brochures are reviewed at least once a year and revised if necessary to reflect changes in programs and services. Any discrepancies in official college Web pages are promptly corrected when reported.

Appraisal:

The College is diligent in ensuring integrity and consistency in its policies, practices, and publications.





STANDARD THREE: INSTITUTIONAL EFFECTIVENESS

The institution, appropriate to its mission and purposes as a higher education institution, develops and implements a broad-based and integrated system of research, evaluation, and planning to assess institutional effectiveness and uses the results for institutional improvement. The institution identifies institutional outcomes which can be validated by objective evidence.

3. A.: Institutional Research and Evaluation

Standard 3: A.1

Institutional research is integrated with and supportive of institutional planning and evaluation.

Description:

In response to the recommendations made following our last accreditation review, the College established a goal to initiate an assessment process from which systematic evaluation could be conducted for decision making and planning purposes. Efforts have been underway to establish an assessment process in which performance indicators and satisfaction measures can be systematically obtained.

In 1993, the Chancellor for the University of Hawai'i Community Colleges established the Office of Institutional Research to coordinate institutional research efforts among the community colleges. A system-wide committee, the Institutional Research Cadre (IRC), with a representative from each of the community college campuses representing faculty, staff, and administration, was formed. The College was represented by the Dean of Student Services. The charge to the IRC was to support system-wide institutional research initiatives by coordinating the development and implementation of standard assessment instruments. As a result, the following system-wide assessments were developed and implemented:

- Entering Student Profile and Needs Assessment Survey
- Survey of Former Students
- Comparative Assessment/Program Health Indicators

This centrally coordinated approach resulted in the development of assessment instruments designed with a standard format, common set of questions, and included optional questions for individual campus use. The format allowed for the development of comparative data to generate analysis among the community colleges as well as to assess individual campus indicators. A significant amount of time was spent developing instruments that would include sets of questions generating measures of significance to the community college system, individual campuses, and for programmatic requirements mandated by federal and state agencies. The task of garnering consensus among the seven community colleges was a lengthy, tedious, yet productive process. It resulted in a product (survey assessments) through which users could access



comparable data at the institutional as well as system-wide levels. The surveys have been administered and results have been scanned, tabulated, analyzed, and reported on by the Office of Institutional Research. The level of analysis includes system-wide comparative data among campuses as well as individual campus data.

In 1998, the function of institutional research was decentralized and reassigned its institutional researchers to individual campuses. This was to improve and integrate institutional research with specific campus needs and programs.

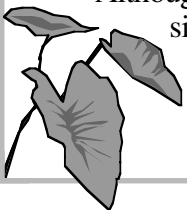
Appraisal:

The College continues to face many challenges presented by the inconsistent administration and coordination of the function of institutional research. The organizational shifts that have occurred since our last accreditation review, (i.e., moving from centralized administration of institutional research among the community colleges back to individual campus institutional research) have interfered with the College's ability to effectively administer and carry out institutional research in a consistent and effective manner. Consequently, institutional research is not well integrated and supportive of long-term planning. Research has often been conducted on a short-term basis in reaction to immediate demands, such as those brought about by budget cuts. The College has relied on the periodic Management and Planning Support (MAPS) reports developed by the University of Hawai'i's Institutional Research Office. The MAPS reports are comprehensive annual analyses of enrollment, graduation, academics, staffing, financial patterns, and projections. These summary reports are helpful in making system-wide comparisons; however, the potentially useful aggregate data are not presented in a manner that allows for the more detailed analysis required for effective decision making at the campus level.

Over the past year, the College has been struggling with developing strategies to obtain the data (e.g., scanning, tabulating, analyzing) previously generated by the UHCC system-wide Academic Planning, Assessment, and Policy Analysis unit. Lacking an institutional researcher on staff, the resources required for the technology, and software to scan surveys and extract data have placed restraints on the College. The ability to access, extract, and manipulate data is limited due to current information management software which was not designed with "user friendly" report generating compatibilities in mind. Administration has been dependent upon its very busy computer specialist, who is one of the few technical support staff within the community college system with expertise to extract data in a form that can be manipulated whenever information is needed from this customized database system. This has also limited the role faculty have been able to have in accessing institutional data on a regular basis. Faculty, in general, have not been involved in institutional research.

Given the constraints that have affected the progress of integrating institutional research as a force supportive of institutional planning and evaluation, "creative" measures have been taken to continue to systematically collect data. In Spring 1999, a sister community college campus assigned the services of its institutional researcher to help, as time permits, with designing a research process to support planning and evaluation and conducting research on relevant institutional effectiveness questions. In addition, surveys that were previously administered by the UHCC system-wide Academic Planning, Assessment, and Policy Analysis unit have been integrated into the demographic component of the College's computerized placement testing program that was implemented in Spring 1998. It is clear that attention needs to be devoted to address the ways in which data can be retrieved and analyzed that will be productive to the College's decision-making process.

Although its approach to institutional research has been fragmented and ad hoc, the College has made significant strides since the last accreditation review toward initiating a systematic process to collect data. The next major challenge will be to systematically integrate this data collection process into the College's evaluation and decision-making process.



The process by which the College identifies its research needs, planning priorities, and related resources needs to become more explicit and more broadly disseminated. The College needs to devise research strategies for planning and decision making. Attention should be given to advancing a comprehensive educational assessment plan so that specific data on educational outcomes can more readily be factored into planning. In the future, program analysis should become more integral to research and planning. Efforts should be made to focus on program strengths and weaknesses in order to assess the institution's performance in terms of its mission.

Planning:

- To appoint an assessment committee as broadly representative as feasible to design the essential elements and processes for effective institutional research and planning. This committee will consider such topics as how to get data more suited to campus-based planning and how to develop a "data warehouse" that is optimal for analysis.
- To provide workshops to inform staff of the new external demands for institutional assessment and provide the essential training needed to develop basic skills to interpret and use data.

Standard 3: A.2

The institution provides the necessary resources for effective research and evaluation.

Description:

The University of Hawai'i has contracted with Buzzeo Inc, a software engineering company, to design a single system-wide Student Information System to replace the functions currently provided by at least eleven different database programs among the eleven campuses. This Java-based object management technology is intended to facilitate the collection, standardization, submission, and evaluation of critical performance data. The modules under construction include:

- Recruiting and Marketing
- Course Scheduling
- Curriculum Development/Management
- Instructional Information Management
- Facilities Management
- Admissions
- Student Academic Information (Registration)
- Financial Aid
- Cashiering
- Learning Plan
- Student Services
- Collections Management

The system-wide Steering Committee and the Project Management Team are in the process of evaluating the types of data needed in this customized management information system. The Dean of Student Services serves on the Project Management Team and is the team leader for the Student Services module. It is expected that these modules will be implemented Fall 2001 and will establish a fully integrated relational database that will greatly expand our abilities to project future needs and evaluate present performance.



Appraisal:

Research and data have been adequate to assess and modify selected programs for improvement, but are inadequate for long-term institutional evaluation and planning. The College recognizes the need to initiate new and to refine existing methods of data collection and use. This should include, for example, clarification of which data are to be evaluated at the campus level and which could be conducted through central administration. It must also address at what point in the evaluation and planning cycle certain data are regarded as relevant. In addition, individuals and departments with planning responsibilities need to be trained on how to efficiently access data and generate research questions.

Planning:

- To prepare for the implementation of the new system-wide management information system, and to initiate staff training at all levels on its use.
- To continue to participate with the University in the design and implementation of the system-wide student information system.
- To develop an internal student information data warehouse, including:
 - a) data formats and tools that can be supported.
 - b) in-house computer staff to populate a data warehouse for campus research questions.
 - c) procuring necessary hardware and software.
 - d) providing staff training on using data analysis tools.
- To develop procedures governing access to data resources.
- To use Geographic Information System site capabilities to access 2000 census data on its service communities.

Standard 3: A.3

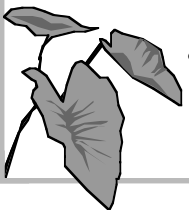
The institution has developed and implemented the means for evaluating how well, and in what ways, it accomplishes its mission and purposes.

Description:

The College has a very broad and general mission statement in its Academic Development Plan. These goal statements can be evaluated more clearly by examining their operational phrasing in the Purposes section of the College catalog:

Purposes: Windward Community College seeks to be a comprehensive community college. Its purpose is to serve the post-secondary educational needs of individuals residing in the communities served by the College. The College fulfills this purpose by the following offerings:

- a wide variety of liberal arts and science courses for individuals seeking to meet the first two-year requirements of a baccalaureate degree program or to further their knowledge of themselves and their social and physical environments;
- vocational courses in selected areas for individuals seeking to acquire entry level skills or those seeking to upgrade existing skills;



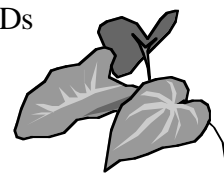
- a selection of developmental and remedial courses for persons needing to review the basic learning skills: reading, writing, speaking, listening, and arithmetic;
- public service programs of non-credit courses, forums and cultural activities for those individuals seeking to develop leisure time skills, further their understanding of topics of current interest, or increase their awareness of the many ethnic heritages in the islands.

As described in Parts 3.A.1 and 3.A.2 above, the College is in the process of developing a systematic assessment process to collect data for evaluating progress toward accomplishing its mission and purposes. While this process has often been informal and fragmented, the College has recently begun to put the pieces into an integrated whole. The following assessment instruments have been developed and implemented in response to recommendations from the last accreditation report:

- **Entering Student Survey:** Provides demographic information on entering student characteristics, educational and career plans, and student needs assessment. Initiated in 1995 as a paper-and-pencil questionnaire completed by new students when they registered for classes with their counselor, data are now collected as part of the computerized English/math placement test required of all new students.
- **College Placement Test:** Computerized assessments measure student abilities in reading, writing, and math. Results are used to place students in appropriate math, English, and other courses requiring prerequisite skills.
- **Graduate and Leavers Survey:** Measures employability, satisfaction with the College instruction, and reasons for leaving. The survey is sent out to former students one year after departure from the College.
- **Program Reviews - Program Health Indicators:** Initiated in 1993 in response to recommendations from the last accreditation report and to impending budget cuts, this system-wide assessment rated the operational units within each of the colleges. It is the most extensive assessment completed to date. Its primary purpose is to assess the “health” of vocational and technical programs as measured by indicators in three major criteria: centrality (e.g., demand, student semester hours), efficiency (e.g., class fill rates, class size, cost per student semester hour), and outcomes (e.g., retention rates, credits earned ratio, graduation rates).
- **Community Needs Survey:** Conducted in 1995 to assess the extent to which the College is fulfilling the educational needs of those individuals who reside on the Windward side of the island. Results were intended for use in evaluating programs and services and in planning/revising academic and support program.
- Other assessment instruments to measure satisfaction levels among enrolled students (e.g., continuing student survey) are scheduled to be implemented in the future.

The following standard reports are used as data sources:

- **Integrated Postsecondary Education Data System (IPEDs) Report:** Required by and submitted to the U.S. Department of Education, gathers data pertaining to student demographics, enrollment numbers, graduation and retention rates. The IPEDs system makes it possible to compare College data with similar institutions nationally as well as with its own history. IPEDs also monitors the College’s compliance with requirements of Title IV regarding a student’s right to know about graduation and persistence rates and other campus indicators.



- Management and Planning Support Reports (MAPS): Provides a quarterly review of IPEDs data for the University of Hawai'i campuses.
- Quarterly Financial Reports: Analyzes performance on revenue generation and expenses compared to quarterly budget projections, year-to-date (YTD) budget projections, and monthly and YTD actuals from the previous fiscal year.

The following ad hoc reports have been used as references:

- Each academic department annually sets goals for its unit in observable, if not measurable, outcomes. Progress reports are presented at the last meeting of the year by the department chairs and the Dean of Instruction.
- Effectiveness of English 22 as Preparation for English 100
- Student Needs Assessment: COMPASS (Demographics)
- Survey of Psycho-Social Developmental Studies Program's former and currently enrolled students.

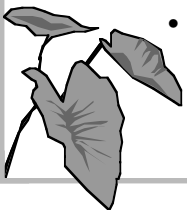
The College's federally funded projects, including the Student Support Services Project and Native Hawaiian Vocational Education Project, incorporate measurable performance objectives to evaluate the extent to which the project has been successful based on outcome measures including: the percentage rate at which students maintain good academic standing; the percentage rate at which students complete the academic program in which they are enrolled; the percentage rate at which students persist from one academic year to the next; the percentage rate at which students graduate; and the percentage rate at which students transfer to a four-year college/university. These performance outcome measures are used as "targets" or goals to achieve each year.

In concert with evaluation methods used in federally funded projects, the College's Academic Development Plan 1996-2002, provides key performance indicators whose measures can assess whether the College is meeting its mission and goals.

Appraisal:

The College's planning processes and structures are under critical review, transition, and reconstruction. Past practice has relied on the use of qualitative information (e.g., anecdotal documentation and focus on process) rather than outcome measures to evaluate progress. This shift from a qualitative focus to one of quantitative measurable outcome based on research requires significant changes within the institution's approach to planning and decision making. Currently, many of the planning operations are not clearly defined nor fully understood. Critical planning data have not been distributed broadly enough to be useful to the campus community nor has data been used as a catalyst in promoting institutional change. Specific issues that need to be addressed include:

- Clear operational definitions of the goals within the College's Academic Development Plan are lacking. Priorities are merely a list of desirable accomplishments rather than expected measurable outcomes;
- The means of evaluation do not appear to be sufficiently coordinated;
- The results of evaluation are not well communicated to all the staff.

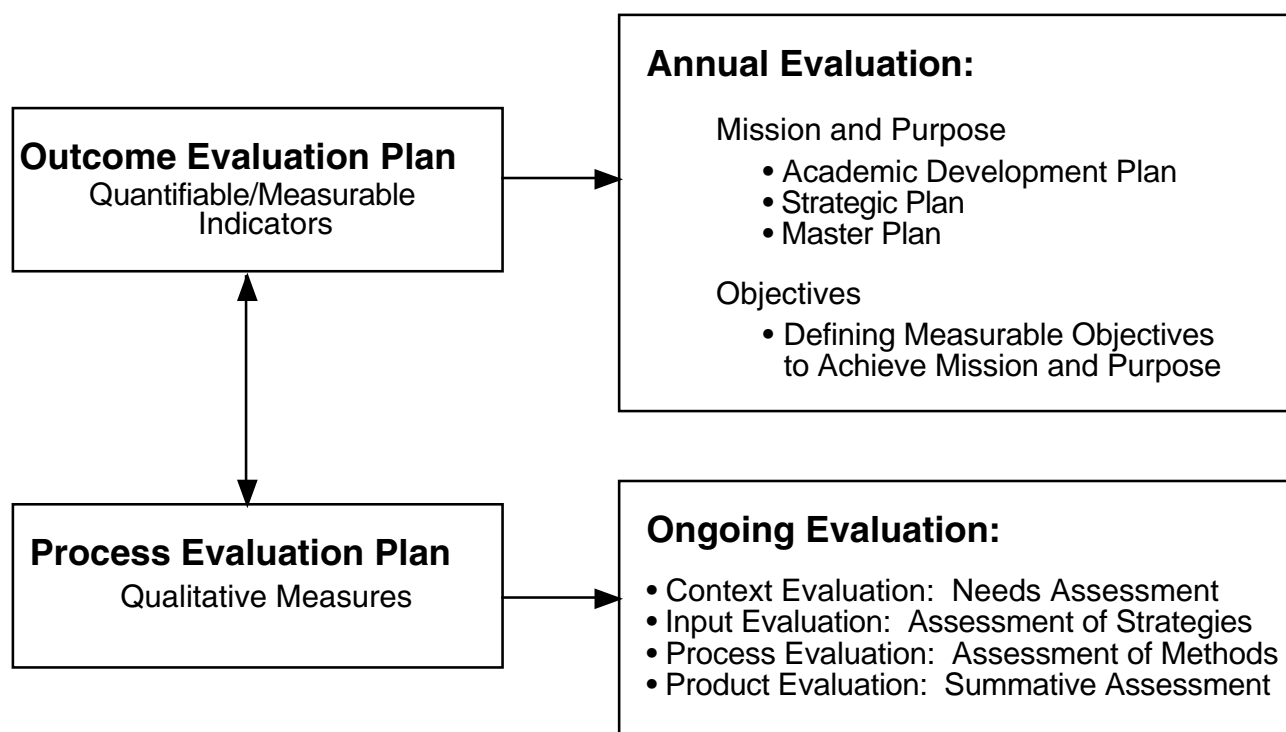


As the College continues to implement the multiple aspects of research and planning, it should also focus on communicating such efforts to all relevant stakeholders. In particular, the goal should be to make the planning process transparent and user-friendly to all who participate in achieving departmental and institutional goals.

Planning:

- To continue to review current practices and develop improved means for evaluating how well and in what ways its mission and purposes are accomplished.
- To establish objectives that can be used to measure the extent to which the College has successfully achieved its stated mission and purposes, the following actions are proposed:
- To translate anecdotal priorities into measurable performance objectives and desired outcomes.
- To derive objective measures of accomplishment from mission and purpose statements.
- To involve the College community in developing benchmarked operational measures that are well thought out and agreed upon.
- To broadly disseminate research/evaluation results.
- To implement the following evaluation plan:

Evaluation Plan



Standard 3: A.4

The institution provides evidence that its program evaluations lead to improvement of programs and services.

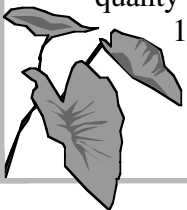
Description:

While the College has made progress toward implementing assessment tools (e.g., surveys), the extent to which results have been used to improve program services have not been fully used in all areas. The single most significant improvement of programs and services instituted as a result of program evaluations is based on the Program Health Indicators. Outcomes were used to respond to impending budget cuts resulting in the reallocation of campus resources. Results of the 1993 assessment indicated that departments rated high overall (e.g., 97% class fill rate in liberal arts and 85% for the total schedule of courses). However, the Business and Automotive Mechanics Technology programs required administrative attention. Subsequent to a review of the programs, management decisions were made to: a) terminate the Automotive Technology program and consolidate it with the program offered on a sister college campus; and b) revise the curriculum and restructure the program offerings within the business department. The business department has made significant changes in responding to declining enrollment. In 1995, it had three Associate in Science programs and six Certificate programs in Accounting, Finance, Office Administration and Technology, and Information and Computer Science. In 1996, the Finance Program was put on hold and the remaining programs were converted to a single Certificate of Completion in Business Technology. The certificate requires a core of Business Communication and Computer literacy courses and a choice of one of the following specializations: Accounting, Information and Computer Science, or Office Administration and Technology.

As a result of the 1993 assessment, research also indicated that two student populations in business courses are not necessarily certificate majors. One group wanted in-service training, which requires more night class offerings and modular scheduling. The department responded by planning two eight-week courses for the night schedule in Fall 1999. A second group included those planning to transfer to baccalaureate programs before completing a certificate. Research has also indicated that of the three specializations there is an increasing demand for the Information and Computer Science specialization.

The Psycho-Social Developmental Studies Academic Subject Certificate program has as its main objective: *Provide students planning to major in the human services professions (social work, counseling, education, corrections, psychology, and human development) an A.A. degree that provides a core of courses that is more appropriately focused for baccalaureate transfer.* The first certificates were awarded in Spring 1997. In December, 1998, 117 students from a two-year period who were currently enrolled in or had completed the core courses in Cooperative Education (agency placement) were surveyed to evaluate the program. Thirty-one of the 32 returned surveys indicated career plans at the bachelor or advanced degree level and over 90% of these planned a human service major. Fifteen of the 31 respondents planned careers in counseling or psychology. These results confirmed that the program was meeting its objectives.

The College continues to provide for student evaluation of faculty teaching effectiveness. Probationary faculty are annually reviewed and are required to provide evidence of teaching effectiveness. Student evaluations are required in applications for promotion and tenure. Evaluation forms and scoring services are provided for all faculty including tenured faculty. A university-wide faculty quality-of-work-life survey was conducted by the All Campus Council of Faculty Senate Chairs in 1999. The morale rating of the College was 6.46 on a scale of 1 to 10, which was the highest of the nine campuses of the University.



Two external measures of the College's teaching effectiveness were the awarding of the Carnegie Foundation Professor of the Year award to an English professor in 1996 and a natural science professor in 1997. Each of the College's academic departments (including academic support units) prepares an annual qualitative assessment of academic year accomplishments and goals for the coming year. These reports are circulated and discussed at the final department chairs and deans meeting of the academic year.

As part of the faculty's review of the College's General Education standards, the curriculum committee asked the Social Science department to assess how well two different courses vis-a-vis three different courses would meet the competencies of the Associate in Arts Student Degree Level Competencies (1990, UHCC) a system-wide faculty-created document. Five faculty members took a course from their own discipline and compared it with four courses from other disciplines to see whether two courses were enough for a student to complete the A.A. competencies. It was found that 23% of the course-pairs would not fulfill the required competencies so the department recommended that the three-course requirement for the A.A. degree should remain.

Appraisal:

The College's planning processes has changed, particularly in curriculum development. However, faculty and staff often feel uninformed about how research and planning lead to organizational change. Since efforts to integrate institutional research into the planning process are still being developed, it will take time to link this process directly to changes made within the institution.

Planning:

- To make appropriate efforts to involve the faculty, staff, and students in the processes associated with evaluation and planning.
- To continue the use of annual Program Health Indicators for assessing accomplishments and needed changes for vocational programs.
- To consider implementing the feasible elements of the 1993 Comparative Assessment Methodology to go beyond vocational education and include all units of the College (e.g., liberal arts instruction and academic support).
- To develop benchmarks for each of the programs specified in the College mission statement.

3.B.: Institutional Planning

Standard 3: B.1

The institution defines and publishes its planning processes and involves appropriate segments of the College community in the development of institutional plans.

Description:

The College's formal planning processes have been defined by the following planning documents:

Board of Regents

Master Plan, April 22, 1989

Office of the President
University of Hawai'i

Focus and Quality: University of
Hawai'i Strategic Plan 1997-2007



Office of the Chancellor
University of Hawai‘i
Community Colleges

1997-2007 University of Hawai‘i
Community Colleges Strategic
Plan

Campus

Windward Community College Academic
Development Plan 1996-2002

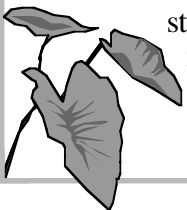
Three major planning activities for the College are preparing the Academic Development Plan (ADP), preparing biennium budgets, and conducting regular institutional self-studies for accreditation. Implementing the ADP includes updating the campus Master Plan for new construction and renovation of existing structures. The campus planning process receives direction from biennium budget cycles, the University of Hawai‘i Community Colleges Strategic Plan 1997-2007, and Focus and Quality: University of Hawai‘i Strategic Plan 1997-2007. Faculty, staff, and students are actively involved in this process. Every six years the current Academic Development Plan is reviewed prior to developing a new plan.

In 1996, the Academic Development Plan Task Force was composed of representatives from all academic departments: administration, support units, including 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 based on the overall direction and mission defined in the University of Hawai‘i Community Colleges Strategic Plan 1997-2007. In addition, the Task Force reviewed each of the recommendations and commendations from the 1994 accreditation report to assure that adequate response was made.

Another major area in which the College has been actively involved is in the planning and development of new and renovated facilities as designated in the Master Plan as approved by the Board of Regents. Although the Master Plan was approved in 1989, it was not until the fiscal biennium 1993-1995 biennium that funding was received from the State Legislature to begin work on major construction and renovation projects including:

- Creation of a new parking lot fronting the campus with sewer, water, electricity, communications, roadways, and parking lot infrastructure;
- Design and renovation of Hale Kūhina (Office of Continuing Education and Training);
- Design and construction of Hale ‘Imiloa (Science Building);
- Design and construction of Hale Hōkūlani (Planetarium);
- Design and construction of Hale Pālanakila (Humanities Building);
- Design and construction of Hale ‘Ākoakoa (Campus Center);
- Design of Hale La‘akea (Library).

These construction projects have required an extensive amount of planning and coordination. Under the coordination of the Special Assistant to the Provost, the overall planning of facilities development has been guided by the Master Plan Steering Committee comprising representatives from faculty, staff, administration, and students. For each of the five construction/renovation projects, committees have been formed from representatives from the primary users of the facility, faculty,



administration, staff, and students. These committees have been involved throughout the design and construction phase of each project including the formation of the educational specifications for each building, review of the architectural plans, and monitoring of construction.

Interviews with the Provost, Deans, Directors, and Assistant Dean reveal the College's informal planning process also includes:

- Annual evaluations and setting of goals conducted by administration, faculty, and staff;
- Regularly scheduled staff meetings (e.g., Provost staff, department chairpersons, student services personnel, faculty senate, etc.);
- Committee meetings (e.g., faculty/staff development fund, special events, Board of Publications, advisory boards, etc.);
- Budget (Operating and CIP);
- Ad hoc research (institutional);
- In-house research (grants).

Such informal planning procedures as consultations with appropriate units of the College are implemented as needed. Evaluation tasks are assigned to program faculty directly responsible for student enrollment and content for the program. Ad hoc institutional research in the form of Program Health Reviews is often required and prepared at the request of the persons directly responsible.

Appraisal:

Prior to 1995, the College's processes for long-range planning and evaluation were less developed and has since improved.

The downturn in the State's economy has had significant impact on the recent planning processes within the College. Over the last nine years the economic recession in Hawai'i has cut the College's operational budget by 20%. Because of the continuing decline in revenues and increase in operating costs, priorities have been adjusted by the administration on an as-needed basis. For instance, increased energy costs for the new science building and the renovated Continuing Education building have affected the campus budget with unanticipated additional expenses. Budget constraints and rising operating costs have taken a toll on College personnel. This planning process has often been "reactionary" to budget cuts and has led to a perception that it is disjointed, needing coordination, and direction. Unplanned budget restrictions requiring short turnaround decisions, immediate response requests, and quick deadlines have often not afforded the College administration adequate time to respond with participatory input from representatives among the campus community. Equipment purchases have been postponed. Many critical vacant positions have been left unfilled. Faculty, staff, and administration work hard to fulfill their responsibilities to the mission of the institution; e.g., carrying a full-time teaching workload plus service to the system and campus via committees. More workload responsibility is required of personnel, because of the loss of key positions; e.g., reassignment of existing positions or vacant positions due to resignation and retirements. Overall, the effect of an unstable economy has created an environment which has often been reactionary rather than planned.

When the economy revitalizes and revenues increase, full faculty participation in the budget process needs to be restored. At present, informal consultation with faculty and staff is adequate and insures some participation. With the assumption that budget dollars

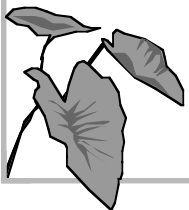
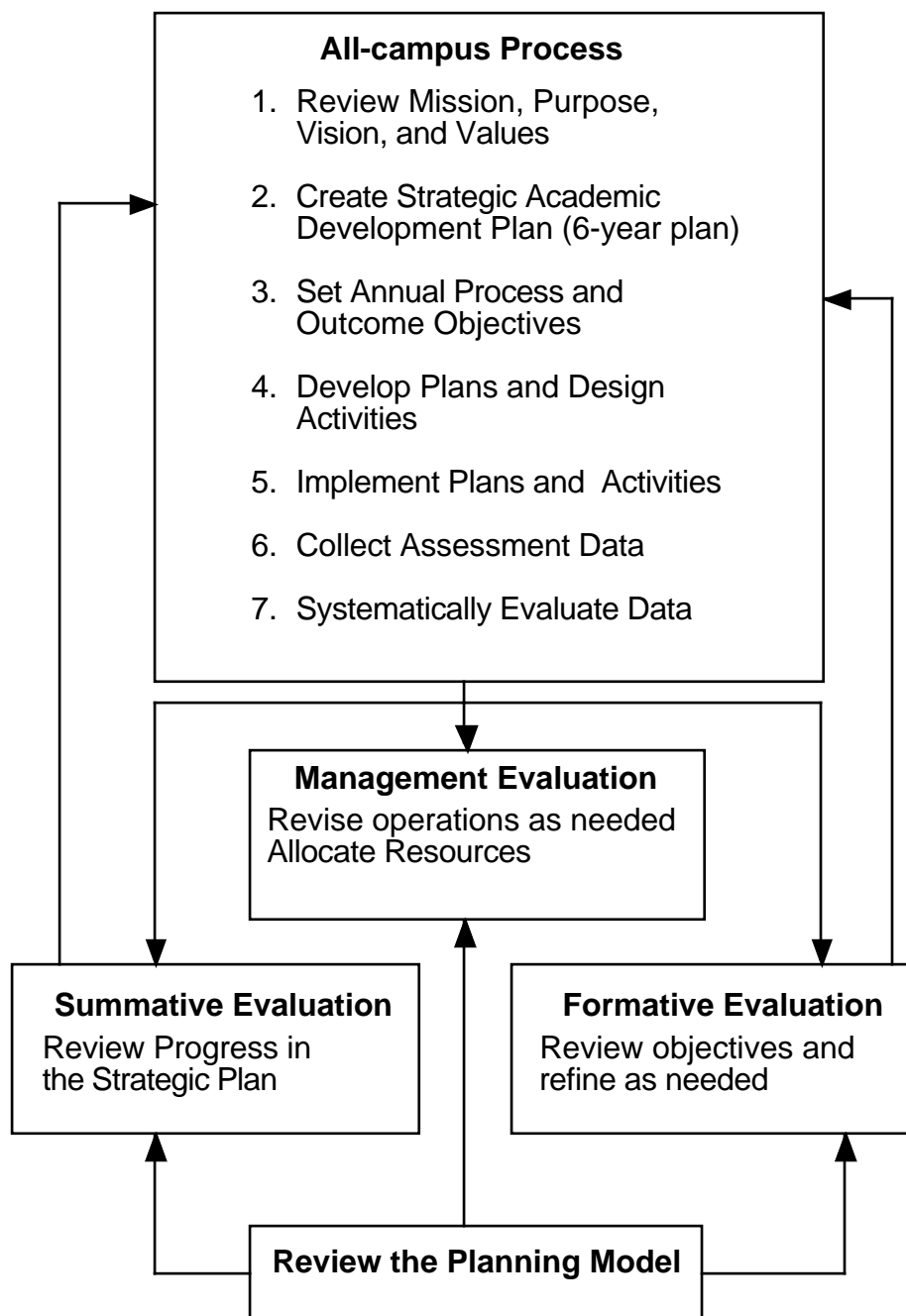


remain constant, this approach is effective. However, if revenues rise, more formal procedures need to be implemented to assure broad-based participation. Within the constraints of budget cuts, the College has emerged remarkably stable. This is a considerable achievement. The College is now operating at maximum cost-effectiveness and has a solid foundation upon which to build and meet changes that future assessment will dictate. However, further budgetary cuts could have a significant impact on the integrity of the College's existing structure. The potential for maximizing change at this campus is great.

Planning:

- To initiate and integrate the following planning model:

Planning and Evaluation Model



- To encourage more classified staff to participate in the planning process. Clarify and publish informal planning processes.
- To charge a broad-based Task Force representing all units to begin an annual review of the ADP.
- To apply “Sunshine” policies to all research not systematically reported on to the College community. Publish and make available research findings, health indicators, and student learning outcomes.
- To provide access to campus research information on the web site.
- To maintain periodic updates on the College home page on the World Wide Web.
- To restore regular consultation with faculty and staff on budget processes.
- To invite student input in the development of institutional plans.

Standard 3: B.2

The institution defines and integrates its evaluation and planning processes to identify priorities for improvement.

Description:

The core document for planning is the Academic Development Plan (ADP) that includes a detailed description of the College’s long-range goals toward which efforts and resources will be directed during the planning period. In writing the current Academic Development Plan, the previous Academic Development Plan, the Master Plan, the 1994 WASC Accreditation Report, Focus and Quality: University of Hawai‘i Strategic Plan 1997-2007, and the 1997-2007 University of Hawai‘i Community Colleges Strategic Plan were the major documents referenced and linked to the College’s mission.

Within the Academic Development Plan, five specific planning goals were established:

- Goal A: Providing access to quality educational experiences and service to the State;
- Goal B: Implementing differentiated campus missions and functioning as a system;
- Goal C: Continuing to champion diversity and respect for differences;
- Goal D: Strengthening the university as a premier resource in Hawaiian, Asian and Pacific affairs, and advancing its international role;
- Goal E: Acquiring resources and managing them with accountability and responsiveness.

For each goal, specific objectives and action plans are identified, general staffing issues are addressed, program activity levels and resource requirements are projected, and major repair and maintenance and capital improvement project activities are detailed.



While the College has been trying to follow its Academic Development Plan, continual budget cuts required frequent review and revision of institutional plans. Downsizing and elimination of positions have been managed through an intensive process that looks at enrollments, program structure, transfer requirements, and other relevant data. Savings derived through attrition and leaving positions vacant have allowed the College to meet increased operational costs and to decrease spending with a minimal dislocation of personnel, using the following methods: 1) The course schedule has been reviewed and changes made; 2) Evaluation of the number of courses required to meet (core) needs for transfer programs has been completed (A.A. degree review); 3) There has been a reduction in the number of lecturers hired for courses; 4) Student needs are being reevaluated with regard to meeting core needs for transfer programs; 5) Faculty have continued to develop new courses to improve and refine existing programs; (6) Class size has increased for some courses.

Appraisal:

The planning process, outlined in the Academic Development Plan, represents an idea that is yet to be reached. While most critical elements are in place, many still view it as made up of discrete activities rather than as a complete planning system. It is perceived that the College has a fragmented approach to evaluation and planning and has not integrated this process because of its reliance on the informal pattern of management. This style of evaluation and planning does not create stability nor the foundation needed to meet the ever accelerating programmatic and technological changes of the 21st century.

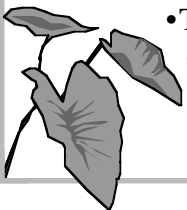
The formal planning procedures of the ADP provide the basis for potential planning, integration, and evaluation that can be achieved through institutional research. However, the actual implementation of the plans is yet to be realized. Suggestions for improvement include:

- More analysis to identify the specific priorities for the achievement of ADP goals.
- Derive measurable objectives from the ADP.
- Select a common mission as the focus for annual review.
- Define institutional research so various constituencies within the College participate in its activities.
- Broaden the present level of research on campus so all units² have information, training, and skills in order to be held accountable in outcome assessment.

Planning:

- To use the all-College convocations to communicate the objectives expected to be performed by each unit for the year.
- To create campus cohesiveness and focus directed toward a common goal for the entire College.
- To demonstrate how skills in assessment can transform the College.
- To train the individuals in the unit to develop appropriate assessment questions.

- To provide incentives, support, and funding for personnel retraining and updating of skills/expertise.



- To develop workshops dealing with change, institutional research, and the effect of computers on the research process.

Standard 3: B.3

The institution engages in systematic and integrated educational, financial, physical, and human resources planning and implements changes to improve programs and services.

Description:

Within the Academic Development Plan, general staffing issues are addressed, program activity levels and resource requirements are projected, and major repair and maintenance and capital improvement project activities are detailed and are outlined below:

Priorities for Educational Planning:

- Be predominantly liberal arts with the focus on an articulated Associate in Arts degree;
- Address general education requirements as it affects the transfer of students;
- Plan, write, and submit relevant new programs under the Academic Subject Certificate option.

Priorities for Physical Planning:

- Stay on target with the Master Plan;
- Address the need for repairs and maintenance to ensure the health and safety of students and personnel;
- Acquire equipment, technology, and library books.

In addition, a six-year plan has included biennium requests for funding to fill vacant positions and to create new positions.

Appraisal:

The College has not yet fully addressed this standard. Medium-scale and piecemeal planning is being done. However, major changes need to be made to achieve the standard of integrated planning within the next five years.

The College's administrative team has played a leading role in determining priorities for each planning cycle. Since many of their interests overlap (e.g., enrollment management, staffing, and resource allocations), planning requires teamwork in coordination and implementation. However, the goal to establish College-wide "teamwork" in planning needs more concrete expression.

Priorities for human resources planning center around the need to maintain a reputation for a dedicated and caring faculty supported by a high quality staff. With increased and/or continual budget cuts, faculty and staff are forced to do more with less, resulting in a demoralizing effect. Related issues include: staff burnout, increased workload, increased class size, burden of committee responsibilities, lack of resources for staff development, and problems associated with the under-utilization of various groups.



The College has begun conducting educational research.

In both the annual strategic planning cycle and in the subsequent assessment activities, persons representing administrative services, academic affairs, student affairs, community affairs, and students should collaborate in setting the institution's research and planning agenda. Wherever appropriate, faculty and staff input should be sought from such entities as the Academic Development Plan Task Force, Master Plan Steering Committee, Faculty Senate, departmental meetings, and by other informal means. In these planning events, departments should share with other departments any information that may affect their planning.

Planning changes are affected from the top down. Administration must provide the leadership to set the direction and attitudes.

Planning:

- To create the vision and communicate it to campus units.
- To build the skills of assessment.
- To create a system of incentives/rewards.
- To design strategies and execute a five-year plan for institutional research.
- To identify the annual goal for each unit relative to its function.
- To provide an overview of where the unit is heading and how a cohesive whole will develop.
- To set one-year goals that dovetail into the next goal level. Annually measure and evaluate the progress achieved toward the five-year goal. Adjust as necessary.
- To seek funding for institutional research.
- To hire an institutional researcher.
- To continually reassess student needs.
- To assess the market(s) the College serves.

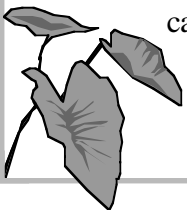
3.C.: Institutional Outcomes Assessment

Standard 3: C.1

The institution specifies intended institutional outcomes and has clear documentation of their achievement.

Description:

The Mission statement in the Academic Development Plan and the Purpose statement in the College catalog specify the institutional goals of the College. In addition, objectives and action plans to accomplish each goal are clearly specified within the ADP. As described in earlier sections of



this standard, the College regularly documents the achievement of these institutional goals in the form of annual reports, accreditation self studies, renewed/revised academic development plans, and other ad hoc reports.

Appraisal:

The institutional goals and objectives are not currently specified in measurable terms and documentation of outcomes remains qualitative and primarily at the course and program level. These goals and objectives are process oriented and achievement has been difficult to quantify. However, the College has recently taken steps toward implementing appropriate assessment strategies to evaluate outcomes. Examples of improvements have been cited in comparative assessments for vocational programs in the use of Program Health Indicators, entering student and former student surveys conducted by Student Services, and system-wide studies that track student persistence rates, transfer patterns, and grade point averages of transferring students.

The College is sensitive to the need for research data for decision making. Much of its program revision is based on external research. As part of a system of community colleges, it has relied primarily on the Chancellor's Office to measure institutional outcomes, (e.g., the Comparative Assessment Study of 1993, and its annual updates).

With increased demand from accreditation standards for institutional planning based on outcome assessments, the College must take greater responsibility in specifying and measuring institutional outcomes at the campus level.

Planning:

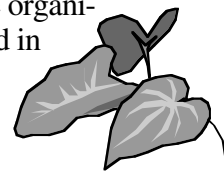
- To identify and use varied methods for assessing a wider range of institutional outcomes. These might include assessment of educational, human, and physical resources outcomes.
- To review the Academic Development Plan and draft the College's mission into institutional outcome statements;
- To inventory and collate existing research data, reallocate resources, educate staff on institutional research, establish benchmarks for institutional outcomes, and design a research protocol.

Standard 3: C.2

The institution uses information from its evaluation and planning activities to communicate matters of quality assurance to the public.

Description:

The College communicates matters of quality assurance to the public primarily through the distribution of official publications of University of Hawai'i annual reports and through other publications including the College catalog, Ka 'Ohana (campus newspaper), Rainbird (campus literary publication), and student recruitment brochures. The public also learns about the College from the marketing committee and the College's outreach/recruitment efforts including: presentations to high schools; campus tours for prospective students, parents, and high school staff; participation in the annual statewide College Fair, Career Days at the local shopping malls, and Voc Fest activities; faculty presentations to classes in feeder schools; presentations made to community and service organizations (e.g., Rotary and the Kāne'ohe Business Group); service learning projects hosted in the community (e.g., tutoring in the schools); a quarterly 16-page mailer to 33,000



households of continuing education non-credit courses and campus special events; an all-day information event on campus highlighting programs for teachers from local high schools; an annual unique summer Taro Festival that attracts a large number of participants; an entertaining, informational open house, the Ho'olaule'a, that has attracted up to 3,000; and the provision of facilities for adult education courses conducted by the Department of Education.

Appraisal:

The College has an excellent range of activities through which quality assurance can be communicated to the public. Virtually all age groups from elementary school students to senior citizens are exposed to college opportunities. Native Hawaiians, the largest ethnic minority group in the community area, have a special counselor charged with outreach. Success in recruiting Native Hawaiian students can be measured by the growth in percentage of this college population from 21.5% in 1992 to 27.5% in 1999, the second highest percentage of all the University of Hawai'i campuses.

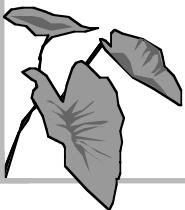
Through persistent and diligent communication with our State legislators, the College has successfully obtained funds to carry out major capital improvement projects that provide for important new infrastructure and new buildings. This is a significant outcome considering the current economic conditions of the State.

The Marketing Committee initiated planning activities in 1998-1999 for soliciting local private funding. Each department did a needs assessment for the future. One major criterion was securing funds for new facilities to maximize their design potential. Since no increases in operating funds have been budgeted by the State, this additional money enhancement is to maintain excellence over a five-year operating period. In support of committee efforts, the provost has budgeted for 1999-2000, \$10,000 for its operation. He also appointed a blue-ribbon advisory committee of twelve community members who will also assist in the fund-raising campaign.

The College should continue to work on developing the institutional research that will produce quality assurance measures. Through the College's marketing committee, efforts should continue to draw on resources such as the Provost's Advisory Board and WCC alumni to elicit relevant data. The Marketing Committee should continue its efforts to disseminate relevant information about the College's goals and achievements.

Planning:

- To review the format and content of information and data assembled from the evaluation and planning activities. This fact book can be used by the Marketing Committee for private fund-raising and recruitment of new students.
- To continue the variety of successful public information activities currently used by the College.



Standard 3: C.3

The institution systematically reviews and modifies, as appropriate, its institutional research efforts, evaluation processes, institutional plans, and planning processes to determine their ongoing utility for assessing institutional effectiveness.

Description:

As stated throughout this standard, several aspects of the research and planning process are still being developed. The College does review and revise its institutional plan, the Academic Development Plan, every six years. A steering committee annually assesses progress. However, a systematic review of its institutional research or evaluation process has yet to be conducted.

Appraisal:

While new areas of needed research have frequently been identified, there is presently no formal means by which the institutional research and planning process as a whole is evaluated for effectiveness.

The recent shift from the centralized coordination of institutional research in the Office of the Chancellor for Community Colleges to a campus-based coordination continues to present challenges, particularly since the College does not have an institutional researcher on staff.

The planning process itself needs to become more self-reflective. A comprehensive research and planning design must include methods for evaluating its own effectiveness. As the system matures, responsibilities of an office of planning, assessment, and research will be more in demand in order to oversee the effectiveness of all aspects of the College. As the College continues to expand, quality control at the campus level for the planning process itself needs increased attention.

Planning:

- To initiate and implement the procedure for research, evaluation, and planning for assessing institutional effectiveness.
- To conduct an annual evaluation to refine the planning process.





STANDARD FOUR: EDUCATIONAL PROGRAMS

The institution offers collegiate level programs in recognized fields of study that culminate in identified student competencies leading to degrees and certificates. The provisions of this standard are broadly applicable to all educational activities offered in the name of the institution, regardless of where or how presented, or by whom taught.

4.A.: General Provisions

Standard 4: A.1

The institution seeks to meet the varied educational needs of its students through programs consistent with its institutional mission and purposes and the demographics and economics of its community.

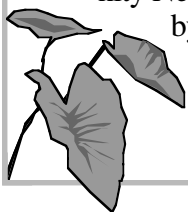
Description:

The College has general goals and objectives common to all community colleges within the University of Hawai'i system. The mission and purposes of the College are stated in its Academic Development Plan (ADP) 1996-2002. The mission statement in the ADP states that the College will "provide post-secondary educational opportunities with a focus on the residents of Windward O'ahu."

The population in the windward area was expected to increase with the opening (December 1997) of the H-3 Freeway connecting Kāne'ohe to the leeward areas of O'ahu. However, the number of students enrolled at the College has remained constant for the last two years. City development plans for the windward area remain conservative. The areas from Makapu'u to Kualoa should remain urban fringe and rural areas, with limited expansion of residential and commercial centers for the next 20 years. Instead of development, plans for the area include preservation and protection of the region's natural, cultural, historical, and agricultural resources. The College uses demographic information about its student population from Managing and Planning Support (MAPS) reports and from the COMPASS Placement Test demographic questionnaire.

A Community Needs Survey was conducted in Spring 1995 to determine the place of the College in the community. Based on the results of "interest in credit program" questions in the Community Needs Survey, the Academic Subject Certificates in Hawaiian Studies and in Psycho-Social Developmental Studies were created. Although respondents indicated a desire from more evening courses the number of evening classes offered has not been increased due to budgetary restrictions.

During the summer of 1998, institutional research functions were shifted from the University of Hawai'i Office of the Chancellor for Community Colleges to the individual campuses. The Community Needs Survey became one of the responsibilities of the College. Although it has been discussed by the community college provosts, conducting such a survey is left to the discretion of the individual campuses, and the College has no plans to conduct another one at this time.



The College continues to offer instructional programs to fulfill the stated goals and purposes of the College and to meet the needs of individuals:

- intending to earn an Associate in Arts degree in liberal arts;
- intending to transfer to a four-year college to earn a bachelor's degree;
- intending to earn a Certificate of Completion in a vocational program;
- interested in taking courses for personal enrichment;
- interested in acquiring or updating knowledge for employment in selected occupational fields; and
- interested in reinforcing basic academic and study skills.

The College offers one degree and five certificates. These include one Associate in Arts (A.A.) degree, three Certificates of Completion (C.C.), and two Academic Subject Certificates (A.S.C.) in the following fields:

- Liberal Arts (Associate in Arts degree program)
- Plant Landscaping (Certificate of Completion)
- Agricultural Technology (Certificate of Completion)
- Business Technology (Certificate of Completion with specializations in Accounting, Information and Computer Science, and Office Administration and Technology)
- Hawaiian Studies (Academic Subject Certificate)
- Psycho-Social Developmental Studies (Academic Subject Certificate)

Appraisal:

The status of the implementation of the goals listed in the ADP relevant to this section are as follows:

- Plans to expand the Certificate of Completion program in Agriculture into a two-year Certificate of Achievement program have not been implemented due to budgetary constraints.
- Recommendations for the Windward Transition Program are no longer relevant because the program has been terminated;
- Reassigned time for a Marine Option Program coordinator was reduced from six to three credits because of budgetary constraints.
- In 1992, a full-time faculty member in Hawaiian language and Hawaiian studies was hired. A second temporary full-time faculty member will be hired through a Title III grant.
- The Academic Subject certificates in Psycho-Social Developmental Studies and Hawaiian Studies have been added as specialty certificates.

Beginning Fall 1996, the three two-year technical-occupational-professional non-baccalaureate leading degrees in Accounting, Finance, and Office Administration and Technology were reclassified from Associate in Science degrees to Associate in Applied Science (A.A.S.) degrees through a community colleges system-wide action. Changes were reflected in the 1996-1997 catalog.

In Fall 1997, three Associate in Applied Science degrees, two Certificates of Achievement, and three Certificates of Completion were consolidated into one Business Technology Certificate of Completion with specializations in Accounting, Information and Computer Science, and Office Administration and Technology. This reorganization was intended to meet the educational needs of the students as well as maximize use of the College's resources.



Planning:

- To use MAPS and COMPASS demographic information to plan for the program needs of the community.

Standard 4: A.2

Programs and courses leading to degrees are offered in a manner which provides students the opportunity to complete the program as announced, within a reasonable time.

Description:

Departments, in consultation with faculty, submit a schedule of classes for each semester. The Dean of Instruction and counseling staff review the schedule to check for variety and to insure that required courses for some students are not scheduled at the same time.

Based on an Enrollment Data Report generated by the Office of the Dean of Instruction, the mean number of sections offered at the College in the period from Fall 1994 to Spring 1999 was 209.5. On the average, 174.5 of those sections (about 83.3%) were offered on the weekdays, 31 sections (about 14.8%) were offered in the evening (4:30 p.m. or later), and 4 sections (about 1.9%) were offered on the weekend.

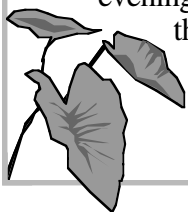
The College catalog does not announce any specific time period for completion of any of its degree or certificate programs. However, there are references that imply that earning the Associate in Arts (A.A.) degree involves two years. Vocational programs provide opportunities for students to complete certificate requirements in the evenings and weekends.

Appraisal:

The number of day sections has declined from an average of 189 sections in the 1994-1995 academic year to 164.5 sections in the 1998-1999 academic year. This mirrors the decline in the total number of sections offered from an average of 223 sections in the 1994-1995 academic year to 201.5 sections in the 1998-1999 academic year. Nevertheless, there is still a sufficient variety of courses offered during the day to allow a full-time student to complete the A.A. degree in two years.

A survey of students who participated in early registration was conducted from April to July 1999. It indicated that 85% of students surveyed either “strongly agree” or “agree” that courses are offered in a manner that allows them to complete their degree in a reasonable amount of time. However, the survey highlights some problems. Since the College offers fewer classes than it previously offered, departments have had to resort to offering some courses only once a year or offering only one section of a course instead of offering multiple sections of that course. More than two survey comments lament that some courses are not offered every semester. Several students mentioned that one course that they needed had a time conflict with another course that they needed. The College needs to examine this situation to see if these problems can be minimized even with budget constraints.

Courses are limited for the evening/weekend student. In the 1992-1994 academic years, an average of 41 sections were offered in the evening compared to an average of 31 sections offered during the 1994-1999 academic years. From Fall 1995 to Spring 1999, the number of evening sections ranged from 27 to 31. On the whole, from Fall 1994 to Spring 1999, the number of students enrolled in evening classes continued to decline. It is encouraging to see that the number of sections offered on the weekend is slowly growing from two sections in Fall 1994 to seven sections in Spring 1999. The survey conducted from April to July 1999 also indicated some concern over the evening course offerings. There is a need for more evening classes.



Prior to 1996, evening/weekend course offerings were planned to allow students taking those courses to complete their A.A. degree in four years. However, since 1996, the College has not been able to do this due to reduced resources. Recently, the College has been re-examining the possibility of planning evening/weekend course offerings to allow students to obtain courses to complete their A.A. degree in a designated amount of time.

The College continues to include television and Internet courses offered by the University of Hawai'i community colleges in the schedule of classes. These provide expanded offerings to students to fulfill program requirements.

In 1997, the College began to offer two summer sessions rather than only one, which has resulted in more courses to augment the normal academic year. On the average, 7.5 classes were held when there was only one summer session, whereas 15 and 19 classes were held in Summer 1997 and 1998 respectively when two summer sessions were offered. Furthermore, since 1997, the College has annually conducted surveys of student demand for summer courses in early spring. This has proven to be a helpful tool for planning summer courses.

In Fall 1997, the Dean of Instruction, at the request of the Faculty Senate, formed a Course Scheduling Task Force composed of faculty from various departments to examine and recommend changes to the scheduling of courses (without incurring additional costs), especially with respect to evening courses. The Task Force is gathering information and discussing possible courses of action. Formal recommendations are still forthcoming.

Within the budget constraints that the College must work, every effort is being made to offer courses that will provide students the opportunity to complete the A.A. degree within a reasonable time.

Planning:

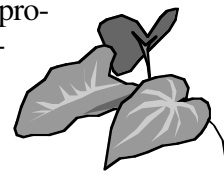
- To continue to examine the evening program to explore the possibility of a joint evening program with Honolulu Community College so an evening student may complete all A.A. requirements within four years.
- To seek ways to obtain more information about the needs of its current students and community for planning purposes.
- To re-examine the feasibility of planning the offering of evening/weekend courses for students with daytime commitments so they may complete their A.A. degrees in a specified amount of time.
- To continue the summer school survey that assists in attaining a successful summer session.

Standard 4: A.3

When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Description:

In Fall 1994, the Automotive Mechanics Technology program was "stopped out." The program was phased out over two years, from 1994 to 1996. Students who were in the program in Spring 1994 were counseled that they had until the end of Spring 1996 to



complete their program requirements to obtain the certificate(s). In Fall 1996, the Certificate of Achievement and the Certificate of Completion in Automotive Mechanics Technology were terminated.

In Fall 1995, revised Associate in Arts (A.A.) degree requirements became effective. The A.A. degree requirements are more prescriptive, with fewer electives, than prior to Fall 1995. Forums were held and newspaper articles were written about the change in the A.A. degree requirements. Students were informed that as long as they maintained continuous enrollment, they could opt for the pre-1995 A.A. degree requirements. During the registration process, counselors were able to appropriately advise students who were “grandfathered” under the pre-1995 A.A. degree requirements.

In Fall 1997, the Certificates of Achievement and the Associate in Applied Science degrees in Accounting, and Office Administration and Technology were “stopped out.” In addition, the Certificates of Completion in Finance, Microcomputer Applications, and Office Administration and Technology were “stopped out.” Students who were working toward these certificates or degrees in Spring 1997 were counseled that they had two years, until the end of Spring 1999, to complete their program requirements to obtain the degree(s) or certificate(s). In Spring 1999, the College extended the deadline to complete these program requirements until the end of Fall 1999 to accommodate a few students who had one or two more courses to complete.

Appraisal:

When programs are eliminated, the College generally provides a two-year phase out period. However, the College, where possible, is willing to extend the two-year deadline to accommodate students who are very close to completing their program requirements at the end of the two-year deadline.

All program changes are documented in the catalog, which serves to inform students of any program changes. When program requirements are significantly changed, the College is also committed to informing students through forums, newspaper articles, and advising sessions. Furthermore, students who entered the program prior to the change have the opportunity to be “grandfathered” under the previous requirements.

When a program is eliminated or significantly changed, the College advises students about making the necessary choices to complete program requirements.

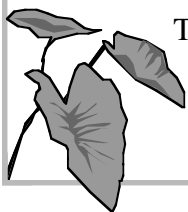
Standard 4: A.4

The institution provides sufficient human, financial, and physical (including technological) resources to support its educational programs and to facilitate achievement of the goals and objectives of those programs regardless of the service location or instructional delivery method.

Description:

In the academic instructional area, the College employs 36 full-time, one half-time, and approximately 22 part-time (lecturers) instructional faculty members. In addition, there are 3 librarians, 4.5 counselors, 1 media specialist, 1 academic computing faculty member, and 4 Administrative, Professional, and Technical (APT) personnel who support instruction. In the non-credit area, the College employs a director and secretary for the Office of Continuing Education and Training (OCET).

The College receives a biennial appropriation of State funds for its operation. In addition to this, since 1996, the College receives the tuition monies that it collects. Total operating funds (State funds and tuition) averaged about \$4,833,000 over the fiscal years 1994-1995 to 1998-1999.



The College facilities have expanded with the renovation of one building for the Office of Continuing Education and Training and the addition of a new science building. By the year 2000, a new humanities building and a planetarium/multipurpose building should be completed. With new buildings come furniture and equipment (including computer equipment) to add to the physical resources of the campus. In addition, the infrastructure for technology is developing as the College makes progress on its Master Plan.

Appraisal:

The College provides sufficient human resources to support its current academic programs. However, there are no funds available to increase the number of faculty or staff to support instruction. As faculty or staff retire or leave, the College assesses its needs and fills critical positions. In areas where faculty or staff have left, the College has not funded replacements. In those areas, the College either offers fewer courses and/or existing faculty must do more with less.

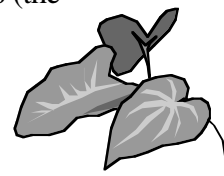
In the non-credit area, the College does not provide sufficient human resources to support the Office of Continuing Education and Training (OCET). The College provides a director, a secretary, and about 60 to 70 hours of student assistants per week. Recently, two positions, one faculty position and one staff position, were lost through either termination or retirement, and the College did not fund replacements. The College's goal is for OCET to become financially self-sufficient. However, with the current economic climate, this may result in a limited non-credit program.

Regarding physical resources, the College is making progress on its Master Plan. However, new buildings come without additional State funding to cover the yearly increase in expenses such as utilities, building maintenance, and equipment replacement. This places additional strain on the College budget. For electricity costs in fiscal year 1998-1999, the College spent about \$85,000 for existing buildings and about \$192,000 for new facilities (Hale 'Imiloa, Hale Kūhina, and a new parking lot). Electricity costs have doubled since these new facilities have become operational, and higher costs will be incurred when the humanities building is completed in 2001.

In the area of technological resources, lack of equipment or outdated and recycled equipment makes it difficult for many faculty to explore the use of computers in their teaching. Hence, some of the curriculum may lack technological enrichment. Furthermore, faculty who currently have computers in their offices have difficulty getting computer equipment serviced in a timely manner when the equipment malfunctions. Moreover, with outdated and recycled computer equipment, there is a higher probability of breakdown.

Classes that use computers/technology receive marginal support. One full-time Academic Computing Services coordinator and a few student assistants support 280 or more computers on campus. Two computer labs provide open lab hours for students. The Hale No'eau computer lab is partly staffed by student monitors who provide minimal support. At other times, the Hale No'eau computer lab is a self-service facility. The Hale 'Imiloa computer lab is a self-service facility. The Hale Kūhina computer lab is used primarily for non-credit courses and is a self-service facility when classes are not in session.

State funding declined from about \$4,950,000 in fiscal year 1994-1995 to about \$3,958,000 in fiscal year 1996-1997. Modest increases in State funding were experienced in 1997-1998 and 1998-1999. State funding reached \$4,017,532 in 1998-1999. Most of the increases in total operating funds came from tuition increases as tuition money collected increased from \$515,000 in 1995-1996 (the first year that tuition returned to the College) to \$1,017,210 in 1998-1999.



In examining expenses from 1996 to 1999, the percent of total operating funds spent for instruction and academic support decreased from 62.2% to 59.7%. The major expense for instruction and academic support is salaries for faculty and staff. Salaries, together with lecturer and overload costs, account for over 90% of expenditures in instruction and academic support.

A decrease in operating funds followed by only modest increases has resulted in an austere budget. With about 90% of the instructional and academic support budget devoted to salaries and overload/lecturer costs, there is very little left for other expenses. There is no budget for an equipment replacement schedule. If necessary equipment breaks down, the College, on an emergency basis, tries to find the funds to purchase a replacement. There are no funds available for new equipment in instruction. For a number of years, some departments have been given a supply budget based on the previous year's spending, while other departments have had no official supply budget. However, if departments need supplies that are not currently budgeted, the College maintains a fund to pay for them.

In the non-credit area, the College has reduced funding for the Office of Continuing Education and Training (OCET). From 1995-1996 to 1997-1998, funding for OCET increased from about \$155,000 to \$214,000. In 1998-1999, funding for OCET was reduced by almost 40% to \$134,000. For the 1999-2000 fiscal year, \$131,000 is budgeted to OCET. This reflects the College's goal to make OCET financially self-sufficient. Current hopes are that the program will blossom into a true entrepreneurial program.

The College recognizes that due to the State's economic situation, it is likely that State funding for the College will continue to remain about the same or to decrease. Hence, the College is trying to augment its budget with tuition money to sustain previous funding levels. As a result, there is more emphasis on recruitment. Increases in enrollment would significantly augment the budget. Unfortunately, major increases in enrollment are not anticipated because of the lack of funds to provide more courses or more sections. The College recognizes that other funding sources must be found.

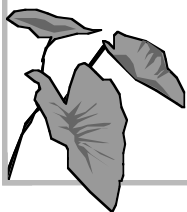
The College is making a greater effort to seek grants. Recently, the College has been successful in obtaining a number of grants (e.g., Title III and Upward Bound). The College recently formed a fund-raising advisory board consisting of several prominent community members.

Planning:

- To continue efforts to recruit more students.
- To inform faculty of grant opportunities.
- To actively support faculty who seek grants.
- To explore fund-raising methods.

Standard 4: A.5

The institution designs and maintains academic advising programs to meet student needs for information and advice and adequately informs and prepares faculty and other personnel responsible for the advising function.



Description:

Student Services is charged with providing academic advising and counseling to individual students throughout the year. Student Services counselors are accessible by appointment and on a walk-in basis.

Most of the academic advising takes place during early registration which begins three months prior to the spring semester and five months prior to the fall semester. Each student meets with a counselor for a half hour. Faculty members are involved in advising students on an informal basis. Curriculum information (i.e., articulation, changes in degree requirements) that may be helpful for advising is disseminated by the Dean of Instruction to faculty and by the Dean of Student Services to counselors.

Appraisal:

The Curriculum and Academic Affairs Committee (CAAC) and Faculty Senate, which include Student Services counselors, approve changes in courses and curriculum based on proposals submitted by faculty members. In addition, counselors meet once a week during each semester to discuss issues related to academic advising. Faculty from various departments occasionally attend these meetings to share information about future departmental course planning. A counselor has been designated as the point person for specific questions on articulation. This person gathers and disseminates University of Hawai'i system articulation information.

Complaints by students related to academic advising are handled through an informal process by Student Services. A counselor first works with the student. Referral to the Dean of Student Services follows if the situation is not resolved.

When funds from Alu Like for the Native Hawaiian Educational Program ended, an outreach counselor was hired by Student Services through federal funding to continue counseling and advising Hawaiian students at the College.

A student survey was administered during early registration for Fall (April-July 1999) by counselors in Student Services. Based on the results of this survey, the great majority of the students felt that academic advising programs met their needs for information and advice. Out of 142 respondents, 69% strongly agreed that they were receiving the services they required.

A real strength of the academic advising program at the College is a scheduled session with a counselor on an individual basis that is provided to each student every semester.

An Upward Bound TRIO grant of \$200,000 has been awarded to the College and will be used to aid the transition of first generation, low income students and students with disabilities from high school to college. In addition, a Title III grant has been awarded to provide outreach, staff development, and expanded services and programs for Native Hawaiian students. Both these awards include positions for counselors who will enhance academic advising for these groups with low representation in higher education.

Planning:

- To continue individualized academic advising during early registration.



4.B.: Degree and Certificate Programs

Standard 4: B.1

The institution demonstrates that its degrees and programs, wherever and however offered, support the mission of the institution. Degree and certificate programs have a coherent design and are characterized by appropriate length, breadth, depth, sequencing of courses, synthesis of learning, and use of information and learning resources.

Description:

The mission of the College as stated in its Academic Development Plan is “to provide post-secondary educational opportunities with a focus on the residents of Windward O‘ahu.” This mission is met by offering liberal arts and science courses as well as technical occupational courses in selected areas. The College grants one degree and five certificates as listed in Standard 4.A.1.

In designing new programs, the College follows procedures established in CCCM No. 6004 and No. 6001. Courses leading to either liberal arts or technical occupational programs are developed by faculty teaching in the program areas. The procedures follow the University of Hawai‘i Community Colleges guidelines for initiating, modifying, or deleting a course, and Windward Community College’s forms and procedures, which include CCCM No. 6100, Criteria for Transfer Courses.

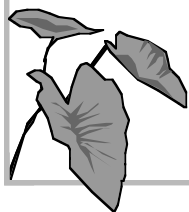
All courses are reviewed by the Campus Curriculum and Academic Affairs Committee (CAAC). The CAAC, a Faculty Senate standing committee, reviews course proposals and modifications, and is composed of one representative from each department.

New course proposals and modifications undergo a thorough process. Steps include review by

1. the appropriate Assistant Dean;
2. the Curriculum and Academic Affairs Committee;
3. the Faculty Senate;
4. the Dean of Instruction; and
5. the Provost.

Faculty members have input at both the CAAC and Faculty Senate levels.

In addition, there are advisory committees composed of representatives from the industry or related businesses who meet to advise on curriculum, technology changes, current trends, and employment needs and projections. Advisory committees exist for Agricultural Technology, Business Technology, and Hawaiian Studies.



Appraisal:

In the previous accreditation report, the following goals (Section 2.A.4 on p. 60) were listed:

- To expand the current Certificate of Completion (C.C.) program in agriculture to a two-year Certificate of Achievement (C.A.) program in order to articulate with the high schools in a “tech-prep” agreement.
- To seek additional funding for a Women in Transition Program (WTP) coordinator and additional hours for a Marine Options Program (MOP) coordinator.
- To consider hiring a faculty member in Hawaiian language and culture to reach more people and better serve community interests.
- To explore the benefits of vocational certificates in Psycho-Social Developmental Studies (PSDS) and Hawaiian Studies or seek ways to identify specialties in the Associate in Arts (A.A.) degree.

The goal to expand the Certificate of Completion in agriculture to a two-year program was not accomplished due to enrollment and budget considerations. The Women in Transition Program was phased out and is no longer offered at the College. Reassigned time for the MOP coordinator has decreased from 6 credits of release time to 3 credits of release time. The hiring of the second Hawaiian language and culture faculty member will be temporarily funded by a Title III grant.

The final goal to explore the benefits of certificates in Psycho-Social Developmental Studies and Hawaiian Studies was accomplished. The College established two Academic Subject Certificates (A.S.C.):

- Hawaiian Studies was established on January 12, 1998, to provide students with a focused curriculum in Hawaiian Studies, which is an area of emphasis that has long been associated with the College. At the same time, this certificate contributes to the fulfillment of the Associate in Arts degree requirements at the College.
- Psycho-Social Developmental Studies, approved on August 25, 1997, is primarily designed for pre-professional students majoring in human services areas such as social work, counseling, education, corrections, psychology, and human development. The curriculum combines existing liberal arts courses and cooperative education at designated field sites in partnership with social service agencies or hospitals. The program is unique because of the linkage and collaboration with liberal arts courses.

The College is reasonably comprehensive in its liberal arts and science area, and emphasizes creative writing, journalism, Hawaiian Studies, Psycho-Social Developmental Studies, and the natural sciences. The College was designated a National Aeronautics and Space Administration (NASA) Center of Excellence in geographic information systems and remote sensing and is the only community college with this designation. The College operates at near capacity in the liberal arts area.

Agriculture programs continue to be successful. Certificates of completion in plant landscaping and agriculture technology are designed to prepare students for entry-level employment or to upgrade work skills in the agricultural field.

The Business Technology certificate of completion, which includes specializations in three areas, Accounting, Information and Computer Science, and Office Administration and Technology, was established in 1997. This certificate is designed to prepare students for entry-level positions or to enhance employment opportunities.



Since the last accreditation process, the following technical/occupational areas were restructured or terminated:

- three A.A.S. degrees (Accounting, Finance, and Office Administration and Technology) are no longer offered;
- three certificates of achievement (Accounting, Automotive Mechanics Technology, and Office Administration and Technology) are no longer offered;
- a certificate of completion in Finance was eliminated;
- two certificates of completion (Microcomputer Applications and Office Administration and Technology) were eliminated but in its place a new certificate of completion in Business Technology was created.

The College has retooled its vocational education degree and certificate programs to better prepare students for industry. In addition, to provide students with another degree option, the College developed guidelines and procedures for a customized associate degree in technical studies (A.T.S.) for review and approval in Fall 1999. The guidelines and procedures were approved by the SVP/Chancellor in Summer 2000. Students in the College service area also have access to a wide variety of vocational and technical programs at other community colleges on the island of O‘ahu.

Planning:

- To complete the establishment of an Associate in Technical Studies (A.T.S.) degree.
- To explore developing geographic information systems as a program area.
- To hire a second Hawaiian Language and Hawaiian Studies faculty member.

See Sections C.3 and C.4 for A.A. degree plans.

Standard 4: B.2-B.3

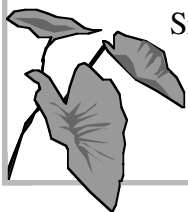
B.2The institution identifies its degrees and certificates in ways which are consistent with the program content, degree objectives, and student mastery of knowledge and skills including, where appropriate, career preparation competencies.

B.3The institution identifies and makes public expected learning outcomes for its degree and certificate programs. Students completing programs demonstrate achievement of these stated learning outcomes.

Description:

Information on degrees and certificates, as well as program and course descriptions are described in several documents. Descriptions are published annually in the catalog, which includes program objectives, a complete listing of course descriptions, course requirements and prerequisites, and transfer options.

Since Fall 1998, course descriptions, prerequisites, co-requisites, and advisories are published in the schedule of classes for each semester. In addition, some of the certificate and technical/occupational programs publish individual brochures that list requirements for certificates.



Course outlines are given to students early in each semester. Clearly stated grading criteria and learning objectives/outcomes are required of all faculty members. Achievement of stated learning outcomes as they relate to evaluation are described in course outlines and discussed with students at the beginning of the term. A master course outline file is available in the Office of the Dean of Instruction and materials are available for perusal by students and the general public. A small number of course outlines are available on the College's Web site.

In the technical/occupational areas, program objectives are shared and discussed with respective advisory committees.

Students who successfully complete technical/occupational programs are deemed by the College to be technically competent if they can pass the courses required for the occupational program. Follow-up graduate surveys provide additional information on student success rates. Until Fall 1997, the leavers' survey was conducted by the Office of the Chancellor of the Community Colleges.

Appraisal:

The College does an excellent job of identifying degree and certificate programs in the catalog. The schedule of classes is more than a list of classes. It also includes course descriptions and prerequisites. In its new format, it is a helpful publication for students as consumers of courses.

With the exception of some vocational areas, the College does not have assessment procedures for students to demonstrate learning outcomes other than course grades.

Plans are underway for the College registrar to conduct follow-up surveys beginning with Spring 1998 graduates. This will enable the College to determine students' satisfaction with their education and their ability to find desirable employment opportunities.

Planning:

- To develop assessment procedures and criteria.

Standard 4: B.4

All degree programs are designed to provide students a significant introduction to the broad areas of knowledge, their theories and methods of inquiry, and focused study in at least one area of inquiry or established interdisciplinary core.

Description:

The College has one degree program. The liberal arts degree program provides students with exposure to written and oral communications, mathematical or logical thinking, world civilizations, arts and humanities, natural sciences, and social sciences. Interdisciplinary and writing intensive courses are also part of the curriculum. Academic subject certificates, with courses grouped in Hawaiian Studies or Psycho-Social Developmental Studies, are two areas of concentration that are available to liberal arts majors.

Refer to Sections C.3 and C.4 on General Education Requirements.

Appraisal:

For the liberal arts degree, students may select from a wide range of course offerings; however, focused study on one area of inquiry or established disciplinary core is not required.



The area of Information Retrieval and Technology (IRT) is currently under study. A faculty committee was established to advise on developing a plan to insure that these skills are infused into the curriculum. One faculty member received a Faculty Opportunity Fund grant to take a leadership role in this area. The IRT Committee met throughout the 1998-1999 school year to establish learning objectives.

Planning:

- Refer to Sections C.3 and C.4 on General Education Requirements.

Standard 4: B.5

Students completing degree programs demonstrate competence in the use of language and computation.

Description:

All liberal arts students must complete the following oral and written communication courses prior to graduation:

- Speech or Communications, 3 credits
- Expository Writing, 3 credits

Additionally, candidates for the liberal arts degree must complete two writing intensive courses.

The College offers an array of writing intensive courses in such academic areas as social science, humanities, and literature. In Spring 1999, 16 writing intensive courses were offered in the schedule of classes, or 8% of the total credit offerings. Each summer, the College supports in-service training of faculty in the "Writing Across Curriculum" summer program of study.

Associate in Arts degree students may take PHIL 110, a logic course, or one mathematics course numbered 100 or above, to fulfill the mathematical or logical thinking requirement.

A review of the catalog offerings shows that math is a prerequisite in science courses and in business technology offerings.

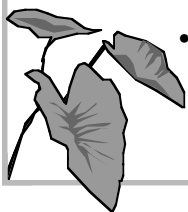
Appraisal:

Completion of two courses in oral and written communication and two writing intensive courses help to insure that students fulfilling A.A. requirements have met a minimum proficiency of language use. Whether students have computational competency after completing a logic course is a matter of continual debate among faculty.

Planning:

- To look into additional procedures and criteria for language use.
- To explore the math/computational competency issue among faculty.

- Refer to Section C.4 on General Education Requirements.



Standard 4: B.6

The institution documents the technical and professional competence of students completing its vocational and occupational programs.

Description:

Instructors submit grades to the registrar who maintains the official records for the College. Students who enroll in cooperative education courses are assessed by their on-the-job supervisors.

Appraisal:

In the previous accreditation report (Section 2.F.4, on p. 76) the following goal was listed but not met:

“To develop a follow-up system to determine students’ employment location and to seek feedback regarding the efficiency, effectiveness, and appropriateness of the curricula of its vocational programs.”

Planning:

- To explore ways to assess the technical and professional competence of students.

4.C.: General Education

Standard 4: C.1, C.2

- C.1 The institution requires of all degree programs a component of general education that is published in clear and complete terms in its general catalog.
- C.2 The general education component is based on a philosophy and rationale that are clearly stated. Criteria are provided by which the appropriateness of each course in the general education component is determined.

Description:

The requirements for the Associate in Arts (A.A.) degree, the only available degree at the College, are stated in the catalog. The general education program of the A.A. degree was based on UH Mānoa’s general education core requirements. Previously, the catalog did not discuss its philosophy or the rationale for general education. However, since 1995, the College has included a rationale for its general education core requirements in the catalog (pp. 35-36, 1999-2000 issue).

Criteria regarding the appropriateness of each course in the general education component are established by departments that make recommendations to the Faculty Senate.

Appraisal:

While the A.A. degree general education requirements are clear and complete, some general education philosophy and rationale statements are vague or seem inconsistent with the general academic skill standards and the A.A. Student Degree Level Competencies established by the community colleges system.

In Spring 2000, faculty time was committed to review the College’s A.A. degree requirements and rationale in preparation for an assessment plan for the College.



Planning:

- To review and revise the catalog statements on general education philosophy and rationale to be clearer and more consistent with approved system-wide documentation.
- To continue to plan and implement effective strategies for assessing student competencies for the A.A. degree.

Standard 4: C.3

The general education program introduces the content and methodology of the major areas of knowledge: the humanities and fine arts, the natural sciences, and the social sciences. The general education program provides the opportunity for students to develop the intellectual skills, information technology facility, effective and creative capabilities, social attitudes, and an appreciation for cultural diversity that will make them effective learners and citizens.

Description:

General education principles are incorporated into the A.A. graduation requirements as stated in the catalog (pp. 35-36, 1999-2000 issue). A total of nine credits are required in each of the areas of arts and humanities (plus an additional six credits for world history), natural sciences, and social sciences. These requirements are based on “A.A. Student Degree Level Competencies” (CCCM No. 6004, Part a, Appendix 1, November 4, 1996).

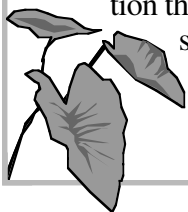
Students completing the general education requirements of the A.A. degree have many opportunities to develop the skills and aptitudes appropriate for this academic level. Some of these skills are included in “General Education Academic Skill Standards” (Community Colleges’ system-wide General Education Project Report, October 13, 1997).

Appraisal:

The general education core has been expanded for the implementation of the system-wide transferable A.A. degree (this was discussed in the last WCC Self-Study, p. 68). These changes followed campus-wide re-examination of the general education core (a continuing process as indicated below and in Section C.4).

Coverage of the major areas of knowledge—arts and humanities, natural sciences, and social sciences—is excellent. Students completing the A.A. degree general education requirements in these areas will have a substantial foundation for further academic work and effective careers and citizenship. They will also meet the A.A. Student Degree Level Competencies. Skills and aptitudes are generally well covered. However, the College must look to validate the previous statements by ways other than course grades.

In addition, students can complete the A.A. degree without demonstrating competency of two areas: information retrieval and technology, and quantitative reasoning. Both of these areas are among the General Education Academic Skill Standards referred to previously. In regard to information retrieval and technology, there are many combinations of general education courses meeting the A.A. degree requirements which do not include an adequate coverage of this area. At present, there is no expectation that A.A. degree graduates will have a minimum level of information retrieval and technology skills.



In Spring 1998, the faculty voted to incorporate a basic information retrieval and technology requirement into the A.A. degree. An active Information Retrieval and Technology Steering Committee is working on developing the standard and implementation modes. The College received a Faculty Opportunity Fund grant to support this effort.

Planning:

- To implement information retrieval and technology requirements into the A.A. degree.
- To develop procedures and criteria to better assess learning in general education courses.

Standard 4: C.4

Students completing the institution's general education program demonstrate competence in oral and written communication, scientific and quantitative reasoning, and critical analysis/logical thinking.

Description:

General education requirements (part of the A.A. degree) include successful completion of courses in oral and written communication (plus two writing intensive courses), and courses in natural and social sciences which include scientific reasoning, and math or logic (pp. 35-36, 1999-2000 catalog). In addition, most courses require a substantial amount of critical analysis/logical thinking.

Appraisal:

It is a general assumption that when students have successfully completed the general education and other requirements of the A.A. degree, they will have demonstrated the appropriate level of competence in oral and written communication, scientific reasoning, and critical analysis/logical thinking. However, as students currently have a choice of mathematical or logical thinking courses (MATH 100 or higher, or PHIL 110), some of them may not have demonstrated minimum skills in quantitative reasoning.

In Spring 1999, the Faculty Senate voted to have the faculty consider adding a quantitative reasoning requirement to the A.A. degree. The suggested requirement is "qualify for MATH 100," but others may also be considered.

Planning:

- To resolve the issue of whether to add a quantitative reasoning requirement to the A.A. degree.

4.D.: Curriculum and Instruction

Standard 4: D.1

The institution has clearly defined processes for establishing and evaluating all of its educational programs. These processes recognize the central role of faculty in developing, implementing, and evaluating the educational programs. Program evaluations are integrated into overall institutional evaluation and planning and are conducted on a regular basis.



Description:

The Curriculum and Academic Affairs Committee (CAAC), composed of one representative from each campus department, is a standing committee of the Faculty Senate and is the principal reviewing and recommending body on all aspects of the educational curricula. This committee oversees comprehensive review of course proposals and modifications. The process of establishing and modifying courses follows a formal process described in Section 4.B.1.

Vocational programs also undergo annual, system-standardized evaluations. Guidelines from the Chancellor for Community Colleges call for review of programs using the Program Health Indicators evaluation system. This evaluation system consists of brief reports based on program outcome measures (credits-earned ratios, retention rates, and placement rates) which are directly derived from the five State of Hawai'i Post-Secondary Core Standards.

New courses must be supported by the Academic Development Plan and University priorities. The Program Health Indicators evaluation system, as described above, is one of the determinants used to stop out or terminate a vocational education program.

Appraisal:

The system of adding and modifying curricula works satisfactorily; it provides an effective avenue for extensive interaction and discussion among the campus constituencies before final approval. Despite the somewhat time-consuming process and reductions in budgets, 32 new courses have been developed over the last three years.

Since 1995, the Program Health Indicators Report has been based on program outcome measures which are directly derived from the five State of Hawai'i Post-Secondary Core Standards. Under this system, the Chancellor's Office provides data to each campus to complete the annual health indicator reports.

In response to planning issues raised in the last accreditation report, both the Psycho-Social Developmental Studies and Hawaiian Studies programs now offer Academic Subject certificates. All new and modified courses are being reviewed through established campus procedures.

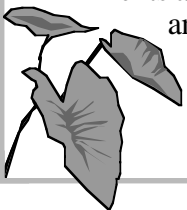
Standard 4: D.2

The institution ensures the quality of instruction, academic rigor, and educational effectiveness of all of its courses and programs regardless of service location or instructional delivery method.

Description:

The College has not offered courses at other service locations since Summer 1995. However, the College has provided access to several courses via a public access television channel ('Ōlelo) and has advertised the availability of military science courses and television and Internet offerings by other community college campuses in the Schedule of Classes. The College also offers several courses using Computer Assisted Instruction (CAI).

College faculty who teach the television courses must meet the same minimum qualification requirements and must cover the same course objectives as their on-campus faculty counterparts. Grading and academic standards are the same as those on campus.



Appraisal:

Geology, music, agriculture, and political science courses that have been offered via television have allowed the College to increase access to students. Also, the removal of the restriction of a physical class size based on classroom size has allowed for an increase in the number of students that are able to enroll in the television courses; however, class size limits are made based on logistical oversight requirements imposed upon the teaching faculty.

The College continues to include television and Internet courses offered by other community college campuses in the Schedule of Classes. This gives students information on the availability of distance education opportunities within the system.

The last accreditation report suggested that the College consult with the State Corrections Department about instruction at the nearby women's correctional facility, consider outreach programs at neighboring military bases and at other sites in the community, and explore distance education possibilities. The College has discussed and addressed these topics and, where possible, have offered programs to those who are unable to travel to campus.

The Business Department is exploring the possibility of offering courses at the Kāneʻohe Marine Corps Base beginning 2000-2001.

Planning:

- To expand distance education, television, and Internet offerings in the next few years.
- To expand in-service training courses for teachers at the elementary, middle, and secondary levels who want to expand their areas of expertise; for businesses; and for community groups who may have other special needs.

Standard 4: D.3

The evaluation of student learning and the award of credit are based upon clearly stated and published criteria. Credit awarded is consistent with student learning and is based upon generally accepted norms or equivalencies.

Description:

Course outlines are required for every course offered by the College. The outlines include a course description, method of instruction, resource materials, expectations of students, and method of grading. Criteria for evaluating student performance on achievement (e.g., grades A, B, C, etc.) are clearly established, stated in publications, and are generally understood by faculty and students.

Regarding generally accepted norms or equivalencies, all courses must be approved by the Faculty Senate. Course outlines describe the course and expectations in detail. Further assurance is provided for courses which are articulated with other University of Hawai'i campuses. These courses are examined by a system-wide articulation committee prior to approval for articulation.



Appraisal:

Present methods of evaluating student performance at the College are adequate. Criteria for grading are explained in the catalog and in course outlines.

Credit awarded is appropriate and based upon generally accepted equivalencies.

Standard 4: D.4

The institution has clearly stated transfer of credit policies. In accepting transfer credits to fulfill degree requirements, the institution certifies that the credits accepted, including those for general education, achieve educational objectives comparable to its own courses. Where patterns of transfer between institutions are established, efforts are undertaken to formulate articulation agreements.

Description:

The College participates in a University system articulation process to examine courses and determine which courses shall meet general education requirements at each campus. Using established criteria, each college proposes courses deemed appropriate for transfer to other system colleges in fulfillment of general education requirements. A UH system-wide committee, with representatives from each campus, reviews all such proposals and recommends those courses from each campus that meet the general education requirements.

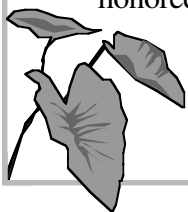
This course articulation process is ongoing because of the continuing addition and modification of courses. An articulation handbook, the Student Transfer Handbook, is published twice a year to update current agreements.

Besides this course-by-course articulation process among all campuses, the University recently promulgated an updated Executive Policy E5.209, University of Hawai'i System Student Transfer and Inter-Campus Articulation, that affirms the University's commitment to make transfer a simpler and more predictable process for students. One of the major elements of the policy is the clarification that the UH Community College A.A. degree, completed with a 2.0 GPA, satisfies the general education requirement at any UH baccalaureate degree granting campus.

Course-by-course articulation agreements have also been formally established with Chaminade University of Honolulu and with Hawai'i Pacific University.

In addition to these post-secondary articulation agreements, the crediting of prior experiential learning is currently awarded only through examination: the College Level Examination Program (CLEP), or Advanced Placement (AP) examinations, or instructor-designed examinations (in some courses). Credit is awarded only for courses which are listed in the catalog. Requirements for CLEP and AP are identical to the requirements of UH Mānoa. The Chancellor's Office is working on a community college system-wide procedure for crediting prior learning experiences.

In business education, a 1989 agreement between the University of Hawai'i Community Colleges and the Hawai'i Department of Education allows students who have completed courses in business education at the high school level to bypass certain sequenced courses in the same field when students enroll at the College, provided the courses meet certain articulation criteria. This agreement is still honored for those college courses that have remained consistent over the agreement period.



Appraisal:

The primary transfer policies are clearly stated and communicated throughout the College community via the catalog, the Administrative Procedures document, and through ongoing discussions on the subject. The recently updated Executive Policy E5.209, University of Hawai'i System Student Transfer and Inter-Campus Articulation, clearly affirms the University's commitment to make transfer a simpler and more predictable process for UH system students.

Since many students are transient and have gained skills from nontraditional experiences, the community colleges have begun plans to develop a system-wide procedure for reviewing prior learning experience for college credit.

Planning:

- To continue reviewing transfer credit policies.
- To develop with other community colleges a consistent policy on prior learning experience credit.

Standard 4: D.5

The institution utilizes a range of delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the needs of its students.

Description:

The College offers a variety of courses in the day. A variety of courses are also offered in the evening to accommodate those students who have daytime obligations. However, in recent years, evening offerings have been reduced due to budget cuts.

Special opportunities include independent study, cooperative education, and service learning in selected disciplines. There are opportunities for students to gain hands-on experience in marine studies, Polynesian voyaging, geographic information systems, etc.

Some courses are offered in a 10-, 8-, or 5-week mode, as well as the traditional 15-week semester. This allows flexibility for some students.

Because of a lack of facilities for program production, only a limited number of faculty have participated in distance learning and telecourses. These options are widely available through the system. (Each college has been assigned academic areas for the production of such courses. Credit earned in that manner is accepted by the College).

The Language Arts department utilizes Computer Assisted Instruction (CAI) in the teaching of one-third of the sections of ENG 100. In addition, single session, lunch time workshops are offered to all students throughout the semester. Some of these include the use of computers for term papers. There are computers available to students in the Library and the Learning Center, and in the Hale No'eau and Hale 'Imiloa computer labs. The plans for the humanities building include a computer lab. These labs make it possible for students to find information on the Internet as well as to produce clearly written papers for assignments in their courses.



The College provides a number of services to disadvantaged students through Students Toward Academic Achievement and Retention (STAAR), a TRIO program. The STAAR program also provides tutors for a variety of subjects.

Appraisal:

For a small campus with a long history of tight budgets, the College does a remarkable job of meeting the diverse educational needs of its students.

Students who do not possess college level skills in math and English are either accommodated by the College's developmental courses or referred to the Windward School for Adults.

Standard 4: D.6

The institution provides evidence that all courses and programs, both credit and non-credit, whether conducted on or off-campus by traditional or non-traditional delivery systems, are designed, approved, administered, and periodically evaluated under established institutional procedures. This provision applies to continuing and community education, contract and other special programs conducted in the name of the institution.

Description:

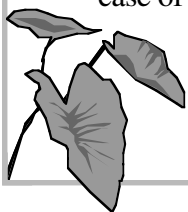
All credit courses taught at the College have been subjected to the scrutiny required by the University of Hawai'i. Course proposals must be passed at the departmental level, then by the Curriculum and Academic Affairs Committee, (CAAC) and then by the Faculty Senate. Administrative reviews are conducted to assure conformity with system numbering and course standards. Since the last accreditation, a master course file was established and resides in the Office of the Dean of Instruction. This information is available to newly hired faculty and adjunct faculty. Student review of the course, as well as of the instructors, is carried out in almost all classes each semester. It is the responsibility of each academic department to update, modify, or delete courses which need attention. Such changes also follow established review procedures (CAAC, Faculty Senate, and administration). Informal evaluation of courses and faculty are ongoing as students talk to their counselors. Such information is shared at department chair meetings, when appropriate.

In 1997, the Office of Continuing Education and Training moved into a newly renovated building specifically to meet its needs. Shortly thereafter, due to budget cuts and the philosophy that the non-credit program should be self-supporting, the non-credit program experienced a reduction in personnel.

Appraisal:

The evaluation procedures for the addition of new credit courses and programs and for the modification of ongoing courses and programs follow the guidelines established by the system. There has been little change in the process over many years, indicating that the process seems to be working well.

The College is provided with Program Health Indicators data for its vocational programs. These data help evaluate a program and generate discussions on how to modify and improve the program. In some instances, the data may help determine whether a program should be terminated, such as in the case of the proposal to "stop out" the Business Technology certificate program.



An evaluation system is in place in the non-credit program. Evaluation of every class (or short course) is conducted and adjustments in faculty or in programming are made quickly. The quality of the courses offered has remained high.

Standard 4: D.7

Institutions offering curricula through electronic delivery systems operate in conformity with applicable Commission policies and statements on Principles of Good Practice in Distance Education.

Description:

Decisions were made at the system level regarding the areas/disciplines that each community college would produce and deliver. At present, the only such course offered by the College is GG 103: Geology of the Hawaiian Islands. In accordance with the standards of good practice, the instructor was given reassigned time for the production.

Courses that are offered by other colleges are available to students at the College. The quality and standards of each course is monitored by the campus that offers the course. Because of the articulation agreement currently in place, if the course is accepted on its home campus, it must be accepted on all other campuses.

The entire matter of fair compensation for faculty, quality of instruction, articulation, administrative policies, and such is currently undergoing serious study by the faculty union, the University of Hawai'i Professional Assembly.

Appraisal:

College offerings through electronic delivery are limited. However, many courses are using electronic delivery systems available to students through the system. Many faculty members have no computer in their offices. Without that, it is difficult for faculty to develop courses for electronic delivery. However, what the College is able to do conforms with the Principles of Good Practice approved by the Accrediting Commission for Community and Junior Colleges on June 11, 1996.

Standard 4: D.8

Institutions offering curricula in foreign locations to students other than U.S. national operates in conformity with applicable Commission policies and guidelines.

Description:

The College does not currently offer, nor plans to offer, such programs in the future.





STANDARD FIVE: STUDENT SUPPORT AND DEVELOPMENT

The institution recruits and admits students appropriate to its programs. It identifies and serves the diverse needs of its students with educational programs and learning support services, and it fosters a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, and success.

Standard 5.1

The institution publishes admissions policies consistent with its mission and appropriate to its programs and follows practices that are consistent with those policies.

Description:

The College admissions policies and statement of purpose are found in both the 1998-1999 catalog and the WCC Policy Guidelines manual, which is available from the offices of the Dean of Student Services, the Provost, and the Dean of Instruction; and the Library. A detailed mission statement can be found in the Windward Community College Academic Development Plan, 1996-2002. The admissions section of the catalog includes a comprehensive treatment of admissions criteria, residency requirements, and admission and registration procedures. These policies are consistent with the College's stated purpose. Registration deadlines and procedures are published in the Schedule of Classes and are available on the UH World Wide Web site <<http://www.hawaii.edu/>>.

Appraisal:

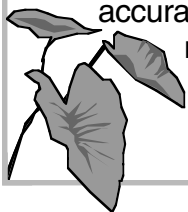
All new students are given a copy of the current college catalog at orientation or advising sessions. Continuing students may review these policies by either purchasing a new catalog or referring to one in the library or in various offices on campus. The catalog is also available on the UH World Wide Web site. The College's open-door admission policies are consistent with the University of Hawai'i's mission to serve the post-secondary educational needs of Hawai'i residents. No student who is eligible has been denied admission. A special early-admissions program accommodates high school students with outstanding academic records and also provides educational opportunity for high school dropouts.

Planning:

- To review all publications to insure compliance with College policies, practices, and programs.

Standard 5.2

The institution provides to all prospective and currently enrolled students current and accurate information about its programs, admissions policies and graduation requirements, social and academic policies, refund policies, student conduct standards, and complaint and grievance procedures.



Description:

Information on policies regarding admissions and academic programs, tuition refunds, student conduct, and grievance procedures are found in the catalog and Schedule of Classes. These policies are also published in the WCC Policy Guidelines manual, which is distributed to all full-time faculty and is on file in administrative offices.

Appraisal:

The college catalog and Schedule of Classes are provided to all students at new student orientation. Students can also purchase a catalog and have it mailed to them by the Admissions and Records Office or purchase one at the college bookstore. The Schedule of Classes is distributed free. The WCC Policy Guidelines manual is updated annually by the Office of the Provost to ensure that all staff offices have new and revised policies on hand.

Planning:

- To examine continually the accuracy of information and the efficacy of dissemination procedures, ensuring all prospective and currently enrolled students are provided with pertinent information.

Standard 5.3

The institution identifies the educational support needs of its student population and provides appropriate services and programs to address those needs.

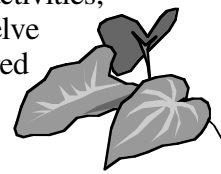
Description:

Prior to 1998, information was gathered from an entering student survey, demographic surveys, the Graduate/Leaver survey, the Nelson-Denny Reading Test, and an in-house math placement test. Since 1998, the COMPASS placement test, which is offered to every incoming student, has been the primary means of gathering demographic and self-identified educational support needs data. In addition to using COMPASS, the College identifies students' needs during orientation and individual advising sessions. The College provides appropriate referral sources for those needs.

Appraisal:

While COMPASS gathers demographic and self-identified student needs, it does not provide information on student satisfaction of student services, which was once reflected in the Graduate/Leaver survey. Besides COMPASS, student support needs are identified and appropriate services are provided. At orientation sessions, students are encouraged to reveal any educational needs to their counselors. In addition, during advising appointments, counselors give students the opportunity to disclose any special educational needs, such as a reader, note-taker, or mobility services.

Among the available referral services are the Students Toward Academic Achievement and Retention Program (STAAR), developmental courses, and financial aid services. STAAR, formerly known on campus as TRIO, is a federally funded program that provides services for low income and first generation students, as well as students with disabilities, to improve their academic skills, transfer rates, and their retention and graduation rates. To this end, STAAR provides services and activities such as summer instruction in reading, writing, study skills, and mathematics; counseling and tutorial services; mentoring; cultural and career workshops and activities; transfer information activities; and disability related activities. For example, between May 1999 and August 1999, twelve remedial and enrichment classes were offered. Of the total of 165 students who registered for these free courses, 143 students successfully completed the courses. In addition, the



Peer Mentoring program, designed to assist new students, was initiated in Fall 1999. The 20 students who received training have volunteered over 165 hours of mentoring to approximately 32 STAAR freshmen. STAAR has been funded through August 31, 2001.

Participant evaluation of STAAR activities, with the exception of peer tutoring, has not been administered. However, in Summer 1999, staff in the STAAR program began administering student satisfaction surveys for STAAR Summer offerings. The results of these surveys indicate a general satisfaction with the summer course offerings.

Also, in May 1999, the College was one of three applicants to receive an Upward Bound grant, administered by the U.S. Department of Education. Designed to help college-bound students, this \$800,000 grant is for the period September 1, 1999 to August 31, 2003.

Other students are offered counseling services upon request, as well as the opportunity to be advised individually during registration. Students requesting assistance may be referred to a math lab, mathematics and language arts resource teachers, The Learning Center services, or financial aid.

Students with COMPASS reading scores of 55-79 and math scores below 75 in the Algebra COMPASS test are advised to take developmental courses. Those who test below these levels are referred to the Windward School for Adults (WSA) for remediation. The College has worked to develop a relationship with the WSA by providing rent-free space on the campus for WSA classes and allowing students to register concurrently for WSA and college classes. The adoption of COMPASS as a system-wide placement test has required uniform cut off scores in math and reading. However, the accuracy of these scores for placement are of concern to this campus' mathematics and language arts department.

Planning:

- To once again survey graduates/leavers.
- To conduct cut off score validation studies for English and mathematics, evaluating effectiveness of COMPASS as a placement tool.

Standard 5.4

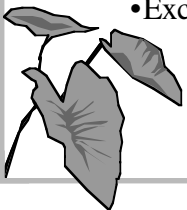
The institution involves students, as appropriate, in planning and evaluating student support and development services.

Description:

The Associated Students of the University of Hawai'i at Windward Community College (ASUH-WCC) is the recognized student governing body of the College. It is through this group that the College encourages and promotes student involvement in planning and evaluating student support and development services.

Students are involved in various aspects of college life in the following:

- Master Plan Committee
- Excellence in Teaching Selection Committee
- Commencement Committee



- Advisory council to the Dean of Student Services (e.g., planning of the Campus Center)
- Advisory council to the Director of Administrative Services (e.g., designating No-Smoking areas)
- Ad hoc Personnel Screening (e.g., hiring of a Native Hawaiian Vocational Education Program Counselor)
- Academic Development Plan Steering Committee
- Accreditation Steering Committee

In addition, ASUH-WCC periodically sponsors forums to gather feedback to help the faculty and administrators to develop plans.

Appraisal:

While the College supports student involvement, there is minimal student participation in various aspects of college-life and system-wide issues. Members of the ASUH-WCC feel that they could have more equity in decision-making committees, such as the Commencement committee. Communication between administration and the student government is sporadic and does not provide for consistent, sustained opportunities for student involvement.

Planning:

- To establish better communication between the administration and the ASUH-WCC by conducting open meetings with students and the Provost.
- To establish additional ways to involve students in the planning and evaluating of student support and development services.

Standard 5.5

Admissions and assessment instruments and placement practices are designed to minimize test and other bias and are regularly evaluated to assure effectiveness.

Description:

The College is open to all Hawai'i residents who are 18 or older and can benefit from the educational programs offered. Persons under 18 may be admitted if they are high school graduates or if they meet the early-admit criteria.

International students must take the Test of English as a Foreign Language (TOEFL) examination and present a score of 500 or higher. High school and college transcripts are required. Applicants must comply with all regulations of the Immigration and Naturalization Service as well as with applicable policies of the Board of Regents of the University of Hawai'i and the policies of the College.

Placement testing for English and mathematics via COMPASS is conducted prior to registration. Students are not charged for placement testing. The tests are for placement purposes only and are not admission tests.

College transcripts and instructors' assessment of the students' skills are also used to determine placement.



Appraisal:

Due to the newness of the COMPASS placement test, validation information is not yet available. Data is being collected by the American College Testing (ACT) system-wide, and the results should be forthcoming.

Moreover, the academic departments on this campus and on other campuses in the University of Hawai'i system are being watchful and informally appraising this new placement tool, COMPASS.

Planning:

- To continue monitoring the effectiveness of the COMPASS placement test.
- To examine forthcoming data from ACT and make appropriate decisions concerning student placement in English and mathematics courses.

Standard 5.6

The campus provides appropriate, comprehensive, reliable, and accessible services to its students regardless of service location or delivery method.

In its student services program, the College has designed and implemented an array of services to help students connect with their educational goal. The student services program includes the following:

Counseling and Academic Advising Services

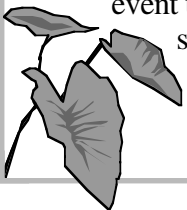
Description:

A staff of 4.0 FTE counselors who are also faculty members serve as general education counselors and academic advisors. They meet with students in their "caseload" on an individual basis to help with academic decisions and to discuss academic success. The counselors also help students deal with immediate problems that may relate to their performance in school. In addition, the counselors work with prospective students and with their families.

Academic counseling involves helping students establish goals and choose academic courses to reach these goals. Counselors meet with students each semester to discuss and update goals, review progress toward the goals, and select courses for the coming semester.

Appraisal:

The academic advising program appears to be successfully meeting the needs of students. The counselors provide one-to-one academic advising every semester to more than 90% of incoming and continuing students, in a program that combines academic advising with an individual registration appointment in the counselors' offices. This program assures that each student has the opportunity to meet with his or her counselor individually to talk about goals, aspirations, and academic performance, as well as specific accomplishments in the past semester, and a schedule for the coming semester. Besides the obvious information gained by each student regarding a well balanced academic program, the session assures that each student is acquainted with a specific counselor in the event that future help might be needed. Each student is part of a specific counselor's caseload and sees the same counselor in subsequent semesters, so that continuity may be maintained. Counseling and academic advising are minimally available to evening students. Usually, one



counselor is assigned to meet the needs of evening students. No data is available to determine the adequacy of services to the evening students.

As part of a system-wide effort, the College offers distance education courses to students, but no system-wide policy or procedure have been established yet. However, counselors provide assistance through individual counseling sessions, by registering students in distance education courses offered by this campus or by other campuses.

Referrals to social service and mental health agencies are offered. College counselors make referrals for students needing specialized assistance or long-term counseling.

Planning:

- To continue evaluating the adequacy of academic advising staffing.
- To develop and implement an assessment instrument to determine the current level of service and satisfaction of evening students.
- To promote and participate in the development of a system-wide policy and procedure for distance education.

Career Counseling/Job Placement Services

Description:

The Career Counseling Center offers sessions in career testing and interpretation on an individual and small group basis where students receive assessments in occupational interests, values, and abilities. Computerized information resources, such as Discover and Career Kōkua, are also available at the center for students to access. In the 1998-1999 academic year, 410 students received career counseling through the Career Counseling Center. Transfer level courses in career exploration and development are available for students wishing to explore career options and job-seeking strategies.

Student employment on campus is available, but there is no job placement service provided by this campus.

Appraisal:

The lack of space and equipment prevents the career center from accommodating large groups of students at one time. Currently, testing and interpretation sessions are relocated to the student lounge, and there is only one computer that students can use to access career information. Additional computers would be ideal to accommodate the number of students using career counseling programs.

Since the last accreditation review, the student employment coordinator position that was vacated in January 1994 has been assumed by the personnel officer on campus. At this time, student employment is adequately administered.

Past Graduate/Leaver survey results indicate a desire for a job placement service, but there are no plans for providing this service.



Planning:

- To seek a larger career center facility with additional computers so that a higher level of services can be offered.
- To investigate offering job placement services to provide graduates with employment options.

Special Services to Special Needs Population**Description:**

Essential services required to remove the educational barriers that prevent many low-income and first-generation college students and individuals with disabilities from successfully completing their college education are provided by a staff of 2.0 FTE counselors through the STAAR Program. Although this program is an integral part of student services, it is a federally funded program subject to the priorities of the federal government. These services include personal counseling, academic advising, tutorial services, mentoring programs, academic instruction in subjects beyond secondary school, and exposure to cultural events and other programs not usually available to disadvantaged students. In addition, note-taking and interpretive services are offered to vision or hearing impaired students. STAAR also fosters a positive climate that is conducive to learning for the increasing number of single parents, displaced homemakers, and re-entry individuals. As part of a contracted agreement with the U.S. Department of Education, the program is evaluated on seven objectives, and reports are submitted to the Dean of Student Services and the federal government.

Appraisal:

The services of the STAAR program have fostered a supportive climate for low-income and first-generation college students and individuals with disabilities. Based on the 1999 mid-year status report on performance objectives, STAAR has met some of its objectives and is expected to meet the rest. The efficacy of the program is reflected in the following: 98% of the participants (197) are currently in good academic standing; 22 participants made the Dean's List; and 86% of the participants have persisted from Fall 1998 to Spring 1999.

Planning:

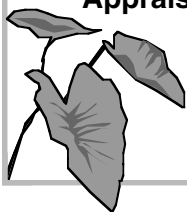
- To investigate more stable funding sources (e.g., state general funds) to ensure continued services to students with disabilities or who are educationally disadvantaged.

Tutorial Services**Description:**

Students who meet the federal government eligibility criteria can receive free tutorial assistance from the STAAR Program. In addition, other students can receive assistance in reading, writing, mathematics, and study skills from faculty through The Learning Center. These resource teachers are available to students on a walk-in basis. Resource teachers also offer workshops and individualized programs throughout the academic year. The Learning Center also provides self-help material in the form of videos, filmstrips, and computer software in a variety of subjects.

Appraisal:

Current tutorial services are available only through the STAAR Program, but students must meet the eligibility guidelines set by the federal government. Students who do not qualify for



STAAR services must rely on The Learning Center services for academic support. While The Learning Center attempts to meet the diverse academic needs of students, it does not provide individual tutoring.

Planning:

- To explore providing tutoring services for non-STAAR qualified students.

Student Activities Program

Description:

The Associated Students of the University of Hawai'i-Windward Community College (ASUH-WCC) is the officially recognized student government for the campus. All students are assessed a fee which supports campus publications such as the Ka 'Ohana student newspaper and the Rainbird literary magazine. Student government allocates a portion of the activity fees to promote activities open to all students. These activities range from cultural and social events to political forums and participation in state-wide programs.

Appraisal:

The lack of a permanent student government advisor/student activities coordinator has had a significant negative impact on the development of student activities on campus. The position continues to be assigned to a faculty member or is assumed by the Dean of Student Services. Continuity has been difficult from one year to the next because of the constant turnover in staffing which has contributed to limited student participation in campus activities and a barely adequate student activities program.

Planning:

- To hire a half-time student activities coordinator/student government advisor.
- To encourage more student participation in student-sponsored events.

Student Financial Aid Program

Description:

Students needing financial assistance can obtain information on scholarships, grants, low-interest loans, and campus employment from the financial aid office. This office administers federal aid and state money for many programs. Federal assistance programs include Pell Grants, the Federal Work-Study Program, the Carl Perkins Loan Program, Stafford Loans, and Parent Loan for Undergraduate students. State assistance programs include State Higher Education Loans Program, Hawai'i Student Incentive Grants, and tuition waivers awarded on the basis of need, merit, or service. Private scholarships are also available. Approximately 20% of students receives some degree of financial aid.

There is one financial aid officer, assisted by a clerical staff member, currently on campus.

Appraisal:

The demand and awarding of financial aid has steadily increased over the last four years. In the 1993-94 academic year, 459 students applied for financial aid with 246 students receiving aid, totalling approximately \$500,000. In the 1997-98 academic year, there were 634 applications with 436 students receiving aid, totalling approximately \$1,110,000. There



has been an increase of 38% in the number of applications, an increase of 77% in the number of students receiving financial aid, and an increase of 122% in actual dollars granted. The current staffing of the financial aid office is inadequate for meeting the increased requirements of financial aid servicing.

Planning:

- To monitor the adequacy of financial aid staffing.

Child Care Services

Description:

There are no formal child care services available.

Appraisal:

For students who are unable to attend classes because of family obligations, the need for child care may be addressed through financial aid; however, this does not appear to be adequate. The need for child care services on this campus has been voiced by the ASUH-WCC and it has expressed a strong interest in exploring ways to provide child care.

Planning:

- To continue exploring ways, with the administration, to offer and finance child care services.

Food Services

Description:

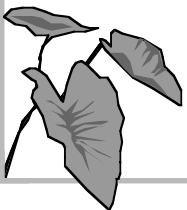
With the lack of cafeteria facilities, food service is limited to vending machines, mobile lunch wagons that usually come to the campus only during the lunch period, and a coffee cart which has limited periods of service. One lunch wagon is on campus from 12 noon to 1:30 p.m., Monday through Friday. As of Fall 1999, a coffee cart now provides coffee, snacks, and light lunches on the Hale Na'auao patio. It is open on Monday, Wednesday, and Friday from 7:30 a.m. to 5:00 p.m. and Tuesday and Thursday from 7:30 a.m. to 8:00 p.m. Students also travel off-campus to numerous eateries within the community.

Appraisal:

There has been very little change in the food services offered on campus since the last accreditation report. Staff and students are left with very limited choices if they are unable to arrange their schedules to get to the lunch wagons. There is still little available for evening students. Snacks are available from the vending machines but many students choose to bring food in from off-campus. A campus center will be built within the next five years, and a food service area is planned for this building.

Planning:

- To continue supporting the building of the campus center, which will include a cafeteria.
- To continue exploring additional sources of food services during the interim.



Student Bookstore

Description:

The bookstore is under the managerial control of the University of Hawai'i Mānoa Bookstore. Students are able to purchase textbooks, school supplies, and sundries at the bookstore which is located in the administration building.

Appraisal:

Each campus bookstore has the ability to determine the needs of its own campus. Through requests by students and faculty, the bookstore manager attempts to accommodate the textbook, school supplies, and sundry needs of the student population. The current bookstore facility appears to be adequate, but a new bookstore facility will be included in the future campus center.

Planning:

- To monitor the building of a new bookstore in the campus center scheduled for completion within the next five years.

Health Services

Description:

The College does not provide health services. Students are referred to certain free or low cost health services at the Windward Comprehensive Health Center, adjoining the campus. In addition, students are eligible to participate in a group health program. Information can be obtained through Student Services.

Appraisal:

Based on the Guidelines for the Determination of Appropriate Campus Health Services, March 1987, the campus has met the minimum requirements by referring students to community medical resources.

Planning:

- To continue providing information about health services.

Miscellaneous Services

Description:

The Schedule of Classes has been approved by the Veterans Administration, which allows students to receive educational benefits while receiving training.

International students can receive extra tutoring and assistance from the STAAR Program, provided they meet the eligibility criteria.

Appraisal:

Veterans' services are adequately provided by this campus. The registrar and the Dean of Student Services are the designated certifying officials on the campus. Counselors have been assigned to assist veterans with academic advising.



Since the TOEFL admission requirement is high and the College does not offer ESL classes, enrollment of international students has been limited; consequently, there appears to be a very low demand for services by international students.

Planning:

- To monitor needs in the areas of veterans services, international students.

Standard 5.7

The institution, in keeping with its mission, creates and maintains a campus climate which serves and supports its diverse student population.

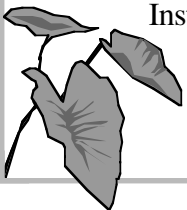
Description:

The ethnic composition of the College is diverse as indicated by the following table:

Ethnic Composition of Student Body				
	Fall 1993*		Fall 1998**	
Asian/Pacific	49%		55%	
Japanese	12%		14%	
Chinese	2%		3%	
Korean	1%		1%	
Filipino	4%		4%	
Hawaiian/Part-Hawaiian	24%		29%	
Pacific Islander	2%		2%	
Mixed Asian/Pacific Islander	2%		2%	
Other Asian (not reported in 1998)	2%			
Hispanic	3%		3%	
Caucasian	34%		27%	
African-American	1%		1%	
Mixed	12%		15%	

* Ethnic composition figures rounded off to nearest whole percentage. This information is from the Fall Enrollment Report, University of Hawai'i Community Colleges, Fall 1993, published by the Institutional Research Office, University of Hawai'i, January 1994.

** Ethnic composition figures rounded off to nearest whole percentage. This information is from the Fall Enrollment Report, University of Hawai'i Community Colleges, Fall 1998, published by the Institutional Research Office, University Hawai'i, January 1999.



The mean age of the student body is 26.5 years and the median age is 22.5 years. The following table reflects the student body by age groups, gender, and enrollment status:

Age, Gender, and Enrollment Status of Student Body			
Age Groups		Fall 1993*	Fall 1998**
	Under 18	3%	3%
	18-19	19%	25%
	20-21	16%	19%
	22-24	15%	14%
	25-29	13%	13%
	30-34	10%	8%
	35-59	23%	18%
	60 and Over	3%	1%
Gender			
	Male	38%	40%
	Female	62%	60%
Enrollment Status			
	Full-Time	39%	44%
	Part-Time	61%	57%

The College complies with the University of Hawai‘i Community Colleges Civil Rights Nondiscrimination Policy. Each student attending orientation and placement testing for new students receives a printed copy of this policy (printed in ten languages, with information on where to obtain a copy of the grievance procedure and contact person to file a complaint).

Appraisal:

The College has been fairly successful in attracting a diverse student population, as to age and ethnicity. Because of the College’s proximity to the Kāne‘ohe Marine Corps Base Hawai‘i, the student body comprises a rich mixture of continental U.S. and foreign students, as well as those of local origin. This success is due, in part, to having a full-time outreach counselor.



Planning:

- To continue efforts to serve a student population that truly represents the diversity of the community by targeting under represented populations with recruitment and retention efforts.

Standard 5.8

The College supports a co-curricular environment that fosters intellectual, ethical, and personal development for all of its students and encourages personal and civic responsibility.

Description:

The College supports a co-curricular environment primarily through its recognition and support of student organizations. Student leadership skills and ethics are developed through participation in the ASUH-WCC. Institutional membership in the Association of College Unions-International (ACU-I) allows student representatives to attend and participate in the planning and implementation of an annual leadership conference. Participation in ACU-I sponsored events provide students with the opportunity to meet and discuss common concerns or issues with students from other institutions of higher learning.

Phi Theta Kappa, the international honor society for two-year colleges, recognizes and encourages scholarship, leadership, fellowship, and service. Numerous student organizations such as Kūpono, a Hawaiian culture club, and the Japanese culture club provide students with the opportunity to explore different cultures and to conduct civic projects. Other organizations foster student interests in areas such as art and music. Student organizations also sponsor guest speakers from the community and other civic organizations.

The College, as part of the Western Region Campus Compact Consortium, received a two-year grant to implement service learning on this campus. Since 1997, eight faculty members have incorporated service learning in their courses.

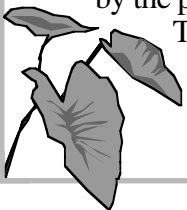
There is no permanent staff position that is responsible for co-curricular activities. In the past, a student services staff member or an instructional faculty member was given assigned time to advise student government and to coordinate academic and personal development activities. Currently, the Dean of Student Services is fulfilling these duties. Co-curricular activities are normally held in the student lounge in Hale Na‘auao.

Appraisal:

The campus provides opportunities for students to engage in intellectual, cultural, and personal development through the numerous recognized student organizations.

There is no campus center, but individual students and student organizations have access to and use the student lounge in Hale Na‘auao. Student organizations schedule meetings, events, and forums in this lounge, but the limited size and the competition for use of the room limit the number of activities held there. Community organizations also schedule activities in this room. There are other rooms on campus that may be used by student organizations; however, these rooms are usually used for other campus and community services activities. Lack of adequate facilities, however, is being addressed by the planned building of a campus center, scheduled to be completed within the next five years.

This building will include offices for student organizations such as student government and the campus newspaper. Conference rooms for student activities and meetings will also be available in this new campus center.



Since there is no permanent student government advisor/student activities coordinator to develop co-curricular activities and advise student government, it is nearly impossible for student government to receive consistent guidance in leadership development and governance. Developing a strong student activities program is also hindered by the lack of a permanent student government advisor/student activities coordinator.

Student government has access to a portion of student activity fees assessed on all registered students, but the money is used primarily for monthly student activities. There is no budget for co-curricular activities other than the money student government allocates to student government sponsored activities. Because there is only a temporary student activities coordinator, co-curricular activities are limited to the planning and implementing capabilities of the student government.

Planning:

- To hire a half-time student activities coordinator to advise student government and to oversee other student activities to supplement student government sponsored activities.
- To continue planning for the effective utilization of the future campus center.

Standard 5.9

Student records are maintained permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained.

Description:

To ensure confidentiality, student records are kept in a locked room within locked file cabinets and are permanently stored on hard copy with “back up” on electronic files. The hard copies are stored in fire-resistant file cabinets, which are rated to withstand up to 1,800 degrees Fahrenheit. The electronic files, which are routinely backed up, are stored in another office in the same building.

Appraisal:

Numerous individuals, such as counselors and the registrar, have access to these student records, both in hard copy and electronic files. Those who have access to student records are trained to comply with rules concerning confidential information.

While hard copies of student records are permanently stored on campus under secure conditions, “back up” electronic records do not appear to be so. A campus policy or procedure to secure these electronic records on-campus or off-campus does not exist. Currently, these files are stored in the same building as the hard copies.

Planning:

- To develop a campus policy for storing “back-up” electronic files of student records more securely.



Standard 5.10

The institution systematically evaluates the appropriateness, adequacy, and effectiveness of its student services and uses the results of the evaluation as a basis for improvement.

Description:

After the last accreditation report, a system-wide institutional research office was created by the Office of the Chancellor for the Community Colleges. This office of institutional research provided data to the campuses from two surveys, the “Entering Student” survey and the “Graduate/Leaver.” However, responsibility for evaluation of institutional activities was delegated to individual campuses in Fall 1998.

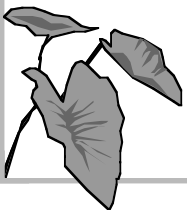
Despite the lack of a centralized research office, the College has continued to collect student demographic information and to conduct student needs assessment through COMPASS, a computerized placement testing and information management system. Information formerly gathered from the “Entering Student” survey is now obtained through COMPASS data. The “Graduate/Leaver” survey is scheduled to be administered by the end of the Fall 1999 semester. The Dean of Student Services has initiated the development of a “Continuing Student” survey.

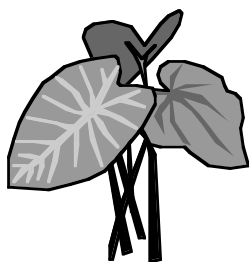
Individual units within student services conduct their own internal evaluations. STAAR, a federally funded program, is required to submit annual reports which include the program’s effectiveness in serving STAAR clients and the achievement of program goals. The financial aid officer is also required to submit an annual report. The career center administers an evaluation to all students who use its services, and the information is included in an annual report submitted to the Dean of Student Services. These data allow the career center to evaluate the effectiveness of tests and resource materials, to insure hours of operation meet the needs of students, and to monitor the career and major interests of the students. The computer programs used in the career center (Discover and Career Kōkua) provide similar information in their reports. Individual counselors informally assess the services they provide through counselor created evaluation forms. The registrar’s office informally evaluates the registration process after each semester’s registration period. Units within student services keep the Dean of Student Services informed either through annual written reports or department meetings.

Each unit conducts some form of evaluation to determine its effectiveness and to improve on the services provided. Aside from the “Graduate/Leaver” survey, the planned “Continuing Student” survey, the data collected by COMPASS, and the required reports to the federal government, most of the evaluations are informal. It is through regular department meetings conducted by the Dean of Student Services that units evaluate and plan improvements in areas such as registration and academic advising. While different forms of evaluation do take place, there is no formal, coordinated system of evaluation which would allow for consistent monitoring of all the services provided by the department.

Planning:

- To charge a student services committee to develop a program of review, including the collection, analysis, and evaluation of student data, and the development of a plan of action.





STANDARD SIX: INFORMATION AND LEARNING RESOURCES

Information and learning resources and services are sufficient in quality, depth, diversity, and currentness to support the institution's intellectual and cultural activities and programs in whatever format and wherever they are offered. The institution provides training so that information and learning resources may be used effectively and efficiently.

Learning Resources are organized into four functional units: the Library, Media Production Center (MPC), The Learning Center (TLC), and Academic Computing Services (ACS). Each unit is responsible to the Dean of Instruction.

Standard 6.1

Information and learning resources, and any equipment needed to access the holdings of libraries, media centers, computer centers, databases and other repositories are sufficient to support the courses, programs, and degrees wherever offered.

Description:

Library

The broad functional areas of the library are: public services, which includes circulation of materials, reference assistance and reading guidance, exhibits, and displays; instructional services, which includes formal and informal bibliographic instruction; technical services, consisting of acquisitions, cataloging, and processing functions; and management services, which includes planning, budgeting, coordinating, computer systems administration, and liaison with academic departments and other units of the College.

The Library also functions as a learning resource center providing library services for students and faculty. Community members are welcome to use the Library with some borrowing restrictions.

The Library has approximately 7,800 square feet housed in one building. There are two staff work areas and two offices for three librarians. Student seating capacity is 98, including ten "wet" (furnished with electrical outlets) carrels for using audiovisual equipment. Computer stations are available for word processing, e-mail, Internet access, and CD-ROM database searches. There are no conference rooms, small group study rooms, or viewing rooms. Audiovisual materials may be used in areas where listening and viewing equipment is available in carrels.

As of Spring 1998, the Library contained 46,417 volumes, including duplicate copies; 206 periodical and newspaper subscriptions, not including free and inactive subscriptions; 51 microform titles of back issues of periodicals and newspapers; 3,162 pamphlets; and 3,979 audiovisual items. Most of the audiovisual materials are inter-shelved with the books on the same subject.



In Fall 1994, the Library joined the University of Hawai'i-Colorado Alliance of Research Libraries (UHCARL) system which enables users to access the holdings of other libraries and special databases including a full text periodical database. The Library depends on the computer system housed in Hamilton Library at UH Mānoa and on its systems office personnel for technical assistance.

The Library provides a wide variety of services, which include: reference and research assistance to both students and faculty; an online catalog which provides access to all print and non-print materials in its collections, indexes, and periodicals and newspapers; specialized instruction; displays and exhibits; film and video distribution as part of the University of Hawai'i program for sharing resources; dumb terminal connections to other UHCARL library databases; interlibrary loan; and computers for word processing, e-mail, and Internet access.

The standards for Hawai'i community colleges are detailed in the Community Colleges Chancellor's Memoranda (CCCM) No. 11000 titled, Standards for Hawai'i Community Colleges Libraries. Of the 46 standards listed, the WCC Library meets 38 (Table 1 at the end of Standard 6).

Media Production Center

The Media Production Center (MPC) provides general media resources for classroom instruction, instructional material design and production services, and equipment maintenance and repair. A list of specific services provided is shown in Table 2. A comprehensive list of classroom equipment in use is on file. Highly specialized equipment necessary for areas of specialized study are purchased and inventoried by the appropriate departments. In Fall 1999, the MPC began supervising the College's duplicating services.

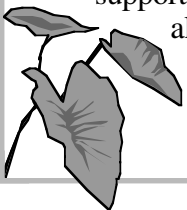
Present facilities include an area of 1,605 square feet which houses a graphic art work area, computer graphic station and media coordinator office, darkroom, audio recording studio, video recording office and general reception area, video and photographic production studio area, clerical office, two equipment storage closets, an audiovisual (AV) technician's office, and equipment repair room. Recent organization has expanded MPC facilities to include two offices in Hale Alaka'i which house the copy machines and duplicating equipment. A general pool of older AV equipment is stored in the MPC for loan to faculty and students or for replacement of classroom equipment. Newer or preferred equipment is housed in instructional building media closets for ready access by the faculty.

The MPC maintains a small inventory of portable AV equipment specifically for off-campus learning sites. A larger pool of older AV equipment is also available for off-campus use.

The Learning Center

The Learning Center (TLC) provides services in rooms and areas in both the Hale Mānaleo and Hale Mana'opono buildings, totaling approximately 3,350 square feet. TLC includes two testing areas, two study areas with tables and carrels, a computer lab, a resource teacher desk, and a math resource center. The lobby and Rooms 110, 113, and 114 in Hale Mānaleo and part of the lobby and Room 110 in Hale Mana'opono are TLC's service areas. TLC recently expanded into Hale Mānaleo 110 to accommodate walk-in placement testing.

The equipment in TLC consists of computers; printers; viewers for videos, filmstrips, and slide kits; cassette players; and Temporal Acuity Program (TAP) machines. The TAP machines support music courses and the cassette players support language learning. Computer assisted instruction programs support courses in chemistry, psychology, mathematics, and Japanese. E-mail and Internet access is also available.



One computer provides service for the visually impaired. It is connected to hardware that enlarges both the computer screen and printed material via a text magnifier. It also has a Braille keyboard and can speak material on the computer screen and is connected to a dot matrix printer. The software on this computer is a word processor and a math tutorial.

All carrels in TLC are “wet” to provide sites for use of filmstrip and slide kit viewers and cassette players. One VCR and television monitor setup is available for viewing study skills, math, and computer tutorial videos for a maximum of three students. Also, three computers connected to VCRs are available to students to view videos.

Resource materials in TLC consist of reading kits, filmstrips, videos, audiotapes, computer software, and resource and reference texts primarily in the areas of English, math, study skills, and both Hawaiian and foreign languages.

Academic Computing Services

Academic Computing Services provides computer support, installation, and training to all areas of the College.

The College has approximately 300 PCs and Macintosh computers in active use. Of these, approximately 175 are available for student use in computer classrooms and labs (including the Library and The Learning Center) and 22 computers are devoted to non-credit continuing education courses in the Hale Kūhina building). The remainder is reserved for faculty, staff, and administrator use or operates as network servers.

The College has managed with sub-standard computing equipment which quickly became obsolete. Generally, it has been possible to conduct instruction using current versions of operating systems and application software, albeit on relatively low speed computers. For example, the microcomputer recommendation of the UH Information Technology Services calls for a 400MHz Pentium II with 64MB RAM and a 17" monitor. However, the College's main computer classroom (Hale No'eau 123) has only 166MHz Pentiums with 32MB RAM and 15" monitors. Although somewhat under-powered, these computers supported Fall 1999 instruction using Windows 98, Microsoft Office Pro 97, AppleWorks 5, PageMaker 6.5, and Netscape Communicator 4.61.

In some areas, faculty continue to teach using obsolete computing resources. For example, the main classroom for Computer Assisted Instruction (CAI) English courses (Hale Mānaleo 102) is equipped with Mac SE computers that are ten years old and run software that is four generations old (Mac OS 6.08 and Microsoft Word 4).

The College's existing computer classrooms or labs were not specifically designed for computer instruction. The rooms were modified to accommodate computers with the installation of window-mounted air conditioners and, in some cases, additional electrical circuits and outlets.

Internet connections are available in all computer classrooms and labs, although the connections to the Hale No'eau and Library buildings operate at near capacity and are not reliable. Efforts continue to provide an Internet connection in all faculty and staff offices.

Appraisal:

Library

Information and learning resources and equipment are sufficient although most equipment is outdated.



Statistics in the “Library Annual Report” for 1998 indicate that circulation of library materials has been decreasing in absolute terms over the past three years, from 15,123 units in 1995-1996 to 12,836 in 1997-1998, or a drop of 15%. In this same period, the student population has dropped from 1,760 to 1,503, an equivalent 15% drop. Internet use rose from 639 visits to 1,612, and database access rose from 18,882 to 26,840 uses. These statistics show that while “book” library use has remained steady, other uses are increasing rapidly.

The Fall 1998 survey showed that 79% of the respondents felt that the library held materials that meet their course needs.

The Library has consistently kept abreast of and supported curricular changes to the extent allowed by the budget. The large collections of audio-visual materials, pamphlets, and periodicals provide materials to meet a wide variety of learning styles and needs.

The Library’s number of cataloged items increased by 514 books in 1997-1998, short of the 35% goal as recommended in the Standards for Hawai‘i Community Colleges Libraries (CCCM No. 11000). Of the books acquired, 262 were purchased and the rest were gift volumes. Budget constraints have not allowed the Library to maintain the collection adequately.

Survey results continue to show that the Library is serving its users well. The Fall 1998 “Library Use Survey” indicated that 89% of library users find it easy to locate materials in the Library. Ninety-seven percent found the library staff approachable and available. Library hours were considered adequate for their needs by 72%, but 9% found them not sufficient.

These survey results, along with comments included in them, indicate that the Library is serving its users well. It should be noted that the Community Colleges Library Standards contain a list of services that should be offered by learning resources programs. For a student FTE below 1,000, the “good” category calls for provision of 30 services, and the “minimum” category calls for 19 services from the list. The Library provides 38 of the services on the list (Table 1).

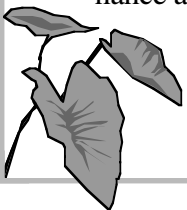
The word processing stations provide computers for students when computer labs on campus are closed. Their use has declined because the machines are old and newer equipment and software are available in other computer labs. Library staff assist users on an informal basis, which adds to their duties, and they also maintain the printers for these stations as well.

The four Internet stations are well used and are needed to access the information resources on the Web. Librarians provide individual and class instruction on using the Internet.

Media Production Center

The Media Production Center (MPC) equipment resources to support educational offerings are able to meet academic needs. A 1999 survey of all faculty (Note: unreturned forms were considered as positive responses) brought 19 responses, seven of which felt that campus equipment was inadequate for instructors’ needs. Although faculty reported that current resources were “satisfactory”, only three respondents felt that the resources available served their classroom needs “very well”.

When equipment is purchased, MPC staff assigns it an estimated working life, usually 10-15 years. Once the item passes this limit, it is classed as obsolete. In January 1999, 43% of MPC equipment was obsolete or outdated, an increase from 21% in 1994. In spite of the age of the equipment, maintenance and repair have kept most items in good working condition.



Present facilities are unable to support a full television studio that is indicated as needed in the Academic Development Plan of the College. Creative use of space could allow for the development of a partial television and photographic studio if the designated space could be air conditioned and dehumidified to protect camera and editing equipment. Studio camera lights and post-production equipment would have to be purchased in order to equip even a partial studio.

Portable equipment for off-campus use is particularly susceptible to damage and loss. It is difficult to build up a large inventory of portable equipment since it tends to be more costly than its classroom counterpart and it is less in demand. For these reasons, portable equipment has been a low priority in the equipment acquisition schedule. Considering current budgetary constraints, it is unlikely that this situation will change.

The MPC staff has been lending technical support, wherever appropriate, to all aspects of new facilities planning, implementation of construction contracts and building preparation and usage, in order to ensure quality audiovisual support in these facilities.

The Learning Center

The Learning Center (TLC) has been able to support all programs and courses. Although TLC equipment is outdated, it is well maintained and continues to provide adequate service in spite of increasing demands.

Student visits to The Learning Center have remained relatively steady over the past three years even though the student population has gone down. Visits for Internet and e-mail use have increased since TLC was put on-line in 1996.

<u>School Year</u>	<u>Enrollment (FTE)</u>	<u>Computer Use</u>	<u>Study Visits</u>
1995-1996	1,720	2,773	11,046
1996-1997	1,580	3,508	11,931
1997-1998	1,503	3,290	12,174
1998-1999	1,503	3,363	11,261

A survey of students and faculty in Spring 1999 found that most students who used The Learning Center were satisfied with its services and appreciated its learning materials and friendly staff. For improvements, the respondents suggested longer hours, more and newer computers, and upgraded printers.

Few new materials have been added to TLC's collection due to budget constraints. Some filmstrip kits have been replaced with videos and some CD-ROM materials have been acquired as software bundled with computers. Most of the budget has gone for replacement materials, equipment supplies, and repairs.

All TLC computers, for the most part, are outdated. None of them is newer than 1994, and the oldest are dated 1982. The slide viewers and filmstrip viewers are quite old and their screens are discolored with age. Equipment is replaced as it wears out, but the replacement schedules that exist cannot be adequately followed.

Academic Computing Services

There are 175 computers on campus available for student use, with a student-to-computer ratio of 9:1. The U.S. Department of Education recommends a ratio of 5:1.



The College's existing facilities have not been adequate to meet all faculty requests to conduct courses in a computer classroom. That situation is expected to improve with the completion of the humanities building and implementation of the recent Title III grant.

With the opening of Hale 'Imiloa in 1997, the science disciplines became well equipped. The instructors continue looking to the future and plan to add a polymerase chain reaction machine, water quality instrumentation, and a digital video camera with underwater housing to upgrade the environment related activities and biotechnical training capabilities of the College.

Planning:

Library

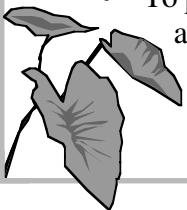
- To continue exploring ways to increase revenues and provide for adequate computer support and to increase Internet terminals to meet increasing needs of students and faculty.
- To continue to acquire new materials for the collection and to cull outdated items in order to provide new information and to make budget requests based on the growth pattern suggested by the Library Standards.
- To join other system libraries which are planning to install a new web-based library management system which will necessitate the acquisition of replacement computers that will have more capabilities than those currently installed. Projected minimum hardware requirements are for Pentium II computers.
- To replace aging terminals and printers in order to keep the system operating without interruption with Title III funds in December 2000.
- To make database searching capability, especially use of the Internet, a priority in the next bien-nium.

Media Production Center

- To continue to meet academic needs for audio-visual equipment by following equipment purchase priorities to meet long and short term goals.
- To seek to provide newer portable audio-visual technology for off-campus presentations.
- To provide audio-visual support in the new facilities.

The Learning Center

- To continue to replace older materials as the budget allows.
- To obtain newer computer equipment from UH Mānoa as it becomes available.
- To inform students via more on-campus advertising of the materials available for self-help.
- To phase out slides and filmstrip materials as they are replaced with video and CD-ROM materials.



Academic Computing Services

- To continue efforts to upgrade and expand both the College's information technology infrastructure and the associated services provided to faculty, staff, and students.
- To plan for, install, and provide ongoing support for the large number of new computers to be located in the humanities building and to be acquired through the Title III grant during the 1999-2001 biennium.

Standard 6.2

Appropriate educational equipment and materials are selected, acquired, organized, and maintained to help fulfill the institution's purposes and support the educational program. Institutional policies and procedures ensure faculty involvement.

Description:

Library

In 1995, the Library revised its "Library Resources Selection Policy and Procedures." This campus policy includes procedures for evaluation, selection, and purchase of print and non-print materials. Faculty participate in selection through requests made individually and through the Library's practice of routing book review periodicals and media catalogs to interested instructors. The Library encourages faculty to review holdings in their areas and make recommendations. Students may make recommendations for new additions on a form provided by the Library. If the policy should need revision, any changes made would be presented for approval to the Library Advisory Committee, the Faculty Senate, and the administration.

The "Collection Maintenance Policy" also provides a procedure for removing outdated materials from the Library's collection.

Media Production Center

The Media Production Center (MPC) provides research and recommendations on all general audio-visual purchases. The MPC staff works individually with faculty to meet specific classroom needs, makes recommendations to the Office of the Dean of Instruction regarding scheduling of classrooms for faculty using multimedia, and has been working towards the standardization of classroom equipment when purchasing replacement equipment. Each year, the MPC outlines its equipment purchasing priorities in a document to the Dean of Instruction. The MPC performs annual inventory and routine maintenance on all audio-visual equipment on campus each summer. A smaller inventory of only equipment purchased through the MPC is done as part of the instructional inventory each fall. Inventory spot-checks and routine maintenance of all classroom equipment is performed before each new semester.

The Learning Center

The Learning Center (TLC) staff maintains a detailed database of all its materials allowing specific support materials to be located quickly. New materials are added as they are acquired.

All TLC materials are organized for ready access.



TLC staff maintains a selection of educational material catalogs. As faculty request a type of material, sources are culled from the catalogs and provided to the faculty for their consideration. When interesting materials come to the attention of the TLC staff, appropriate faculty are notified and materials are purchased if requested and the budget allows.

At the beginning of each semester, faculty are reminded by memoranda of TLC's services and informed of any new materials.

Academic Computing Services

The Academic Computing Services (ACS) coordinator has ongoing discussions with faculty in order to remain aware of the information technology resources they require to support their courses and other educational initiatives. In many cases, ACS finds ways to stretch or share existing resources to meet new demands. When new purchases are called for, ACS serves in an advisory role and develops proposals for specific hardware, software, and vendors to meet as many needs as possible at the lowest cost. The Dean of Instruction and the Business Office have final authority to accept or reject ACS proposals.

Appraisal:

Library

Faculty requests have been purchased as funds are available. Faculty have been consulted in the culling process. The collection is culled following library guidelines. The annual inventory ensures that the collection is maintained in good order and the online catalog reflects the collection.

Media Production Center

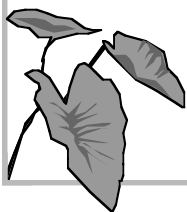
Equipment selection and purchase follow a specific plan that is reviewed annually. This plan outlines short and long term equipment replacement and purchase. In the restricted fiscal climate that has characterized this past decade, this plan has focused increasingly on short term goals since meeting immediate needs has been the first priority.

The Learning Center

The Learning Center's (TLC) database is organized into the following fields: Product Name, Subject, Department, Type, and Location. The Subject field contains detailed descriptions of the materials. This has proven useful in identifying material for specific skills without creating information overload. Faculty have been enthusiastic users of TLC-provided material information. TLC has purchased several videos within the last three years in direct response to faculty requests.

Academic Computing Services

Departments and individual faculty seem generally satisfied with Academic Computing Services (ACS) consulting on technology purchases, as evidenced by their continued reliance on this service.



Planning:*Library*

- To continue to select, purchase, and withdraw materials in accordance with the “Library Resources Selection Policy and Procedures” and “Collection Maintenance Policy.”
- To continue to maintain the collection in good order through the annual inventory process.

Media Production Center

- To continue to select, purchase, and dispose of campus audio-visual equipment based on annual equipment purchase plans and equipment replacement schedules.
- To continue to do a comprehensive inventory and maintenance service in the summer, and spot-check inventories and as-needed maintenance service during the fall and spring semesters.

The Learning Center

- To maintain its database and provide access to it over the Internet.
- To continue to provide instructors with information about available materials.

Academic Computing Services

- To continue planning for and acquiring of information technology resources.

Standard 6.3

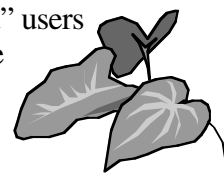
Information and learning resources are readily accessible to students, faculty, and administrators.

Description:*Library*

The Library is the campus information resource center with connections to other libraries and databases via the Internet and the UHCARL system. The Library is open 53 hours per week, Monday to Friday. Open Library hours are 12.5 hours a day twice a week, ten hours a day twice a week, and eight hours once a week. The Library is not open on weekends. During summer sessions, the Library is open for eight hours a day five days a week. The Library has a FAX number and a Web site at <http://www.wcc.hawaii.edu/library/welcome.html>.

Services provided by the Library include reference and research assistance, an online catalog, electronic indexes, periodical and newspaper collections, a three-part Library Research Unit, and Internet connections.

The Library has expanded its electronic resources by subscribing to the Expanded Academic Index which provides full-text articles and indexing to other journals. It is available via the Web to “hawaii.edu” users. Additional indexes and online journals are available to “hawaii.edu” users because of arrangements made by UH Mānoa Library and other system libraries. These online resources include Agricola, Aquatic Sciences and Fisheries Abstracts, Biological



Abstracts, Books in Print, Community of Science databases, and certain journals included in Cambridge Journals Online. The UH system libraries are working closely on joint licensing of databases. With joint licensing of databases, the College qualifies for price discounts.

A Program Change Request (PCR) for an Online Library Management System was submitted December 15, 1998, by the University Librarian to the UH Administration. This request supports the software and hardware for a new library management system for all of the libraries in the University of Hawai'i system, including the College's Library. When funded, the new system would replace/upgrade the present system (UHCARL) and would provide the College with microcomputer workstations to replace the dumb terminals.

Media Production Center

The Media Production Center (MPC) has a Web site at <http://www.wcc.hawaii.edu/cat/supt/supt.html>. Here, one can find a student and faculty guide to available media services.

The Learning Center

The Learning Center (TLC) is open from 8 a.m. to 6 p.m. from Monday through Thursday and 8 a.m. to 4 p.m. on Friday. It is closed on weekends. Services provided by TLC include access to computers, access to the Internet and e-mail, training videos, and test proctoring. Disabled student needs are met with wide aisles to accommodate wheelchairs, one computer with a large screen and a Braille keyboard, and an attachment to enlarge printed materials.

Academic Computing Services

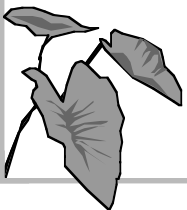
The College's main computer lab facilities are the Hale No'eau PC Lab and the Hale 'Imiloa Mac Lab which are for students to practice skills learned in class and to complete course assignments that require the use of a computer. Although the computer labs are open to all students, they have not been widely promoted other than to students enrolled in computer classes because the capacity of the labs is limited, the services provided to users is minimal, and the College has had difficulty covering the cost of supplies.

The Hale No'eau PC Lab has 12 PCs which are always available for student use and another 20 Pentiums which are available for use between classes held in Hale No'eau 123. During Fall 1999, the Hale No'eau PC lab was available for open lab use 52.5 hours each week (Monday - Thursday 8 a.m. - 6 p.m., Friday 8 a.m. - 4:30 p.m., and Saturday 1 p.m. - 5 p.m.).

The Hale 'Imiloa Mac Lab has 20 PowerMacs which were available during Fall 1999 for open lab use 50.5 hours each week (Monday and Wednesday 8 a.m. - 8:30 p.m. and Tuesday, Thursday, and Friday 8 a.m. - 4:30 p.m.).

A student assistant is on hand in the computer labs for several hours each day. At other times, the computer labs operate as unmonitored self-service facilities.

About 30 computers are located in faculty offices or shared department workrooms. Many of these are obsolete systems that are inadequate for Internet access and development of multimedia instructional materials. Faculty without computers in their offices generally minimize their use of information technology tools rather than make trips to the Hale No'eau PC Lab or the Hale 'Imiloa Mac Lab.



Appraisal:

Library

The Fall 1998 "Library Use Survey" indicated that 88.6% of users find it easy to locate the materials in the Library. The available resources and services listed on the Web page are easily accessible via the Web. The Library Research Unit is a requirement of all ENG 100 and ENG 22 classes. It is an effective means of teaching students how to access materials and databases.

The dumb terminals do not allow access to most of the databases listed in the description section above. It is imperative that the Program Change Request (PCR) for an Online Library Management System be funded. The upgraded hardware would enable expanded access to the Internet and electronic databases and resources. Such access would greatly increase research capability for students.

Media Production Center

The Media Production Center (MPC) has a regular daytime schedule but has no evening or weekend hours due to lack of staff. Each semester, the evening instructors are surveyed to determine if there is a need for extra hours. At present, the surveys indicate no great need for extra open hours. Media equipment is classified in two categories: replacement and new. The MPC has an equipment replacement schedule to update classroom equipment to more current technologies but does not have an equipment schedule for purchasing new equipment. The media staff does not maintain an equipment plan for new equipment because, since 1992, the MPC has not been given a budget to purchase new equipment. The staff believes an administrative plan to ensure new equipment is needed.

A critical media need is presentation equipment. This would include a computer station with projection capabilities. Faculty and students do not have access to multimedia stations, and therefore, some faculty go to UH Mānoa to complete projects.

The Learning Center

The Learning Center (TLC) has no weekend hours. Without any funding, there will be no change in this policy. TLC would benefit from more equipment for handicapped students.

Academic Computing Services

Although the computer labs generally meet the needs of students enrolled in computer courses, the number of computers available, the hours of operation, and the level of assistance offered have been insufficient to meet the needs of students and faculty as a whole. Additional computers to be acquired with the new humanities building and through the Title III grant will improve capacity somewhat, but the College has been unable to address the staffing requirements to support these additional computers and provide improved services to students. Even if capacity increases, overall accessibility will continue to be low unless the College improves the level of assistance provided to novice computer users.

The College has been slow to provide faculty with up-to-date computers in their offices and as a result, relatively few faculty are using current information technologies effectively in their professional work and teaching. One illustration of this is the Fall 1999 Faculty/Staff Directory, which lists e-mail addresses for fewer than half of the College's faculty and lecturers. The College could significantly improve the productivity of its faculty and the quality of its curriculum by equipping every faculty office with an up-to-date Internet-connected computer and by providing faculty with sufficient training and technical support to take advantage of current information and learning technologies.



Planning:*Library*

- To update the Library Research Unit to include specific information on electronic resources.
- To seek funding for an Online Library Management System.

Media Production Center

- To develop a new computer hardware replacement schedule to parallel the audio-visual equipment replacement schedule.

The Learning Center

- To acquire new equipment as funds become available.
- To seek funding for equipment for disabled students from the STAAR program.

Academic Computing Services

- To address student needs for expanded computer access and improved technology support services as part of its initiative to implement a graduation requirement in the area of Information Retrieval and Technology (IRT). The IRT Subcommittee of the Faculty Senate will lead this planning effort.
- To equip all faculty offices with a computer that provides full Internet access and the ability to run current office productivity software and appropriate computer based teaching and learning programs. Highest priority will be given to full-time faculty and to instructors in a shared office.

Standard 6.4

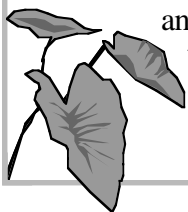
The institution has professionally qualified staff to provide appropriate support to users of information and learning resources, including training in the effective application of information technology to student learning.

Description:*Library*

The staff consists of three librarians (a head librarian, a public services librarian, and a technical services librarian) and three paraprofessional staff. All librarians have master's degrees and keep current with technology innovations and information in their field.

A librarian is on duty at all times during hours of operation. Student assistants transmit general information only. Library staffing includes 120 hours per week of student assistance.

Because the Library Research Unit is used in English and learning skills courses each semester, and research papers are required in these classes, the librarians spend a large amount of time in one-to-one and small group instruction. Librarians also train students, staff, and faculty on using information and learning resources on a casual and individual basis.



Media Production Center

The Media Production Center (MPC) staff consists of a media specialist/instructor, an electronics technician, a clerk-typist, and several part-time student assistants.

The media specialist/instructor holds a master's degree in instructional systems technology and has experience in the field of instructional media with expertise in the development of training programs in media graphics, photography, videography, and computer instruction. The media specialist/instructor oversees the MPC, assists faculty with multimedia materials, assists with technology-related training initiatives, and teaches information and computer science courses.

The Learning Center

The College provides 18 credits of reassigned time annually to English faculty who serve as The Learning Center (TLC) resource teachers. TLC is also staffed with a manager and several part-time student assistants who work a total of 52 hours each week each semester and 30 hours in the summer.

TLC has professionally qualified staff to provide appropriate support to users of information and learning resources, including training in the effective application of information technology to student learning. TLC manager has a bachelor's degree and extensive skills in information technology.

Academic Computing Services

The Academic Computing Services (ACS) staff consists of one 11-month faculty coordinator and student assistants who work a combined total of 60 hours each week each semester.

The ACS coordinator holds a bachelor's degree in information and computer science and a master's degree in business administration. The ACS coordinator came to the College in 1993 with thirteen years of experience in the information technology industry, including five years of service at the University of Hawai'i at Mānoa.

The ACS coordinator position was created in 1993. At that time, the job description specified that "the major responsibilities of this position will be for training faculty and staff from all disciplines in the design, development and implementation of computer-assisted instructional (CAI) strategies into their courses and programs. The instructor will be responsible for supervising/managing all instructional computer centers on campus." However, the ACS coordinator is kept so busy with administrative tasks and infrastructure support that a minimal amount of his time is devoted to faculty and staff training.

The ACS student assistants are undergraduates who attend UH Mānoa or UH West O'ahu. They spend a total of about 35 hours a week staffing the computer lab help desk, 15 hours a week assisting the ACS coordinator with infrastructure support projects, and 10 hours a week handling administrative tasks (e.g., group meetings and independent study).

Support for student users in the College's main computing facilities, the Hale No'eau PC Lab and the Hale 'Imiloa Mac Lab, is provided by student assistants. Student assistants staff the computer labs for a portion of each day and at other times the labs operate as self-service facilities.

The need for additional computing support staffing was cited in the College's previous accreditation self-study. Since then, the number of computers at the College has increased by about 33% and new support challenges have arisen with the advent of the World Wide Web, electronic publishing, GIS applications, macro viruses, and the Y2K problem. The ACS has been compelled to absorb these substantial workload increases with no growth in staffing.



Appraisal:*Library*

The professionally qualified staff provides appropriate support to users during the hours that the facility is open.

Library staffing includes 120 hours per week of student assistance that approximates one full-time staff position.

Library standards for staffing requirements (CCCM No. 11000) suggest “minimum” and “good” categories. For an FTE enrollment under 1,000 students, one library administrator is required for both categories. Professional staff, in addition to the administrator, should be two for the “minimum” category, and three for the “good” category. Support staff should number four for the “minimum” category and six for the “good” category. According to the standard, the Library staff meets the “minimum” category for professionals but is below the “minimum” for support staff.

Media Production Center

The Media Production Center (MPC) staff is qualified in training and experience. However, the MPC does not have enough faculty and staff to maintain an operation sufficient for a college of its size. The MPC staff is continually overtaxed trying to maintain a standard facility. The facility also does not have staff to maintain evening hours.

The American Educators in Technology and Communications (AETC) has published minimum standards for community college learning resource programs. Currently, staffing for the MPC falls below the national standards. Unlike most colleges its size, the College does not have facilities to provide television and video production services. Such a facility requires considerable technical support, and consequently, minimum standards for staff in media centers are relatively high.

The current staffing is insufficient to meet both the audio-visual and computer repair needs of the campus.

The Learning Center

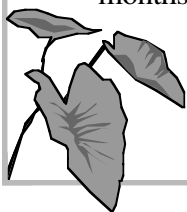
The Learning Center’s (TLC) manager is qualified and is able to provide training to faculty, staff, and students.

TLC student assistants provide clerical, distribution, proctoring, and equipment maintenance services.

Academic Computing Services

The Academic Computing Services (ACS) is understaffed compared to other campuses and compared to other Academic Support units on campus.

With one qualified professional and over 250 computers and associated peripherals to support, ACS has dropped most technology training and support services for students and faculty in an effort to focus on infrastructure support. Even so, the quality of infrastructure support has fallen markedly as the ACS workload has grown. For example, over 30 serviceable computers were idle for several months due to higher priorities.



Because the ACS coordinator has had to forego the training role he was hired for, information technology competency of faculty as a whole and use of information technology within the curriculum are far lower than they should be. As a result, students are deprived of what could be more dynamic and effective learning opportunities.

Students also lack support services within the computer labs. Student assistants are generally novices themselves who can deal only with basic problems. As a result, students struggle with technical problems in the computer labs more than necessary, and the computer labs remain unutilized by students without computer skills.

As bad as the current staffing situation is, it may worsen over the coming year. More than 220 new computers are expected with the completion of the humanities building and implementation of the Title III grant, but the College has yet to appropriate positions for additional computing professionals to take on the added support load. The Title III grant provides for a Computer Specialist position to operate a new computer lab for Hawaiian students, but the technical abilities of the person filling this entry-level position are likely to be quite limited.

The College must add multiple information technology support positions if it is to accommodate the past increases and planned growth in infrastructure support requirements and begin providing appropriate technology training and support services. Without these additional support positions, the College has little hope of making full or effective use of its information technology resources.

Planning:

Library

- To continue to request professional and clerical positions in the annual budget request in order to provide evening and weekend hours appropriate for a College which offers evening classes and serves the greater community.
- To meet the Academic Development Plan (ADP) goal for increased staffing with an FTE Librarian, and an FTE Library Assistant IV in the 2001-2003 biennium.

Media Production Center

- To meet the ADP goal for an FTE Graphics Artist and an FTE Audiovisual Technician in the 1999-2001 biennium, and an Information Technology Coordinator in the 2001-2003 biennium.

The Learning Center

- To meet the ADP goal for an FTE Learning Center Coordinator in the 2001-2003 biennium.

Academic Computing Services

- To meet the ADP goal for an FTE Computer Specialist and an FTE Computer Educational Specialist in the 1999-2001 biennium.

Standard 6.5

The institution provides sufficient and consistent financial support for the effective maintenance, security, and improvement of its information and learning resources.



Description:*Library*

For the last five years the Library has not been able to purchase the number of volumes required in the Standards for Hawai'i Community Colleges Libraries (CCCM No. 11000). The number of book volumes added to the collection should be 3-5% of the number of volumes held the previous year.

The Library's budget has been decreasing because of funding cuts to the campus allocation and, with increasing autonomy, the College is now dependent on tuition revenues. The Library is making up the shortfall by charging processing fees, collecting all fines, and participating in the Attorney General's State Tax Setoff Program which deducts fees owed the Library from the tax refunds of individuals. Grants and gift money are also being sought. The Library received a grant of \$2,000 in Spring 1999, which enabled the Library to purchase materials on issues of diversity and equity. A monetary gift in Spring 1999 enabled the Library to purchase materials for the Hawaiian collection.

To increase revenues, the Library is considering implementing fees for community users and is exploring ways to reduce printing costs.

The computers for Internet access and word processing require much maintenance time on the part of the Academic Computing Services coordinator.

The Learning Center

The Learning Center's budget has remained at \$600 per year for supplies. Additional funding for learning materials and equipment are funded on an as-needed basis by the Office of the Dean of Instruction.

Media Production Center

The Media Production Center (MPC) is allocated a supply budget of \$8,000 per year, which is considerably less than its budget of \$12,000 in 1994. The cost for materials in the same amount of time has been increasing along with a growing need to purchase computer software for multimedia applications.

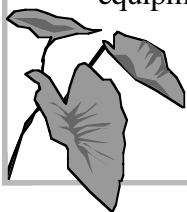
The budget for replacement equipment and computer repairs is not managed by the MPC.

Academic Computing Services

The Academic Computing Services (ACS) is allocated an operating budget of \$4,000 per year.

Other departments also make purchases that contribute to the academic computing resources available at the College. For example, the Dean of Instruction picks up for printing expenses in computer labs and faculty offices, and vocational education funding provides for most of the hardware and software upgrades in the Hale No'eau PC Lab. These purchases by other departments average approximately \$25,000 per year.

Large one-time expenditures for new computing equipment occurred with the completion of the Hale Kūhina and Hale 'Imiloa buildings in 1997. A similar large one-time acquisition of computing equipment is expected with the completion of the humanities building in 2000.



Appraisal:

Library

Although Hawaiian and reference collections are adequate, the general and other collections are becoming outdated and inadequate as the Library is unable to purchase new material.

With the switch to the new library management system, the Library is hoping to transfer all public terminals and computers to a PC format which can then be managed with less staffing time.

Media Production Center

Chronic underfunding makes the quality in current services and the improvement or addition of new services difficult. The minimum costs of operational supplies is over \$11,000; the difference in allotted budget and actual expenditures is substantial. The practice of pooling monies into a single account from which all instructional departments spend may give flexibility to the decision makers in allocating fiscal resources but it is difficult for units like the MPC with ongoing and variable expenditures (such as repair) to track and to plan for future expenditures.

The Learning Center

The Learning Center's budget is not sufficient to keep its materials up-to-date. Some materials are clearly outdated yet cannot be replaced. The annual budget must cover computer maintenance and repairs, purchase of new and replacement materials, and some office supplies.

Academic Computing Services

Aside from the large equipment acquisitions in conjunction with the completion of new buildings, the College spends about \$100 per computer each year for software updates and upgrades or replacement of the computer and associated peripherals. This is inadequate to keep pace with new software releases and to allow for repair of broken hardware. It does not provide for replacing equipment as it becomes obsolete. The College needs to budget to replace about one-fourth of the computers and associated peripherals on campus every year. This translates to an additional allocation for equipment replacement of about \$500 per computer per year. The College may need to explore equipment leasing as an alternative to buying new computers.

Because the College has not allocated funds for periodic equipment replacement, the ACS has had to rely on previously owned computers from other UH departments to replace obsolete equipment and to provide faculty with computers. For example, Intel 286 and 386 PCs which had been used in the Hale No'eau 124 computer classroom through Spring 1999 were only recently replaced with Intel 486 PCs recycled from the Chancellor's Office and the UH Mānoa College of Business Administration.

The College cannot expect to maintain or improve its programs and resources by relying on outdated computer systems to replace equipment that is even more obsolete. In the short run, the College will be able to get by with the large number of new computers expected with the completion of the humanities building and implementation of the Title III grant. In the long run, however, the College must set aside funds for the timely replacement of aging computer equipment.



Planning:*Library*

- To continue to propose budget requests based on the growth pattern recommended by the Library Standards.

Media Production Center

- To continue to work with the current fiscal restrictions.

The Learning Center

- To continue to manage with the current level of allocations.

Academic Computing Services

- To establish a plan for a computer life cycle not to exceed five years.

Standard 6.6

When the institution relies on other institutions or other sources for information and learning resources to support its educational programs, it documents that formal agreements exist and that such resources and services are adequate, easily accessible, and utilized.

Description:*Library*

The Library relies on interlibrary loans of books, 16mm films, and videotapes mainly from UH Mānoa. In 1997, guidelines were completed that specify protocols for interlibrary loans among the libraries in the UH system. Since this sharing is internal within the UH system, formal agreement is not required.

Media Production Center

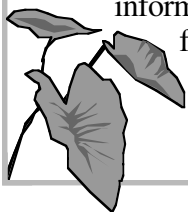
The Media Production Center (MPC) does not rely on any institution outside of the UH system for learning resources. Internally, the facilities for the broadcast of distance education telecourses at the College are provided by Leeward Community College (LCC). Since this sharing is internal within the UH system, formal agreement is not required.

The Learning Center

The Learning Center (TLC) collaborates with other community colleges in the UH system, and no formal agreements are required.

Academic Computing Services

The Academic Computing Services (ACS) relies on sources outside the University of Hawai'i for information and learning resources in a few instances. These arrangements are documented in a formal memorandum of understanding (MOU) between the College and the outside party. For



example, an MOU with the Kailua Bay Advisory Council (KBAC) provides for shared use of a high-capacity Windows NT Server purchased by KBAC in exchange for support and development services provided by the College.

Appraisal:

Library

The interlibrary loan agreement provides protocols for resource sharing among all types of libraries in the State. This agreement facilitates sharing of resources, but may prove a hardship for this College, which has a small library staff, due to increased requests for materials by other libraries within the University.

Media Production Center

The use of Leeward Community College (LCC) facilities to deliver telecourses by College faculty is an adequate arrangement and addresses an institutional concern about redundancy of services across the University system. Having to travel to another campus to teach telecourses, however, does make this activity less attractive to many faculty members. Alternative means of distance education delivery should be explored. This may foster the interest of faculty who would prefer to keep their base on campus to become involved in distance education offerings.

The Learning Center

Collaboration with other community colleges is mutually beneficial.

Academic Computing Services

The Academic Computing Services (ACS) has been selective in the partnerships it undertakes. In every case, those partnerships have been successful and resulted in benefits to both the College and to the outside party.

Planning:

Library

- To continue to provide interlibrary loans for faculty and students.

Media Production Center

- To explore alternative methods of distance education delivery.

The Learning Center

- To continue collaboration with other UH system community colleges.

Academic Computing Services

- To pursue mutually advantageous partnerships as the need and opportunity arise.



Standard 6.7

The institution plans for and systematically evaluates the adequacy and effectiveness of its learning and information resources and services and makes appropriate changes as necessary.

Description:

Library

The Library conducts a Library Use Survey every two years; the last survey was conducted in Fall 1998. Most of the respondents found the staff to be friendly, courteous, and helpful in providing service and instruction. About 74% of the respondents found the range of library materials met their course needs and suggested areas for additional items.

An evaluation of the Library Research Unit is also conducted every two years. Most of the students find the unit helpful. The unit is also reviewed every year by the librarians for currency and to simplify the exercises and/or explanations.

Goals and accomplishments are submitted to the Dean of Instruction each year. This allows the Library to review activities and incorporate changes for the following year. An Annual Report is written each year which reports statistics on the purchase of materials and use of services. The periodical and microform subscriptions are also reviewed each year to be sure they meet the needs of scheduled courses. Books are selected to support the curriculum. Internet terminals are being added in response to increased usage.

Media Production Center

The institution periodically evaluates all information and learning resources units. The Media Production Center (MPC) does its own regular internal evaluation of services. These assessments usually pertain to some aspect of MPC functioning such as evaluating the quality of production services, and surveying of equipment usage, and classroom equipment needs, but are rarely comprehensive covering all services offered.

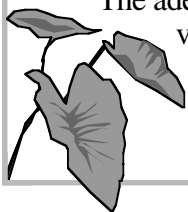
The Learning Center

The Learning Center (TLC) conducts surveys to evaluate its services. The last survey was taken in Spring 1999. Students and faculty were surveyed regarding TLC, Math Lab, and Resource Teacher services.

Academic Computing Services

The Academic Computing Services (ACS) coordinator has ongoing discussions with faculty about the computing resources they require to support their courses and other educational initiatives. The requested hardware and software resources are then provided as soon as budgets and the ACS workload allows. Instructional departments then conduct their own evaluation of the information and learning resources they have chosen to use.

The adequacy and effectiveness of the College's overall computing resources are thoroughly reviewed periodically as part of the Academic Development Plan process and the Accreditation Self-Study process. Any appropriate changes in strategic direction are discussed, agreed upon, and documented as part of those processes.



Appraisal:*Library*

The Library reviews the surveys and other tools noted above and makes appropriate changes when possible. Underfunding prevents many current resources and equipment from being purchased.

Media Production Center

For a comprehensive evaluation of services, the Media Production Center (MPC) relies on institutional measures. For immediate responsiveness to faculty needs, the MPC conducts its own surveys. Some measures, such as equipment usage and service hours, are conducted on a semester-by-semester basis. Some measures, such as quality control of production services, are ongoing while others, such as new technology awareness and preferences or training needs, are conducted periodically.

The Learning Center

The Learning Center (TLC) surveys are reviewed and changes are made within budgetary allocations.

Academic Computing Services

While improved measurement tools would help the Academic Computing Services (ACS) in quantifying its contribution, the ACS is recognized for its creativity in maximizing limited resources according to campus priorities.

Planning:*Library*

- To continue to plan for and evaluate learning and information resources and services.

Media Production Center

- To continue using evaluation data to meet the equipment and production services needs of the campus.

The Learning Center

- To continue to plan for and evaluate learning and information resources and services.

Academic Computing Services

- To pursue new tools to better measure the usage of information technology resources at the College and the impact of these resources on learning.



**Table 1. Standards for Community Colleges Libraries.
Chancellor for Community Colleges Memorandum (CCCM) No. 11000.**

- | | |
|--|---|
| * acquisition of microforms | * machine assisted cataloging of books |
| * acquisition of non-print materials | * machine assisted cataloging of audio-visual materials |
| * acquisition of print materials | * microcomputers for public use (ENG 100 CAI students only) |
| * automated online catalog | microform cataloging |
| * bibliographic instruction | * microform print service |
| * circulation of print materials | * online public access catalog |
| * circulation of non-print materials | participation in bibliographic networks |
| * collection management | * physical access to materials |
| * computer reference searching | * preparation of bibliographies |
| copyright consultation | * preview services for faculty |
| # government documents borrowing | * processing of audiovisual materials |
| * group presentations | * processing of microforms |
| * group viewing (small groups only) | * processing of print materials |
| * independent study guidance | * reference services |
| institutional publications reference collection | * reserve materials service |
| institutional records center and archives | * selection of materials |
| * instructional film and video borrowing and renting for classroom use | * self-service copy machine |
| * instructional television individualized access * | * special collections services |
| * interlibrary borrowing | + telefacsimile service |
| * interlibrary lending | telephone reference service |
| laser/optical reference searches | * term paper counseling |
| * listening services | * user-available typewriters |
| literacy training materials | |
| local history collection | |

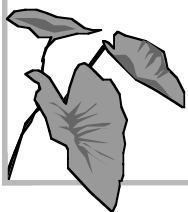
* Services provided by the Library.

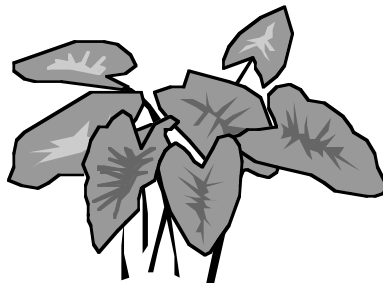
Selected government documents are cataloged and circulated as part of the collections.

+ This service is available on a limited basis as a receive only site.

Table 2. Media Production Center Services

- | | |
|---|--|
| audiocassette duplication | Internet and web design |
| audiocassette editing | media orientation and instruction |
| audiocassette recording | paper duplicating services |
| copyright consultation | photography for slides production of instructional materials |
| darkroom services | presentation software training and production |
| equipment distribution | production of sound slide programs |
| equipment maintenance | scripting of audio-visual presentations |
| equipment repair | scripting of television modules |
| equipment specifications | telecourse availability information |
| graphic arts layouts | videotape one-camera production |
| identification photography | digital multimedia format conversion |
| instructional design and development consulting | digital multimedia production |
| inventory of audiovisual equipment | |





STANDARD SEVEN: FACULTY AND STAFF

The institution has sufficient qualified full-time and part-time faculty and staff to support its educational programs and services wherever offered and by whatever means delivered. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse ethnic, social, and economic backgrounds by making positive efforts to foster such diversity.

7.A.: Qualifications and Selection

Standard 7: A.1 - A.4

- A.1 The institution has sufficient faculty and staff who are qualified by appropriate education, training, and experience to support its programs and services.
- A.2 Criteria, qualifications, and procedures for selecting all personnel are clearly stated, public, directly related to institutional objectives, and accurately reflect job responsibilities.
- A.3 Criteria for selecting faculty include knowledge of the subject matter or service to be performed, effective teaching, and potential to contribute to the mission of the institution.
- A.4 Degrees held by faculty and administrators are listed in the institution's primary catalog. All U.S. degrees are from institutions accredited by recognized accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Description:

The College is authorized 100.4 State-funded and 4.5 Federally-funded positions to provide for effective instruction, student services, support services, learning resources, and administration as follows:

<u>Category</u>	<u>State Funds</u>	<u>Federal Funds</u>
Faculty:		
Full-time instructors	43.0	—
P/T Instructors	0.9	—
Non-credit faculty	1.0	—
Librarians	3.0	—
Counselors	5.0	1.5
Media Specialist	1.0	—
Academic Support	<u>0.5</u>	<u>—</u>
Subtotal	54.4	1.5



Category	<u>State Funds</u>	<u>Federal Funds</u>
Administrative, Professional and Technical (APT)	9.0	2.0
Executive and Managerial	7.0	—
Clerical Staff	20.0	1.0
Maintenance Staff	<u>10.0</u>	<u>—</u>
Total	100.4	4.5

However, due to budgetary constraints, the College has been able to fill only 91.5 of the 100.4 State authorized positions. The 7.9 vacant positions are as follows: Faculty 6.9; and Groundskeeper 1.0.

The instructional staff is supplemented by part-time lecturers as needed. The number of lecturers employed in any given semester averages 23, teaching an average of 106 credits, or 35-38 classes.

Since the last accreditation report in 1994, 3 full-time professional level positions were lost. The positions lost were positions vacant for more than three years and/or were due to program reduction.

Selection procedures have been established for each category of staff. Faculty and APT hiring procedures are contained in the Chancellor for Community Colleges Memo (CCCM) #2090 for the community colleges system. Civil service selection is governed by the State's Department of Human Resources Development Policies, and administrator recruitments are outlined in the University of Hawai'i Board of Regents Executive and Managerial Selection Procedures.

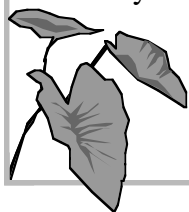
Job descriptions are available for all categories of staff positions and are strictly adhered to in all selection procedures.

Hiring criteria and qualifications for positions the College seeks to fill are published in Kū Lama, the University of Hawai'i system newsletter, in local newspapers of mass circulation, and in certain instances, nationally in professional journals. Kū Lama is also available on the Internet, which provides national and international exposure. All advertisements must be approved according to Equal Employment Opportunity guidelines prior to publication.

Teaching effectiveness is the principal criterion used in the selection of teaching faculty. Determining this is accomplished primarily through a review of both an applicant's prior teaching experience as substantiated by student and peer evaluations and reference letters during the hiring process. Applicants are frequently required to provide a teaching sample during the interview session.

The College has an Equal Employment Opportunity and Affirmative Action (EEO/AA) officer who participates in campus-level recruitment and monitors the screening, interviewing, and selection process. The College's procedures are further reviewed by the Community Colleges Director of EEO/AA in the Office of the Chancellor for Community Colleges for compliance with nondiscrimination policies and statutes, affirmative action policies, and diversity goals.

All positions are examined and necessary minimum qualifications are delineated by the State of Hawai'i or the University of Hawai'i. The minimum qualifications specify the academic training and/or years or types of experience deemed necessary for each position.



For Liberal Arts faculty, the minimum qualification, specified by the Office of the Chancellor for Community Colleges of the University of Hawai‘i, is a master’s degree in the subject related area. Faculty in certain vocational programs or disciplines meet alternative competencies. For executive and managerial staff (administrators), except for the Director of Administrative Services, the minimum educational qualification specified by the Board of Regents for the University of Hawai‘i is a master’s degree.

Other staff are classified as civil service or Administrative, Professional, and Technical (APT). All civil service staff meet minimum qualifications for their positions as specified by the State of Hawai‘i, Department of Human Resources Development. All APT staff meet minimum qualifications specified by the University of Hawai‘i. Currently, all APT staff have at least an associate’s degree and most have bachelor’s degrees.

Lastly, persons hired under the category of casual hire, including student assistants, meet established qualifications as specified by the University of Hawai‘i, the College, division, program, or department.

Appraisal:

The criteria for faculty selection, both full-time and part-time, are clearly stated, public, and directly related to institutional and program objectives. Some vacant positions from each campus were put into a system-wide pool and were reassigned by the president of the University to any campus that can demonstrate a need for positions and has available funds. The full-time faculty and staff are both diverse and adequate in number to provide the major portion of instruction, student services, support services, learning resources, and participation in institutional governance. Certain critical areas such as Technical Support and Instructional Support staff must be increased in order to increase program and campus effectiveness. The hiring of lecturers gives a flexibility in course offerings and availability.

The Office of Continuing Education and Training is under-staffed. An instructor (coordinator for non-credit programming) position was created and filled, but has been vacant since 1998.

The system and campus affirmative action plans appear fair and are successful in creating balance within institutional staff. The campus Affirmative Action Plan is reviewed on past performance and revised as necessary on a continuing basis.

The minimum qualifications for faculty, executive or managerial, civil service, or APT positions are issued by either the State of Hawai‘i Department of Human Resources Development or the UH system Office of Human Resources or the University of Hawai‘i Community Colleges Human Resources Office. These minimum qualifications are examined periodically and updated or revised as necessary. At present, the minimum qualifications appear to be appropriate for each position. All faculty meet the specified minimum qualifications for their positions and have degrees from accredited institutions. Three have bachelor’s degrees, thirty-seven have master’s degrees, and seven have doctorates. All administrators meet minimum qualifications for their position. Two administrators have doctorates.

Planning:

- To continue to seek funds to fill authorized positions.



7.B.: Evaluation

Standard 7: B.1 - B.3

- B.1 *The evaluation of each category of staff is systematic and conducted at stated intervals. The follow-up of all evaluations is formal and timely.*
- B.2 *Evaluation processes seek to assess effectiveness and encourage improvement.*
- B.3 *Criteria for evaluation of faculty include teaching effectiveness, scholarship or other activities appropriate to the area of expertise, and participation in institutional service or other institutional responsibilities.*

Description:

Procedures and criteria for faculty and staff evaluation are explicitly stated (source documents listed by category below) and available to all. Maintaining confidentiality during all steps of the evaluation is stressed. For the evaluation of instructional faculty at all levels, teaching effectiveness is the primary criterion for evaluation and retention. Evaluation by students and peers is important in determining effectiveness.

Faculty and Lecturers

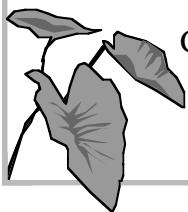
Lecturers are evaluated each semester by the assistant dean or designee. Probationary faculty and other full-time untenured faculty are evaluated yearly in the contract renewal process based on the 1995-1999 Agreement between the University of Hawai'i Professional Assembly and the Board of Regents of the University of Hawai'i, Article XI.K and Article XIII.E, and procedures developed by the Office of the Chancellor for Community Colleges. This faculty and administrative evaluation is aimed both at assessing the effectiveness of carrying out the primary and other duties of the faculty member and improving the faculty member's performance. Evaluation of faculty for tenure and promotion is governed by the UHPA-UH Agreement and procedures developed by the Office of the Chancellor. Evaluation is for the purpose of assessing performance in order to make decisions regarding tenure and/or promotion. All tenured faculty are evaluated at least every five years following the "Procedures for Evaluation of Faculty at UH Community Colleges." The primary goals of this process are encouraging improvement if deficiencies are found and acknowledging professional accomplishments of faculty members by their departmental leaders. Department chairpersons are evaluated yearly by their assistant dean and department faculty.

Administrative Personnel

The College administrative personnel including the Dean of Instruction, Dean of Student Services, Director of Continuing Education and Training, Director for Administrative Services, and Assistant to the Provost are evaluated yearly by the provost and those they supervise. Final evaluation is conducted by the provost who meets with each administrative staff member to review the evaluation. Evaluation of the provost is conducted annually by the Chancellor for Community Colleges with input from various elements of the campus, including the deans and directors, Faculty Senate chairs, and faculty. Final evaluation is conducted by the Chancellor for Community Colleges.

Civil Service and Administrative, Professional, and Technical (APT) Personnel

Civil service personnel are evaluated yearly following the procedures of the Hawai'i State Department of Human Resources Development. In 1996, the evaluation form used for civil



service employees was changed to a more comprehensive form that can be used as a career planning tool as well as a performance evaluation. Administrative, Professional, and Technical (APT) employees are evaluated in accordance with the Administrative Procedure A9.170, which was issued in 1997. This new evaluation policy is being phased in over a three-year period for all APT personnel. The evaluation period of APT personnel is determined by their length of service. APT personnel who have passed probation will be evaluated on a triennial basis. APT personnel who have not passed the probationary period of three years will be evaluated annually.

Casual Hires

Casual employees are evaluated following their contract period.

Appraisal:

The changes to the APT evaluation procedure should provide those employees with a more systematic and fair approach to the evaluation of their performance of duties. There are still problems with the evaluation methods of both APT and Civil Service employees. Although these methods identify positive contributions and clarify areas for improvement, these results rarely affect promotion, salary adjustment, or dismissal of these employees. This lack of equitable review affects staff morale.

Evaluation of faculty at the College is appropriate for their primary and other duties; it provides for input of students or those supervised or served; and the evaluation process is systematic and occurs at regular intervals. Evaluation of administrative personnel is appropriate and provides for input from faculty and those supervised.

Planning:

- To establish a consistent procedure of evaluation which results in written reports for APT and Civil Service employees.

7.C.: Staff Development

Standard 7: C.1 - C.2

- C.1 The institution provides appropriate opportunities to all categories of staff for continued professional development consistent with the institutional mission.
- C.2 Planning and evaluation of staff development programs include the participation of staff who participate in, or are affected by, the programs.

Description:

Faculty and administrative staff engage in professional activities supported by the institution. The institution provides limited general funds for all categories of staff for travel, professional conferences, workshops, and seminars.

A sabbatical leave policy is provided for in Article V.A. of the 1995-1999 Agreement between the University of Hawai'i Professional Assembly and the Board of Regents of the University of Hawai'i. Requests for leaves are reviewed on a semi-annual basis and may be granted in accordance with recommendations from a faculty sabbatical committee and if operational funds are available. Since the last accreditation report, five one-year faculty sabbatical leaves have been funded at half-pay, and one one-semester faculty sabbatical leave was funded in 1995 at full pay. The year-long sabbaticals were granted in consecutive years. Following the recommen-



dition of the Chancellor for Community Colleges that provosts critically review and consider budget implications of half-year sabbaticals at full pay, no further sabbaticals of that type were funded.

The system provides staff development opportunities for training through peers. Faculty training is offered by other faculty including Writing Across the Curriculum, The Great Teachers Seminar, and Classroom Assessment Techniques.

Community college and university credit courses are tuition-free for faculty and staff, .5 Full-Time Equivalent (FTE) and above. Through the Office of Continuing Education and Training, non-credit computer courses are offered free to all staff members, and other non-credit classes are available at one-half the registration fee.

Some professional journals and reading are available through the library. Faculty and staff are given an opportunity to select specific publications to be circulated to them on a regular basis.

The College has not filled its permanent part-time .5 FTE staff development coordinator position. Until July, 1998, the Faculty and Staff Development Fund Committee disbursed funds for professional development. Approximately \$2,000 has been generated by faculty and staff through fund-raising campaigns. Since the last accreditation study, staff development funds have not been provided by the College or the university system due to budgetary constraints.

Appraisal:

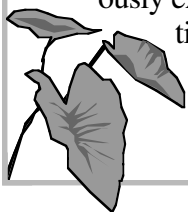
The current Academic Development Plan (ADP), 1996-2002, states:

Faculty and staff must experience personal and professional growth, revitalization, and satisfaction with their work in order for the College to be truly successful in its mission.

The professional development of faculty and staff has been seriously jeopardized for a variety of reasons. The primary and most obvious reason is insufficient funds. Even though some dollars have been available for faculty and staff to attend local workshops and conferences and to pay partial registration for out-of-state conferences, attendance at out-of-state events has been hampered. State appropriated funds for travel to national conferences and sites are competitive, limited, and often not sufficient to cover full costs. In order to remain current and provide quality education, faculty need to attend national conferences in their subject areas, network with colleagues, and visit other campuses.

The non-funding of half-year sabbaticals at full pay contributes to low morale among faculty who are unable to renew themselves professionally. Only a few faculty are able to take full-year sabbatical leaves at half-pay, partially because of the high cost-of-living in Hawai'i. Several faculty have not applied for sabbatical leave because half-year leaves cannot be funded.

The campus has not filled the staff development coordinator position. Professional development opportunities are not coordinated by a staff development officer. Activities are financed through fund-raising efforts of the faculty and staff who are not sufficiently trained in fund-raising. Further, faculty energies should not be diminished by the responsibility of financing these activities. The current ADP states that a comprehensive "staff development plan addressing workload and the funding of sabbaticals and professional development activities must be prepared." The 1994 Western Association of Schools and Colleges accreditation committee recommended "that the College seriously examine the need for a comprehensive Staff Development plan." The reality is that this situation has worsened since the last accreditation report.



Planning:

- To develop a comprehensive faculty and staff development plan which addresses funding, sabbaticals, and attendance at local and national conferences and workshops.
- To incorporate more consistently staff development support into the costs of the College.
- To evaluate the process of funding used by the Faculty and Staff Development Fund Committee.

7.D.: General Personnel Provisions**Standard 7: D.1-D.4**

- D.1 The institution has and adheres to written policies ensuring fairness in all employment procedures.
- D.2 The institution regularly assesses and reports its achievement of its employment equity objectives, consistent with the institutional mission.
- D.3 Personnel policies and procedures affecting all categories of staff are systematically developed, clear, equitably administered, and available for information and review.
- D.4 The institution makes provision for the security and confidentiality of personnel records. Personnel records are private, accurate, complete, and permanent.

Description:

Personnel policies are available via the negotiated collective bargaining agreements for all categories of staff and are also set forth in the University of Hawai‘i Administrative and Personnel Guidelines. For faculty these agreements are system-wide. For support staff, these agreements apply to all Hawai‘i civil service employees. For administrative personnel, policies are determined by the Board of Regents. Employees are given a copy of the current collective bargaining agreement by their unions.

Statements on academic freedom and responsibility are found in the 1995-1999 Agreement between the University of Hawai‘i Professional Assembly and the Board of Regents of the University of Hawai‘i. This document also specifies grievance and dispute resolution procedures.

Every semester, student evaluations of instructors and courses are received by the Dean of Instruction’s Office. The student evaluation of faculty is tabulated at the College and attached to the evaluation forms which are then returned to faculty and lecturers. Any written comments and the tabulations are used by the dean and assistant dean when reviewing non-tenured faculty and lecturers. For Fall 1998 and Spring 1999, 82% of tenured faculty used the evaluation form. This information is important for improving classroom teaching methods and in documenting information for promotion.

A copy of civil service evaluations is kept at the College in the Human Resources Office. Originals are kept at the Office of Human Resources, Civil Service Section, at University of Hawai‘i, Mānoa.



Procedures and criteria for appointment, evaluation, retention, advancement, and due process are set forth in the collective bargaining agreements of each classification of personnel. The Community Colleges Director of Human Resources and the College's Director of Administrative Services keep current with legislation and implement changes when appropriate. All procedures for employment are reviewed periodically to insure compliance with federal and state regulations, especially when hiring new personnel.

Teaching effectiveness is the principle criterion used in the evaluation of teaching faculty. Retention of faculty is based on an evaluation process set forth in the Tenure and Promotion Guidelines for the University of Hawai'i Community Colleges.

Confidentiality of personnel records is maintained by the Office of the Director of Administrative Services. Employees may review their own personnel records. Personnel files are kept locked and are accessible only to designated personnel.

Appraisal:

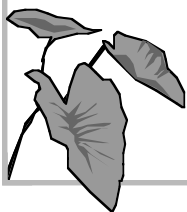
Personnel policies are clear, equitable, and available for review. The College adheres carefully to all collective bargaining agreements. Deficiencies or concerns may be addressed through the collective bargaining procedure.

The College follows all collective bargaining agreements between the various bargaining agents for employees and the employer, Windward Community College Academic Guidelines, Rights and Privacy Acts, University of Hawai'i Policy and Procedures, and guidelines affecting academic freedom.

The University of Hawai'i Professional Assembly agreement with the University of Hawai'i contains a clear procedure for due process of faculty grievances and dispute resolution. The College Student Grievance Policy was revised in 1990 to continue to guarantee due process for students and at the same time insure due process for faculty and protection of faculty rights. To provide the faculty member with the same rights and protection as the student, the new policy provides that in a grievance, the assistant dean shall meet separately with both the student and faculty member, and the faculty member shall have equal opportunity for appeal at all levels.

Planning:

- To maintain clear and equitable personnel policies and precedures.





STANDARD EIGHT: PHYSICAL RESOURCES

The institution has sufficient and appropriate physical resources to support its purposes and goals.

Standard 8.1

The institution ensures that adequate physical resources are provided to support its educational programs and services wherever and however they are offered.

Description:

The College presently consists of 16 buildings on 64 acres. In 1972, the College opened with five renovated buildings inherited from the Hawai'i State Hospital and constructed during the 1930's. The University of Hawai'i Board of Regents approved the hospital site as a permanent home for the College and authorized the planning and construction of permanent facilities. By 1981, the College occupied nine renovated buildings.

Educational specifications were prepared in 1984. The College Master Plan was then completed and approved in 1989 by the UH Board of Regents. It was not until the 1991-93 biennium that funding was received to begin work on the Master Plan. Two parking lots completed in 1997 and 1998 have added 322 parking stalls. Installation of sewer, water, electricity, communications, roadway, and parking lot infrastructure have been completed or are in progress.

In 1997, the renovation of the continuing education building and the construction of the natural sciences building were completed. Construction is underway for the performing arts and humanities center and a multimedia classroom/planetarium. The student center is currently in design phase with construction to start in 2000. The Learning Resources Center which will house the Library, Media Production Center, Academic Computing, and The Learning Center is currently in the Board of Regents budget, but is not yet funded for architectural design or construction. Plans for further construction after the Learning Resources Center is built are presently unknown. Hawai'i's poor economy may mandate that older buildings be renovated rather than replaced.

Since September 1995, no formal College courses have been offered off campus; however, class activities are conducted at the Hawai'i Institute for Marine Biology (HIMB) on Moku o Lo'e (Coco-nut Island) in Kāne'ohe Bay.

Presently, the College has 110,123 square feet of space allocated approximately as follows: instruction—79,941; student services—3,170; library—6,820; institutional support—12,949; academic administration—1,344; and continuing education—5,899. The community may use classroom and meeting areas when available.

Presently, there are no food service facilities on campus. Lunch wagons, vending machines, and the bookstore provide minimal food services.



Appraisal:

The Master Plan details a total assignable program square footage of 235,200 square feet for a projected 2,000 FTE enrollment. With the ongoing implementation of the plan and the construction of new buildings, the problem of overcrowding in classroom and office space is being addressed. With the completion of the Student Center, much needed permanent facilities for food service will be available on campus. When the Learning Resources Center is constructed, the space limitations in the constituent departments will be alleviated. Completion of the Master Plan would give the campus sufficient classroom space and parking stalls for a projected 2,000 FTE.

Planning:

- To implement the Master Plan and continue efforts for University and State support for construction of new classroom buildings.

Standard 8.2

The management, maintenance, and operation of physical facilities ensure effective utilization and continuing quality necessary to support the programs and services of the institution.

Description:

The campus buildings and grounds are maintained by one maintenance supervisor, one maintenance person, one laborer, one groundskeeper, and six janitors. General maintenance and minor repairs are performed as part of the College's normal operational budget. Larger repairs are handled through designated Repair and Maintenance allocations from the Chancellor's Office.

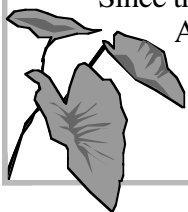
The College conducts class activities and Marine Option Program student study skill projects at the Hawai'i Institute of Marine Biology (HIMB) on Moku o Lo'e (Coconut Island) in Kāne'ohe Bay. HIMB has two new classrooms and a small laboratory which are used cooperatively by the College. Some instructional materials, supplies, and equipment, such as balances and microscopes, need to be transported back and forth to the site.

Appraisal:

According to this subcommittee's 1999 Physical Campus Resources Survey, a survey that evaluated faculty, staff, and administration perceptions of physical resources, there is a general consensus that the physical facilities are well maintained. Faculty and staff feel that the restrooms, trash cans, and recycling containers are well maintained and kept clean. Faculty and staff also feel that work orders and other requested jobs are completed in a timely manner and are completed properly and satisfactorily. As a result of well maintained facilities, the College is able to operate effectively with the quality necessary to support its programs and services.

Most of the buildings are more than 60 years old; therefore, there is a continual need for repairs, painting, and improvements to the electrical and plumbing system. Electricity provided the College on inadequate power lines frequently fails or surges, stressing electronic equipment. Furthermore, plumbing emergencies and drainage problems continue to occur.

Since the last accreditation, the exterior of three of the older buildings have been repainted (Hale Alaka'i, Hale Na'auao, and Hale Mana'opono) in 1998. The "White House", which was turned over to the College by the Hawai'i State Hospital in 1996, has been fumigated and is currently



in use as a classroom. Hale Kūhina has been renovated and has been occupied since November 1996, with 11,295 square feet. The new science building (Hale 'Imiloa), with a square footage of 32,359, has been occupied since July 1997.

Grounds maintenance is understaffed. The area to be maintained is extensive. The maintenance staff is operating at a minimal level, maintaining, but unable to improve, the condition of the grounds according to a rotating maintenance schedule.

Planning:

- To request new positions for maintenance and janitorial services as new facilities are completed.
- To correct electrical, plumbing, and drainage problems in phases as the campus is redeveloped.

Standard 8.3

Physical facilities at all site locations where courses, programs, and services are offered are constructed and maintained in accordance with the institution's obligation to ensure access, safety, security, and a healthful environment.

Description:

Safety, security, and healthfulness involve adequate protection from hazards such as fire, accidents, burglary, assault, toxic chemicals, and disease. In addition, barrier-free routes must be provided to allow easy avoidance of unsafe situations. Physical facilities are constructed and maintained so as to minimize exposure to hazards.

Every building is equipped with manually activated fire alarm systems and fire extinguishers in accordance with City and County of Honolulu Fire Department requirements. Newer buildings have been and are being constructed with fire sprinkler systems. The extinguishers are inspected annually and are serviced as needed.

Hazardous chemicals and biological materials are generally stored and disposed of according to Federal, State, and University regulations and guidelines. Chemicals are stored according to chemical classification type in approved storage cabinets. The College operates a heavy-duty autoclave for the safe disposal of microorganisms used in instruction.

In areas where dangerous sharp metal or glass waste is generated, specially labeled receptacles have been designated to receive this waste. In these areas, conventional nonhazardous wastes are disposed of in separate containers that have been clearly labeled for such limited disposal.

Facilities where there may be chemical exposure risks are equipped with emergency safety showers and eyewash stations. These facilities are also provided with chemical hygiene plans and materials safety data sheets in visible and accessible locations.

There are emergency phones in the lobby of all classroom buildings with the campus emergency number prominently posted next to them. In addition, policies, guidelines, and notices of various health issues are conspicuously posted in each building. The College performs periodic walk-throughs of all facilities to detect unsafe conditions.



Audible alarm systems are installed in selected classrooms, laboratories, and offices. Parking lots, walkways, and building perimeters are generally well lit. Battery-operated lights have been installed in most buildings, but not every room, for night power emergencies.

Corrective measures are taken to maintain safe and unobstructed accessible routes. Walkways and stairways are, for the most part, maintained in good repair. Non-slip grips have been installed on ramps and in problem areas. Non-slip carpeting has been installed at the entrances to buildings. All buildings are single-story structures.

All new construction and renovations have made accommodations for the disabled as prescribed by law. Access for the disabled is provided by designated parking stalls and ramps to all buildings. Barriers for the disabled within older buildings have been removed. There are restroom facilities and drinking facilities in each building for the disabled.

The campus is currently developing a plan to designate areas that permit or prohibit smoking.

The College has no permanent security personnel. The College contracts a private security company for the services of two security guards from 6:00 p.m. to 10:00 p.m., Monday through Thursday. Occasionally, the College obtains security personnel when circumstances warrant additional coverage (e.g., at the beginning of the semester to control traffic and parking). Additional security is provided by the 24-hour presence of security guards from the Hawai'i State Hospital, which shares a portion of its grounds with the College.

On-campus crimes are very infrequent. Reports of criminal activity on campus are compiled annually as required by the Student Right to Know Act.

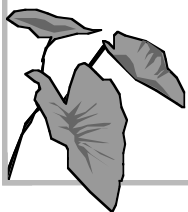
The procedures to follow in the case of an emergency or disaster are documented in WCC Policy Guidelines No. 1-3 and No. 1-3a. Guideline No. 1-3 was formulated in March 1976, and last revised in July 1995. Guideline No. 1-3a, which details fire emergency procedures was last revised in August 1995.

There have been no measures taken specifically for the purpose of energy conservation. However, a comprehensive facilities management system is being planned that will include "smart building" technology to control lighting, air conditioning, access, and other aspects of building operation.

Appraisal:

The facilities and grounds are generally maintained in a safe, secure, and healthful condition. In addition, sidewalks, buildings, and rooms offer barrier-free access for everyone. However, because of the physical layout of the campus (e.g., grades and indirect sidewalks), wheelchair users may occasionally find it difficult to move around from building to building, especially if they must travel from the lower part of the campus to the uppermost buildings. Addressing this problem, the STAAR (Students Toward Academic Achievement and Retention) program provides transport for these physically challenged students and staff when moving around campus is difficult.

Unfortunately, the disposal of hazardous chemicals involves costly and time-consuming bureaucratic procedures. Consequently, many chemicals are held in storage on site. These chemicals are accumulated and present a hazard. Note that this problem is not limited to the College, but is an issue our island state as a whole must address.



Because of Hawai'i's high humidity, mold growth in poorly ventilated rooms and around some buildings can be a problem. In some buildings and rooms, air conditioning helps to minimize this problem. In other buildings, the air conditioning may actually contribute to mold growth because of the water condensation from the air ducts dripping into rooms.

Air conditioning in the newer buildings (Hale 'Imiloa and Hale Kūhina) has been costly (an additional \$200,000 per year assessed against the College's budget). In addition, the systems do not always operate properly, leaving rooms too warm or too cold. Condensation from above-ceiling ducts occasionally drips through to the floor, creating a hazard. Some air-handling units are excessively noisy. The administration is working to have these problems corrected.

The design of safety showers and eyewash stations in the science building, while convenient for emergency use, presents a major inconvenience for testing. Each test can result in a major mess, spilling much water on the floor. Consequently, testing is not done as often as it should be.

Some faculty and staff have expressed the opinion that night-time lighting could be improved in specific areas. In addition, not all rooms have been provided with battery-operated lights for emergency lighting during evening power failures.

Security coverage appears adequate. However, round-the-clock coverage is not provided. As the Master Plan improvements are completed, security needs may increase because of the increase in the complexity of the physical layout.

The Emergency Action Plan and Procedure policy is reviewed periodically. The last review occurred in 1995.

Planning:

- To maximize the independent mobility of physically challenged students and staff when planning walkways.
- To establish a better chemical disposal procedure. This will involve University system cooperation and effort.
- To explore ways to reduce humidity where mold growth is a chronic problem.
- To conduct regular testing of building air quality for airborne pathogens and mold spores.
- To seek funds to improve air conditioning and ventilation problems and to design properly functioning air conditioning systems for new buildings.
- To conduct testing of safety showers and eyewash stations as required by rules and regulations.
- To evaluate night-time illumination and take corrective action where needed.
- To implement a policy for establishing smoking and nonsmoking areas.
- To plan for increased security coverage to accommodate anticipated expansion.



Standard 8.4

Selection, maintenance, inventory and replacement of equipment are conducted systematically to support programs and services of the institution.

Description:

The Office of the Dean of Instruction (DOI) is responsible for providing appropriate equipment to support academic programs.

The DOI Office prepares an equipment list for Instruction and Academic Support every two years for inclusion in the Biennium Budget request. The faculty and staff may review this request and make changes as necessary. The equipment list is updated on an annual basis.

Instruction and Academic Support did not receive any equipment funding during 1994-1998 and does not expect to receive any for the next biennium. The College has therefore been using operating funds to buy needed equipment, thus affecting available funds for programs, academic services, and supplies.

The Office of the Provost is now responsible for compiling and maintaining an inventory list of equipment for instructional programs and academic support areas. The records of inventoried equipment are submitted to and maintained by the Inventory Management Section, Office of Procurement, Real Property, and Risk Management (OPRPRM) at the University of Hawai'i at Mānoa campus.

As of October 1999, all equipment valued at more than \$5,000 is inventoried. With the exception of certain designated items, this replaces the previous set value of \$500. This system-wide policy change is part of the new capitalization policy which resulted in a 1% reduction in the indirect cost of taking inventory. The number of items to be inventoried at the College will be greatly reduced.

Inventory is taken during the summer. OPRPRM requires that the College file an annual equipment inventory report in November to assist in identifying discrepancies and for certifying inventory accuracy.

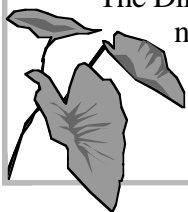
The Media Production Center is responsible for the repair and maintenance of common classroom audiovisual equipment, equipment used in the production and maintenance of instructional materials, sound reinforcement equipment, computer and computer peripheral equipment, and test equipment used for all of the above named types of repairs.

The College owns 336 microcomputers for faculty and student use. These computers are located at various places on campus. Of these, 175 are available for classroom/lab use; 75 for faculty, staff, or server; 10 PCs for staff; 40 PCs for administration and an additional inventory of 37 unused, but serviceable, computers.

Regulations regarding the use of these computers vary within each department and lab.

There are two photocopying machines available for faculty during the day and night. The Media Production Center oversees the operation and maintenance of this duplication equipment. This equipment is serviced on maintenance contracts.

The Director of Administrative Services is responsible for the upkeep of campus vehicles, maintenance equipment, administrative computers, and air conditioning units. The repair of vehicles is done by the University Transportation Services. The College pays a fee of \$4,000 annually for this service.



The NEAXMAIL AD-16 telephone system was installed in Fall 1998. This NEC system provides voice mail and distance accessing to phone messages. The options contracted by the College were based on a Data Collection System Design meeting with input from departments and the systems staff. The College is served by thirteen trunk lines; eight lines out, five lines in. The present hardware configuration cannot provide more extensions.

The Media Production Center's electronic technician handles troubleshooting and repair work for all electronic equipment on campus, except for items still under warranty and a few items covered by maintenance contract. The electronic technician, assisted by student employees, cleans and tests all of the classroom audiovisual equipment on a semi-annual basis.

Departments are expected to maintain their own specialized equipment.

The Academic Computing Coordinator installs and maintains academic computers.

Selected typewriters are serviced by maintenance contracts. The College computers and peripherals are not placed on maintenance contracts.

The administrative network computer system, air conditioning units, and all campus photocopying units are serviced by maintenance contracts.

Appraisal:

The responsibility of overseeing inventory has been shifted to the Office of the Provost, thus alleviating the newly hired maintenance supervisor of this administrative duty.

The hiring of a maintenance supervisor has improved regularly scheduled and work request tasks. The new inventory policy which requires that equipment valued at more than \$5,000 be inventoried, has caused concern regarding the inventory control of items falling between \$1,000 and \$5,000.

The maintenance of equipment for the academic programs and services is perceived as inadequate by the respondents of the committee's Physical Resources Survey. Over half of the respondents noted either dissatisfaction, or strong dissatisfaction, and none felt strongly positive. While written remarks applaud the efforts of faculty and staff who service equipment, there is frustration with lack of maintenance due to lack of staffing.

The Academic Computing Coordinator spends much time in installation and maintenance of computer hardware and software which leaves limited time to develop/integrate software programs for faculty and staff.

The Media Production Center electronic technician is able to maintain audiovisual equipment in adequate operational condition, but is unable to keep up with the growing volume of requests for computer hardware repairs.

The University itself does not carry an insurance policy against theft and fire. As a State entity, the University is self-insured.

According to survey results, there is a general satisfaction regarding maintenance for all non-instructional equipment such as motorized vehicles and maintenance tools.



While the NEAXMAIL AD-16 telephone system is seen as an improvement since voice mail and distance accessing to phone message is possible, the College is still served by only thirteen trunk lines. In addition, this telephone system is not compatible with the specifications for the University-wide telephone system. The need for an active College-wide Telecommunications Plan is clear.

Planning:

- To hire more staff to maintain instructional equipment, especially academic computers.

Standard 8.5

Physical resource planning and evaluation support institutional goals and are linked to other institutional planning and evaluation efforts, including district or system planning and utilization where appropriate.

Description:

A Master Plan for campus development was accepted by the Board of Regents in 1989. The Master Plan is consistent with the objectives of the institution and the Academic Development Plan. The Master Plan groups disciplines by buildings and locations and configures buildings by functions, site topography, and site improvements. The Master Plan specifies demolition of five buildings, construction of nine new buildings, and major renovation of seven buildings.

Since 1994, campus development has included the completion of the following projects: renovation of the building to support the Office of Continuing Education and Training, the construction of a new building for the natural sciences disciplines, and infrastructure improvements (parking lot, roadways, campus entrance, and utilities).

Projects in progress include the Multi-purpose Auditorium to be used for the sciences and the building for the humanities.

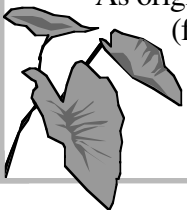
One of the priorities of the Academic Development Plan is to continue development of new facilities and implementation of the campus Master Plan. The plan calls for the appointment of a Facilities Development Steering Committee (FDSC) that will guide the design and development of the campus Master Plan. The planning committee will represent all campus constituencies in a more direct way. The users of each new building continue to be the primary sources of input for the consultants designing new buildings.

Another priority of the Academic Development Plan is to build a strong technology support organization to foster effective use of technology in improving teaching, learning, communication, and personal productivity. The plan calls for the formation of a group of departmental representatives (Tech Reps) to serve as educational technology advocates for their departments, mentors to other faculty, and representatives to technology planning discussions.

The commission of the last accreditation report (Report of the 1994 WASC Accrediting Commission) recommended that the College address the need to develop an institutional technology vision for its future.

Appraisal:

As originally conceived, the Master Plan projected a campus development that would take ten years (five two-year phases starting in 1989) and required approximately \$32 million. These projections have been raised to 15-20 years at a cost of \$150-200 million due to delays in funding, the incorporation of recent telecommunication technologies, and the incorporation of design features to update the ten-year-old educational specifications.



Funding for the first phase of campus development did not occur until the fiscal biennium 1991-1993 when \$12 million was appropriated for Buildings B and K and infrastructure improvements.

It does not appear that the State will be able to fund the development of the campus according to the original plan. There is speculation that competition for CIP funds from existing and new campuses in the University system may further prevent the College from being developed according to the original timeline.

The Facilities Development Steering Committee (FDSC) established by the College's Academic Development Plan has been formed and has met once since its inception.

The group of Tech Reps, called for by the College's Academic Development Plan, has yet to be formed.

The College addressed the recommendation (Report of the 1994 WASC Accrediting Commission) that it develop an institutional vision for its future by forming an Institutional Technology Vision Task Force that has met once since its inception.

The College has no master plan for telecommunications which details the voice, data, video and other electronic infrastructure requirements of the campus. Presently, telecommunication needs are being addressed as individual buildings are constructed or renovated rather than following a master plan. The University has established telecommunication specifications which are being used for the College's Master Plan.

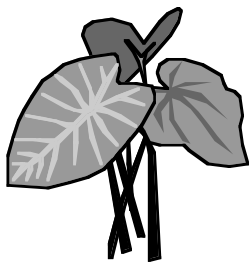
A new digital telephone system installed in Fall 1998 heightens the telecommunication network of the College. The current telephone system now supports the functions that are standard in a modern system.

The College needs to develop a master plan for telecommunications. The plan should guide the development of an integrated telecommunication infrastructure which provides the physical pathways, hardware, software, and maintenance to service all of the voice, data, video, and other electronic communication needs. The plan should also address the operational aspects of telecommunications, including academic and administrative computing.

Planning:

- To continue development of new facilities and implementation of the campus Master Plan.
- To continue to secure funds for developing the campus.
- To convene the Facilities Development Steering Committee on a regular basis.
- To convene the Institutional Technology Vision Task Force on a regular basis.
- To establish a group called Tech Reps or re-evaluate the need for such a campus committee.
- To develop a master plan for telecommunications.





STANDARD NINE: FINANCIAL RESOURCES

The institution has adequate financial resources to achieve, maintain, and enhance its programs and services. The level of financial resources provides a reasonable expectation of financial viability and institutional improvement. The institution manages its financial affairs with integrity, consistent with its educational objectives

Note: In order to avoid repetition, those substandards whose topics overlap have been linked: A.1 and A.3; A.2, A.4, and A.5; B.1 and B.2; B.3 and B.6; and C.1 through C.4.

9.A.: Financial Planning

Standard 9: A.1, A.3

A.1 Financial planning supports institutional goals and is linked to other institutional planning efforts.

A.3 Annual and long-range capital plans support educational objectives and relate to the plan for physical facilities.

Description:

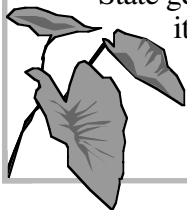
The Academic Development Plan (ADP), the College's educational master plan, serves as the primary institutional document which supports the financial and budget planning efforts of the College. The ADP is a six-year planning document that is prepared by a committee drawn from the various campus segments, including administrators, faculty, staff, and students.

The current ADP is for fiscal years 1996-2002. It includes the mission of the College, campus directions, enrollment projections, and academic areas selected for emphasis. This document projects future requirements for programs and services (costs and other resources) and is one of the bases for seeking future funding. It was developed in conjunction with the University-wide planning document, A Statewide System and Beyond: A Master Plan for the University of Hawai'i (1991).

Appraisal:

Due to the State of Hawai'i's prolonged economic slump, it has become apparent that the College will not be able to meet its long-range projections related to capital improvements, staffing, and certain academic programs as stated in its ADP. The College has received State funds to construct its new humanities building and to start the design phase of its student center; however, administrators have been told not to expect any additional monies if the State's economy does not improve.

State general fund subsidies have not increased, thereby further impeding the College's ability to meet its long-range planning timetables. With the granting of increasing autonomy by the State



Legislature, the University of Hawai‘i is faced with the challenge of generating operating revenues by increasing tuition and fees or through other non-traditional methods.

Meanwhile, annual operating and maintenance costs have increased due to the addition of a new science building (Hale ‘Imiloa) and the completed renovation of its community services building (Hale Kūhina). In a year, after the construction of its new humanities building is completed, the College will be further challenged to raise the additional revenues to pay for its maintenance and operating costs.

As part of the University system’s coordinated marketing effort, the College is embarking on an aggressive effort to raise funds from alternative sources. The status of efforts at resource acquisition for capital improvements, staffing, and other needs are being communicated to the faculty, staff, community, and alumni through newsletters, campus meetings, and department representatives serving on various committees.

Administration, faculty, and staff have been most patient and diligent in dealing with postponements and cutbacks in funding that are impeding the ability to meet long-range goals and objectives.

Planning:

- To continue to aggressively seek funding through traditional and non-traditional means.
- To use the ADP process to make alternative plans to deal with limited resources.
- To continue lobbying the State Legislature for the completion of the physical facilities Master Plan.

Standard 9: A.2, A.4, A.5

- A.2 Annual and long-range financial planning reflects realistic assessments of resource availability and expenditure requirements. In those institutions which set tuition rates, and which receive a majority of funding from student fees and tuition, charges are reasonable in light of the operating costs, services to be rendered, equipment, and learning resources to be supplied.
- A.4 Institutional guidelines and processes for financial planning and budget development are clearly defined and followed.
- A.5 Administrators, faculty, and support staff have appropriate opportunities to participate in the development of financial plans and budgets.

Description:

The College’s budget is developed for a biennium period. It is part of the University of Hawai‘i departmental budget, that is submitted to the State of Hawai‘i. For each different biennium, policies and guidelines are established by the president of the University and provided to the College upon approval by the Board of Regents. The budget requests are based on the following documents:

- Academic Development Plan
- Board of Regents’ Budget Objectives
- President’s Agenda for Action
- Chancellor’s Goals and Priorities



The Board of Regents sets tuition and fee rates with input from the University budget committee and the community colleges. At present, the University of Hawai'i system receives most of its funding from State general fund subsidies. However, future plans call for the College to cover any increases in operating costs from other sources, including tuition and fee hikes.

Formulating biennial budget requests for the College has largely been in the hands of the administration, after consultation with the faculty senate and department chairs.

There is a systematic written procedure for developing the annual operating budgets within the College. However, severe budget cuts by the State Legislature have forced a modification in the procedure. In order to satisfy the time constraints and the budget cuts imposed by the State Legislature through the University of Hawai'i, the administration has basically taken its prior year's budget allocation for each department and has reduced it by the amounts requested. Departments are then asked to plan and prioritize their list of supplies and equipment purchase requests within tentative budget limitations. These lists are then consolidated with similar lists for other functional areas (e.g., Library, Media, Institutional Computer Support) and submitted to the dean of instruction during the spring semester. Over the summer, the dean and assistant dean develop the final budget after consultation with the Chancellor's office.

Supplemental lists of departmental supplies and equipment are also forwarded to administration in order to handle cases where a revised budget is requested due to a recovery or adjustment of operating funds.

Other departments, including Student Services, the Office of Continuing Education and Training (OCET), and Administrative Services, follow a similar procedure with their respective deans and/or directors.

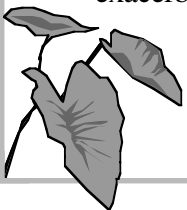
Appraisal:

In normal times, the campus biennium budget planning process seems to work well considering the lack of control over funds allocated to the College and the time constraints placed on the staff and administration in formulating the budgets. However, in its present state of continuous budget cuts over the last three years, the College has had to modify its budgeting process.

Completing the annual operating budgets within the College restricts full participation of staff, especially faculty, because the final budget is compiled during the summer, when most of the faculty are off-duty. Attempts are made to include the staff in establishing priorities; input by faculty is limited during the summer months. Although clearly frustrated by the budget cuts, the faculty has viewed the administration's attempt in formulation of the budget as being fair and equitable.

Although the institutional planning guidelines and processes are clearly outlined and defined, and the faculty and staff are encouraged to participate in the budget formulation process, the time constraints imposed make it almost impossible to do a thorough job of planning. The faculty believes that the heaviest time constraints are placed on the formulation level and not the higher levels of review.

The College and staff have autonomy in budget and planning matters, but as a component of a larger system, they are clearly frustrated when funds for the departments are reallocated or not released. Such actions can occur anywhere in the many levels of bureaucracy from the State Legislature on down to the campus administration. The State's current austere financial condition serves only to exacerbate the situation.



Planning:

- To communicate any deviations in planning and budgeting that are contrary to what is expressed in the ADP.
- To explain to the faculty and staff any changes between the department's original submission and its final budget amounts.
- To continue informing the faculty and staff about the financial health of the College, along with each department's budget balance.

9.B.: Financial Management**Standard 9: B.1 - B.2**

- B.1 The financial management system creates appropriate control mechanisms and provides dependable and timely information for sound financial decision-making.
- B.2 Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support institutional programs and services. Institutional responses to external audit findings are comprehensive and timely.

Description:

The overall financial administration of the College is the responsibility of the provost.

The administrators (all deans and directors) are responsible for planning and expending funds for their respective areas. Assigned principle investigators are responsible for their respective non-appropriated funds awarded to their programs.

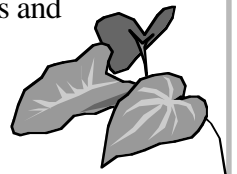
The director of administrative services is responsible for the leadership, management, and planning of all budgeting and fiscal operations. The fiscal officer is responsible for the management and operation of the business office, including financial accounting, purchasing, disbursing, cash receipts, management, and the overall duties and daily operation of the business office.

The fiscal officer receives and reviews monthly, quarterly, and annual financial ledgers and reports distributed by the University of Hawai'i's General Accounting Office. These reports are then distributed to the appropriate departments to assist in budgeting and expending funds in a timely manner. The director provides other financial reports to assist in financial planning and decision making.

As part of the State and the University of Hawai'i, the College is subject to such independent certified public account audits as may be contracted through the Office of the University Senior Vice President for Administration, who sets the timetable for such audits. The College takes appropriate action to correct any audit findings in a timely manner.

Appraisal:

The campus budget process is working quite well; however, restrictions by the State administration due to the State's tight budget have resulted in constant revisions to the College's budget and spending plans. Faculty and staff are informed of the revisions through departmental meetings and the Faculty Senate.



Reports are provided monthly, or as needed, to department heads and principal investigators so that they are kept apprised of fund balances and expenditures.

Competent staff and sound budget practices insure that records are kept properly and reports are timely.

Upon any negative audit findings, the provost and director of administrative services take immediate action to respond to the problems.

Planning:

- To continue present operating practices and make improvements when necessary.

Standard 9: B.3, B.6

B.3 The institution practices effective oversight of finances, including management of financial aid, externally-funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments.

B.6 Financial management is regularly evaluated and the results are used to improve the financial management system.

Description:

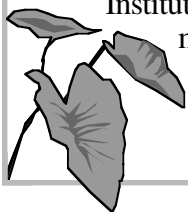
Within the last few years, the University of Hawai‘i has implemented a Financial Management Information System (FMIS). This computer automated on-line information system enables users to view the status of accounts, current account balances, vendor information and payments, account receivables, and other financial information which fall within the users’ authority. FMIS currently has certain security levels to prevent overages to the accounts.

Financial aid audits are conducted annually for federally funded programs. The University of Hawai‘i’s Office of Research Services (ORS) organizes the A133 annual audit by an independent certified public accountant. In addition to the audit, a Fiscal Operations Report and Application to Participate (FISAP) report is submitted annually, reporting the past school year’s expenditures. The FISAP report is also an application for funding for the next school year based on the current school year’s expenditures. Federally funded programs are re-certified by the federal government every five years. State funded programs are audited every five years.

Except for federally mandated audits, such as for financial aid, the College has not had any of its programs audited on an annual basis. All appropriated funds are subject to audit by the State’s Office of the Legislative Auditor. Periodically, financial audits are conducted by independent auditors contracted by the University to audit the College’s self-supporting programs (special and revolving funds).

The Office of Research Services (ORS), which oversees the University’s extramural funds and contracts, uses the FMIS system to review account information for compliance with the various programs and contracts for the College. Together, with the fiscal officer and principal investigator, ORS prepares final financial reports and also audits all journal vouchers involving extramural funds.

Institutional investment is no longer the responsibility of the College. However, it is still able to monitor the interest by using FMIS.



Appraisal:

The FMIS system has become a useful and dependable way to oversee all account information. Departments have the capability of effectively monitoring financial status of accounts for reporting or decision making purposes. Users have found this system to be a valuable tool in obtaining information on-line without having to call the University offices.

In all past audits, the College has satisfactorily met most of its managerial, programmatic, and financial responsibilities. The provost and director of administrative services take immediate action on correcting any audit findings and improve accounting and other practices.

Planning:

- To continue using the FMIS system to oversee and provide financial information.
- To continue to improve accounting and other practices.

Standard 9: B.4

Auxiliary activities and fund-raising efforts support the programs and services of the institution, are consistent with the mission and goals of the institution, and are conducted with integrity.

Description:

All organizations and foundations using the name of the College must be directly related to the College programs and are subject to University and State rules and regulations and policies and procedures.

Appraisal:

All organizations and foundations using the name of the College are established to promote the College, especially in the Windward O‘ahu area. The community is encouraged to participate in supporting the College and its goals to provide post-secondary educational opportunities with a focus on Windward O‘ahu residents.

Several fund-raising activities have been held on campus as well as in the community.

Planning:

- To continue promoting the College within the Windward O‘ahu area through fund-raising activities and various community projects.

Standard 9: B.5

Contractual agreements with external entities are governed by institutional policies and contain appropriate provisions to maintain the integrity of the institution.

Description:

The contractual agreements with external entities are governed by institutional policies set forth by the University of Hawai‘i’s Office of Research Services (ORS) and contain



appropriate provisions to maintain the integrity of the institution. All proposals of grants and memorandum of agreements are reviewed and approved by ORS, which is the central, system-wide unit that provides administrative support to all faculty and staff in the search and implementation of sponsored awards.

Appraisal:

The current system of processing extramural proposals, in addition to the processing of grants and awards, is acceptable. Future education and training on the processing system would improve the awareness of the steps involved in the submission of grants and awards.

Planning:

- To continue working with ORS in the processing of grants and awards.
- To encourage faculty and staff to aggressively pursue partnerships and contractual agreements with external entities to supplement current State funding.

9.C.: Financial Stability

Standard 9: C.1 - C.4

C.1 Future obligations are clearly identified and plans exist for payment.

C.2 The institution has policies for appropriate risk management.

C.3 Cash flow arrangements or reserves are sufficient to maintain stability.

C.4 The institution has a plan for responding to financial emergencies or unforeseen occurrences.

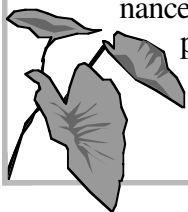
Description:

Future obligations are clearly identified, and plans exist for payment through discussions with directors, deans, and department heads. Once long-term future obligations have been identified, they are either encumbered totally via contracts or purchase orders, or partially encumbered and budgeted in future plans. Payments can then be made through normal steps through the business office.

The College is covered under the umbrella of the State of Hawai'i self-insured programs of risk management. Risk management at the College is guided by the University of Hawai'i's risk management policies and procedures. The College has provisions for identifying risk on a case-by-case basis, and insurance policies are obtained as deemed necessary. Due to increasing "autonomy," the University is in the process of establishing new guidelines and procedures concerning this area.

The primary source of funds that involve cash reserves are the Tuition and Fees and Community Services accounts. Both are special fund accounts which have an average year-end balance, over the past two years, of \$200,575 for Tuition and Fees account and \$104,286 for Community Services.

The State Legislature appropriates all general operating funds (salaries, supplies, repair and maintenance, equipment, etc.) as well as capital improvements project funds through a biennium budget process. All income derived from general fund programs are returned to the State, with the exception of tuition and fees for the credit program.



Currently, the College has the following federal grant programs:

- Vocational Education: Special Student Services (disadvantaged counseling and tutoring)
- Alu Like: Native Hawaiian Vocational Education
- Federal Financial Aid Programs: SEOG, Pell Grant, SSIG, Perkins Loan, Federal Work-Study
- NASA: Space Grant, RS/GIS Educational Training
- Department of Education: Hawaiian and Polynesian Skies
- Western Campus Compact: Service Learning.

Besides extramural funds, the College also has appropriated funds. Two types of appropriated funds are special and revolving funds. Both funds are self-supporting and were established to recover the costs of operations. The largest self-supporting program at the College is its community services program. This program provides non-credit instruction and cultural activities for the community.

The other appropriated funds are for the College's Federal Work-Study appropriation and for the College's general fund appropriation. The following is a chart of appropriation ceilings and actual expenditures over the past few years:

<u>Year</u>	<u>Appropriation</u>	<u>Expenditures</u>
1994-95	\$5,461,012	No data
1995-96	\$5,332,924	4,917,091
1996-97	\$5,792,443	5,019,704
1997-98	\$6,128,322	5,544,147
1998-99	\$5,776,989	5,451,304
1999-00	\$6,128,322	5,544,147

Currently, the College has no account of its own to cover major emergencies. Day-to-day operational types of emergencies are funded by repair and maintenance funds, managed by the Chancellor's Office for Community Colleges. In addition, emergency funds can be appropriated through the Governor's Office.

Appraisal:

The system of identifying future obligations and the processing of payment, through the College's Business Office, is satisfactory. With the implementation of a new Financial Management Information System (FMIS) underway, and the installation of the purchasing module, the processing of payments and the awareness of obligations improved significantly. However, the future obligations for utilities are still a large concern, especially with the addition of the College's new science building, Hale 'Imiloa. Currently, funds are made available through supplemental additions from the Chancellor's Office.

The University of Hawai'i's Office of Procurement and Property Risk Management still handles all claims involving risk management, although the College is covered under the umbrella of the State of Hawai'i's self-insured program of risk management. However, with the shift to increasing autonomy, decisions are still to be made concerning what part the University will be playing in property risk management.



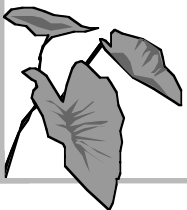
A substantial positive cash balance at the end of each fiscal year is due mainly to prepaid tuition for the fall term. Revenue for tuition has either remained stable or increased slightly due to an increase in tuition rates over the past few years. In order to keep up with increasing operational costs, cuts in departmental spending were needed. Furthermore, departments have been patient and diligent in dealing with budget cuts to offset increasing operational costs.

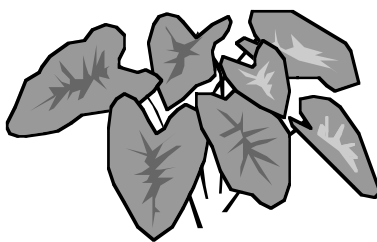
Over the years, major emergencies have been supplemented by the Chancellor's Office and have not affected the College's appropriation for any year. This has been an effective means in covering emergencies.

Whether it is recruitment of students or seeking new grants, the College must increase its revenue to cover the ever increasing operational costs due to new and future buildings, collective bargaining increases, and maintenance of equipment. Departmental budgets need to be restored to a respectable level, so the College can perform to its optimum capabilities for the community.

Planning:

- To continue the process of implementation and training related to the University's Financial Management Information System.
- To create a plan that will include creative ideas to increase the current revenue.





STANDARD TEN: GOVERNANCE AND ADMINISTRATION

The institution has a governing board responsible for the quality and integrity of the institution. The institution has an administrative staff of appropriate size to enable the institution to achieve its goals and is organized to provide appropriate administrative services. Governance structures and systems ensure appropriate roles for the board, administration, faculty, staff, and students, and facilitate effective communication among the institution's constituencies.

10.A.: Governing Board

Standard 10: A.1- A.7

- A.1 The governing board is an independent policy-making board capable of reflecting the public interest in board activities and decisions. It has a mechanism for providing for continuity of board membership and staggered terms of office.
- A.2 The governing board ensures that the educational program is of high quality, is responsible for overseeing the financial health and integrity of the institution, and confirms that institutional practices are consistent with the board-approved institutional mission statement and policies.
- A.3 The governing board establishes broad institutional policies and appropriately delegates responsibility to implement these policies. The governing board regularly evaluates its policies and practices and revises them as necessary.
- A.4 In keeping with its mission, the governing board selects and evaluates the chief executive officer and confirms the appointment of other major academic and administrative officers.
- A.5 The size, duties, responsibilities, ethical conduct requirements, structure and operating procedures, and processes for assessing the performance of the governing board are clearly defined and published in board policies or by-laws. The board acts in a manner consistent with them.
- A.6 The governing board has a program for new member orientation and governing board development.
- A.7 The board is informed about and involved in the accreditation process.



Explanatory Introduction

The University of Hawai‘i Community Colleges are unique from all other community college systems within the Western Accrediting Region in that their governing board is the single governing board for all public higher education in the state. That is, the University of Hawai‘i Board of Regents (BOR) is the single governing board for all ten campuses of the University of Hawai‘i system. This includes seven community colleges, an upper-division baccalaureate campus at UH West O‘ahu, a four-year campus at UH Hilo, plus the state’s original land-grant university, the University of Hawai‘i at Mānoa.

The regents face complex governance challenges when determining policies, resource allocations, and similar issues which must simultaneously address the mission of Open Door community colleges and the different missions of baccalaureate and research institutions. The existence of a Community College Committee as one of nine standing BOR committees reflects recognition that the mission of the UH Community Colleges is unique within the overall University of Hawai‘i system.

To help regents remain informed of the key issues facing the UH Community Colleges, the Senior Vice-President and Chancellor for Community Colleges is charged with making an annual report to the Board regarding the implementation of the University of Hawai‘i Community Colleges Strategic Plan.

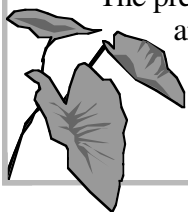
Finally, there is a need to point out that, even for the whole state-wide higher education system, the BOR has traditionally not had the final say on many important matters: personnel policies, budget allocations, facility construction, budget allocations, land purchases, etc. Decision making in those areas has often rested in the State Executive and Legislative departments and bodies. For example, the collective bargaining negotiations for both the faculty and staff are not conducted by the campuses, the CC system, the UH system, or the BOR, but by the State Executive branch. Final approval of a negotiated collective bargaining agreement rests with the State Legislature and not the BOR.

A complication and further divergence from community college districts elsewhere is the centralized administrative structure which exists above the community college system level, within both the University of Hawai‘i system and within multiple state executive departments (e.g., Department of Accounting and General Services (DAGS), Budget and Finance (B&F), Department of Human Resources (DHR).

Description:

The Board of Regents has a constitutional mandate that grants it “exclusive jurisdiction over the internal organization and management of the University.” Article X, Section 6, of the Hawai‘i State Constitution grants the regents the “power to formulate policy and to exercise control over the University through its executive officer, the President of the University.” This constitutional provision was incorporated into law in Chapters 26-11 and 304-4 of the Hawai‘i Revised Statutes.

Prior to 1997, state statutes specified that the Board of Regents shall consist of eleven members, not more than six of whom may be members of the same political party. The 1997 Legislature amended the statutes to include a twelfth regent who is to be a student at one of the University of Hawai‘i campuses. The law also requires that part of the membership “shall represent geographic subdivisions of the state.” [Hawai‘i Revised Statutes, Chapter 304-3.] In practice, that has meant that there is one member from Kaua‘i, one from Maui, one or two from the island of Hawai‘i, and the rest from O‘ahu. The president of the University is the executive officer of the board but is not a member. The regents are appointed by the governor and confirmed by the Senate.



In addition, the geographic diversity of the Board membership, required by law, helps to assure that the unique needs of Hawai‘i’s neighbor island populations are served by the UH system. Three of the seven community colleges are on neighbor islands and serve as University Centers for those islands. In this respect, the four regents who come from neighbor islands have an especially strong understanding of the role played by community colleges within the UH system.

Membership on the Board of Regents, as well as the policies and procedures related to Board activities, are outlined in the University of Hawai‘i Board of Regents Bylaws and Policies, Section 1. This document specifies the number of the members, length of service, notation of policies, organization and committee structure, and frequency of meeting.

Aside from the student regent who serves a two-year term, regents serve four-year terms and may succeed themselves for a second term. Terms overlap to provide for continuity. Regents are not compensated for their service but are reimbursed for their expenses.

By law, the Board meets not fewer than ten times a year, and it also holds frequent committee meetings. Under the “sunshine” provisions of the state laws, all meetings of the Board must be open to the public except for cases when the Board is considering individual personnel actions, litigation, land acquisition, or the progress of collective bargaining negotiations. In those situations, the Board may hold executive sessions.

The Board meets at least once each year on each of the neighbor island campuses, and also on each of the O‘ahu community college campuses. This routine provides opportunities for the regents to see the campuses, and also provides campus personnel and students the opportunity to attend formal Board of Regents meetings. Agenda for these meetings are made available via the administrative offices, the faculty senates, and the libraries of each campus. In addition, they are posted via the web page maintained for the Board of Regents via the University of Hawai‘i home page (<http://www.hawaii.edu/admin/bor/>).

One planning suggestion of the 1994 Self-Study of the UHCC system had been to explore the use of Hawai‘i Interactive Television (HITS) as a means to improve neighbor island access to Board activities. Unfortunately, the technology for interactive television limits the number of “broadcast” and “receive” channels available to the neighbor islands. Currently, broadcasting of regularly scheduled classes takes priority over broadcasting of occasional events, such as the monthly meetings of the Board of Regents. At such time that digital technology expands the number of available “send” and “receive” channels, it may be possible for BOR meetings to be televised on neighbor islands.

Lacking HITS access, however, the Board holds at least one meeting per year on each of the neighbor islands of Hawai‘i, Kaua‘i and Maui. In addition, minutes of each meeting are posted on the Internet : (<http://www.hawaii.edu/bor/minutes/minutes.981113.html>)

All regularly scheduled BOR meetings are open to the public, and testimony is welcome on agenda items. Additionally, in accord with Board policy, there is a procedure for gathering public testimony via hearings held throughout the state whenever the Board is considering adjustments to tuition (as it did in Spring 2000). There have been suggestions, however, that the Board could more proactively gather public input if it were to conduct periodic needs assessments or focus groups, i.e., not linked specifically to a “hot button” issue, such as a potential tuition increase or a specific action item on a Board agenda.



On June 16, 1998, the Governor signed into law Act 115, which provided the University with a greater degree of flexibility in managing its resources and achieving its multiple missions. During the 2000 legislative session, legislators passed a bill to place a question on the November 2000 ballot to grant an even greater degree of autonomy to the Board of Regents.

By Board of Regents policy, academic programs are approved and discontinued by Board action, and all established academic programs in the University system are subject to periodic review. All new programs approved by the Board are placed on provisional status during their first cycle of operation and undergo intensive review at the end of that cycle, with program continuation contingent on Board approval. The review of both provisional and established programs requires a self-study that assesses whether or not the program is meeting its objectives and a summary of the evidence used to reach this conclusion, unusual program features or trends, resource requirement, and problems and plans.

Primary responsibility for implementing the program review policy is placed at the campus level. The steps in the process for the community colleges are

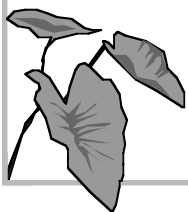
1. Reports prepared by campus in accordance with established guidelines (Guidelines for the Review of Academic Programs).
2. Review of reports and recommendation for program stop-out or termination by College Provost.
3. Review and independent analyses by the Senior Vice President/Chancellor for Community Colleges (SVP/CCC) with request for termination made to BOR.
4. Annual report on program actions made to the President by the SVP/CCC.

Previously, budget procedures and approval rested with the State of Hawai‘i administration and legislature. However, in the past two to three years, the BOR and the University have been given greater autonomy. Consequently, the UH system is now able to establish and review the budgetary process and the University can retain “tuition and fees” for University use; in the past, these revenues returned to the State General Fund.

Procedures for budget development now follow budget preparation policies adopted by the Board and system administrators who consult with campus administrators and occasionally faculty and staff. Preparation includes a six-year budget plan, a biennium budget, and a more detailed annual expenditure plan. Details of the process are outlined in Standards 8 and 9. Although the BOR reviews and approves the budget for each campus and the UH system, the ultimate approval is by the Legislature and the governor who have traditionally had the authority to allocate and restrict funds.

According to Board policy, the Board’s functions are those of “government” (i.e., “the establishment of the principles, laws, and policies”) as contrasted with “administration” (i.e., “the carrying out and execution of these principles, laws, and policies”). The Board’s policy manual describes its duties as “legislative and at times quasi-judicial.”

The execution of the policies authorized and established by the Board is delegated to the President and other officers of administration of the institution. According to Board of Regents Bylaws and Policies: “. . . The Regents must not concern themselves directly with the administration of the University, or individually or collectively take part in administration, provided that it is the responsibility of the Board to satisfy itself, through proper channels, that the principles, laws, and policies established by the Board are, in fact, being administered and that the administration is adequate.” [Board of Regents Bylaws and Policies, Chapter 1, Section 1-2 (1) (b) and (c), p. 1-1.]



The Board currently operates with nine standing committees: Academic Affairs, Budget and Long-Range Planning, Community Colleges, Finance, Legal Affairs, Personnel Relations, Physical Facilities and Planning, Student Affairs, and University Relations.

It has been the traditional role of the Board of Regents to establish institutional policy. The power to do so has been enhanced by the increased autonomy given the Board by the Legislature over the past three years. The further delegation of authority is reflected in the organizational charts of the University system.

The Board engages in a self-assessment process. Retreats are held where question and answer papers dealing with University issues are discussed. The Board also receives administrative feedback from the President and annual updates regarding implementation of the strategic planning process from each of the four unit heads (University of Hawai‘i Community Colleges, University of Hawai‘i at Hilo, University of Hawai‘i at Mānoa, University of Hawai‘i at West Oahu). Some of the community college campuses also conduct a Faculty Senate Institutional Environment Survey, which may include questions on faculty perceptions of the University administration.

The Board of Regents Policies, Chapter 2, outlines the Officers of the University of Hawai‘i, including “Duties of the President” and “Evaluation of the President.” It is specified that “Upon initial appointment, the President shall submit to the Board, . . . a report stipulating the goals, objectives, and special concerns to be addressed during the subsequent three years. Commencing from the third year of service and at least every three years thereafter, the incumbent shall be evaluated.” In addition, all administrators below the President are annually reviewed by their immediate supervisors. Within the community college system, this review includes surveys of faculty and staff in direct contact with the administrator.

Chapter 1, Section 1-2 of Board Policy states:

“In carrying out any policy . . . the method of execution shall be within the discretion of the President. . . . No member of the Board shall publicly challenge any act of the president . . . except in a meeting of the Board.”

“Except as specifically authorized by formal action, no member of the Board can represent the Board within the University. In addition, no unilateral action of a member of the Board has the support of the Board as a whole.”

In addition, as appointees of the Governor, conduct of the Board’s members falls under State Ethics laws.

There is a procedure for orientation of new members of the Board of Regents. This has been developed by the Secretary to the Board, in consultation with Board staff and with the Executive Assistant to the President. Ongoing development of board members occurs through regularly scheduled retreats and through regents’ participation in meetings of national organizations, such as the Association for Community College Trustees or the League for Innovation.

The Board is informed of accreditation and self-studies that occur at the community colleges. Significant issues that may arise from the accreditation process will normally be communicated to the Board through the Chancellor’s office.



Appraisal:

It appears that the Board of Regents fulfills all of the accreditation criteria.

There is a perception, however, that the regents do not gather sufficient public input related to the issues on which they need to make decisions. “Listening sessions” have been conducted over the past few years both by the University-Community Partnership (a group of community business leaders voluntarily meeting bi-weekly with representatives of University faculty/students/alumni/administration) and by the UH Office of University and Community Relations, in conjunction with representatives of Becker Communications, a public relations firm hired to help the University create a system-wide communications plan. These sessions have also pointed to the need for the Board of Regents to more actively solicit public input.

These public forums, and other public forums such as the WICHE Roundtable Conference held with the state’s legislators in January 2000, have also focused on the issue of greater autonomy for the University. If the legislature provides greater autonomy to the University, then a greater degree of accountability will fall on the Board of Regents. It is a matter of some concern to the parties involved in these forums that there be a clear distinction between the role of regents, as policy-makers, and the role of the University administration, as implementers of policy.

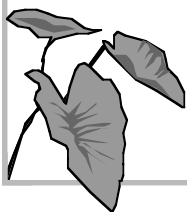
As a corollary to this concern, there is also an expectation that delegated authority would carry with it delegated accountability. As the delegation of authority increases (from the legislature to the Board, from the Board to the president, from the president to senior executives), there is an expectation that accountability would also increase and that there would be “360 degrees” input into evaluation of the performance of all senior administrators. Evaluation of the performance of the regents might be accomplished through self-assessment or through assessments conducted by an outside entity.

While there is apparent confidence among faculty and administrators about the fact that the University president and senior administrators are evaluated annually, little is known about the thoroughness of such evaluations. The outcome of the president’s evaluation is not made public, in contrast to the evaluation of the State superintendent for the Department of Education K -12 system.

Periodically, discussion arises concerning the establishment of a separate BOR for the community colleges. This would permit the community colleges to have a governing board that would be more knowledgeable of their needs and operations. A separate board could be expected to pay closer attention to issues raised by this accreditation self-study and the eventual recommendations of the accreditation teams’ final reports.

Planning:

- To inform both the UH community and the external community of the implications for the institution and for the State of the November 2000 ballot regarding University autonomy.
- To assist the Board of Regents to take steps to more proactively gather public input – either via periodic needs assessment surveys, through public “listening groups,” or through the encouragement of greater public participation in monthly Board meetings.
- To revisit the possibility of HITS broadcasting of monthly BOR meetings as new technology improves inter-island communication capabilities.



- To encourage reports to the Board by “program auditors” (similar to financial auditors), to verify that policies, priorities, and procedures are being properly implemented.
- To publicize the performance standards by which senior administrators are evaluated.

10.B.: Institutional Administration and Governance

Standard 10: B.1

The institutional chief executive officer provides effective leadership to define goals, develop plans, and establish priorities for the institution.

Description:

The chief executive officer of the College is the provost, who works within the hierarchy and established procedures of the UH Community College system. The tasks of the provost are defined in the Community College System Class Specifications, prepared by the UH system Office of Human Resources. Those duties include:

“responsibility for the overall management of the instructional, academic support, student services, institutional support and operation, and community services programs of the college. Work requires making decisions of significance and entails frequent conferences with subordinate staff and students. . . . Responsibilities include development of both short and long range educational plans, incorporating the biennial budget with these plans and coordinating such planning with the physical planning and educational programs. An incumbent of this class is frequently required to serve as primary liaison between and among administration officials, community, and college. . . . Work is performed with wide latitude for the exercise of independent judgment and initiative as well as decision making under broad policies and general operational rules and regulations set forth by the Board of Regents, the President, and a Chancellor.”

The goals, plans, and priorities of the College are integrated with those of the University of Hawai‘i Community College system. The most recent system planning document is the University of Hawai‘i Community College Strategic Plan 1997-2007 which sets goals and strategies and was approved by the Board of Regents in November 1997. Complementing this is the Windward Community College Academic Development Plan: 1996-2002, commonly referred to as the ADP.

It is the responsibility of the provost to see that the goals and plans specified in these documents are carried out.

Appraisal:

In an interview with the members of the Standard 10 committee, the provost stated that he is constantly guided by the goals stated in the Academic Development Plan. At regular staff meetings, he seeks the guidance of administrative staff to implement these goals. Based on the ADP, the provost sets goals for each year and communicates these to the chancellor. Examples of goals for a year have included: (1) making progress on the development of new facilities, (2) keeping alert to system discussions on General Education requirements, (3) improving the School-to-Work program, (4) restructuring the business program, and (5) setting up a community advisory committee. Among the goals, priorities are determined both by what is essential or desirable and by what is possible.



The provost sees the need for the College to change faster in areas such as e-commerce, market orientation, non-traditional uses of facilities, scheduling, and responding to UH Mānoa's changing core and requirements. He describes his management style as "hands off," allowing faculty and others the freedom to pursue goals as they see fit.

The provost communicates progress toward ADP goals and other issues in a state-of-the-college message to faculty and staff at the beginning of each academic year. He also discusses issues in regular meetings with the Faculty Senate chairs and occasional meetings with department chairs. He acknowledges, however, that he may have a tendency to internalize and publicly minimize bad news.

Systems of goal setting and methods of evaluating progress toward those goals are in place and are being followed.

The Standard 10 committee conducted a survey of the faculty on the effectiveness of the provost's leadership in Fall 1999. The form was the one used by the UHCC system to evaluate executive and management personnel. The survey results suggest the faculty respondents judge the provost's strengths to be loyalty to the College, experience, work habits, personal motivation, educational values, and some communication skills, but some respondents were uneasy about planning and some other leadership skills. Although respondents acknowledge the provost's recent health problems, some wish for more active and interactive leadership to "focus the energy, talent, and good will on campus." Such things as communicating a clearer vision for the campus and being more engaged with and appreciative of faculty are mentioned as ways to do this.

The same survey sent to clerical and other staff members produced a high proportion of "Not Applicable" answers. This suggests that staff members felt they did not have enough interaction with the provost to draw conclusions.

It should be noted that the current Provost is retiring as of August 2000 and an interim provost has been appointed.

Planning:

- To assist the provost in communicating clearly the plans and vision of the College.

Standard 10: B.2

The institutional chief executive officer efficiently manages resources, implements priorities controlling budget and expenditures, and ensures the implementation of statutes, regulations, and board policies.

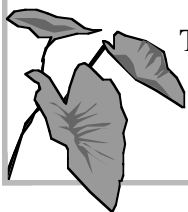
Description:

According to the position description (Position No. 89044 as of 02-01-84) relating to money matters and implementation of rules and policies, the provost:

"H. Coordinates budget acquisition activities and the final allocation of funds received at the campus level.

I. Prepares and/or approves policies and procedures required at the campus level to implement University of Hawai'i policies, and State and Federal rules and regulations."

The planning and budgetary process is driven, in part, by system-wide planning documents and budgeting processes. These processes are described in Standard 9.



Because of the structure of the University system, there are also several layers of policy directives to be followed and numerous procedure manuals detailing those policies. System-wide policies are recorded in Board of Regents Policies. (See Appendix) In addition, the UH system distributes detailed Administrative Procedures manuals (see Listing of Current System-wide Administrative Procedures, November 15, 1988). Still another layer of policies and directives is formed by the UH System-wide Executive Policies. These policies are identified with “E” prefixes and distributed under the title of Administrative Procedures Information System. This policy listing is available online (<http://www.hawaii.edu/svpa/ep/e1/generalp.html>).

All these previously listed policies are supplemented and further defined for the community colleges by Chancellor for Community Colleges Memoranda (CCCM). Copies of CCCMs are available from administrative offices.

These documents set forth policies and general operational rules and regulations. Part of the job of the provost is to see that these policies are implemented. Under these policies, the provost is also granted “wide latitude for the exercise of independent judgment and initiative as well as decision making” (CC Class Specifications).

Because of recent changes in State allocations to the UH system, the colleges must work with what amounts to a 25% cut in traditional funding. Like the other community colleges, the College has begun a series of initiatives to raise money in other ways. The provost has taken part in and encouraged the Marketing Committee in short-term and long-term marketing and fund-raising efforts and has established a Community Advisory Committee.

Appraisal:

Policies and procedures are clearly laid out by the UH system. The provost is informed about and in compliance with these directives and policies. Given the current budget constraints, the provost has been successful in money managing and budget planning. The College is seeking new sources of extramural funding.

Planning:

- To explore alternatives to traditional reliance on state general funds.
- To develop and manage resources creatively in times of financial challenge.

Standard 10: B.3

The institution is administratively organized and staffed to reflect the institution's purposes, size, and complexity. The administration provides effective and efficient leadership and management which makes possible an effective teaching and learning environment.

Description:

The administrative organization of the College is specified in Organization Charts and Functional Statements for each office as prepared by the Community Colleges System Budget Office. The Office of the Provost is responsible for the orderly and proper functioning of the College and oversees four areas: Instruction, Student Services, Administrative Services, and Continuing Education and Training. Staffing of each area is specified. (For charts of overall organization and organization of each of the offices described below see Appendix.)



The Office of the Dean of Instruction is responsible for all functions concerned with credit instruction, academic support services, and extramural grants. Instructional Divisions I and II, the Library, and the Media Production Center are under the supervision of the Office of the Dean of Instruction as are The Learning Center, the Academic Computing Services, and regular credit summer sessions.

The Office of the Dean of Student Services is responsible for supportive student services which complement instructional programs, including Admissions and Records, Guidance and Counseling, Financial Aid, and Special Student Services.

The Office of the Director of Administrative Services administers and supervises various support services including the Business Office, Human Resources, Computing and Data Processing, and Operations and Maintenance.

The Office of the Director of Continuing Education and Training operates all non-formal, non-credit instructional programs and activities.

Appraisal:

At present, there is one special assistant to the provost in charge of the campus building program. In the Office of the Dean of Instruction, of two assistant dean positions, one has been lost due to budgetary cuts. The remaining assistant dean position is at present filled by an acting assistant dean. The loss of positions has increased the workload for the remaining administrators, who are spread thin meeting the demands from the system above and the faculty below. As is noted in the self-evaluation of Standard 10.C, “questions have been raised regarding the perceived value of dealing with the UHCC system priorities vs. dealing with campus priorities.”

In Spring 2000, the provost and Faculty Senate created a Restructuring Committee which is examining both the organizational structure and programs of the College. The goal is to use resources more efficiently, become more entrepreneurial, and sharpen the focus of the College’s mission. Recommendations for discussion by the faculty, staff, and students should be ready by Fall 2000. In the meantime, the College should attempt to return to full staffing in order to deal creatively with fiscal challenges.

Planning:

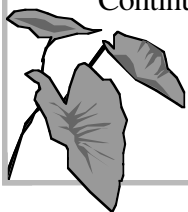
- To recover and fill lost positions in order to have enough staff to work proactively rather than reactively.

Standard 10: B.4

Administrative officers are qualified by training and experience to perform their responsibilities and are evaluated systematically and regularly. The duties and responsibilities of institutional administrators are clearly defined and published.

Description:

As mentioned above, administrative positions include a provost, a special administrative assistant (a temporary position), a Dean of Instruction, an Assistant Dean of Instruction (formerly two such positions), a Dean of Student Services, a Director of Administrative Services, and a Director of Continuing Education and Training.



The required qualifications and duties of campus administrative officers are generally described by the CC system in the Class Specifications (See Appendix). Specific duties of each administrative position are described in individual position descriptions and Functional Statements (See Appendix). For instance, the provost of a community college is required to have at least a master's degree or equivalent, administrative experience in a college at a deanship level or equivalent, management skills, ability to relate to and skill in meeting people, and demonstrated leadership.

The Community College Chancellor's Memo (CCCM) No. 2105 describes the system by which all Executive ("E") and Managerial ("M") personnel are to be evaluated annually. At the College all administrators except the provost are "M" personnel. The immediate supervisor is directed to secure confidential evaluations of "M" personnel from "an appropriate group to include those reporting to the individual, peers, and, as applicable, community representatives." An evaluation form is provided (See Appendix). Each "M" administrator is also to have an annual evaluation session with his or her immediate supervisor to "present plans for achieving projected objectives for the next fiscal year, to discuss self-assessments based upon previously planned objectives, and to review her/his official position description".

The chancellor is directed to secure confidential evaluations of "E" personnel (the provost at the College) from "an appropriate group including those reporting to the individual, peers, and, as applicable, community representatives." "E" personnel are to have an annual evaluation session with the chancellor. Forms for evaluation, performance assessment, and self-evaluation are available.

Appraisal:

Administrators at the College are qualified and are evaluated regularly according to systematic procedures. However, in the UH community colleges system, there appears to be an extensive use of interim and acting personnel to fill vacant administrative positions. This may be deleterious to long-term planning and stability, and it also circumvents the normal campus input in the selection process of administrators.

The College will be losing its provost and Dean of Instruction within the next six months. The remaining Assistant Dean of Instruction is an "acting" dean. An "interim" provost has been selected by the chancellor. It is important to the future of the campus that permanent personnel be hired for these important administrative positions.

Planning:

- To adhere to standard procedures in filling administrative positions.

Standard 10: B.5

Administration has a substantive and clearly defined role in institutional governance.

Description:

The primary function of the campus administration is campus governance, as defined in documents previously mentioned and in the organizational chart titled "Governance at WCC: The Decision-Making Process."

The final governing authority on the campus is the administration. Any powers of governance not specifically delineated to some other body fall, in practice, to members of the administration and ultimately to the provost.



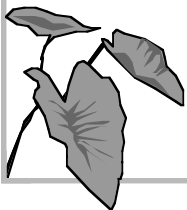
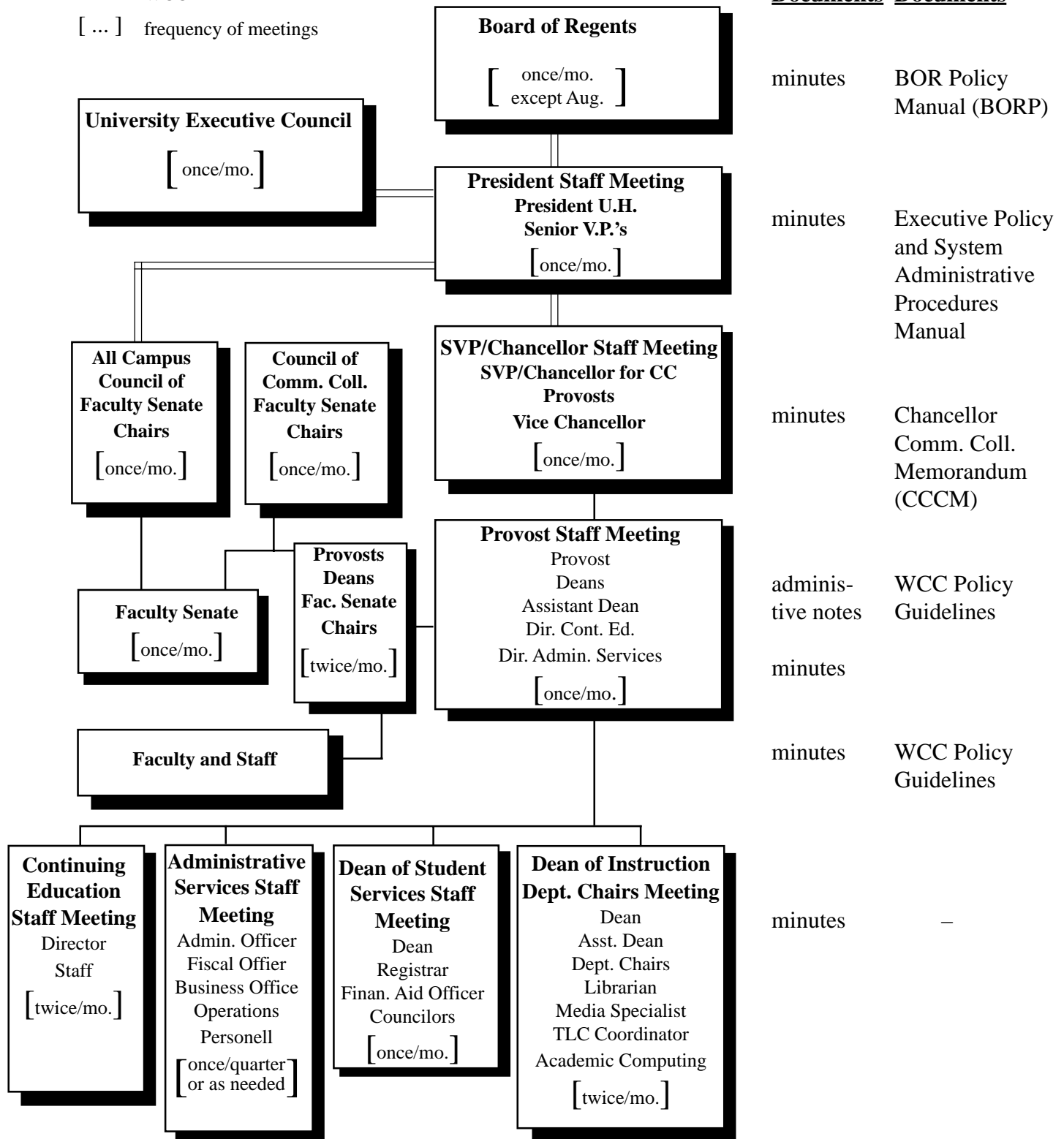
GOVERNANCE AT WCC- THE DECISION MAKING PROCESS

Key:

===== systemwide

———— WCC

[...] frequency of meetings



Appraisal:

Administration has a substantive and clearly defined role in the governance of the College. See the sections on faculty (10B.6-8), staff (10B.9), and students (10B.10) for descriptions of powers delineated to other bodies.

Planning:

Refer to planning portions of sections on faculty (10B.6-8), staff (10B.9), and students (10B.10).

Standard 10: B.6

Faculty have a substantive and clearly defined role in institutional governance, exercise a substantial voice in matters of educational program and faculty personnel, and other institutional policies which relate to their areas of responsibility and expertise.

Description:

Institutional governance and administration involves many entities. Outside of the College these are the state government, the Board of Regents, University of Hawai'i administration including the Chancellor for the Community Colleges, and the University of Hawai'i Professional Assembly (the faculty union). Within the College, governance roles are performed by the administration, department chairpersons, Faculty Senate, and student government. The role of faculty in this complex situation is defined in the Faculty Senate Constitution, the Board of Regents Policy for Senates. The University of Hawai'i Faculty Handbook (which community colleges follow in the absence of their own document), the "Memorandum of Agreement Regarding Roles of the University of Hawai'i Faculty Professional Assembly and the University of Hawai'i Faculty Senates", the 1995-1999 Agreement between the University of Hawai'i Professional Assembly and the Board of Regents, the "Chancellor for the Community Colleges Memo for Recruitment and Selection of Faculty and Administrative/Professional/Technical Personnel", and the By Laws of the University of Hawai'i Professional Assembly.

The Faculty Senate, which is the official representative body of the faculty, provides formal participation in educational decision making, academic policy, and program development. As stated in the Faculty Senate Constitution, revised October 21, 1998, its purpose is to "ensure that quality education is provided, preserved and improved at Windward Community College and throughout the University of Hawai'i system in general."

Department chairs are appointed by the provost from two names of faculty members submitted from each department as a result of elections conducted in the departments. The Dean of Instruction calls regular meetings with the department chairs to discuss, "receive and relay information related to departmental needs and problems and faculty welfare." It is then the function of the department chairs to relay such information to their respective departments.

The Division Personnel Committee (DPC) for the College's academic division is composed of faculty members, elected by their units, whose function is to evaluate contract renewals and applications for promotion and tenure. Faculty are chosen to serve on screening and selection committees for faculty and staff positions and on other personnel committees described in the agreement with the University of Hawai'i Professional Assembly.

Each faculty member has the responsibility to participate on committees and in governance. The level of involvement is in line with each faculty member's classification. Faculty participate in system-wide committees such as the Tenure and Promotion Review Committee. At the campus level, faculty have the opportunity to serve on the Faculty



Senate and its standing committees which include the Curriculum Committee, the Writing Advisory Board, the Faculty Relations Committee, and *ad hoc* committees deemed necessary by the Faculty Senate chairs. Committees formed by the provost or administration include the Facilities Development Steering Committee, the Accreditation Steering Committee, the Marketing Committee, and the Commencement Committee. Current committees initiated by the faculty themselves are the Millennium Committee, the International Education Committee, and the joint Provost/Faculty Senate Restructuring Committee.

(See 10B.8 for appraisal and planning statements.)

Standard 10: B.7

Faculty have established an academic senate or other appropriate organization for providing input regarding institutional governance. In the case of private colleges, the institution has a formal process for providing input regarding institutional governance.

Description:

The Faculty Senate of Windward Community College provides input regarding institutional governance. It is the exclusive policy recommending and advisory body that represents the College faculty. The Senate provides advice and recommendations in the following areas:

1. The Academic Development Plan and related planning documents.
2. Academic policy and programs.
3. Policy for evaluation of faculty and campus academic administrators.
4. Credit curricula, especially, but not limited to, content, subject matter, methods of instruction, grading policy, and certificate and degree requirements.
5. Priorities for position and resource allocation.
6. Standards of teaching, scholarship, and college and community service.
7. Student services and student life.
8. Community relations and public service programs.
9. Other policy matters referred to it by the provost, the Chancellor for the Community Colleges, or other elements of the University of Hawai'i.
10. Other academic policy not listed which affect the general welfare of the College.

The College is represented on the Community Colleges Council of Faculty Senate Chairs and on the All-Campus Council of Faculty Senate Chairs. These councils have a deliberative and coordinating function but do not make decisions binding upon the Faculty Senate.

The "Memorandum of Agreement Regarding Roles of the University of Hawai'i Professional Assembly and the University of Hawai'i Faculty Senates" provides written delineation between the functions of the faculty union and the Faculty Senate and lists their respective jurisdiction and responsibilities.

(See 10B.8 for appraisal and planning statements.)

Standard 10: B.8

The institution has written policy which identifies appropriate institutional support for faculty participation in governance and delineates the participation of faculty on appropriate policy, planning, and special purpose bodies.

Description:

The Faculty Senate Constitution provides for faculty governance in the following standing committees:

- Curriculum Committee with the Writing Advisory Board as a subcommittee
- Faculty Relations
- Ad Hoc committees established by Senate chairs to perform specific tasks that are not covered by the responsibilities of the standing committees, e.g. the Summer Session Committee, Scheduling Committee, the Information Retrieval and Technology Committee, and the Restructuring Committee.

The College awards three credits of reassigned time for one faculty senate co-chair and one credit of overload for each of the other two faculty senate chairs. The chair of the Curriculum Committee is elected by the faculty and receives three credits of reassigned time. Three credits of reassigned time are also given to the chair of the Accreditation Steering Committee, the chair of the Marketing Committee, and to the six department chairs. The administration has the prerogative to give reassigned time for special assignments or added responsibilities to faculty.

Appraisal:

Participation in institutional governance at the College is clearly evidenced by the number of faculty serving on system-wide, campus, and Faculty Senate committees. Time management, with heavy teaching loads and substantial committee responsibilities, continues to be a problem on a small campus with fewer faculty available for the large number of mandated committees. While additional *ad hoc* committees have been created, guidelines for reassigned time for serving on these committees have not been clearly delineated making institutional support appear arbitrary. Possible solutions to these problems are:

- provide more reassigned time and publish the guidelines;
- reduce the number of committees or combine some committees;
- reduce the teaching load;
- encourage more part-time faculty members to participate;
- hire more full-time faculty when the budget permits.

The administration keeps documentation as to the members of the Department Personnel Committees and department chairpersons. The administration is aware of current committee membership via Faculty Senate minutes.

The Faculty Senate appears to be an effective way for participating in governance. Each department is represented, providing an official voice for the faculty in matters of governance. The Faculty Senate Constitution also calls for regular meetings between the Faculty Senate chairs and the administration to ensure that that voice is heard.

Planning:

- To continue efforts with Faculty Senate leadership to balance committee assignments among faculty and staff so that no one person is unduly burdened.
- To record and publish faculty service on committees.

Standard 10: B.9

The institution clearly states and publicizes the role of staff in institutional governance.

Description:

The College relies on 21 clerical, 10 maintenance, and 9 academic support staff to operate the College. Support staff have not organized formally and thus, there are no formal procedures for the support staff to participate in institutional governance. However, they are involved in decisions relating to various governing, planning, and budgeting activities on an ad hoc basis.

Appraisal:

The small size of the College staff and the resultant limited time available for extra activities has historically been a major factor both inhibiting the formation of a formal organization to represent staff and limiting their participation in governance activities.

Support staff contribute to the governance of the College through participation on the Staff Development Advisory Committee, Board of Student Publications, Academic Development Plan Task Force, Biennium Budgetary Review (through the ADP Steering Committee), Facilities Planning Committee, the Marketing Committee, Accreditation Committees, and in some cases, on personnel screening committees. Support staff are routinely invited to participate in administrative information sessions and campus planning such as the convocations at the beginning of each semester. Participation of support staff in these committees and meetings is exemplary, but is limited by the lack of staff to cover for them when they are not available to perform their regular duties. This is exacerbated by the fact that although the Academic Development Plan 1996-2002 recommended no fewer than 27 full- and part-time support staff positions be created before the year 2003, it appears that due to budget constraints few or none of these positions will actually be authorized.

Planning:

- To elicit participation of the support staff in the various governing, planning, budgeting, and policy making bodies at the College.
- To encourage support staff to form a formal organization to represent them in these aspects of campus life.

Standard 10: B.10

The institution clearly states and publicizes the role of students in institutional governance.

Description:

The College catalog has a section entitled “Student Participation in College Governance” which states:

“Students at Windward Community College are encouraged to participate in institutional policy making and in implementing the program of activities offered.

A number of College committees invite student participation in policy making. Students may also serve as instructors for non-credit courses, lab assistants, and as assistants in the development of a public services program.

Students interested in these activities should contact a member of the ASUH-WCC or the Student Services office staff.

Students are also encouraged to participate in campus clubs and organizations.”

The primary body to implement this policy is a student-organized council called the Associated Students of the University of Hawai‘i-Windward Community College (ASUH-WCC). The objectives of the ASUH-WCC as stated in its Constitution are:

- “1. To review various matters of concern to the entire College community and make recommendations to the College administration;
2. Through the combination of the efforts of students, faculty, and staff to provide a more effective learning environment and to encourage mutual respect for each other;
3. To provide an opportunity for student leadership and input into decision making;
4. To develop a positive, ongoing relationship between the College and the larger community, and to promote a concern for the general well-being of the larger community.”

The student council consists of six executive officers, nine elected senators, and a faculty advisor. The council has a constitution that states and defines the responsibilities and functions of this governing body. The council administers the use of student fees. The council recognizes and provides funding for student clubs on campus. In addition, the council works with these clubs and other campus organizations to facilitate speaking events, political events, and other special campus activities.

Students on all campuses are represented on the Board of Regents by a student regent. College policies provide for student participation on the Board of Student Publications, Student Grievance Committee, Student Conduct Code Review Committees, and the Excellence in Teaching Award Selection Committee. Student representatives for each of these committees are nominated by ASUH-WCC with final appointment by the provost. Students are asked to serve on other committees such as

the Frances Davis Award Selection Committee, Commencement Committee, Facilities Planning Committee, Academic Development Plan Committee, and Accreditation subcommittees. Other efforts to involve students in policy making decisions include publicizing prospective policy changes in the student newspaper, inviting student comment on budget allocations, and convening special information sessions for students, faculty, staff, and members of the community to discuss policy changes.

Appraisal:

There is no formal mechanism for regular input to the administration from the student council leadership. Students do not appear at all on the flow chart “Governance at WCC - The Decision Making Process.” Student leaders have expressed concern over this lack of a formal mechanism for participation.

Procedures are in place to ensure that the mandatory student activities fees cannot be spent without the consent of the student council. While student activities fees are the purview of the student council, funds carried over to the next year are controlled by the Dean of Student Services. The Dean of Student Services encourages input from the student council regarding the spending of carry-over funds.

Planning:

- To continue inviting student participation in discussions of issues, especially those that directly affect student life and scholarship.
- To ensure adequate input, provide for regularly scheduled official meetings with written minutes between student council officers and the Dean of Student Services and include this student role in the decision making flow chart.

10.C.: Multi-College Districts and/or Systems

Standard 10: C.1-C.6

- C.1 The district/system chief executive officer provides effective leadership to define goals, develop plans, and establish priorities for the institution.
- C.2 The system chief executive officer efficiently manages resources, implements priorities controlling budget and expenditures, and ensures the implementation of statutes, regulations, and board policies.
- C.3 The system (UH Community College system) has a statement which clearly delineates the operational responsibilities and functions of the system and those of the college.
- C.4 The system (UH Community College system) provides effective services that support the mission and functions of the colleges.
- C.5 The system (UH Community College system) and the college have established and utilize effective methods of communication and exchange information in a timely and efficient manner.
- C.6 The system (UH Community College system) has effective processes in place for the establishment and review of policy, planning, and financial management.

Description:

As chief executive officer, the Senior Vice-President/Chancellor for Community Colleges (SVP/CCC) directs the community college system and its affairs. Leadership is provided in the development of plans, defining goals, and establishing priorities.

Development of the 1997-2007 UH Community Colleges Strategic Plan: The directions set forth in this plan provide a framework for program actions, resource allocation (and reallocation), budget, and Capital Improvement Projects (CIP) requests necessary to retain and enhance the quality and credibility of Hawai'i's community colleges. The plan describes the community colleges mission and philosophy. In addition it outlines the following strategic goals:

3. Implement differentiated campus missions and function as a system
 4. Continue to champion diversity and respect for differences
 5. Strengthen the University as a premier resource in Hawaiian, Asian, and Pacific Affairs, and advance its international leadership role
 6. Acquire resources and manage them with accountability and responsiveness
- Every semester, the SVP/Chancellor visits all the campuses to discuss current community college issues, future prospects, and general issues. Each provost determines how the SVP/Chancellor's time will be allotted. Her visits may include open meetings and/or meetings with designated groups
 - The SVP/Chancellor meets monthly with her executive staff for information and discussion purposes and periodically meets with her administrative staff to provide information and to discuss her goals for the community colleges
 - The SVP/Chancellor holds an annual retreat with her executive staff to discuss goals of the community college system
 - The SVP/Chancellor meets monthly with the Council of Community College Faculty Senate Chairs (CCCFSC). This group is composed of the chairs of the faculty senates from each of the seven community college campuses and the Employment Training Center. The Council meets monthly during the academic year to discuss matters of mutual interest, and in addition, meets with the SVP/Chancellor and the Vice-Chancellor for Academic Affairs. Members of this Council also join quarterly with their colleagues throughout the University system in the All Campus Council of Faculty Senate Chairs (ACCFSC). The purpose of the All Campus Council is to advise the president of the University on system-wide academic or governance issues; to share information; to present concerns openly; and to promote the involvement of faculty in governance, academic policy, and planning
 - In each edition of the monthly Community Colleges Newsletter, there is an open letter from the SVP/Chancellor conveying key issues which she is asking her colleagues and friends of the UHCC's to consider

- In the 1999-2000 academic year, the SVP/Chancellor began “Stairway Conversations,” an occasional e-mail communication directly from her to all system-wide faculty and staff. It is similar in purpose to her monthly newsletter message, but is more timely and is directed specifically at an internal UHCC audience
- The SVP/Chancellor also participates in weekly meetings with her senior administrative colleagues from the University system, monthly meetings with the Board of Regents, and is frequently called upon to speak to legislators, business leaders, and community groups regarding her vision for the University of Hawai‘i community colleges

The organizational charts and functional statements for all the community college campuses and the Chancellor’s Office serve as the official documents for outlining the structure as well as delineating operational responsibilities and functions. These documents are updated annually. The organizational charts and functional statements may also be updated through a formal reorganization process, requiring central review, union consultation, and (depending on the impact of the proposed reorganization) approval by the BOR or the SVP/Chancellor under delegated authority.

The community colleges are a public system of campuses and their programs are subject to a broad variety of laws, rules, regulations, formal agreements, and other internal and external policies and practices. To insure equity and consistency in interpretations and actions within the community college system, clarification by the Chancellor for Community Colleges is needed. In 1979, the SVP/Chancellor established a policy manual for the community college system. This manual contains specific memoranda known as Chancellor for Community Colleges Memos (CCCM). CCCMs inform the provosts of policies, their responsibilities in the policy implementation, and the processes they must follow in working with the Chancellor’s Office.

In general, CCCMs provide the vehicle for distinguishing responsibilities to define system policy and campus policy. Major policy and procedure changes are discussed with faculty and include administrative input. Changes are maintained in appropriate manuals, copies of which are at the Chancellor’s Office and each campus’ administrative office.

There are several CCCMs that delegate authority to the provosts and director of the Employment Training Center.

1. CCCM No. 1141: Redlegation of Authority for Financial Administration
2. CCCM No. 2021: Redlegation of Authority to Approve Inter-Island and Out-of-State Travel
3. CCCM No. 2146: Redlegation of Authority to Provosts for Lecturer Personnel Actions for the Community Colleges
4. CCCM No. 2147: Delegation of Authority to Provosts for Casual and Overload Personnel Actions for the Community Colleges
5. CCCM No. 10000: Redlegation of Authority to Approve Organizational Charters, Constitution and Bylaws or Other Campus Mechanisms Necessary to Recognize and Support Student Organizations and, in Particular, Student Governance Organizations.

The three major units in the Chancellor's Office provide effective services that support the colleges in the following ways:

Administrative Affairs:

The plans and goals of this unit concern providing continuing support for facilities, planning, fiscal, budget, finance and personnel management, legislative liaison, and other campus support activities. Primary goals reflect efforts to continue to provide support to the campuses and to represent the community colleges in setting administrative directions in the University system.

The unit will continue to play a leadership role for the community colleges and within the University system and become more "service oriented" with a positive and "can do" attitude.

Academic Affairs:

The plans and goals of this unit concern providing continuing support for curriculum and instruction, especially as these relate to promoting the economic development of our state. Primary goals reflect efforts to continue to provide support to the campuses and to represent the community colleges in setting the academic area directions in the University system.

Student and Community Affairs:

The plans and goals of this unit concern providing continuing support for student services and in conveying the mission and goals of the UH Community Colleges to the external community in the state, and nationally and internationally. Primary goals reflect efforts to provide support to the campuses and to represent the community colleges in setting directions for student services and community relations in the University system.

The three major units described above (administrative affairs, academic affairs, and student/community affairs) do not comprise the totality of services provided by the Chancellor's Office. In addition to those units, the Chancellor's Office consists of the Director for Equal Employment Opportunity and Affirmative Action (EEO/AA). This individual works in collaboration with the campuses to assure that both students and staff (prospective, as well as present) are guaranteed their rights under both state and federal laws. Also on the staff of the Chancellor's Office is the UHCC liaison to the University of Hawai'i Foundation. This individual works for the UHCCs collectively in the arena of fund development and also provides assistance to the individual campuses in their fund development and "friend-raising" efforts.

Several modes of communication facilitate communication between campuses and the Chancellor's Office and the University system offices. For the most part, responsibility for system-to-campus communication rests primarily with the Chancellor's Office. Mechanisms for communication include:

Meetings:

1. The Board of Regents meets monthly except in August, visiting each campus at least once a year to provide opportunities for contact between the Board and campus personnel.
2. The President's University Executive Council (UEC) meets bi-weekly and serves as the clearinghouse for policies and recommendations with system-wide implications (President and Senior Vice-Presidents).

3. The SVP/Chancellor and her staff meet monthly with the executive staff (provosts) she also meets monthly with Faculty Senate Chairs, and schedules formal meetings with other administrators, faculty, and staff as needed.
4. The Vice-Chancellors meet monthly with their respective groups. The Vice-Chancellor for Administrative Services meets monthly with the Directors of Administrative Services; the Vice-Chancellor for Academic Affairs meets monthly with the Faculty Senate Chairs and the Deans and Directors; and the Vice-Chancellor for Student and Community Affairs meets monthly with the Deans and Directors.

Ad hoc meetings are used extensively at individual campuses to discuss issues and problems directly with administrators, faculty, and/or staff.

Print Publications/Newsletters:

Several publications are maintained to exchange information and keep campus and system staff apprised of developments within the community colleges system and the University of Hawai'i system. These include:

1. Kū Lama: a weekly publication by the UH system contains information of general interest to the campuses, including all position vacancy announcements, and features a section related to community college programs and activities on a monthly basis;
2. Mālamalama: a general interest quarterly publication from the University Relations Office geared toward alumni and business/government leaders;
3. Community Colleges: a general interest newsletter published monthly by the Chancellor's Office during the academic year (8 issues) and sent to all faculty, staff, and government/business leaders;
4. Bi-Annual Reports on the Community Colleges: published every other year, the publication features the accomplishments and achievements of the community colleges;
5. Policies and Procedures Manuals: policy manuals governing UH system and community college operations are updated as needed;
6. Taking Notice: an annual publication recognizing the accomplishments of administrators, faculty, staff and programs;
7. UHCC Strategic Plan: provides overall direction for the community colleges including its mission, philosophy, and strategic goals;
8. Campus Newspapers and Bulletins: individual campus student newspapers and weekly campus bulletins.

Computer Network:

An electronic mail network links all of the community college campuses with the Chancellor's Office and University system offices. The Chancellor for Community Colleges recently began "Stairway Conversations", a monthly e-mail communication to all system-wide faculty and staff.

Conferences and other methods of communication and exchange of information:

The community colleges holds an annual Excellence in Education Conference which brings faculty and staff from all the colleges to share and discuss innovative educational methodologies. Staff development funds have supported the attendance of Community College faculty at Classroom Research Seminars. Resources are also provided for an Educational Improvement Fund. Faculty annually compete for these funds on a system-wide basis.

Policies governing all areas - academic affairs, human resources, financial management, student and community services, and EEO/AA—are developed through a variety of means and by a number of different personnel. The Board of Regents Policies (BORP) provide the administrative basis for ensuring that the University complies with applicable federal and state statutes, rules, regulations, city and county ordinances, governor's directives, and provisions in the collective bargaining agreements. The Board of Regents develops these policies for faculty, the APT staff, and the administrative staff ranging from non-discrimination and affirmative action, to faculty involvement in academic decision making and academic policy development. Board policy is implemented through the University of Hawai'i System-wide Executive Policies that establish the administrative framework. As stated previously, CCCMs inform the provosts of policies, their responsibilities in the policy implementation, and the processes they must follow in working with the Chancellor's Office. In general, they provide the vehicle for distinguishing responsibilities for system policy and campus policy. Major policy and procedure changes are discussed with faculty and includes administrative input. Changes are maintained in appropriate manuals, copies of which are at the Chancellor's Office and each campus' administrative office.

Appraisal:

The Senior Vice-President/Chancellor for Community Colleges appears empowered to provide necessary leadership for the creation of a dynamic and forward-looking community college system. She demonstrates through defined strategic goals and various modes of communication, effective leadership to define goals, develop plans, and establish priorities for the community college system.

The operating budget guidelines, priorities, and processes for financial planning and budget development appear to be clearly defined and communicated.

As new federal and state laws and mandates are instituted, the University administration, as well as the Chancellor's Office, review and update applicable policies and procedures.

Structures, plans, and processes are in place; and there is a desire at both system and campus levels for these structures, plans, and processes to work. However, while the flow of communication may look smooth when described on paper, information does not flow as smoothly as intended.

Although the organizational charts and functional statements serve as the official documents for outlining the structure and delineating operational responsibilities, they do not necessarily reflect the way in which the Chancellor's Office truly operates. In reality, the lines that distinguish one unit from

another have begun to disappear. In part, this can be attributed to the fact that there have been personnel changes in the Chancellor's Office, so that assigned tasks may have "followed the person" rather than "followed the position."

At the UHCC system level, the SVP/Chancellor and her staff work with legislators, federal/state/local agencies, and business leaders who are demanding "just in time" delivery of instruction, measurable student competencies, and explicit accountability standards. They are also dealing with students, regents, and a general public who are demanding the flexibility which should be inherent for students moving from one campus to another within a single statewide system.

Yet, at the same time, Chancellor's Office staff deals with an internal constituency who are comfortable with the traditions of higher education, all of which are process oriented. Faculty are accustomed to operating independently in classrooms, where their personal interaction with students becomes a significant aspect of the learning environment. Support staff are accustomed to policies and procedures which promote routinizing over problem solving: And administrators are accustomed to hierarchies and boundaries which define "who does what."

It becomes the task of the system office to serve as the interface, leading this internal group through the process of change while, at the same time, conveying to the external groups that higher education is not "just another business." In this respect, the system office is no different from system offices of any other multi-campus district throughout the nation. But what makes this task unique for the UHCC Chancellor's Office is the fact that the UHCC system is, itself, an element of the larger University of Hawai'i system, and is therefore, subject to certain state policies/procedures beyond its own authority to change.

Nevertheless, there is no option about whether or not to deal with change. Change is occurring. The only options involve the manner in which the UHCC system deals with change.

Toward this end, during the past two years, the Vice-Chancellor for Academic Affairs and the Acting Vice-Chancellor for Student and Community Affairs have scheduled monthly joint meetings of the Deans of Instruction, Deans of Student Services, and Directors of Continuing Education and Training from all eight campuses (seven community colleges and the Employment Training Center). The intent of these joint sessions has been to provide a forum in which "boundary crossing issues" such as distance education, workforce development, and changes to federal legislation could be explored, and changes to UHCC policies and procedures could be proposed. Similarly, there have been cross-functional approaches to coping with Y2K concerns or with installment payment of tuition which have brought together Student Affairs and Administrative Affairs personnel under the collaborative leadership of those two vice chancellors.

The results have been mixed. When cross-functional groups of faculty/administrators/support staff are formed to focus on a specific issue—such as implementation of an A.A. degree offered via distance education or preparing our student information system for Y2K compliance—we have had good results. When the focus is not so clearly defined, as in the monthly joint meetings, the results have not been as good. In fact, questions have been raised regarding the perceived value of dealing with UHCC system priorities vs. dealing with campus priorities.

It would seem, then, that the most effective planning would be to structure "task oriented" cross-functional groups to propose both campus-level and system-level changes to policies and procedures as the UH community colleges seek to increase their flexibility, responsiveness, and entrepreneurial behavior.

At the same time, development of an “in-service” orientation program is needed—both for campus personnel and for Chancellor’s Office personnel—to explain the significance of the campus/system relationship. For staff at the system level, especially, such an orientation can help to re-focus attention on students. Because the Chancellor’s Office is not physically located on a community college campus, it is sometimes easy to forget that the processing of paperwork or the resolution of a complex hiring policy question is ultimately related to providing a better learning opportunity for students. For staff at the campus level, it is important to be aware that each campus is, in fact, part of a larger ‘ohana (family community).

For all of American higher education, the twenty-first century is a time of dramatic change—of shifting paradigms, and recognizing the need to function in a global economy. This is no less true in Hawai‘i than in any of the fifty states. Yet in Hawai‘i, this nationwide change is accompanied by other factors unique to this state: geographic isolation, a state economy inordinately dependent upon service professions, a single public system of higher education, a population so ethnically diverse that no group represents a majority, and an evolving awareness of the political/economic/sociological concerns of Native Hawaiians.

Given this confluence of local, national, and international factors, it is not surprising that the University of Hawai‘i community colleges find themselves, at times, scrambling to keep pace with change. But with commitment from the top, which is clearly evident, these institutions will continue to fulfill their Open Door mission, providing access to higher education for Hawai‘i’s people.

Planning:

- To continue to involve faculty leadership in upper-level policy-making.
- To have more campus administrators follow the lead of the SVP/Chancellor’s use of multiple modes of communication, especially in inviting e-mail feedback.
- To continue using cross-functional groups from throughout the system, but bring them together with a task-oriented focus.
- To provide a “campus/system” orientation program for all new employees, with an updating component for in-service staff.

Planning Summary

This Self-Study has enhanced the awareness, among most faculty and staff and among some students, of the great changes at the College since the last Accreditation. New and upgraded physical facilities, changes in technology and new modes of instruction, major budgetary restructuring, and significant program changes all present great challenges and opportunities for planning our future. Among the many planning statements in our Self-Study certain themes, or areas for improvement, are most salient:

- Assessment
 - Measuring student outcomes
 - Institutional Researcher
 - Testing and training of faculty and staff
 - Campus Assessment Study design
- Review and revise the Academic Development Plan (ADP)
- Continue to develop our campus Master Plan
 - Funding for adequate staffing
 - Funding for optimum building operations
- Campus Marketing and Fundraising
 - Increase community awareness of our services and programs
 - Increase enrollment
 - Add support staff
- Increase student, faculty, staff, and community communications
- Strengthen academic partnerships with other campuses and the community
- Enhance use and effectiveness of alternate instructional methods
 - Telecom network
 - Information Retrieval Technology
 - Distance Education
 - Service Learning

These planning goals will be, as in the past, reflected in our primary planning document, the ADP, and are consistent with the University of Hawai'i Community Colleges' Strategic Plan. To further enhance the planning and restructuring process it is recommended that the Provost assemble a Planning Committee, with representation from all appropriate campus elements and the community. This committee would periodically examine and promote a more widespread awareness of planning documents such as the ADP and our Self-Study, to prioritize planning objectives, and to respond to Accreditation Team recommendations.

