2006

The Accreditation Self Study Report of Windward Community College

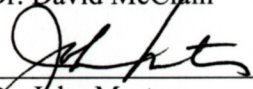University of Hawai'i
WINDWARD
COMMUNITY COLLEGE
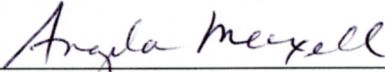
Certification of Institutional Self Study Report

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

From: Windward Community College
45-720 Kea`ahala Road
Kane`ohe, HI 96744

This institutional Self Study is submitted for the purpose of assisting in the determination of the institution's accreditation status. We certify that there has been broad participation by the campus community, and we believe the Self Study accurately reflects the nature and substance of this institution.
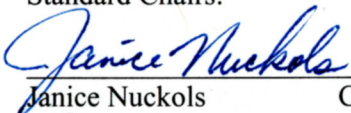
Dr. David McClain   President, University of Hawai`i

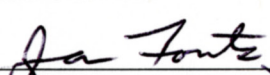_Dr. John Morton_   Interim Vice President for Community Colleges

Dr. Angela Meixell   Chancellor Windward Community College
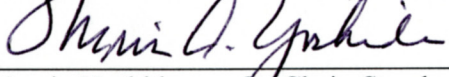
Ms. Kitty Lagareta   Chair, Board of Regents
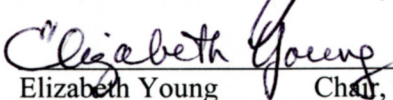
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CONTENTS

INTRODUCTION

History and Description of the College

Windward Community College is located at the base of the Koolau mountains in Kaneʻohe on the island of Oʻahu and primarily serves residents from Waimanalo to Kahuku, along the entire windward coast. Es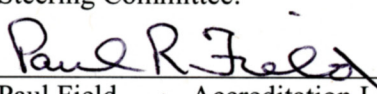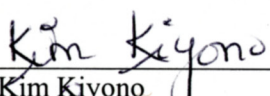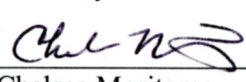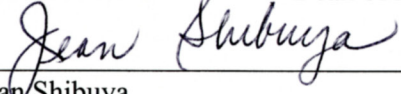tablished in 1972, the College operates out of renovated former Hawaiʻi State Hospital buildings and some newly constructed buildings on approximately 64 acres of land just below the State Hospital facilities. Following a facilities master plan approved by the Board of Regents, a new science building, a multi-functional humanities building with a theatre and art gallery, a student center, and an Imaginarium have been completed and opened in the last nine years. Planning is complete for a new Library/Learning Center and design money has been received from the legislature.

The College is governed by the Board of Regents of the University of Hawaiʻi, and is under the supervision of the President of the University of Hawaiʻi and the Vice President for Community Colleges. The chief executive officer of the College is the Chancellor of Windward Community College. By state law, the College has an open door policy that includes, but is not limited to, residents who have completed high school or who are 18 years or older. Enrollment for Fall 2005 was 1,732 credit students, and approximately 2,000 non-credit vocational students. The College has over 150 regular employees and an annual operating budget of close to ten million dollars.

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

In January 2002 the Board of Regents administratively merged the Employment Training Center (ETC) with the College. ETC was accredited by the Western Association of Schools and Colleges (WASC) Commission on Schools. In June 2004, Accrediting Commission for Community and Junior Colleges (ACCJC) approved a substantive change to incorporate the accreditation of the Employment Training Center within Windward Community College's accreditation.

A variety of non-credit certificates are offered through the Employment Training Center and the Office of Community Education and Training (ETC/OCET). The Employment Training Center (ETC) was established in 1964 within the State of Hawaiʻi Department of Education (DOE) under an agreement between the U.S. Department of Health, Education and Welfare and the State of Hawaiʻi. ETC, then known as "Manpower Training Office," was transferred to the University of Hawaiʻi Community Colleges in 1968 under

Act 71 of the Hawai'i State Legislature. In 1991, the name was changed to Employment Training Center, to reflect the fact that ETC is a "center" which provides a variety of educational and training opportunities. Through cooperative agreements with other campuses in the community college system and the Department of Education, ETC's occupational training programs share facilities at Honolulu Community College, Kalaeloa (Barber's Point Naval Air Station), and DOE Leeward District Schools.

The College offers many enrichment activities, including theatrical performances, art displays, an atelier for drawing and painting, and a Hawai'i Music Institute. The Employment Training Center and Office of Continuing and Community Education offer a wide selection of non-credit courses and cultural programs and oversee the Fujio Matsuda Technology Training and Education Center, which was established in 1985 to serve as a technological education center for the Windward O'ahu community.

The College has a local reputation as a small, nurturing liberal arts community college with strong academic programs. The College strives to provide access and quality education for a diverse population of students. Assessment programs are in place to provide for continuous improvement and support of learning. Committed to student learning and responsive to its community, the College looks to a healthy future.

Table 1. Windward Community College Staff by Ethnicity and Gender, Fall 2005. (1)(2)

	Total		Executive and Managerial		Admin, Prof and Technical		Civil Service		Instructional Faculty		Other Faculty	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
All Employees	148		7	4.73	20	13.51	44	29.73	54	36.49	23	15.54
Asian	66	44.59	3	2.03	11	7.43	23	15.54	21	14.19	8	5.41
Chinese	12	8.11	1	0.68	2	1.35	3	2.03	4	2.70	2	1.35
Filipino	12	8.11			1	0.68	9	6.08	1	0.68	1	0.68
Indian Subcontinent												
Japanese	42	28.38	2	1.35	8	5.41	11	7.43	16	10.81	5	3.38
Korean												
Thai												
Vietnamese												
Other Asian												
Hawaiian and Pacific Islander	30	20.27			1	0.68	17	11.49	5	3.38	7	4.73
Guam Chamorro												
Hawaiian/Part Hawaiian	27	18.24					15	10.14	5	3.38	7	4.73
Micronesian												
Samoan												
Tongan												
Other Pacific Islander	3	2.03			1	0.68	2	1.35				
Other Ethnic Groups	52	35.14	4	2.70	8	5.41	4	2.70	28	18.92	8	
African American	2	1.35					1	0.68	1	0.68		
American Indian/ Alaska Native												
Caucasian	45	30.41	4	2.70	7	4.73	2	1.35	25	16.89	7	4.73
Hispanic												
Mixed												
Portuguese	3	2.03			1	0.68			2	1.35		
Other Ethnic	1	0.68									1	0.68
No Response	1	0.68					1	0.68				
Gender												
Female	80	54.05	5	3.38	6	4.05	29	19.59	26	17.57	14	9.46
Male	68	45.95	2	1.35	14	9.46	15	10.14	28	18.92	9	6.08

(1) includes all staff for WCC and ETC.
(2) per cent totals may be more than 100% due to rounding.
Source: UH Community Colleges Human Resources Office.

Table 2. Windward Community College Faculty by Rank, Ethnicity and Gender Fall 2005. (1) (2)

	Total		Professor		Associate		Assistant		Instructor	
	Count	%	Count	%	Count	%	Count	%	Count	%
All Faculty	77		24	31.17	10	12.99	15	19.48	28	36.36
Asian	29	37.66	12	15.58	6	7.79	6	7.79	7	9.09
Chinese	6	7.79	2	2.60	1	1.30	2	2.60	1	1.30
Filipino	2	2.60			2	2.60	2	2.60		
Indian Subcontinent										
Japanese/Okinawan	21	27.27	10	12.99	3	3.90	2	2.60	6	7.79
Korean										
Laotian										
Thai										
Vietnamese										
Other Asian										
Hawaiian and Pacific Islander	13	16.88			1	1.30	3	3.90	9	11.69
Guam Chamorro										
Hawaiian/Part Hawaiian	12	15.58					3	3.90	9	11.69
Micronesian										
Samoan										
Tongan										
Other Pacific Islander	1	1.30			1	1.30				
Other Ethnic Groups	35	45.45	12	15.58	5	6.49	6	7.79	12	15.58
African American	1	1.30							1	1.30
American Indian/ Alaska Native										
Caucasian	31	40.26	11	14.29	5	6.49	6	7.79	9	11.69
Portuguese	2	2.60	1	1.30					1	1.30
Hispanic										
Mixed										
Other Ethnic	1	1.30							1	1.30
Gender										
Female	40	51.95	12	15.58	5	6.49	8	10.39	15	19.48
Male	37	48.05	12	15.58	5	6.49	7	9.09	13	16.88

(1) includes tenured, tenure-track, or other faculty; does not include lecturers.
(2) per cent totals may be more than 100% due to rounding.
Source: UH Community Colleges Human Resources Office, Affirmative Action Plan, 2004-2005, Job Group analysis.

Table 3. Ethnicity and Gender of Credit Students, Fall 2005.

	All Students		Male		Female		No Data	
	Count	%	Count	%	Count	%	Count	%
All Students	1,713	100.0	631	36.8	1,081	63.1	1	0.1
Asian	405	23.7	164	9.6	231	14.1		
Chinese	28	1.6	16	0.9	12	0.7		
Filipino	100	5.8	37	2.2	63	3.7		
Indian Subcontinent	4	0.2	2	0.1	2	0.1		
Japanese	170	9.9	61	3.6	109	6.4		
Korean	9	0.5	3	0.2	6	0.4		
Laotian	1	0.1	1	0.1		0.0		
Thai	1	0.1	1	0.1		0.0		
Vietnamese	3	0.2	3	0.2		0.0		
Other Asian	10	0.6	4	0.2	6	0.4		
Hawaiian and Pacific Islander	619	36.1	223	13.0	396	23.1		
Guam Chamorro	6	0.4	1	0.1	5	0.3		
Hawaiian Part Hawaiian	561	32.7	200	11.7	361	21.1		
Micronesian	3	0.2	1	0.1	2	0.1		
Samoan	18	1.1	6	0.4	12	0.7		
Tongan	12	0.7	6	0.4	6	0.4		
Other Pacific Islander	4	0.2	3	0.2	1	0.1		
Mixed Pacific Islander	15	0.9	6	0.4	9	0.5		
Mixed Asian Pacific Islander	79	4.6	36	2.1	43	2.5		
Other Ethnic Groups								
African American	16	0.9	5	0.3	11	0.6		
American Indian/Alaska Native	11	0.6	4	0.2	7	0.4		
Caucasian	379	22.1	140	8.2	238	13.9	1	0.1
Hispanic	35	2.0	10	0.6	25	1.5		
Mixed	225	13.1	79	4.6	146	8.5		
No Response	23	1.3	6	0.4	17	1.0		

Source: MAPS Fall Enrollment Reports, UH Community Colleges 2005, Appendix C7.

Data for the Employment Training Center dates from its merger with Windward Community College in January 2002. ETC uses fiscal period data (July to June) instead of semester data since it has continuous enrollment throughout the year.

Table 5: ETC Student Enrollment reporting both enrollment count and headcount (unduplicate) since a student can enroll in more than one program within a fiscal year.

	2002-03	2003-04	2004-05	2005-06
Enrollment	1408	2107	1582	1286
Headcount	916	1528	1135	887

Source: Employment Training Center Student Information System (SIS), July 2006.

Table 6: Ethnicity of ETC students based on headcount (unduplicate) within a fiscal year.

	2002-03	2003-04	2004-05	2005-06
Caucasian	11%	8%	11%	7%
Chinese	5%	3%	5%	5%
Filipino	24%	18%	17%	13%
Hawaiian/Part	21%	22%	30%	30%
Japanese	10%	7%	10%	12%
All Others	29%	42%	27%	33%

Source: Employment Training Center Student Information System (SIS), July 2006.

Figure 2. Diversity of State of Hawaii, City and County of Honolulu and Windward Community College Credit Students and Faculty, Fall 2005.
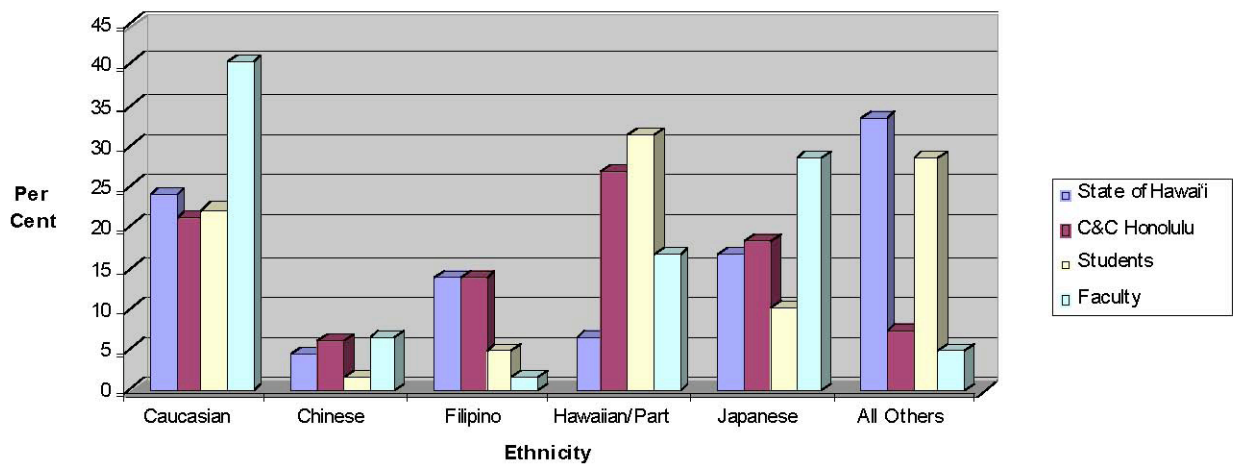
Sources:
State of Hawaii -- Population - Profile of General Demographic Characteristics: 2000, Data Set: Census 2000 Summary File 1 (SF1) 100 Percent Data; Geographic Area: Hawaii.
Students – MAPS Fall 2005 Enrollment Table 3 Selected Characteristics of Credit Students University of Hawaii Community Colleges.
Full Time Faculty – Community Colleges Human Resource Office.

Figure 3. Hawaiian/Part-Hawaiian Credit Students Enrolled at Windward Community College, 2000-2006.
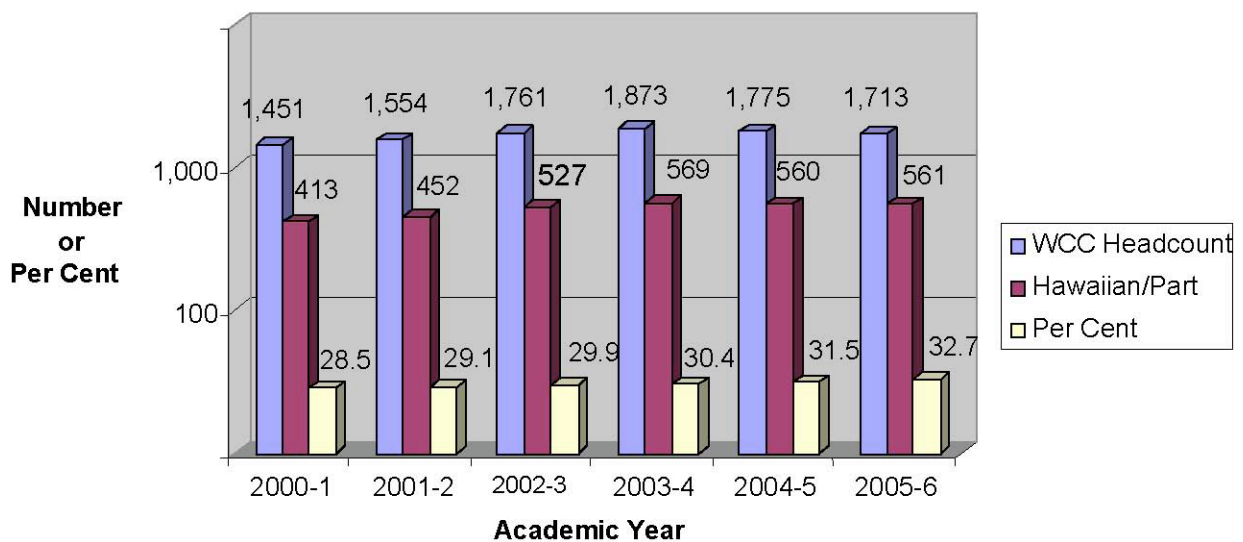
Source: MAPS UH-IRO Ad-Hoc Studies, Special Report: Hawaiian/Part-Hawaiian Students Enrolled in the University of Hawaii System; MAPS Fall Enrollment Reports, UH Community Colleges 2005, Appendix C7; campus data.

Table 7:Hawaiian/Part Hawaiian ETC students based on headcount (unduplicate) within a fiscal year.

	2002-03	2003-04	2004-05	2005-06
Total Headcount	916	1528	1135	887
Hawaiian Headcount	190	329	338	270
Hawaiian/Part Percentage	21%	22%	30%	30%

Source: Employment Training Center Student Information System (SIS), July 2006.

Figure 4. Hawaiian/Part-Hawaiian Students Enrolled at Employment Training Center, 2000-2006.
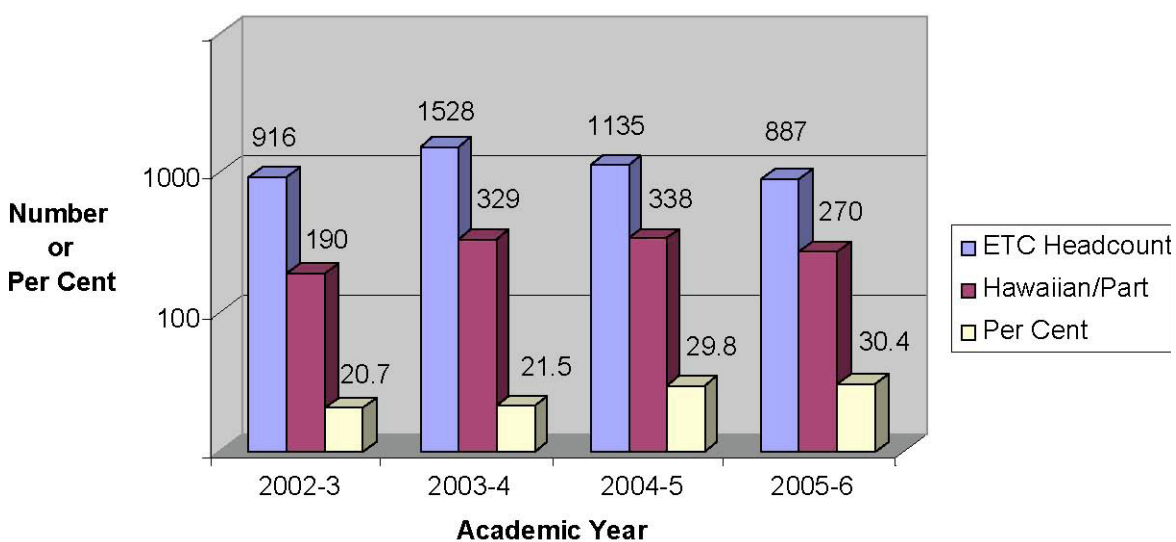
Source: Employment Training center Student Information System (SIS), July 2006.

Results Of The Last Comprehensive Visit

This item is discussed in Section 8: Responses to Recommendations from the Most Recent Comprehensive Evaluation.

Student Achievement

Figure 1. Persistence from Fall to Spring for Credit Students, 2000-2005. (1)
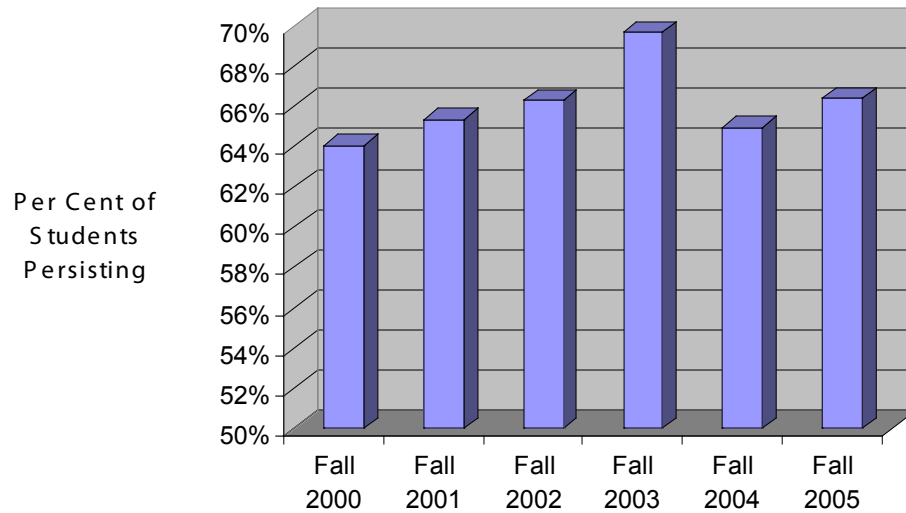
(1) Persistence refers to students who enroll in a Fall course and who also enroll in a course the following Spring; calculated as Spring 2003 continuing students/Fall 2002 head count.

Sources:
1. MAPS Fall Enrollment Reports, Table 1.
2.MAPS Spring Enrollment Reports Selected Characteristics of Credit Students, UH Community Colleges.

Table 1. Degrees and Certificates Awarded by Windward Community College, 2000-2006.

Degree or Certificate	Academic Year						Total
	2000-1	2001-2	2002-3	2003-4	2004-5	2005-6 (1)	
Associate Degree	131	137	133	129	110	90	730
AA (Liberal Arts)	131	137	133	129	109	90	729
ATS							0
Certificate of Achievement							
Office Administration and Technology (2)					1		1
Automotive Mechanics (2)					1		1
Certificate of Completion							
Agriculture				5	5	1	11
Plant Landscaping	5	1	9	5	4	3	27
Business Technology (2)	3	6					9
Academic Subject Certificates							
Art			1	1		4	6
Business			1	3	4	5	13
Hawaiian Studies	1		2	2	6	8	19
Bio-Resources Technology - Plant Technology			3	3	7	5	18
Bio-Resources Technology- Development and Management							0
Psycho-Social Developmental Studies	8	6	10	9	4	3	40

(1) does not include Summer 2006.

(2) Automotive Mechanics, Business Technology, and Office Administration and Technology were "stopped out" as programs; these degrees/certificates were awarded to students who finished the program after the programs were stopped out.

Sources:
1. MAPS Table 1. Degrees and Certificates Earned.
2. pre-Banner (2000-2) and Banner (2002-2006) databases.

Table 2. Transfer Information for Credit Students Transferring to Other Institutions,
Fall 2001 to Spring 2004.

Note: Table 4 presents the transfer behaviors of students whose last term of attendance was between the semesters of Fall 2001 to Fall 2003 compared against National Student Clearinghouse (NSC) data in June 2005. As some students have attended multiple colleges, the college that a student first attended was selected for this analysis.

Term Last Attended	Total No. of Records	Total Transfers		Transfers to UH Four-Year Institutions		Transfers to a UH Community College		Transfers to Hawaii Private Institutions (2)		Transfers to Out of State Institutions	
		N	%	N	%	N	%	N	%	N	%
Fall 2001	383	156	40.7	38	24.4	71	45.5	9	5.8	38	24.4
Spring 2002	500	199	39.8	69	34.7	67	33.7	8	4.0	55	27.6
Fall 2002	460	178	38.7	61	34.3	70	39.3	11	6.2	36	20.2
Spring 2003	566	214	37.8	77	36.0	60	28.0	12	5.6	65	30.4
Fall 2003	594	169	28.5	56	33.1	69	40.8	7	4.1	37	21.9
Spring 2004	629	218	34.7	95	43.6	67	30.7	8	3.7	48	22.0
Fall 2004	614	129	21.0	49	38.0	49	38.0	8	6.2	23	17.8

(1) does not include transfers to Hawaii Pacific University or Chaminade University as these Colleges did not participate in the NSC during these periods.

Sources:
1. Last Term Attended derived from the Operational Data Store (ODS) Student Course View (7/19/2005).
2. Transfers, the National Student Clearinghouse – first institution after leaving a community college.

Table 3. Highest Degree Obtained by Windward Community Students
in UH System for 2000-2005.

Degree	Total	UH Manoa	UH Hilo	UH WOA
Certificate	4		1	3
Bachelors	113	77	3	33
Professional	1		1	
Masters	4	4		

Source: Banner Operational Data Store, Academic_Outcome View; from APAPA.

Table 4. Pattern of Subsequent Enrollments for Windward Community Students, 2000-2005.

Campus	Total AA Graduates 2000-5	Continued Education after Graduation*		No Data	Subsequent Enrollments in an Educational Institution (includes multiple enrollments)																	
					UH System Institutions				Individual Community College Enrollments							Enrollment in Private Hawaii Institutions **					Enrollment in Out of State	
		N	%		UHM %	UHH	UHW	CC	HAW	HON	KAP	KAU	LEE	MAU	WIN	AGY	BYUH	HEALD	WBU	PHX	2 Yr	4 Yr
CC System	6,697	4,843	72.3	1,854	2,331	439	665	1,978	86	217	460	92	623	275	225	23	23	8	20	109	221	528
Hawaii	586	428	73.0	158	44	318	19	92	74		7	3	4	4		8			9	7	7	27
Honolulu	661	434	65.7	227	236	5	32	137		94	28		11		4	1	1			10	42	92
Kapiolani	1,467	1,091	74.4	376	826	10	25	318		21	283		9	1	4	1	2	4	1	8	39	95
Kauai	266	187	70.3	79	52	26	24	107	1	7	6	85	5	3						3	12	22
Leeward	2,449	1,760	71.9	689	775	13	441	759	3	67	95		585		9	6	8	4	9	53	82	191
Maui	508	408	80.3	100	148	56	43	287	5	3	8	3	3	265		2	1			12	14	50
Windward	760	535	70.4	225	250	11	81	278	3	25	33	1	6	2	208	5	11		1	16	25	51

Sources: Banner Operational Data Store (ODS) Academic_Outcome View; National Student Clearinghouse (NSC); provided by Academic Planning, Assessment and Policy Analysis Office (APAPA).

* The number of students will be less than the sum of institutional enrollments; this is because students may have enrolled in several subsequent institutions. ** Does not include Chaminade or Hawaii Pacific Universities; these campuses may become members of the NSC in the future. AGY=Argosy University, WBU=Wayland Baptist

Data for the Employment Training Center dates from its merger with Windward Community College in January 2002. ETC uses fiscal period data (July to June) instead of semester data since it has continuous enrollment throughout the year.

Table 5: Retention and Successful Completion of Students Enrolled in Employment Training Center Programs within a fiscal year.

	2002-03	2003-04	2004-05	2005-06
Total Enrollment	1408	2107	1582	1286
Retention Enrollment (1)	1268	1921	1461	1044
Retention Rate	90%	91%	92%	81%
Successful Completion (2)	1216	1846	1400	1012
Successful Completion Rate	86%	88%	88%	79%

Source: Employment Training Center Student Information System (SIS), July 2006.
(1) Retention refers to those students who were enrolled and did not withdraw before the end of the program.
(2) 2005-06 Completion refers to those students who were enrolled in and successfully completed a program as of 06/30/06 as some programs are still in session.

Table 6: Completion Rate of Students Enrolled in Employment Training Center Basic Skills Courses for 2004-5. (1)

	Essential Skills	Essential Skills	Essential	English as a Second	Leeward Oahu
Enrollment	7	5	36	15	21
Successful	5	5	25	13	17
Successful	71%	100%	69%	87%	81%

Source: Employment Training Center Student Information System (SIS), July 2006.
(1) Statistics are from 2004-5 enrollment report as the 2005-6 courses are still in session.

Table 7: Employment Training Center Technical Graduates Employment Status

	2002-03	2003-04 (1)	2004-05
Employed Full-Time	10%	No data	46%
Employed Part-Time	12%		18%
Unemployed by Choice	8%		12%
Unemployed seeking work	4%		14%
Full-time Homemake/Caregiver	1%		4%

Source: UH Community Colleges campus Graduate and Leaver surveys.
(1) There is no data for 2003-04 due the vacancy of ETC Registrar's position.

Student Satisfaction

The following Tables dealing with Student Satisfaction are found in the "Four Year Summary of Graduate/Leavers Reports -Fall 2001 through Summer 2006" The full report may be found at http://www.wcc.hawaii.edu/ir/graduateleavers/graduatesurveyoptions.htm.

The survey has the following parameters:
- The students surveyed are from the Fall, Spring and Summer semesters and they were enrolled with thirty or more credits.
- The students surveyed were degree seeking students.
- The students surveyed were in good standing.
- The students surveyed included graduates in the 2001-2005 academic years.

The responses from graduates and leavers were obtained from mail surveys for 2001-2, 2002-3, 2003-4 sent to both graduates and leavers; in 2004-5 the mail survey was sent only to leavers. Starting in 2004-5 graduates were surveyed as part of their graduation exit interview. A follow-up pilot email survey was administered in 2004-5.

The number of surveys and responses for the four-year period are presented below.

Item	2001-2	2002-3	2003-4	2004-5
Total number of surveys	182	391	343	407
Total number of surveys returned	16	58	72	184
Response rate (%)	8.79	14.83	20.99	45.21
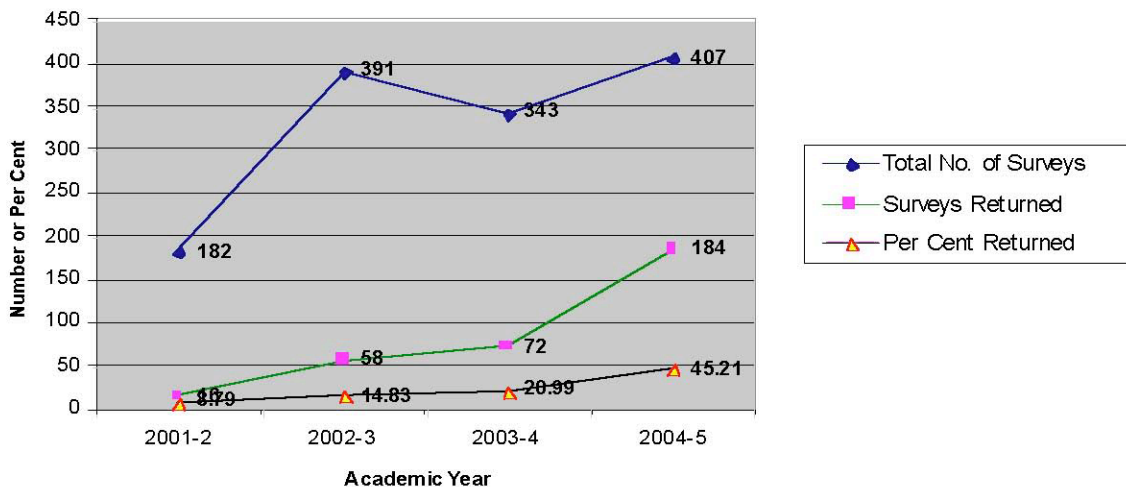
A. Liberal Arts Graduates/Leavers

Table 1. How would you rate the overall quality of your academic experience at WCC?

Response	2001-2		2002-3		2003-4		2004-5	
	N	%	N	%	N	%	N	%
Excellent	16	100	16	70	21	91	89	66
Good	0	0	7	30	2	9	44	33
Fair	0	0	0	0	0	0	2	1
Poor	0	0	0	0	0	0	0	0
Total	16	100	23	100	23	100	135	100

Figure 1. Overall quality of academic experience for liberal arts graduates/leavers.
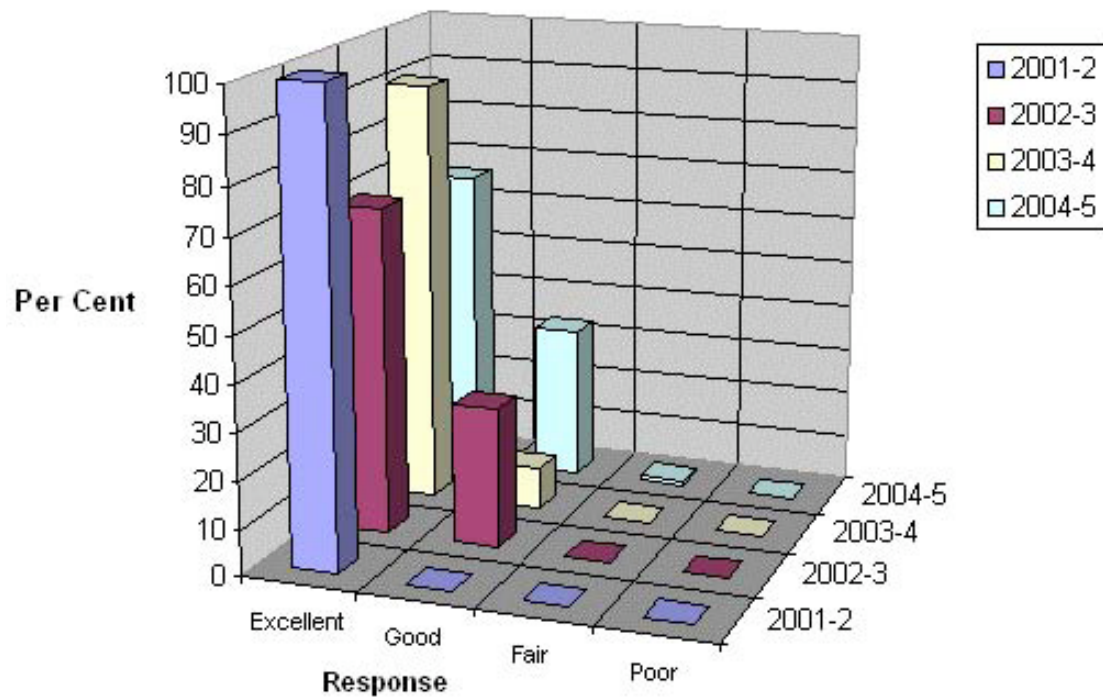
Table 2. How would you rate the overall quality of your overall experience at WCC?

Response	2001-2		2002-3		2003-4		2004-5	
	N	%	N	%	N	%	N	%
Excellent	14	88	16	70	20	87	97	72
Good	2	12	7	30	3	13	37	28
Fair	0	0	0	0	0	0	1	1
Poor	0	0	0	0	0	0	0	0
Total	16	100	23	100	23	100	135	100

Figure 2. Overall quality of overall experience for liberal arts graduate/leavers.

21
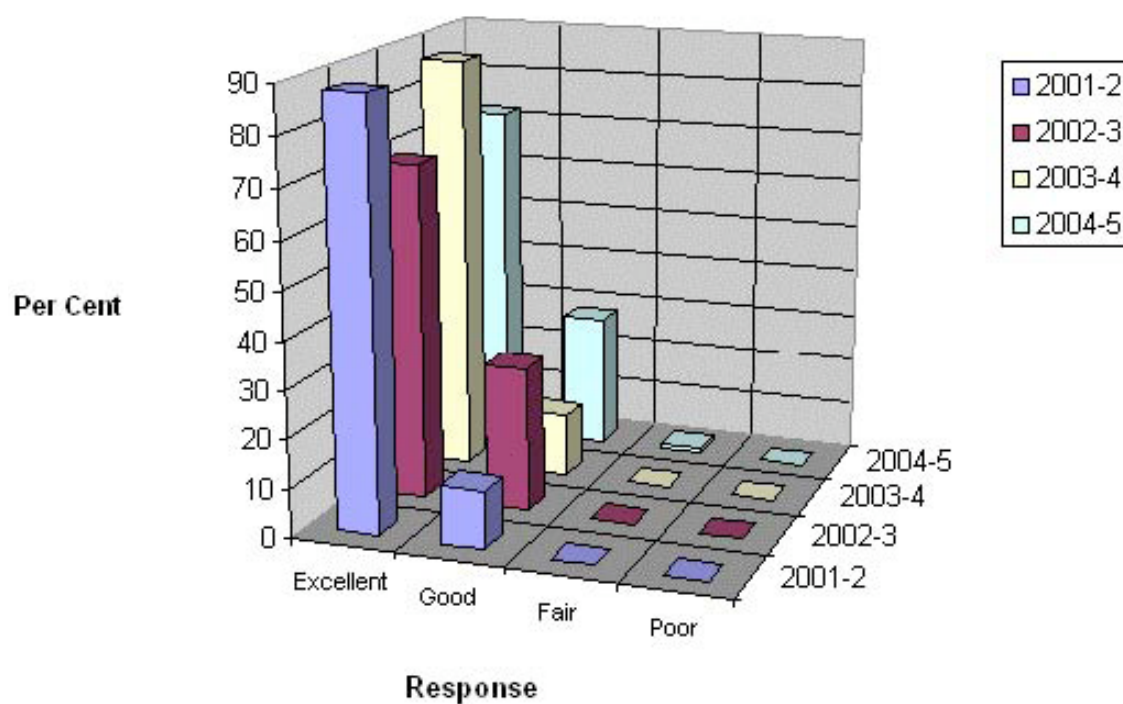
Table 3. How would you rate the quality of academic programs at WCC?

Response	2001-2		2002-3		2003-4		2004-5	
	N	%	N	%	N	%	N	%
Better than expected	14	88	16	70	17	74	87	65
About what expected	2	12	7	30	6	26	47	35
Worse than expected	0	0	0	0	0	0	1	1
Total	16	100	23	100	23	100	135	100

Figure 3. Quality of academic programs at WCC for liberal arts graduates/leavers.
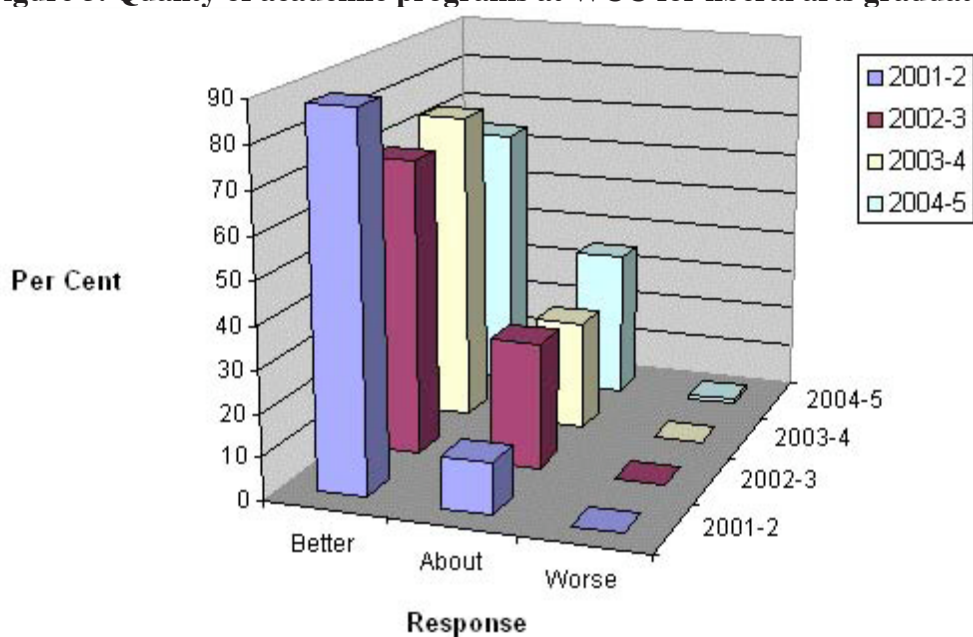
Table 4. How satisfied were you with the academic preparation you received?

Response	2001-2		2002-3		2003-4		2004-5	
	N	%	N	%	N	%	N	%
Very satisfied	11	69	11	48	13	57	58	43
Satisfied	5	31	12	52	10	43	70	52
Dissatisfied	0	0	0	0	0	0	1	1
Very dissatisfied	0	0	0	0	0	0	0	0
No Response	0	0	0	0	0	0	6	4
Total	16	100	23	100	23	100	135	100

Figure 4. Satisfaction with academic preparation for liberal arts graduates/leavers.
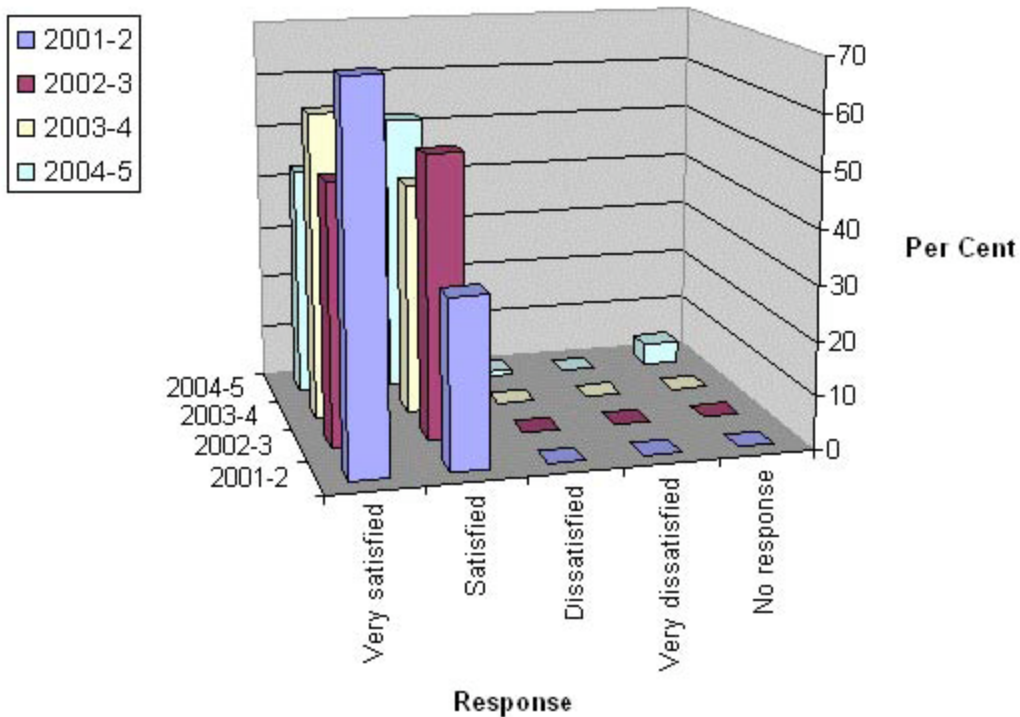
B. Liberal Arts Leavers

Table 11. How would you rate the overall quality of your academic experience at WCC?

Response	2001-2		2002-3		2003-4		2004-5	
	N	%	N	%	N	%	N	%
Excellent	-	-	22	63	32	65	30	61
Good	-	-	10	28	16	33	18	37
Fair	-	-	2	6	1	2	1	2
Poor	-	-	1	3	0	0	0	0
Total	-	-	35	100	49	100	49	100

Table 11. Overall quality of academic experience for liberal arts leavers.
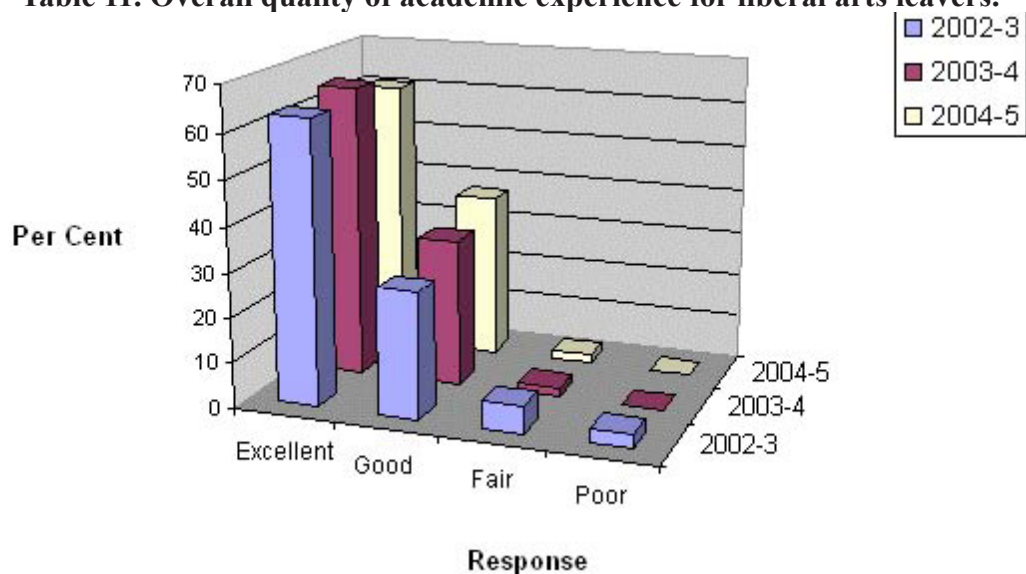
Table 12. How would you rate the overall quality of your overall experience at WCC?

Response	2001-2		2002-3		2003-4		2004-5	
	N	%	N	%	N	%	N	%
Excellent	-	-	23	66	33	67	31	63
Good	-	-	9	26	14	29	16	33
Fair	-	-	2	5	2	4	2	4
Poor	-	-	1	3	0	0	0	0
Total	-	-	35	0	49	100	49	100

Table 12. Overall quality of overall experience for liberal arts leavers.
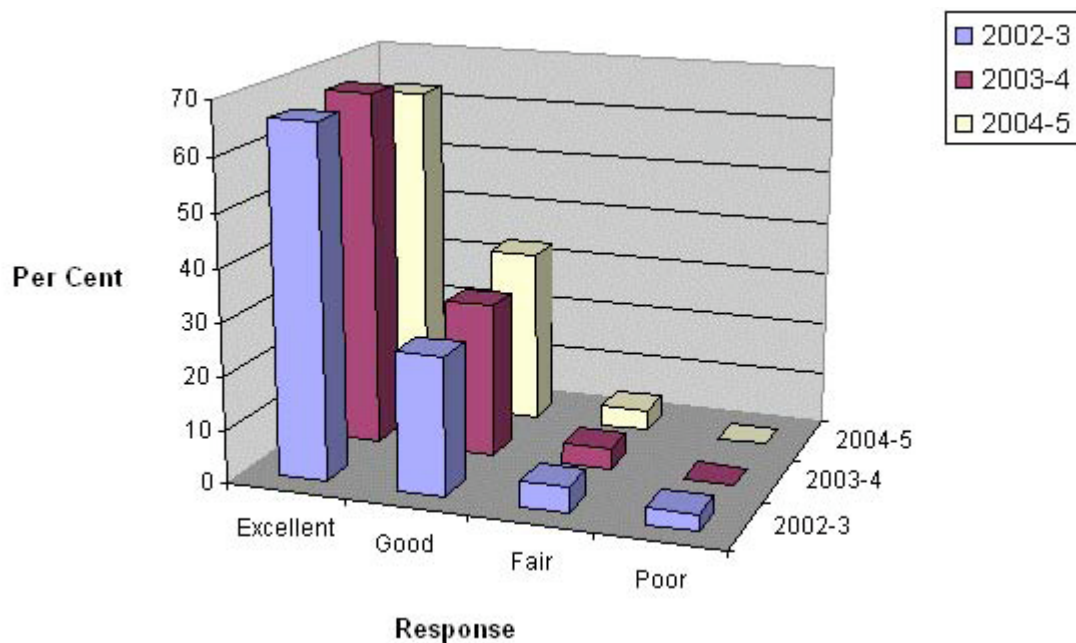
Table 13. How would you rate the quality of academic programs at WCC?

Response	2001-2		2002-3		2003-4		2004-5	
	N	%	N	%	N	%	N	%
Better than expected	-	-	16	46	35	71	26	53
About what expected	-	-	18	51	13	27	23	47
Worse than expected	-	-	1	3	1	2	0	0
Total	-	-	35	100	49	100	49	100

Figure 13. Quality of academic programs at WCC for liberal arts leavers.
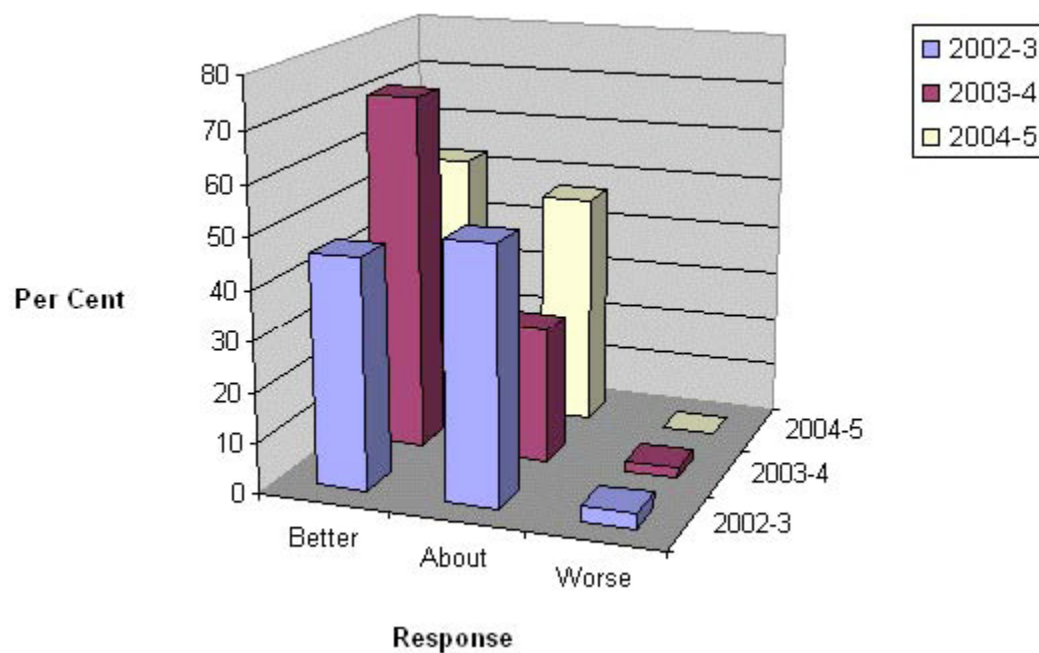
Table 14. How satisfied were you with the academic preparation you received?

Response	2001-2		2002-3		2003-4		2004-5	
	N	%	N	%	N	%	N	%
Very satisfied	-	-	15	43	24	49	29	59
Satisfied	-	-	19	54	23	47	19	39
Dissatisfied	-	-	0	0	0	0	1	2
Very dissatisfied	-	-	1	3	0	0	0	0
No Response	-	-	0	0	2	4	0	0
Total	-	-	35	100	49	100	49	100

Figure 14. Satisfaction with academic preparation for liberal arts leavers.

26
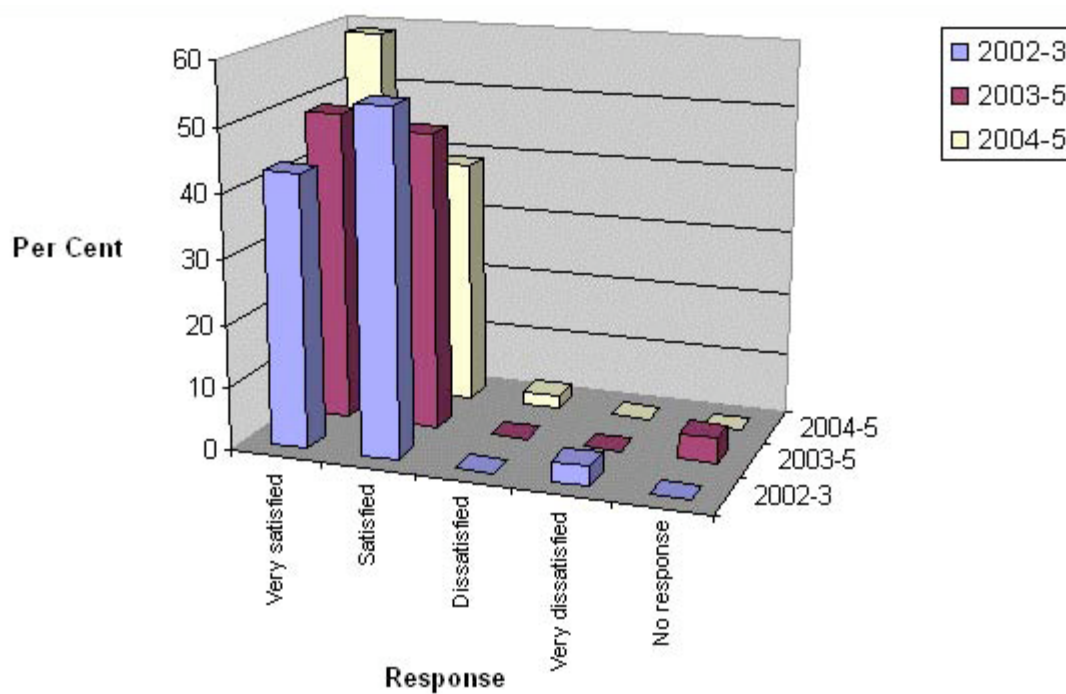
Student Learning Outcomes and Assessment

The College has made substantial progress in the development of student learning outcomes (SLOs) at various levels. By the end of Spring 2005, faculty had created program-level outcomes for all certificate programs. Outcomes for the Associate of Arts degree were also created at that time. These were updated and approved by the campus in Spring 2006. By the end of the 2005-2006 academic year, all units identified for review had student or service learning outcomes. Since Fall 2005, College faculty and support staff have directed their energy to converting all course objectives (which tend to be teacher-centered) into student learning outcomes (which tend to be student-learner centered). More than twenty faculty and staff members attended various assessment conferences and workshops from 2000 to 2005. The synergy of shared values, knowledge, and enthusiasm culminated in faculty setting a goal of creating student learning outcomes for every course on campus. In 2005-2006, the focus was on determining what our students should be able to "do," "think," or "value" by the end of a course.

By Summer 2006, approximately 80% of all courses on the Course Master List had student learning outcomes. Of those courses, 79% will have their student learning outcomes listed in the 2006-2007 Course Catalog. The remainder are at some level of review by faculty, department chairs, or the Institutional Effectiveness Committee. All proposals for new courses must include student learning outcomes.

The campus is at varying stages of assessing student learning outcomes. Assessment of the Associate of Arts degree started in 2000, using the six-step model by Nichols and Nichols. All graduation and foundation requirement courses for the AA degree were assessed at least once. Assessment of credit certificate programs has not begun, but faculty are developing assessment plans and will implement these plans by the end of Spring 2007. To this end, the Institutional Effectiveness Committee sponsored various workshops on assessment tools throughout the 2005-2006, academic year.

All assessment results are to be used to improve student learning and to measure achievement of student learning outcomes. These results are incorporated in reports at the course, academic department, program or certificate, and institutional levels. At the course level, the instructor will use assessment results to determine the degree of student achievement of course SLOs and to improve instruction. In December 2005, all academic programs and support units submitted either program reviews or annual assessment reports, which included assessments of student learning outcomes. The Strategic Planning Committee used these reports and made recommendations for spending to the Budget Committee, thereby ensuring decisions based on evidence and assessment.

Although the College has made timely and substantial progress with student learning outcomes, the work is not yet complete. The campus has set several goals for the coming year. By the end of the 2006-2007, all courses will have student learning outcomes. Course level assessment will have begun with at least 20% of department offerings completing a form of assessment. Course level student learning outcomes will be aligned with the AA degree outcomes, certificate program outcomes, and department outcomes. All certificate program outcomes and department outcomes will be aligned with AA degree student learning outcomes

Off Campus Sites and Centers / Distance Learning Efforts

Through cooperative agreements with other campuses in the community college system and the State of Hawai'i Department of Education (DOE), the Employment Training Center's occupational training programs are offered in facilities on the Honolulu Community College campus, at Kalaeloa (Barber's Point Naval Air Station), and at DOE Leeward District Schools.

The College offers a limited number of distance education classes. However, Windward Community College students are eligible to take any distance learning class offered by the University of Hawaii system. The College's primary modalities of instruction are online and videotaped classes offered via cable. Cable courses are taped at Leeward Community College and scheduled for delivery by the UH system. For ease of student access, all University of Hawai'i classes are listed in the Schedule of Courses for individual colleges and on the system e-learn site, http://www.hawaii.edu/uhcc.e-learn. All distance classes offered by the College are developed, implemented, and given the same rigor of assessment as on-site classes.

Information Regarding an External Independent Audit and Information Demonstrating Integrity in the Use of Federal Grant Monies

The seven community colleges in the UH system have never had independent annual external audits. Previous financial and compliance audits done by PricewaterhouseCoopers covered the entire University of Hawaii system but did not include any findings/recommendations specific to Windward Community College or any other community college in the system. In July 2005 the University of Hawai'i received guidance from the ACCJC regarding the level of financial audits required to adequately meet accreditation standards. This advice allows "the presentation of a combined balance sheet and income statement of the community college system as supplemental information in relation to the University's consolidated financial statements taken as a whole." The University will implement this policy and the effectiveness of the documentation provided by these procedures will be reviewed by the Commission and the UH Community Colleges after two years.

All funds of the College are recorded and managed within the Office of Administrative Services and the Business Office. Federal, state, and local student financial aid grants are recorded in separate funds, as required by law. The Financial Aid Office determines student aid eligibility. The Business Office generates and distributes the grant checks. Externally funded projects are managed separately by respective principal investigators. The Business Office charges the extramural grant accounts for employee and faculty reassigned time costs.

ABSTRACT OF THE REPORT

Institutional Commitments

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

The mission statement delineates the general educational commitments of the College, which is a liberal arts transfer institution, the home of the state's Employment Training Center (ETC), and a cultural center for the larger community. The goals of the institution are aligned with the goals of the University of Hawai'i community college system and the University of Hawai'i.

The mission provides for a diverse student population that includes recent high school graduates, returning students, and at-risk students. The mission statement also demonstrates the College's commitment to an open door policy. Various kinds of student learning are central to this mission including: excellence in the liberal arts, career training, skills development, personal enrichment, and increased global and cultural awareness.

All elements of the campus agree that the mission statement is consistent with the goals of the College. Faculty and staff are aware of the College's mission statement and consider it appropriately representative of the College's focus. In a survey of faculty and staff conducted in September and October 2005, 97% of faculty and 96% of staff respondents were aware of the mission statement, and when evaluating its adequacy in describing the College's function, 89% of faculty and 92% of staff respondents said it was either excellent or satisfactory. In a survey of students only 42% of 395 respondents were familiar with the mission statement. However, after reading the mission statement, 86% of the respondents said that it accurately described their experience at the College.

The mission statement is posted in many places on campus, is prominently displayed on the College Website, and will be printed in future editions of the Schedule of Courses. To increase student awareness beginning in Fall 2006, the mission statement is to be made part of all course outlines or syllabi.

The College mission statement guides the direction and emphasis of its programs and is central to its strategic planning and decision making process. Over the past three years, the College has established a formal, cyclical system of program review, strategic planning and resource allocation. This began with the creation of the Windward Community College Strategic Plan 2002-2010 which provides a blueprint for fulfilling the College's mission and achieving the College's goals. All programs and support units prepare annual assessments and five year comprehensive program reviews based on empirical data and the assessment of student learning outcomes. These are then used by the Strategic Planning Committee to update the College strategic plan and make recommendations

for the allocation of resources to the Budget Committee. The Budget Committee then prepares the operating budget and the legislative budget requests for the College. At all stages of this process the mission statement and strategic plan are the guiding documents. This process assures that the entire institution participates in reviewing performance and student learning outcomes.

As part of the preparation for this Self Study the College has established a policy for regular, systematic review of the mission statement. The review will take place every six years in the fourth year following a self study for accreditation, or earlier if the Strategic Planning Committee calls for an update.

Evaluation, Planning and Improvement

In Fall 2005 the College adopted three new policies to cover Program Review, Strategic Planning and Budget Development. These policies were drafted by the administration, circulated to all faculty and staff for discussion, comment, and input, and then revised and signed by the chancellor. These policies were then posted on the College Website and also became part of the Windward Community College Policy Manual. The policies are used to assess progress toward achieving the goals and mission of the College and to make decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation.

The cycle begins in November of each year with the submission of annual assessment reports which examine program and unit outcomes, create assessment plans, collect data, and implement plans using data. A Comprehensive Program Review or Unit Report is then written at the end of a five-year cycle. (In the first cycle, some programs do not have five years to report.) Using the annual assessment reports from previous years, this comprehensive report, written by the program administrator or support unit supervisor with the assistance of the IRO, includes all pertinent data and evaluation of the data on the basis of outcomes, resources, efficiency, and effectiveness of the program or unit. This report includes recommendations for resources and planning use. Annual Assessments and five year program Reviews are published on the College Website in December of each year. These assessments provide data for planning and budgeting decisions (4.4 Program Review Policy and Procedures). Salient to the empirical review is the collection, analysis, and use of evidence to ensure that students are receiving a high quality education and that the mission of the College is being met. This process provides data so the College can make informed decisions to improve student learning and to allocate resources prudently.

The Strategic Planning Committee uses the annual assessment reports and program reviews to update the Strategic Plan (4.2 Planning Policy). Each year, after updating, the revised Strategic Plan goes with department and unit requests to the Budget Committee. In February, the Budget Committee reviews department and unit requests in conjunction with the Strategic Plan, and drafts a recommended operating budget and a legislative budget request (4.3 Budget Development Policy). This process assures that College resources

are directed effectively to those programs that show demonstrated need. It assures our legislators, taxpayers, and tuition-paying students that the College makes optimum use of resources to provide quality education.

In May of 2006, after the College finished its first year of the cycle using these policies and procedures, all major stakeholders met to evaluate the process. There was agreement that the process was a valuable tool for allocating new resources or reallocating existing resources to ensure that student learning outcomes were being met.

In December 2005, a Technology Vision statement was approved by the Chancellor. The result of three years work, the statement provides a clear and precise picture of the use of technology on the campus and a planning framework to ensure the future adequacy of that technology. The Technology Vision is used by the Strategic Planning Committee to provide for technology needs across departments and units.

To provide quantitative and qualitative data to be used in evaluating the College, comprehensive institutional surveys of faculty, staff and students were conducted during the year. These covered all aspects of campus life and learning. The faculty and staff surveys were computer generated. The student survey was given in every English course from remedial to sophomore literature, which ensured a true cross section of credit students. The Employment Training Center chose one day, and every student who attended a class that day was given the survey. The results are posted on the College's Institutional Research Office Website and were used in the Self-Study to create planning agendas.

The College also surveyed all students at the end of the Spring 2006 semester as to their plans for the coming semester. This survey, created by the Dean of Instruction's office and counselors in the Student Services Office, will provide valuable data on where our students go when they leave and what they thought of their experience while they were here. The results of this survey are currently being tabulated and will be available at the beginning of the Fall 2006 semester. The survey results will be used by the counselors for student success and retention as they work with students who are returning.

The College now has policies and procedures in place to ensure that there is a continuous cycle of evaluation, planning, and improvement to ensure that student achievement and student learning is effectively accomplished.

Student Learning Outcomes

The commitment to quality education at the College is demonstrated by the development of Student Learning Outcomes within all programs and units at the college. All courses, programs, degrees and support units now have learning outcomes.

The process of formal assessment of instruction began in May 2000. Social Sciences faculty presented the document "AA Degree Assessment at Windward Community College: Some Considerations and Recommendations" to the College administration. An Assessment Committee was established and training began.

From the beginning the College administration provided financial support for implementing assessment by enabling campus personnel to receive training in assessment procedures. The College sent representatives from the Language Arts, Mathematics, Business and Humanities departments to the 2001 AAHE Assessment Conference in Colorado. In March 2002, the registrar and two faculty members attended the NCTLA Assessment Institute in Scottsdale, Arizona. In May 2002, the College sent ten representatives from faculty, staff and administration to the Pacific Planning, Assessment & Institutional Research Conference (Pac PAIR) in Honolulu, Hawaii.

In the credit curriculum area, the initial focus was on developing student learning outcomes and assessing student learning for the AA Degree General Education Foundation and Diversification requirements. Areas covered were: Written Communication, Writing Intensive (WI), Quantitative/Logical Reasoning, World Civilizations, Computer and Information Literacy (CIL) Skills, Social Sciences, Library Units, Oral Communications, Natural Sciences, and Performing Arts (Music and Theatre). The results of four years of work on these assessments are published in "Program Review: General Education Requirements of the Associate of Arts Degree for Academic Years 2001-2005," (pp. 10-12). As part of the process, changes were made in instructional methods and curriculum to improve instruction and student learning.

The Employment Training Center (ETC) which merged with the College in 2002 and offers non-credit programs, has been involved in program assessment for its entire existence. ETC has had school-wide Student Learning Outcomes in place for many years. To measure achievement of the desired SLOs, ETC uses competency ratings in Records of Training (ROT) documents. ETC uses a systematic, ongoing process of course analysis to assess all competencies, lessons, classroom exercises and activities against ETC goals. Worksheets designed to meet these purposes are in place and in use throughout ETC.

In Spring 2004, the assessment process was expanded to the non-instructional units and the Institutional Effectiveness Committee (IEC), initially called the Committee for Institutional Assessment in the Chancellor's memo, was created. Its role and scope

> *"is to plan and oversee an institutional schedule to ensure a systematic, comprehensive, and on-going assessment of the credit programs (liberal arts and certificate programs), non-credit programs (Employment Training Center vocational programs), and other identified units. Another function of the committee is to develop and sustain a culture of assessment throughout the institution and to provide, through workshops, presentations, and activities, the necessary training and skills for units to assess themselves."*

The IEC is the group that keeps Student Learning Outcomes and their assessment at the center of College dialogue. To promote teaching improvement, the IEC has developed and carried out numerous training sessions in assessment. At the Fall 2004 Faculty/Staff Convocation, the IEC conducted a workshop on department student learning outcomes, at which each department developed a preliminary set of goals. These department outcomes were displayed during a celebration to mark campus progress in Fall 2005.
Within departments, faculty worked on individual course learning outcomes and their alignment with departmental outcomes. By Spring 2006, there was alignment of student learning outcomes from individual courses through departmental student learning outcomes, to the AA degree Student Learning Outcomes, and to the Mission, Vision, and Core Values of the College.

The IEC has also worked with support units on the assessment process. On Convocation Day, August 15, 2005, faculty and staff were divided into small groups with a mix of credit faculty, ETC faculty, staff, and administrators. These groups were assigned the task of creating student learning outcomes for a program, an Academic Subject Certificate, or a support unit, with one group assigned to create a list of Institutional Outcomes for the College. These became the basis of student learning outcomes and assessment for support units.

During Spring 2006, the IEC conducted four workshops for credit and non-credit faculty on different tools for assessment: Rubrics, Knowledge Surveys, Classroom Assessment Techniques, and the Portfolio. In addition, on March 3, a non-instructional day, the faculty activity was a day-long workshop with Ruth Stiehl on assessing student learning outcomes. Another day-long workshop was held on March 28, during spring break, on the subject of Planning Classroom Assessment Tasks. The workshops were well attended by credit and non-credit faculty.

The College has two separate student services divisions, one serving credit students and the other for non-credit students in ETC programs. These divisions provide direct support for student learning outcomes. Counselors for credit students provide program and career counseling. Within the past year the College has added counselors for student success, student retention and for students with disabilities. Three federally funded TRIO Student Support Services programs provide help for specific target audiences. The Learning Center administers the COMPASS placement test to ensure students enroll in appropriate math and English courses. The questionnaire which accompanies this test also helps identify students who may qualify for special student services.

All credit student support services are conveniently located and available to students during the day on the Kaneohe campus. On-line registration is available to students. The College Website provides information on hours for campus security, student activities, Library hours, and computer labs. Counseling is provided in the evening by appointment.

In the non-credit area, ETC Student Services provides support to student learning by administering the Test of Adult Basic Education (TABE) to all ETC students. This test is used to assure appropriate placement and completion of vocational training programs. ETC counselors are assigned to specific programs. They provide admissions counseling; assessment; career, academic and personal counseling; self-development workshops and seminars; and internships and job placement services.

The College also began a review of its Master Course List in Fall 2005. Each department was asked to identify courses that had not been taught for ten years and to decide whether to delete the courses or to offer them again. Departments were also able to reinstate courses missing from the list. All departments completed this review. Once this review was finished departments were tasked with compiling a list of the student learning outcomes for each course that remained on the master list. By the end of Spring 2006 over 79% of courses listed in the Windward Course Catalog had printed student learning outcomes

The College has done an excellent job of establishing and assessing Student Learning Outcomes. There has been ongoing dialogue about assessment over the past five years. The College is committed to continual assessment as a means of providing the highest quality education to students. The instructional faculty and administration are actively involved in on-going assessment.

Organization

The efforts of the College in developing Student Learning Outcomes and undertaking Program Review described above have created a structure to ensure progress in these areas and to communicate that progress to the campus and the wider community. Student Learning Outcomes appear in the College course catalog and will be required on all course outlines or syllabi starting in Fall 2006. Annual assessments or Program Reviews are published on the College Website for all programs and support units. This effort has also enabled the College to evaluate the effectiveness of its programs and take corrective action where necessary.

The College has accomplished most of this work by establishing new committees – Institutional Effectiveness, Strategic Planning, and Budget – using existing staff and resources. However, the Hawai‘i State Legislature has recognized the importance of quality program review to ensure student learning outcomes are being met, and this past legislative session it allocated money for program review specialists at the community college level. The College is currently advertising for that position. The College is also using its Title III Grant to add staff to the Institutional Research Office so that sufficient data will be available for meaningful program review.

The College has the organizational means in place to identify and make public the learning outcomes it expects, to evaluate the effectiveness of programs in producing those outcomes, and to make improvements to those programs when necessary.

Dialogue

A word frequently used by students, employees of the College and the public to describe Windward Community College is the Hawaiian word 'ohana. 'Ohana means family or extended family, and because of the College's relatively small size and "laid back" atmosphere it is a term that fits the campus.

Dialogue can take many forms within an 'ohana and at the College the most frequent form is talking face to face. The size of the staff allows all employees to meet at the same time and this happens at least three times a year. In the fall and spring during the week before classes start, all full-time and half-time employees attend Convocation. This is an informational meeting and forum where major issues facing the campus are discussed. The third occasion is the first Friday in March, by tradition a non-instructional day, and a time for professional and staff development activities.

Participation on committees provides a second venue for dialogue. Since the last accreditation self-study, the College has formalized its procedures for councils and committees to ensure broad participation and subsequent communication of committee actions. A list of current members of all committees is posted every October on the College Website and openings on committees are publicized. Major committees such as Staff Development, Credit Curriculum and Academic Affairs Committee, Strategic Planning Committee, Budget Committee, Institutional Effectiveness Committee, and the Enrollment Management Committee have representatives from all academic units. There are seats for students on important committees, Strategic Planning and Budget being two examples, although these are sometimes hard to fill because of student time constraints. Every committee is to file its minutes with the administrator responsible for that committee, and increasingly minutes are being sent to all faculty and staff through email.

The Institutional Effectiveness Committee (IEC) has been an exceptional catalyst for dialogue. The committee, with support of the administration, has sponsored well attended academic planning sessions, speakers, workshops, and poster sessions. The committee uses the College listserv in order to assure broad based input and to keep all faculty and staff informed of committee decisions, upcoming meetings, workshops and events.

The program review cycle provides another excellent forum for dialogue focused on student achievement and student learning. All programs and support units are required to prepare annual assessments or program reviews. As noted earlier these are used for planning and budget purposes, but they also are posted on the College Website and provide qualitative and quantitative information about the health of the programs and how they are meeting student needs.

Institutional surveys of faculty staff and students provide reliable information on how the College is meeting the needs of everyone on campus. The results of these surveys are available on the College Website. The Student Retention Survey conducted in May 2006 asked open ended questions about how the College was meeting student needs and also

what needs students felt were not being addressed. The results of this survey will be used by counselors to help individual students and by the College as it plans for the future.

A final major avenue for self-reflective dialogue was this accreditation Self-Study. It has helped the Windward 'ohana to identify its strengths and weaknesses and develop a planning agenda to address the weaknesses.

Institutional Integrity

College publications such as the Catalog, Schedule of Classes, and the College Website are presented clearly, accurately, and consistently to the College's personnel, prospective and current students and the general public. Other representations of the College in newspaper ads, course brochures and flyers, and at public college fairs are checked for accuracy.

All College publications must be reviewed by the marketing director before distribution to assure that they meet the College standards of integrity and quality.

Clear and complete information about degrees and certificates is available in the Windward Course Catalog and is also posted electronically. Program and certificate requirement check lists are available through the academic counselors to assure that students are able to complete programs, and students are advised by their academic counselors as to what they must do to complete their programs.

The Faculty Senate Council, Dean of Instruction, Dean of Student Services, and the Director of Administrative Services regularly review institutional policies to ensure their integrity. They also ensure that the catalog, Schedule of Classes, College Website, and other representations of the College accurately reflect these policies.

In the noncredit area, ETC and CCE catalogs and links on the College Website provide clear, accurate information about educational courses, programs, and transfer policies and describe program purpose, content, requirements, and outcomes. Administration, faculty, and staff all participate in generating and organizing information for ETC catalogs. Orientation by counselors before registration and by faculty on the first day of instruction provide additional dialogue and clarification regarding programs, policies, competencies, objectives, student conduct, requirements, and outcomes.

Course outlines are required for every course offered for credit and criteria for evaluating achievement of a course's stated learning outcomes are clearly stated in the course outline. The College uses the Carnegie unit formula in awarding credits for these courses, and information relative to awarding academic credit is published in the College catalog. In the noncredit area, ETC programs and some CCE programs award contact hours rather than credits. Carnegie units are used to calculate conversion into credits consistent with generally accepted norms or equivalencies.

The College compiles an annual affirmative action plan which reports the number of faculty, staff, and administrators; the number of applicants, new hires, terminations, and promotions, and then categorizes them by gender and ethnicity. The EEO/AA officer oversees recruitment practices and monitors the screening, interviewing, and selection process. For positions where female or Asian/Pacific Islanders are under-represented, an extended recruitment period is allowed and notices are sent to community groups. With the online system established in Fall 2005 to track applicants and their ethnicity, messages are sent electronically to the applicants inviting them to disclose their gender and ethnicity with a guarantee of confidentiality.

As an open enrollment institution the College has a student body which reflects the diversity of the community it serves. However, to ensure all groups have educational access the College participates in federal TRIO Student Support Services programs that target ethnic minorities, first generation college students, and the underprivileged.

The College adheres to policies regarding Academic Freedom as stated in the *2003-2009 University of Hawaii Professional Assembly (UHPA) and the University of Hawaii Board of Regents (UH BOR) Agreement*. Academic Freedom is also covered in University of Hawai'i Community Colleges Policy (UHCCP) #5.211, July 2006 – *Statement of Professional Ethics (Faculty)*. The introductory paragraph of the College's Student Conduct Code sums up the College's attitude toward academic freedom for students and faculty with the following statement: "The purpose of the University of Hawai'i is to pursue knowledge through teaching, learning and research in the atmosphere of physical and intellectual freedom."

To complement its policies on academic freedom the College has established clear expectations concerning student academic honesty. The College catalog contains the Board of Regents of the University of Hawaii policy regarding impermissible behavior, and the disciplinary procedures established by the College for any violations. The process for handling accusations of academic dishonesty is described in the procedures for *Handling Impermissible Behavior and the Academic Grievance Procedures*. Alleged violations of the standards of academic honesty are reviewed by the Student Conduct Committee, the composition of which is described in the Student Conduct Code. Those found guilty by this committee "…may be (subject to) expulsion from the University."
It is notable that no accusations of academic dishonesty have gone to the level of requiring the formation of a Student Conduct Committee since the last Accreditation Self-Study. The noncredit programs also maintain high standards of academic honesty. Descriptions of academic dishonesty and its consequences are published in the ETC Program Catalog.

Institutional integrity is a hallmark of the College. Its long history of exemplary inter-action among administrators, faculty, staff, and students was confirmed by the positive results of surveys done in Fall 2005.

Windward Community College is a "community" college in the true sense of the word. It provides quality education for its students and serves as a meeting place and cultural center for the community it serves.

Planning for the future.

From its beginning thirty-three years ago, the College has been a "community" college in the true sense of the word. It has provided quality education for two generations of students and has served as a meeting place and cultural center for the wider community that it serves. Carrying out the planning agenda created by the writing of this Self Study will ensure that the College remains a vital center for the Windward Oahu community in the years to come.

ORGANIZATION FOR THE SELF STUDY

Steering Committee for the Accreditation Self Study

Paul Field, Professor, History, Accreditation Liaison Officer, Chair
Jean Shibuya, Professor, English, Editor
Linka Corbin-Mullikin, Dean of Instruction
Leslie Lyum, Associate Professor, Coordinator, Employment Training Center TLC
Jeff Hunt, Institutional Research Officer
Kim Kiyono, Secretary to the Dean of Instruction
Chelsea Moritomo, Student

Standard Chairs and Committee Members

Standard I – Institutional Mission and Effectiveness
Janice Nuckols, Professor, History, Chair

Standard I.A – Mission
Ben Moffat, Professor, Drama, Chair
K. C. Collins, Director of Development
Snowden Hodges, Professor, Art
Liko Hoe, Instructor, Hawaiian Studies
Paul Nash, Professor, Art
Val Pedro, Secretary to Director of ETC

Standard I.B – Improving Institutional Effectiveness
Patricia Chong, Professor, Counselor, Chair
Jo Ellen Cerny, Instructor, ETC
Steven Chigawa, Financial Aid Officer
Jan Lindsey, Instructor, Special Student Services
Elaine Manuel, Clerk
Toni Martin, Professor, Art
Frank Mattos, Professor, English
Gloria Falstrom, Associate Professor, Music
Beatrice Rodriguez, Retention Specialist

Standard II – Student Learning Programs and Services
Jean Okumura, Professor, Mathematics, Chair

Standard II.A – Instructional Programs
Clayton Akatsuka, Professor, Mathematics, Co-Chair
Mari Nakamura, Instructor, Esential Skills and Integrated Academics, Co-Chair
Margaret Coberly, Instructor, Psychology
Momi Dierks, Education/Academic Support Specialist
Kathleen French, Instructor, Sociology

Phil Hagstrom, Professor, History (Retired)
Jean Hanna, Assistant Professor, Japanese (Retired)
Ellen Ishida-Babineau, Professor, Language Arts
Lokelani Kenolio, Instructor, Counselor, Student Services
Dave Krupp, Professor, Biology
Weiling Landers, Associate Professor, Mathematics
Susan Lee, Marketing and Public Relations Officer
Leslie Opulauoho, Counselor/Student Life Coordinator
Frank Palacat, Instructor, Psychology
Karen Quimoyog, Instructor, Food Preparation/Facilities
Mary Bass Segura, Instructor, TLC
Laurie Tomchak, Lecturer, Spanish and Linguistics
Emi Troeger, Professor, OAT
Inga White, Associate Professor, Botany and Microbiology

Standard II.B – Student Support Services
Russell Chan, Registrar, Co-Chair
Heipua Kaopua, Professor, Counselor, Co-Chair
Christine Akiona, Clerk-Typist
Nancy Heu, Professor, Interim Assistant Dean Academic Support
Sarah Hodell, Counselor
Dayna Lynn Isa, Clerk-Typist
Winston Kong, Assistant Professor, Counselor
Dolly Malla, Clerk
Ryan Perreira, Counselor, Food Prep
Alan Ragains, Professor, Communications

Standard II.C – Library and Learning Support Services
Diane Goo, Assistant Professor OAT, Co-Chair
Michael Tom, Academic Computing Coordinator, Co-Chair
Teri Betker, Assistant Professor, TLC (Retired)
Kalani Meinecke, Assistant Professor, Hawaiian Language and Culture
Tara Severns, Assistant Professor, Public Services Librarian
Colleen Watanabe, Clerk-Steno, Trades
Faye Watanabe, Circulation Manager, Library

Standard III – Resources
Jan Fouts, Program Coordinator, ETC, Co-Chair
Marvin Yoshida, Professor, Accounting, Co-Chair

Standard III.A – Human Resources
Ellen Nagaue, Professor, OAT, Co-Chair
Karen Cho, Personnel Officer, Co-Chair
Robert Bachini, Counselor
Avelina Corpuz, Janitor, Operation and Maintenance
Ana Liza Pita, Clerk

Standard III.B – Physical Resources
Evelyn Sugihara, Professor, Office Skills, Business Technology, Chair
Tom Doi, Counselor, ETC Student Services
Mark Hamasaki, Professor, Art
Steven Nakasone, Director, Administrative Services
Tom Holowach, Theater Manager

Standard III.C – Technology Resources
Peggy Regentine, Professor, ICS, Chair
Michael Bowles, Electronic Techician
Jim Johnson, Computer Specialist
Jerry Levinson, Manager, The Learning Center
Elizabeth Ratliff, Assistant Professor, Media Specialist
Bryan Tokuda, IT Specialist

Standard III.D – Financial Resources
Leticia Colmenares, Assistant Professor, Chemistry, Chair
Steven Nakasone, Director Administrative Services, Co-Chair
Robert Barclay, Instructor, English
Ron Loo, Professor, Music and Philosophy
Gertrude Miyaji, Library Assistant
Sandy Okazaki, Director Vocational and Community Education (Retired)
Dave Ringuette, Professor, Agriculture

Standard IV – Leadership and Governance
Elizabeth Young, Professor, Journalism, English, Chair

Standard IV.A – Decision-Making Roles and Processes
Joe Ciotti, Professor, Physics/Astronomy, Mathematics, Chair
Elizabeth Ashley, Professor, Acting Assistant Dean
Kay Beach, Professor, OAT
Paul Briggs, Instructor, Economics
Gerri Kabei, Professor, Coordinator, Community and Continuing Education
Aileen Salvador, Clerk-Typist, Admissions and Records
Kahea Tani, Secretary

Standard IV.B – Board and Administrative Organization
Roy Fujimoto, Professor, Political Science, Chair
Pamela DaGrossa, Instructor, Anthropology
Toshi Ikagawa, Instructor, Geography
Lara Kong, Secretary, Instruction
Genny Mero, Library Technician
Mary Segura, Instructor, TLC
Charles Whitten, Dean of Student Services

Timeline for Accreditation Tasks

Spring 2004	Fall 2004	Spring 2005	Fall 2005	Spring 2006	Fall 2006
Selection of standard chairs and sub-chairs.	Standard chairs assign tasks to members.	Continue gathering and selecting data for standards.	Surveys to be given in August. Results ready by October.	Final revision of document by subcommittees.	Final Self-Study written report due in late August.
Assign committee members and identify programs, goals, objectives, and evidence for standards.	Gather and select data for standards.	Write rough drafts of standards. Due in May.	Write second draft of standards including appraisal and planning sections. Due December 1.	All Evidence to be collected and filed.	Accreditation visit in October.
			Prolog Items Due.		
		Summer 2005	Xmas Break 2005	Summer 2006	
		Steering Committee will review drafts over the summer.	Steering Committee will review drafts over Christmas break.	Editor and Media to work on document over Summer.	
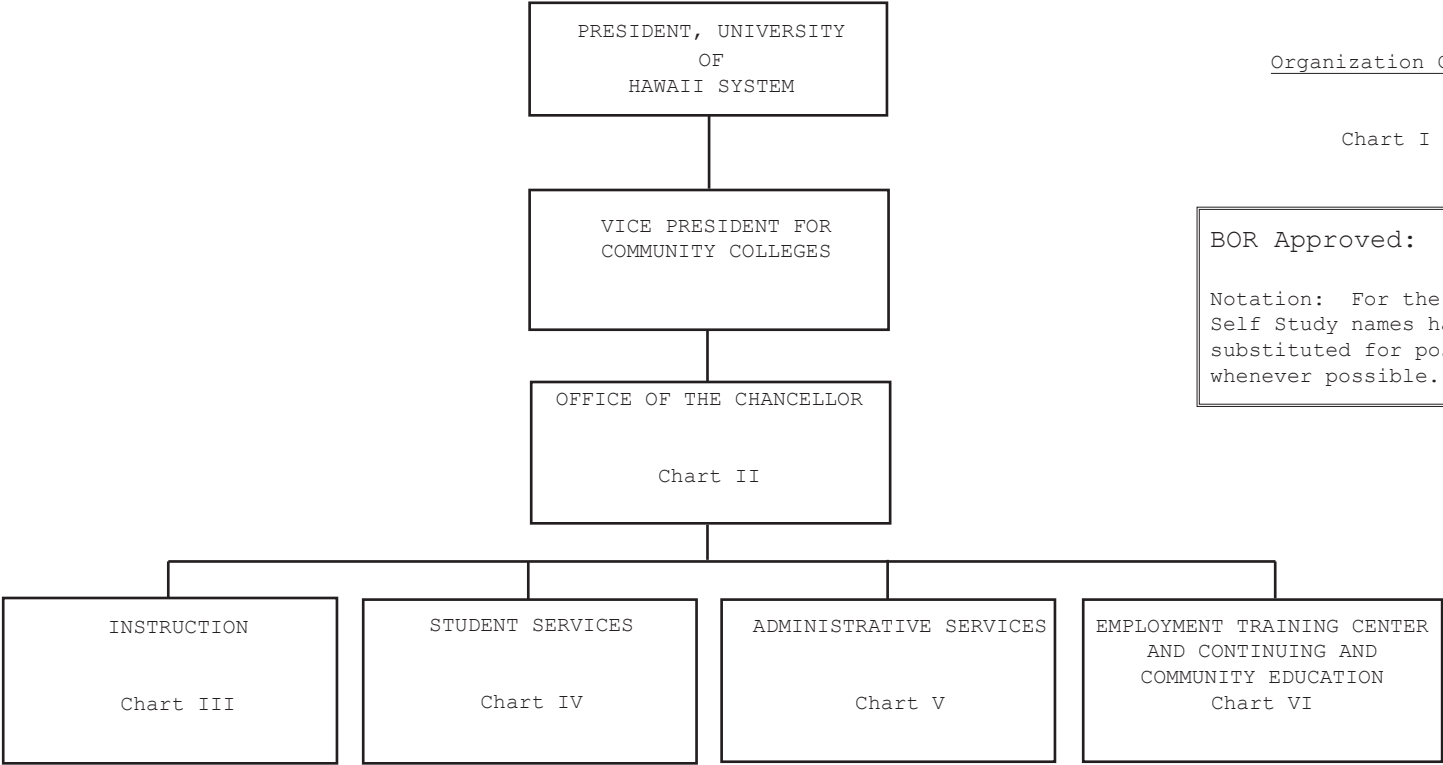
46

ORGANIZATION OF THE INSTITUTION

STATE OF HAWAII
UNIVERSITY OF HAWAII
COMMUNITY COLLEGES
WINDWARD COMMUNITY COLLEGE

Organization Chart

Chart I

```
┌─────────────────────────────┐
│   PRESIDENT, UNIVERSITY      │
│            OF               │
│      HAWAII SYSTEM          │
└─────────────────────────────┘
              │
┌─────────────────────────────┐
│    VICE PRESIDENT FOR       │
│    COMMUNITY COLLEGES       │
└─────────────────────────────┘
              │
┌─────────────────────────────┐
│   OFFICE OF THE CHANCELLOR   │
│                             │
│         Chart II            │
└─────────────────────────────┘
```

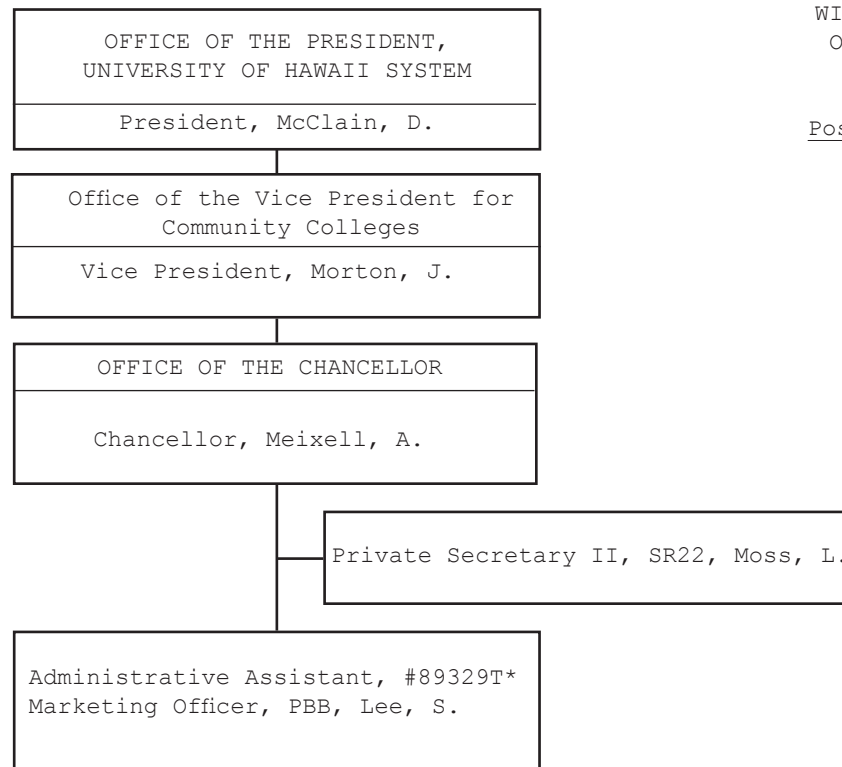| INSTRUCTION	STUDENT SERVICES	ADMINISTRATIVE SERVICES	EMPLOYMENT TRAINING CENTER AND CONTINUING AND COMMUNITY EDUCATION
Chart III	Chart IV	Chart V	Chart VI

BOR Approved: July 1, 2005

Notation: For the purposes of the Self Study names have been substituted for position numbers whenever possible.

	Perm	Temp
General Fund	127.50	8.00
(B) Special Funds	8.00	0.00

Position Organization Chart

Chart II

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┌─────────────────────────────────────┐
│   OFFICE OF THE PRESIDENT,           │
│   UNIVERSITY OF HAWAII SYSTEM        │
├─────────────────────────────────────┤
│      President, McClain, D.          │
└─────────────────────────────────────┘
                 │
┌─────────────────────────────────────┐
│  Office of the Vice President for    │
│        Community Colleges            │
├─────────────────────────────────────┤
│    Vice President, Morton, J.        │
└─────────────────────────────────────┘
                 │
┌─────────────────────────────────────┐
│       OFFICE OF THE CHANCELLOR       │
├─────────────────────────────────────┤
│      Chancellor, Meixell, A.         │
└─────────────────────────────────────┘
                 │
                 │    ┌──────────────────────────────────────┐
                 ├────│ Private Secretary II, SR22, Moss, L. │
                 │    └──────────────────────────────────────┘
                 │
┌─────────────────────────────────────┐
│  Administrative Assistant, #89329T*  │
│  Marketing Officer, PBB, Lee, S.     │
└─────────────────────────────────────┘
```

Excluded from position count this chart
*Temporary Position
+Position description to be redescribed

	Perm	Temp
General Fund	3.00	1.00

48

Position Organization Chart

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OFFICE OF THE CHANCELLOR
Chancellor"
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INSTRUCTION
Dean of Instruction, Mullikin, L.
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Secretary II, SR14, Kiyono, K.
  Clerk Typist II, SRO8, Mattos, E.
```

Division I

Educational & Academic Support Spec, PBA, Levinson, J.
IT Specialist, PBA, 96703F$
Faculty (27.50)

General Education:		
Shibuya, J.,	Barclay, R.,
#82519,	Landers, W.,
#82804,	#82863,
Hagstrom, P.,	Okumura, J.,
Ragains, A.,	Hodges, S.,
Loo, R.,	Falstrom, G.,
Nuckols, J.,	Hamasaki, M.,
#84395,	Nikolaychuk, A.
Mattos, F.,	Nash, P.,
Young, E.,	Moffat, B.,
Ishida-Babineau, E.,	Tom, M.,
Field, P.,	Martin, A.,
Meinecke, F.,	Akatsuka, C.,
#86672(.50), 96707F$	

Division II

Assistant Dean, Ashley, E.
   Secretary I, SR12, Kong, L.
   Educational Specialist, PBB, Dierks, L.
   Educational Specialist, PBA, Moulden, H.

Faculty (16.00)

General Education:	Briggs, P.,	French, K.,
	Fujimoto, R.,	Krupp, D.,
	Hunt, J.,	White, I.,
	Palacat, F.,	McCoy, F.,
	Colmenares, L.,	Ciotti, J.,
	DaGrossa, P.,	Ikagawa, T.
Vocational Educ.:	Troeger, E.,	Regentine, P.,
	Yoshida, M.,	Ringuette, D.

Library

Faculty (Librarian, 3.00), Heu, N., Severns, T.,
#86614
   Library Technician V, SR11, Mero, G., Kinoshita, G.
     Library Assistant IV, SRO9, Miyaji, G.

Media Production Center

Faculty, Ratliff, E.
   Electronic Technician, P09, Bowles, M.
Clerk-Typist III, SR1O, Keene, F.

" Excluded from position count this chart
$ Positions pending establishment

Perm
General Fund 61.50

Position Organization Chart

Chart IV

50

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                    ┌─────────────────────────────────┐
                    │     OFFICE OF THE CHANCELLOR     │
                    ├─────────────────────────────────┤
                    │          Chancellor"             │
                    └─────────────────────────────────┘
                    ┌─────────────────────────────────┐
                    │        STUDENT SERVICES          │
                    ├─────────────────────────────────┤
                    │ Dean of Student Services, Whitten, C. │
                    └─────────────────────────────────┘
                           ┌─────────────────────────────────┐
                           │ Secretary II, SR14, Kurosaki, T. │
                           │ Clerk-Typist II, SRO8, Akiona, C.│
                           └─────────────────────────────────┘
```

Admissions and Records	Guidance and Counseling	Financial Aid	Special Student Services
Student Services Specialist, PBB, Chan, R. Clerk-Typist III, SR1O, Salvador, A. Clerk-Typist II, SRO8, Puu, K.	Faculty (Counselors, 7.00), Hodell, S., Chong, P., #84531, Kong, W., Opulauoho, L., 96704F$, 96705F$	Student Services Specialist, PBB, Chigawa, S. Clerk-Typist III, SR1O, Isa, D. Student Svc Sp, PBA, 96706F$	

" Excluded from position count this chart
$ Positions pending establishment.

	Perm
General Fund	16.00

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

Position Organization Chart
Chart V

OFFICE OF THE CHANCELLOR
Chancellor[1]

ADMINISTRATIVE SERVICES
Director of Administrative Services, Nakasone, S.

Secretary II, SR14, Yamamoto, E.

Business Office
Administrative Officer, PBB, Inafuku, D.
Account Clerk IV, SR13, Hokama, I. F(B)
Account Clerk IV, SR13, #23883+
Clerk III, SRO8, Simao, J.
Clerk V, SRl2, Shapiro, K
Cashier I, SR1O, #43310

Human Resources
Personnel Officer, PBB, Cho, K
Personnel Officer, PBA, #77798

Computing & Data Processing
IT Specialist, PBB, Masuno, S.

Operations & Maintenance
General Maintenance & Services Supervisor I, SR18, Chang, X.
Building Maintenance Worker I, BCO9, Mccumber, J.
General Laborer II, BCO3, Gamayo, F.
Groundskeeper I, BCO2, (2.00), Chang, I., 93201F$
General Service/Mtnce Worker (Groundskeeper), BCO2. Okubo, A.
Janitor III, WS02, Corpuz, A.
Janitor II, BCO2, (8.00), Crowley, C., Solatorio, L. , Lum, T., Antonio, C.,
Teruya, D., Tom, M., Bruno, E., Pulawa, S. (.50), #900104 (.50)

[1] Excluded from position count this chart
+ Position description to be redescribed.
$ Positions pending establishment.

	Perm
General Fund	25.00
(B) Special Funds	1.00

CHART VI

52

OFFICE OF THE CHANCELLOR
Chancellor'

EMPLOYMENT TRAINING CENTER AND CONTINUING AND COMMUNITY EDUCATION

Director of Vocational & Community Education, Okazaki, S.
Secretary II, SR14, Pedro, V.,+
Director of Continuing Education and Training, #89207+
Secretary II, SR14, #31480+

Employment Training Center - Instructional Services

Program Coordinators**
  Clerk Stenographer II, SRO9, Watanabe, C.***
  Clerk Typist II, SRO8, Pita, A. (B)***
  Educational Assistant I, SRO6, Ah Nee, D.*   ***
  Faculty (18.00)
    Frost. D., Nazarro, D., O'Brien, J., Beach, K., Lyum,
    L., #86760, Segura, M., NaGaue, E., Nakamura, M.,
    Kabei, G., #84744 (B) , Betker, T.(B) , Goo, D. (B),
    #84747(B), #84757(B), Fouts, J. (T*),Uyetake, J. (T*),
    Monroy, L. (T*)

Employment Training Center - Student Services

Coordinator**
  Clerk Typist II, SRO8, Antonio, C.(B)
  Faculty (5.00)
    Doi, T. Kaopua, H. ,#87396, Loo, E.(T*),
    Shinsator, L.(T*)
  Student Services Specialist, PBB, #Imai, G.
  Clerk Typist II, SRO8, Malla, D.*

Continuing and Community Education

Faculty, #84609
Electronics Tech, PBA, 96700F$ (.50)
Electronics Tech, PBA, 96701F$ (.50)
Theater Manager, PBA, 96702F$

' Positions excluded from this chart
* Temporary
** Coordinators appointed from faculty positions within the unit.
*** Clerical staff report to specific Pgm Coords as reflected in
position descriptions.
+ Positions to be redescribed
$ Positions pending establishment

	Perm	Temp
General Fund	22.00	7.00
(B) Special Funds	7.00	

Certification of Continued Compliance with Eligibility Requirements

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

**From: Windward Community College
45-720 Kea`ahala Road
Kane`ohe, HI 96744**

We certify that Windward Community College is in compliance with all eligibility requirements for accreditation with the Accrediting Commission for Community and Junior Colleges and the Western Association of Schools and Colleges.

Signed _____   7/26/06
       Dr. Angela Meixell   Chancellor Windward Community College   Date

_____   8/24/06
       Dr. John Morton   Interim Vice President for   Date
                                  Community Colleges

_____   8/24/06
       Dr. David McClain   President, University of Hawai`i   Date

_____   8-24-06
       Ms. Kitty Lagareta   Chair, Board of Regents   Date

CERTIFICATION OF CONTINUED COMPLIANCE WITH ELIGIBILITY REQUIREMENTS

1. Authority

Windward Community College, in its thirty-fourth year of service, is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges (ACCJC), and recognized as an accredited two-year community college by the University of Hawaii, the University of Hawaii System, the United States Department of Education, and the Veterans' Administration.

On January 18, 2002, the Board of Regents (BOR) of the University of Hawai'i approved the administrative consolidation of two community college system units, the University of Hawai'i Employment Training Center (ETC) and the University of Hawai'i Windward Community College (WCC). This action was approved by the ACCJC in June 2004 after a substantive change report was submitted. (See Substantive Change Report to the Western Association of Schools and Colleges Submitted to the Accrediting Commission for Community and Junior Colleges, January 2004, which can be found at http://www.wcc.hawaii.edu/faculty.htm under "Administrative Information--Accreditation & Assessment at WCC" and http://www.hawaii.edu/offices/bor/regular/minute/20020118.regular.html.)

The Employment Training Center had been under the accrediting jurisdiction of the Western Association of Schools and College's Commission on Schools (WASC). With the consolidation, the College has incorporated the review of the Employment Training Center as part of the Windward Community College reaccreditation Self Study due to the ACCJC in 2006.

2. Mission

The College's mission clearly defines its role as a degree-granting institution dedicated to providing higher education opportunities for local residents in a student-centered framework. The mission statement is periodically reviewed by the college community and approved by the BOR. When it became evident that the Employment Training Center would become part of the College, and in response to a recommendation from the 2000 visiting team, a new mission statement was developed to reflect this change. This mission statement, which was approved in April 2004 by the BOR, is published in the College catalog, on the homepage at http://www.wcc.hawaii.edu/, and is posted at various campus sites. It states:

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

Within the broader mission of the College, the Employment Training Center (ETC) has its own mission statement reflecting its vocational focus:

> The mission of the Employment Training Center is to serve the community by providing short-term, career focused education and training in a flexible, learner-centered and supportive environment.

This mission statement is published in the ETC catalog and on its Web page at http://Etc.wcc.hawaii.edu/.

3. Governing Board

A Board of Regents (BOR) appointed by the Governor of Hawaii governs all seven community colleges in the University of Hawaii system. It manages and controls the affairs of the system and is responsible for the successful operation and achievement of the university's purposes as prescribed in the Hawaii Revised Statutes Chapter 304-3. The Board of Regents also serves as the State Board for Career and Technical Education. The policies and bylaws under which it operates can be found at http://www.hawaii.edu/offices/bor/policy/index.html.

The Board of Regents is composed of 12 members appointed to staggered four-year terms. Regents serve as volunteers under guidelines set forth in the Hawai'i Revised Statutes 84-14 and H.B. No. 932 <http://www.capitol.hawaii.gov/session2003/Bills/HB932_.html>. Biographies of the current BOR members are available at http://www.hawaii.edu/admin/regents/index.php.

4. Chief Executive Officer

Dr. Angela Meixell was appointed Chancellor, the chief executive officer, of the College in 2002. Prior to her official appointment, she served two years as interim provost. Her primary responsibility is to provide leadership to the College in carrying out its mission. Her biography can be found at http://www.hawaii.edu/admin/chancellors/windward.html.

5. Administrative Capacity

The College's administrative staff consists of one executive, the Chancellor, and six management personnel: Director of Administrative Affairs, Director of Community and Vocational Education, Dean of Instruction, Assistant Dean of Instruction, a temporary half-time Assistant Dean of Instruction whose purview is Academic Support, and Dean of Student Services. The College maintains an administrative structure tailored to its mission and conducive to an effective learning environment. All administrators and managers possess appropriate qualifications, training, and experience.

6. Operational Status

Approximately 1,800 students are enrolled in credit classes at the College and another 1,800 students are in short-term vocational classes offered by ETC. Students attend for a variety of reasons, including transfer, degree and certificate attainment, skill building, and preparation for a vocation.

7. Degrees

Credit courses at the College can lead to an Associate in Arts Degree, Certificates of Completion in Agricultural Technology, or Academic Subject Certificates in six areas. These courses also offer preparation for transfer to a four-year university or college. ETC offers Certificates of Professional Development with individualized records of training in eight major program areas. For the Auto body Repair and Maintenance program that is articulated with Honolulu Community College, ETC offers a Certificate of Competency.

8. Educational Programs

The College's liberal arts degree program is consistent with its mission. The Credit Curriculum Committee (CCAAC), a standing committee of the Faculty Senate, ensures the programs and courses are of appropriate content and length, and that they are conducted at levels of quality and rigor appropriate to an A.A. degree. Articulation agreements within the University of Hawaiʻi system ensure the transferability of courses offered.

The College provides program and course information in the Windward Course Catalog. Course outlines present the objectives and student learning outcomes. In Fall 2005, the Institutional Effectiveness Committee (IEC) worked with faculty to develop program and course student learning outcomes (SLOs). Seventy-nine per cent of the courses listed in the catalog now have SLOs and all courses offered in Fall 2006 will include SLOs as part of their course outline or syllabus.

9. Academic Credit

The College uses the Carnegie unit formula in awarding credits. For semester length classes, one unit of credit is awarded for one hour of lecture per week and lab activities require three hours per week for one unit of credit. Information relative to awarding academic credit is published in the College catalog.

ETC does not offer academic credit. Students receive records of competencies achieved.

10. Student Learning Capacity

The College defines and publishes program objectives in the Windward Course Catalog and in course outlines. The catalog states the objectives of the liberal arts program. Beginning in Fall 2006, student learning outcomes are included in the catalog and in course outlines.

11. General Education

Students earning an A.A. degree (60 credits) at the College must take 33 credits of general education courses that include Foundations and Diversification requirements. General Education (GE) requirements are those courses designed to give students a broad view of the various approaches to knowledge: Historical Study, Literature and the Arts, Moral Reasoning, Quantitative Reasoning, Science, and Social Analysis. The quality and rigor of the general education courses are appropriate to higher education.

12. Academic Freedom

The College adheres to policies regarding Academic Freedom as stated in the 2003-2009 University of Hawaii Professional Assembly (UHPA) and the University of Hawaii Board of Regents (UH BOR) Agreement). Academic Freedom is also endorsed in University of Hawai'i Community Colleges Policy (UHCCP) #5.211, July 2006 – Statement of Professional Ethics (Faculty). The introductory paragraph of the College's Student Conduct Code opens with the following statement referencing academic freedom: "The purpose of the University of Hawai'i is to pursue knowledge through teaching, learning and research in the atmosphere of physical and intellectual freedom."

13. Faculty

The College employs 78.5 full-time faculty and approximately 34 part-time lecturers. Full-time faculty teach approximately 64% of the College's credit offerings. Faculty members meet or exceed minimum qualifications and are qualified by education and experience to carry out the college's educational programs. Assessment of student learning outcomes is carried out in a comprehensive manner with support from the College's Institutional Effectiveness Committee.

Minimum requirements for teaching in the disciplines are based on regulations listed in the Revised Faculty Minimum Qualifications and Salary Placement Guidelines, dated May 1, 2001, and signed by the former Senior Vice President and Chancellor for Community Colleges. Roles and responsibilities of faculty members are clearly delineated in Chapter 9 of the Board of Regents By-laws and Policies and the University of Hawaii Professional Assembly collective bargaining agreement 2003-2009.

14. Student Services

Student Services provide the credit side of the campus with comprehensive and accessible assistance to all students. The services provided are based on students' needs and include those provided by Admissions and Records, Financial Aid, Academic Advising/Academic Counseling, Career Exploration, and Student Life: Student Activities and Student Government. Additional services include: Outreach/Recruitment, Early Admissions Counseling & Running Start, Transfer Information: Transfer Workshops, Program Sheets, Admissions Requirements, Veterans' Assistance, Transcript Evaluation & Articulation Information, and Orientation & College Success Workshops. For students with

special needs, the College offers programs under the umbrella of TRIO: Student Support Services (STAAR), Educational Talent Search, and Upward Bound.

The STAAR program is committed to providing support services that assist low income, first generation, and students with disabilities in improving their academic skills and transfer rates and increasing their retention and graduation rates.

Talent Search serves young people in grades six through twelve. In addition to academic guidance and counseling, participants receive information about career options, college admissions requirements, scholarships and various student financial aid programs.

Upward Bound is a program that provides high school students with the opportunity to gain the skills and motivation necessary to succeed in college. The program is designed for students who have the potential and motivation to succeed but need academic assistance, financial assistance, and guidance.

The Disabilities Services Coordinator coordinates and facilitates requests for accommodations by students with disabilities and the College has just hired a disability counselor.

Funds from the College's Title III Grant were used to hire a student success counselor who focuses on advising and guiding students whose grade point average is unsatisfactory, and a retention counselor who works with students on completing the programs they begin.

For the non-credit area, ETC collects student demographic information through the Student Information System (SIS) and at orientation and registration.

ETC has its own Student Services staff, and counseling is an integral part of each student's program. Counselors are assigned to vocational training programs and establish regular and frequent contact with all students throughout their training program. Personal and academic counseling assists students to overcome barriers and to succeed in their respective programs. Career counseling and job placement and retention services help students to clarify and reach their employment or other training goals.

ETC counselors also provide such comprehensive services to students as appropriate accommodations, referrals to community resources, on-going counseling, guidance, and life skills workshops. Students evaluate their respective program counselor at the conclusion of their program. These evaluation forms are sent directly to the ETC Director's office for statistical tabulation and evaluation.

15. Admissions

The College is a public, open-access institution. Admission is open to any person eighteen years or older. A special early admissions program for high school students with outstanding academic records accommodates students on a space available basis. Enrollment of non-residents and international students is limited by Board of Regents policy

and the Controlled Growth policy. The Employment Training Center is authorized by state statute to take students sixteen years or older.

Admissions requirements are stated in the Windward Course Catalog and in the Employment Training Center Program Catalog.

16. Information and Learning Resources

The Library and other learning support services provide for the institution's instructional programs and intellectual, aesthetic, and cultural activities. Services include library services and resources, learning centers, computer laboratories, and learning technology development and training.

The Library is located in a 7,800 square foot building with seating capacity for 98 people and is open 52 hours per week when classes are in session. The facility contains equipment for viewing audiovisual materials and Internet-connected PC and Macintosh computers. Its collection includes over 56,000 volumes, 164 active periodicals, and the back issues of 47 inactive periodicals. Access to journal databases that include EBSCOHost, LexisNexis, Science Direct, and CQ Researcher is provided. Intrasystem/interlibrary loan services provide students and faculty with access to materials at other libraries.

The Learning Center (TLC) provides services in two buildings. TLC includes two testing areas, two study areas, a computer lab, a resource teacher desk, and the Math Lab. Resource teachers conduct workshops and provide drop-in tutorial assistance. Walk-in placement testing and Distance Education testing services are available in The Learning Center.

Employment Training Center's The Learning Center (TLC) is located in ETC's facilities on the Honolulu CC campus and provides basic skills training.

The College's computer labs provide students with access to PC and Macintosh computers for general-purpose computing and Internet access in three locations: the Library, The Learning Center, and the Noʻeau Computer Lab and in labs at the HCC site.

The Media Center provides a range of services that include instructional design assistance, graphics design and production, audio and video recording, A/V equipment purchase and maintenance, and document duplication and binding. The Center also supports the College Website, WebCT, and other new instructional technologies, A/V equipment in classrooms, and equipment setups for public events scheduled on campus.

17. Financial Resources

The College has a clearly defined process of financial planning/budget development that is integrated with program review and strategic planning. Also incorporated in the College's financial planning is a process for maintaining funding reserves.

18. Financial Accountability

The seven community colleges in the UH system have never had independent annual external audits. Previous financial and compliance audits done by PricewaterhouseCoopers covered the entire University of Hawaii system but did not include any findings/recommendations specific to Windward Community College or any other community college in the system.   In July 2005 the University of Hawai'i received guidance from the ACCJC regarding the level of financial audits required to adequately meet ACCJC's accreditation standards and will implement these over the next two years. ("2003-2004 Accreditation Annual Fiscal Report" to the ACCJC; March 4, 2005 letter from PricewaterhouseCoopers, LLP; July 19; 2005 letter from ACCJC; and August 9, 2006 letter from Michael Unebasami to CC Chancellors.) The effectiveness of the documentation provided by these procedures will be reviewed after two years.

19. Institutional Planning and Evaluation

Institutional planning is based on the priorities established by the College in its Strategic Plan. The Strategic Plan is updated annually by the Strategic Planning Committee based on Annual Assessment Reports and five-year Program Reviews. These are written by all academic programs and support units to provide data on which planning and budgeting decisions can be based.

Each year after it is updated, the revised Strategic Plan along with department and unit requests, goes to the Budget Committee. The Budget Committee then drafts a recommended operating budget and a legislative budget request.

The overall focus of the empirical review is the collection, analysis, and use of evidence to ensure that a high quality of education is being provided to students and that the mission is being achieved. The process provides data with which the College can evaluate its performance and make informed decisions for resource allocation to improve student learning outcomes.

This decision making process assures that resources are directed effectively to those programs that show demonstrated need. It assures our legislators, taxpayers, and tuition paying students that the College is making optimum use of resources to provide quality education.

20.   Public Information

The College publishes an official catalog annually. It includes information the official name, address, telephone numbers and Website URL along with the educational mission, course, program, and degree offerings, academic calendar and program length, available student financial aid opportunities, available learning resources, names and degrees of administrators and faculty, and names of governing board members.

The catalog lists information regarding admissions, student fees and other financial obligations, along with information pertinent to the Associate in Arts degree, certificates, graduation requirements and transfer.

Major policies on academic regulations, academic honesty, nondiscrimination, acceptance of transfer credits, grievance and complaint procedures, sexual harassment, and refund of fees can be found in the catalog. The catalog is carefully checked for accuracy and updated annually. In addition, relevant policy information is also provided in the Schedule of Classes and on the College Website at http://www.wcc.hawaii.edu.

The Employment Training Center publishes a separate Program Catalog describing its programs and policies.

21. Relations with the Accrediting Commission

With this Self Study document, the College and the University of Hawai'i Board of Regents provide assurance that the College adheres to the eligibility requirements and accreditation standards and policies of the Commission, describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities.

RESPONSES TO RECOMMENDATIONS FROM THE MOST RECENT COMPREHENSIVE EVALUATION

History of Relations with the ACCJC 2001-2006

01/19/2001 – Accreditation reaffirmed
    Request for Interim Report with Visit 11/14-15, 2002
    Report to Address 6 Recommendations from the Self Study Evaluation
    Interim Report submitted October 7, 2002

01/17/2003 – Interim Report accepted
    Request for:
        Focused Mid-Term Report on Recommendation #5
        Further progress on the other 5 Recommendations
        Summary of progress on college identified concerns from Self Study
    Focused Mid-Term Report submitted October 15, 2003

01/23/2004 – Focused Mid-Term Report accepted
    Request for
        Progress Report on College Recommendation #6
        Progress Report on System Recommendation #2
    Progress Report submitted October 14, 2004

01/2004 – Substantive Change Report submitted

06/2004 – Substantive Change Report accepted

02/24/2005 – College put on Warning
    Request for
        Second Progress Report on Recommendation #6 with Visit
        System Progress Report on Recommendations #2, 4, 5, 6 and 7
    Progress Report submitted April 1, 2005

06/28/2005 – Progress Report accepted but College remains of Warning
    Request for:
        Further Progress Report on Recommendation #6 with Visit
        System Progress Report on Recommendations #2, 6 and 7
        Progress Report Submitted 10/15/05

01/23/06 – Progress Report accepted but College remains on warning
    The Accreditation Self Study due in Fall 2006 is to deal with remaining questions
    on Recommendation #6

Recommendation #1

The College should re-examine its mission and create a new mission statement that reflects the aspirations of the community it serves so as to make it a useful guide for institutional development. The mission statement should reflect the College's priorities for the 21st century.

Response

The College began to re-examine its mission statement in January 2001, after the last accreditation Self Study visit, with a visioning retreat. At this off-campus gathering, which included janitors, secretaries, students, faculty, and administrators, the College's mission and vision were discussed.

In January 2001, the College received a letter from the ACCJC which included Recommendation #1 (above) concerning the creation of a new mission statement. The Faculty Senate leadership offered to spearhead this project and, in Fall 2001, a committee was formed with representation from all areas of the campus. This committee based its work on materials generated at the 2001 retreat and input from the community by way of the Provost's Advisory Board and other groups.

The committee created draft vision and mission statements. These were then distributed campus-wide through mail boxes and via e-mail. The committee evaluated responses and created new drafts which were distributed for comment. This process of gathering responses and revising the statements continued throughout Fall 2001 and culminated when a new mission statement, a vision statement, and core values were approved by the Faculty Senate in May 2002. The documents were approved by the College administration, forwarded to the Office of the Chancellor for Community Colleges, and subsequently approved by the Board of Regents on April 16, 2004.

To ensure that the mission statement continues to reflect the aspirations of the community it serves and remains a guide for institutional development, the College administration has mandated that the mission statement be evaluated in the fourth year of each accreditation cycle or sooner if the Strategic Planning Committee feels it is necessary.

Documentation:

Interim Report submitted October 7, 2002
Current College Mission Statement, Vision and Core Values
Policy on review of the Mission Statement

Recommendation #2

The College should implement a comprehensive planning process for evaluating and prioritizing institutional needs in the areas of capital construction (Master Plan Report); instruction and instructional support; human resources: physical plant; and technology application. These priorities should be linked to budget planning and allocation of funds on a long as well as a short term basis.

Response

The initial response to Recommendation #2 was presented in the Interim Report submitted in October 2002. At that time the College was using its Academic Development Plan for evaluating and prioritizing institutional needs. Since then, the University of Hawai'i (June 2002), the Community College System (November 2002) and Windward Community College (Revised Fall 2005) have all created Strategic Plans.

In the area of capital construction, the College is following its Master Plan. This spring the Hawai'i State Legislature approved money for the design phase of the Library/Learning Resources building. Standard III.B of the current Self Study notes that the College has requested money from the Hawai'i State Legislature to update its Master Plan, and recommends that the College re-establish a Master Plan Committee.

In all other areas, the College is now using a process of program review and strategic planning linked to budget planning to prioritize institutional needs. This planning process is discussed in the response to Recommendation #6 below and in greater detail in Standard I.B of the current Self Study.

Recommendation #3

The College should develop an institutional technology vision for its present and its future, with a comprehensive plan for learning resources (including library and media services,) instructional technology in the classrooms, laboratories and offices, and staff development necessary to implement its vision. This vision must be integrated with over-all institutional planning initiatives.

Response

In December 2005 the Technology Vision Committee, a College standing committee, published the Windward Community College Technology Vision. This was the culmina-tion of four years' work to meet Recommendation #3. The Technology Vision promotes three objectives – enhance quality of instruction; expand access to information; provide innovative solutions to needs – and states the strategic initiatives necessary to meet those objectives.

The Technology Vision Committee, composed of a minimum of five members from diverse segments of the College community, meets at least once a semester to moni-tor progress on accomplishing the objectives of the vision. The Technology Vision also states that the committee will review the Technology Vision document annually.

The Technology Vision was integrated into the first complete cycle of Program Review, Strategic Planning, and Budget Planning carried out in Fall 2005 and Spring 2006.

Documentation: Technology Vision, December 2005

Recommendation #4

The College should develop and implement a comprehensive fiscal monitoring and resource development plan to ensure: 1) that short and long range planning is linked to budgeting; 2) that fiscal monitoring incorporates guidelines for allocation of funds raised from tuition, fees and the private sector; 3) that all College programs and resources are systematically audited; and 4) that on- and off-campus fundraising and grant funding are linked to the College's strategic master plan.

Response

The College has made major changes in its planning and budgeting process since this recommendation was given to the College. These changes, which tie strategic planning and budget to program review, are discussed in detail in the response to Recommendation #6 which follows.

This budget process also provides guidelines for the allocation of funds raised from tuition and fees. In the case of private funds, there may be specific designations for expenditure. It is the responsibility of the Chancellor, with assistance from the development office and signatories of the accounts to steward the appropriate use of these funds.

The seven community colleges in the UH system have never had independent annual external audits. Previous financial and compliance audits done by PricewaterhouseCoopers covered the entire University of Hawaii system but did not include any findings/recommendations specific to Windward Community College or any other community college in the system. In July 2005 the University of Hawai'i received guidance from the ACCJC regarding the level of financial audits required to adequately meet ACCJC's accreditation standards and will implement these over the next two years. The effectiveness of the documentation provided by these procedures will be reviewed after two years.

In addition to the proposed audit procedure, the State Legislative Auditor also periodically reviews the institution's funds and expenditures. The next scheduled legislative audit for the College will be for FY 2006.

The guidelines for application and review of grants and contracts approved in April 2004 require that grant proposals fit the College mission (i.e. focus on instruction versus research). Grant proposals must undergo departmental and administrative review for consideration of long-term effects.

Documentation:

March 4, 2005 letter from PricewaterhouseCoopers, LLP
July 19, 2005 letter from ACCJC
August 9, 2006 letter from Michael Unebasami to CC Chancellors.

Recommendation #5

The College should formalize, implement, and publicize a process for establishing its standing committees, and a list of such committees designating membership and responsibilities should be periodically disseminated. The College needs to assure that students, as well as all segments of the college community, participate in the institution's governance and decision-making.

Response

The College responded to this recommendation in its Midterm Report submitted in October 2003. It identified three types of committees – Standing, Administrative, and Ad Hoc – and created charts listing the purpose, membership and responsible administrator for the existing committees. The Midterm Report also created procedures for disseminating committee information through minutes, publicizing committee membership annually, establishing terms of service for standing committees, and filling vacancies.

After submitting the Midterm Report, the College continued to review its committee structure as part of the Self Study process. In October 2005 the revised College Policy 2.2: College Committees and Councils became effective. Administrative Committees were renamed Councils, and an updated list of committees and councils was created. The Self Study, Standard IV.A Committee then created a template for Directives Establishing Committees and Councils (following page) to collect current information on all committees. As new committees are formed they will also file this directive.

Documentation:

Policy 2.2: Directives for Councils and Committees

Annotated Template
for Directives Establishing Committees and Councils

The following information should be incorporated into the directives that establish committees and councils, hereafter referred to as the committee:

- NAME: name of committee or council.

- CHARGE: the purpose and goals of the committee, including a listing of the primary task(s) assigned to the committee as well as any secondary objectives.

- LINE OF AUTHORITY: name of person/position or group to whom this committee directly reports as well as the group, which this committee represents. Included should be the person establishing this committee.
- LEADERSHIP :   name of person/position in charge of committee or procedure for selecting the leader(s) of this committee.   This should include any compensation for service in this capacity.

- MEMBERSHIP: procedure for selecting members on the committee, including membership composition and term of service.

- DECISION NATURE: whether committee is advisory or decision-making in nature.

- DECISION-MAKING PROTOCOL: procedures on how decisions are made.

- DOCUMENTATION: methods of recording discussion and decisions and publicizing information.

- TERMINATION DATE :   for Ad Hoc Committee, specify length of term, termination date, and/or action which dissolves the committee; for Standing Committee or Council, indicate "indefinite"

Note: The names of committee members should be submitted to the Chancellor's Office for annual publication in October.

These templates were collected in file titled, Directives: Committees and Councils. Any new committees will file directives when they are formed.

Recommendation #6

The College shall carry out its educational planning in a way that draws upon program evaluation results and ties educational planning directly to planning for staffing, budget development and program elimination/addition.

Response

In February 2005 the College was placed on warning for failure to adequately meet this recommendation. Since then, the College has filed two Progress Reports dealing with this recommendation and has created a Strategic Planning Policy, a Budget Development Policy and a Program Review Policy and procedures. At the time of the last Progress Visit Team Report (November 15, 2005), the College had not completed a full cycle of program review, strategic planning and resource allocation and as a result did not satisfy the recommendation and remained on warning.

The College completed its first cycle of systematic program review, strategic planning and resource allocation in Spring 2006 and believes it is now in compliance with this recommendation.

Windward Community College Planning and Decision-making Process

In the October 15, 2005 Accreditation Progress Report of the College, the Chancellor summarized the policies and procedures that now govern planning and decision-making:

> Windward Community College decision-making is based on the strategic priorities established by the college in its Strategic Plan. The priorities of the Strategic Plan are based on systematic empirical review of all college programs found in Annual Assessment Reports and five year Program Reviews.

Annual Assessment Reports and Program Reviews are conducted on all academic programs and support units to provide data on which planning and budgeting decisions can be based (See 4.4 Program Review Policy and Procedures). The overall focus of the empirical review is the collection, analysis, presentation and use of evidence to ensure that a high quality of education is being provided to students and that the mission of the college is being achieved. The process provides data from which the college can make informed decisions in the improvement of student learning and resource allocation.

> The Strategic Plan is updated annually by the Strategic Planning Committee based on Annual Assessment Reports and Program Reviews (See 4.2 Planning Policy). Each year, after updating, the revised Strategic Plan goes, with department and unit requests, to the Budget Committee. In February, the Budget Committee reviews department and unit requests in conjunction with the Strategic Plan, and drafts a recommended operating budget and a legislative budget request (See 4.3 Budget Development Policy).

This process assures that college resources are directed effectively to those programs that show demonstrated need. It assures our legislators, taxpayers, and tuition paying students that the college is making optimum use of resources to provide quality education.

WINDWARD COMMUNITY COLLEGE

PROGRAM REVIEW, STRATEGIC PLANNING AND BUDGETING CYCLE

DATA GENERATION FOR PROGRAM REPORTS
June - July

BEGIN NEW PROGRAM REVIEW CYCLE
August

COLLEGE BUDGET AND BUDGET REQUEST DEVELOPED
April - May

COLLEGE BUDGET REVIEW/ ADJUSTMENT
September

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

ADMINISTRATIVE REVIEW
March

UH BOR DETERMINES BUDGET REQUEST
October

BUDGET COMMITTEE REVIEW/ RECOMMENDATIONS
February

PROGRAM REVIEWS, PROGRESS REPORTS & DEPARTMENT PLANS
November

STRATEGIC PLAN REVIEW/UPDATE
December

REVISED MAY 2006

Program Review Timeline

Five Year Reviews

Year	Programs
1	General Education Core for AA degree *; Essential Skills; Academic Support; Business Technology (OAT)
2	ART ASC; Developmental Education; Psycho-Social Developmental Studies ASC
3	ETC Student Services; Business ASC; Trades; Student Services; Associate in Arts Degree
4	Hawaiian Studies ASC; Administrative Services; Office of Continuing Education
5	Bio-resources & Technology ASC; Agricultural Technology CC & ASC
6	Academic Support; Business Technology (OAT); Essential Skills
7	ART ASC; Developmental Education; Psycho-Social Developmental Studies ASC
8	ETC Student Services; Business ASC; Trades; Student Services; Associate in Arts Degree

five year review based on five years of annual reviews to make decisions

each annual review used to make decisions

One Year Reviews for all programs

annual reviews based on DOI template, PHIs, BOR policy and AACJC guidelines

*Beginning in year 3 entire AA will be reviewed together.

72

STANDARD I INSTITUTIONAL MISSION AND EFFECTIVENESS

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

Standard I.A Mission - Themes

Institutional Commitments: The linkage of the College's Mission to department goals and student learning outcomes is evidence of the institution's commitment to high quality education (I.A). Furthermore, classes offered at the College, both credit and non-credit, are in alignment with the mission of the College (I.A.1), and the College offers AA and ASC degrees in areas that support the mission of the College (I.A). Student Services offers academic and personal counseling to better prepare students for success at the College (I.A.1). Academic support facilities including the library and learning labs help to fulfill the mission (I.A.1). The College has sought, and continues to seek, private and public funds to further achieve its mission (I.A.1).

Evaluation, Planning, and Improvement: The process of creating the mission statement was a cycle of evaluation, planning, and improvement. It began with a retreat to evaluate the College. Next, the vision and essential values of the campus were articulated. Then the mission statement was developed and refined with much campus dialogue. The mission statement is an integral part of the campus's five- year cycle of evaluation, planning and improvement. It is used to guide discussions of reorganization, assessment, and program review. By policy, the mission statement is reviewed in the fourth year of College's six-year self-assessment cycle, or sooner if substantive changes are made to the College. In Fall 2005, the effectiveness of the mission was evaluated for the first time through surveys of faculty, staff, and students. It will also appear in the Schedule of Classes beginning in Spring 2007 (I.A.2). The mission statement is at the core of planning and prioritizing for many levels of decision-making at the College, including enrollment management, strategic planning, and budgeting (I.A.4).

Organization and Student Learning Outcomes: The College has a structure for program review, based on Student Learning Outcomes (SLOs), to ensure that all programs and SLOs are congruent with the College's mission statement.

Dialogue: Extensive campus discussion ensued in the process of creating the College's mission statement. It began with a convocation of the entire campus: faculty, staff, administration, and student representatives. A Mission Statement Committee was formed with representatives of all stakeholder groups, and it revisited the College's core values and

vision. As the committee proceeded, it regularly updated the campus via e-mail and through its representatives (I.A and I.A.2). The faculty voted to approve the new mission statement, which was then approved by the UH Board of Regents. Another example of campus dialogue is the dissemination of the mission statement. It is published in the course catalog and on the College Website. The Mission is also posted in conspicuous locations throughout the campus (I.A.2.). A further form of dialogue was a series of surveys implemented in Fall 2005 to gauge how familiar students, staff, and faculty are with the statement, and how effective it is. Almost all of faculty and staff said in these surveys that they were aware of the mission statement and almost as many rated it as either satisfactory or excellent. The student survey revealed that a great majority of students thought it an accurate expression of their experience at Windward Community College. Through other student surveys, the Enrollment Management Committee monitors what classes students want and at what times. The College also polls students to ascertain their scheduling preferences. These are important forms of dialogue that help the College assess how it is meeting student needs.

Institutional Integrity: The open process by which the statement was developed demonstrates the campus community's willingness to reflect upon its purpose, vision, and values. The survey results of students, staff, and faculty in Fall 2005 demonstrate that the mission statement is not just an intention, but truthfully reflects most people's experience at the College.

Standard I.A Mission

The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

Descriptive Summary:

The mission statement of the College is

> "Windward Community College is committed to excellence in the liberal arts and career development; we support and challenge individuals to develop skills, fulfill their potential, enrich their lives, and become contributing, culturally aware members of our community" (Ref. 1A-1).

One division of the College is Vocational and Community Education (VCE), which consists of the Employment Training Center (ETC), focusing on career development, and the Office of Community Education (OCE), focusing on community programs and non-credit courses.

ETC and WCC were administratively consolidated by the University of Hawaii's Board of Regents on January 18, 2002. In 2006, the division of the College consisting of ETC and OCE was renamed Vocational and Community Education (VCE) (Ref. 1A-2). Through cooperative agreements with other campuses in the community college system

and the Department of Education (DOE), ETC's occupational training programs share facilities at Honolulu Community College and at DOE Leeward and Windward District Schools. ETC and OCE courses and programs are also offered at the main campus in Kaneohe.

Within the broader mission of the College, ETC has its own mission:

"ETC is to serve the community by providing short-term, career-focused education and training in a flexible, learner-centered and supportive environment" (Ref. 1A-3).

The College's mission statement is based on the following core values and vision statement.

The twelve core values the College is committed to are a collegial and family or '*ohana* spirit; teaching and learning; diversity; intellectual freedom; service; cooperation and collaboration; scholarly communication and research; a global perspective; academic excellence; commitment to the use of technology; creativity and innovation; and critical thinking (Ref. 1A-4).

The College has the following vision for its constituents: "Students and community members will be enriched and able to live full, productive lives in a quickly changing technologically oriented society through the quality education, effective training, dedicated support services, and imaginative artistic productions provided by Windward Community College and its partners in the community" (Ref. 1A-4).

The College is further committed to the comprehensive mission of the Community Colleges of the University of Hawaii System:

"The purposes of community colleges shall be to provide two-year college transfer and general education programs, semi-professional, technical, vocational, and continuing education programs, and such other educational programs and services as are appropriate to such institutions" (Ref. 1A-5).

The community colleges of the University of Hawaii also have as their special mission:

Access: To broaden access to post-secondary education in Hawaii by providing open-door opportunities for students to enter quality educational programs within their own communities.

Learning: To specialize in the effective teaching of remedial/developmental education, general education, and other introductory liberal arts, pre-professional, and selected baccalaureate courses and programs.

Workforce Development: To provide the trained workforce needed by the State, by offering occupational, technical, and professional courses and programs which both prepare students for immediate employment and career advancement.

Personal Development: To provide opportunities for personal enrichment, occupational upgrading, and career mobility through credit and noncredit courses and activities.

Community Development: To contribute to and stimulate the cultural and intellectual life of the community by providing a forum for the discussion of ideas; by providing leadership, knowledge, problem solving skills, and general informational services; and by providing opportunities for community members to develop their creativity and appreciate the creative endeavors of others (Ref. 1A-6).

Self-Evaluation:

The mission and vision statements delineate the general educational purposes of the College, which is a liberal arts transfer institution, the home of the state's Employment Training Center (ETC), and a cultural center for the larger community. The diverse student population that includes recent high school graduates, returning students, and at-risk students demonstrates the College's commitment to the open door policy (See Demographic Information in introduction to Self-Study). Various kinds of student learning are emphasized in the College's mission statements and core values: career training, skills development, personal enrichment, and increased global and cultural awareness.

The mission of ETC, with its emphasis on vocational education, fits comfortably within the broader mission of the College, which includes career development and skill development. In addition, with its strong emphasis on student learning, ETC's mission dovetails with the College's mission. Moreover, Office of Community Education sector's community programs and non-credit courses support the College mission to "support and challenge individuals to develop skills, fulfill their potential, enrich their lives and become contributing, culturally aware members of our community."

To measure perceived quality of the mission statement, as well as the level of awareness of College stakeholder groups, questions on the mission were included in surveys conducted in Fall 2005 of staff, faculty, and students.

The surveys of faculty and staff were conducted in September and October 2005, and 97% of faculty and 96% of staff respondents were aware of the mission statement. In evaluating the adequacy of the statement, 89% of faculty and 92% of staff respondents said it was either excellent or satisfactory. These numbers clearly indicate that among faculty and staff, high percentages are both aware of the College's mission statement and consider it appropriately representative of the College's focus (Ref. 1A-7) (Ref. 1A-8).

A survey of students at the Kaneohe campus and ETC was conducted in Fall 2005, and 42% of 395 respondents were familiar with the mission statement. However, after reading the mission statement in a subsequent question, 86% of the respondents said that it accurately described their experience at the College (Ref. 1A-9).

Planning Agenda:
None

I.A.1 The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

Descriptive Summary:

According to the Dean of Instruction, "Windward Community College's course offerings are directly related to the Mission Statement. Most of our classes are liberal arts classes that lend themselves to teaching the thinking and content skills that enable students to transfer to a baccalaureate college. However, students who take liberal arts classes can also enhance their knowledge of such topics as: art, meteorology, GIS, botany, computer skills, math, etc. Students who complete one of our academic subject certificates enhance career skills in the arts, in agriculture, in business. Those who take service-learning courses are directly contributing to their community. I think if you select any course in the catalog, you will find that it meets the criteria set forth in our mission statement" (Ref. 1A-10).

The College offers an Associate in Arts Degree and an Associate Degree in Technical Studies. It also offers Academic Subject Certificates in Art, Psycho-Social Developmental Studies, Business, Hawaiian Studies, and Bio-Resources and Technology: Bio-Resource Development and Management or Plant Biotechnology, as well as Certificates of Completion in Agricultural Technology and Plant Landscaping.

Experiences in the Associate of Arts degree program are designed to assist the student in realizing the following student learning outcomes:

1. Draw on knowledge from the liberal arts to succeed in upper division courses.
2. Recognize and respond to the wonders and challenges of the natural environment, both biological and physical.
3. Use research skills and technology skills to access information from multiple sources; use critical thinking skills to evaluate and synthesize information to form conclusions, ideas, and opinions.
4. Express ideas clearly and creatively through the fine and performing arts, speech, and writing.
5. Recognize one's role in community and global issues with a respect for diverse cultures and differing views while embracing one's own cultural values and heritage.

6. Engage in civic activities with a sense of personal empowerment.
7. Enter and perform effectively in the work force.
8. Develop skills that improve personal well-being and enhance professional potential.
9. Use knowledge and skills to maintain and improve mental and physical well-being
10. Pursue lifelong learning (Ref. 1A-11).

Employment Training Center (ETC) learning programs and services grow out of the dual mission statements of ETC and the College. Each program has student learning outcomes in line with the missions of the College and ETC. According to the former Director of ETC, "We've documented how we teach the student learning objectives and they are now incorporated into our evaluation system on our student termination form which formerly listed the competencies/skills the student has attained. It is now inclusive of our student learning objectives" (Ref. 1A-12).

The Student Services Office offers credit students academic and personal counseling. It also provides career counseling and testing, placement testing, and services to students with disabilities (Ref. 1A-13). In addition, the Student Services Office oversees the TRIO/ Student Academic Achievement and Retention (STAAR) program (For a full discussion of the College's TRIO program see Standard II.B.3.c.). All incoming students are required to take the COMPASS Placement test in English and math, and are then placed in the appropriate level of those courses. ETC has its own separate Student Services Office which provides similar services.

The College also has a library, The Learning Center (TLC), Media Center, Computer Lab, Math Lab, Hoa Aina RS/GIS Center, Hokulani Imaginarium, Kuhi Laau—Tropical Plant and Orchid Identification Center, Water Quality Lab, NASA Flight Training Aerospace Education Lab, and other services that help students in their studies in the liberal arts and vocational courses (Ref. 1A-14).

Since 1999, WCC has received two federal "Strengthening Institutions" (Title III) grants. The first grant funded services for students who are traditionally under-represented in higher education, such as Native Hawaiians. This grant was awarded from October 1, 1999 through September 30, 2004 with a one-year extension from October 1, 2004 to September 30, 2005. The College was successful in obtaining from the State Legislature funding for three positions to support programs originally established by the grant.

The College was awarded a second Title III grant to cover the years 2005 through 2010. One portion of this grant focuses on institutional success and funds an institutional researcher. This grant also provides for a curriculum specialist who will ensure that all courses have student learning outcomes and appropriate assessment measurements. Another part of the grant is geared towards student success, funding a student success counselor and a transition counselor. The counselor's goals are to improve student retention and success and to help students as they transition in and out of the College. Finally,

the grant provides funding for and a clerk and counselor for the Advanced Degree Options Program. Under the Advanced Degree Options Program, the College will work with upper level colleges and universities, which will offer junior and senior level courses at the campus (Ref. 1A-15).

Self-Evaluation:

The College meets this standard. Its course offerings, learning programs (Degrees, Certificates of Completion, and Academic Subject Certificates), and services are consistent with its mission statement and student population. The Employment Training Center's mission statement appropriately and more specifically addresses the College's goals for career training and education.

Planning Agenda:

The College will hire an Advanced Degree Options Program coordinator.
The College will formalize agreements with baccalaureate schools to offer upper division courses for the Advanced Degree Options Program.

I.A.2 The mission statement is approved by the governing board and is published.

Descriptive Summary:

The Board of Regents of the University of Hawaii approved the mission statement on April 16, 2004. It is published in the College's 2005-2006 catalog, on the Website, and is prominently posted on campus (Ref. 1A-16).

Self-Evaluation:

The mission statement is posted in many places on campus. However, only 42% of the students surveyed in Fall 2005 were familiar with the College's mission statement. To help improve awareness, the Dean of Instruction has agreed to print the statement in future editions of the Schedule of Courses. The mission statement is now prominently displayed on the College Website. And in Spring 2006, the Credit Curriculum Committee and the Faculty Senate recommended to the Dean of Instruction that beginning Fall 2006, the mission statement appear in all course outlines.

Planning Agenda:

The College will include its mission statement in future schedules of courses and will include its core values and vision statement in the Windward Course Catalog.

I.A.3 Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.

Descriptive Summary:

The College held an off campus retreat on January 5, 2001 to review its mission. Administrators, faculty, support staff and janitors all attended to discuss the institution's purposes, values and goals. In Fall 2001, the Faculty Senate chairs offered to facilitate revising the mission statement. Representatives from all segments of the campus were invited to join a committee whose meetings began in January 2002. The committee first created a list of the College's core values, a vision statement, and a mission statement draft and asked for feedback via the campus list-serve to all faculty, staff, administrators, and to the student government. For the next four months the core values, and vision and mission statements were revised and resubmitted for campus discussion. On May 7, 2002, the Faculty Senate voted to recommend to the chancellor the adoption of the current mission statement (Ref. 1A-16).

Self Evaluation:

There was no mechanism for regular, systematic review of the mission statement. However, in Spring 2006, the College established such a policy. The review will take place every six years in the fourth year following a self-study for accreditation, or earlier if the Strategic Planning Committee calls for an update (Ref. 1A-17).

Planning Agenda:
None

I.A.4 The institution's mission is central to institutional planning and decision making.

Descriptive Summary:

The mission statement is used in planning course offerings, setting strategic directions for the institution, grant-writing, budgeting, and conducting program reviews.

The Dean of Instruction, who is a member of the Enrollment Management Committee, states that the College's "course offerings are directly related to the Mission Statement" (Ref. 1A-10).

The Director of ETC uses the mission statement as a guide when evaluating existing programs or when presented with opportunities for new training programs. The director and staff determine whether a program is consistent with the College and ETC missions (Ref. 1A-12).

The Chancellor affirms that the Strategic Plan "represents the actions that we've identified that we need to do to fulfill our mission." From this plan come the requests for funding from the Legislature. In the most recent biennium request, for example, the College requested funding for high-priority items from the Strategic Plan: to support Institutional Research, to develop the Advanced Degree Opportunities Program (ADOP), and to develop a counseling program to help underachieving students, and to improve graduation and transfer rates. The Chancellor also stated "our recent Title III grant request was for items straight out of our Strategic Plan" (Ref. 1A-15).

The former chair of the Budget Committee agrees that the mission statement is central to budgeting and strategic planning (Ref. 1A-18). Since 2005, the academic departments, the Credit Curriculum and Academic Affairs Committee, and the Institutional Effectiveness Committee have been working to link student learning outcomes to department goals and the mission statement.

College personnel gather three times during each year: convocations at the start of each semester and on the first Friday in March at the Excellence in Education day. Topics at past meetings have included assessment, linking Academic Subject Certificates to the mission statement, and aligning academic department goals to the mission statement. At all of these meetings, copies of the mission statement were placed on every table (Ref. 1A-19) (Ref. 1A-20).

Self-Evaluation:

The College meets this standard. Administrators, faculty, and staff use the mission statements of the College, the Employment Training Center, and the University of Hawaii Community College to guide all stages of planning and decision-making.

Planning Agenda:

As a part of program review, the College will continue to gather evidence that documents the mission statement's role in planning and decision-making.

Standard IA References

1A-1:   Windward Course Catalog 2005-2006, pp. 4-5
  http://www.wcc.hawaii.edu/cat/acad/WCCat06/Catalog05-06.pdf
1A-2: Accreditation Substantive Change Report, January 2004
  http://www.wcc.hawaii.edu/facstaff/Assessment/substantive.htm
1A-3:   Employment Training Center Program Catalog, 2004-2005, p. 2
1A-4:   Windward Community College Strategic Plan, 2002-2010 p. 4
1A-5:   University of Hawaii Community Colleges Strategic Plan, 2002-2010, p. 5
1A-6:   University of Hawaii Community Colleges Strategic Plan, 2002-2010, p. 5
1A-7:   Windward Community College Faculty Institutional Survey, Fall 2005
  http://www.zoomerang.com/reports/public_report.zgi?ID=L22F362Q3YHU
1A-8:   Windward Community College Staff Institutional Survey, Fall 2005
  http://www.zoomerang.com/reports/public_report.zgi?ID=L22FFYSQZJPN
1A-9:   Windward Community College Student Institutional Survey, Fall 2005
  http://www.zoomerang.com/reports/public_report.zgi?ID=L22GSS6C4U6V
1A-10: Email from Dean of Instruction, April 2005
1A-11: Windward Course Catalog, 2006-2007, P. 29
1A-12: Email from former Director of ETC, Sandra Okazaki, 11/30/05
1A-13: Windward Course Catalog 2005-2006, pp. 32-33
1A-14: Windward Course Catalog 2005-2006, pp. 26-28
1A-15: Email from the Chancellor, and notes on phone conversation with her 11/30/05
1A-16: Creation of the mission statement, Records
1A-17: Windward Community College Policy 4.5: Mission Policy
1A-18: Notes on interviews with former Budget Committee chair
1A-19: Convocation agendas and worksheets
1A-20: CCAAC's proposed template for Course Outlines

Standard I.B Improving Institutional Effectiveness - Themes

Institutional Commitments: The College's commitment to ensure the effectiveness of its programs and services is demonstrated by the development and implementation of three key policies. The Program Review policy provides for a five-year cycle of continual monitoring of programs and units. The Strategic Planning Policy and Budget Development Policy use the findings of the program reviews and annual assessments to plan and prioritize spending. The policies and their procedures have brought a sharper focus to College governance.

Evaluation, Planning, and Improvement: The cycle of evaluation and program review began with the first program and support unit reviews in December 2005. Subsequent five-year reviews and annual assessments are scheduled. Informed decisions for planning and improvement will be based on the review results. The evaluation and planning processes are integral pieces for improvement in teaching and learning (I.B.3, B.4, B.5, B.6, and B.7).

Student Learning Outcomes: A detailed set of procedures, guidelines, and schedules are in place to support an outcomes-based educational strategy. The first assessment cycles for general education disciplines, vocational education, and administrative and support units have been completed. The Institutional Effectiveness Committee (IEC) and Dean of Instruction are working with individual faculty and programs to ensure that student learning outcomes (SLOs) are the foundation of instruction (I.B.2 and I.B.1). SLOs will be published in course outlines, in course catalogs, and in the Schedule of Courses.

Organization: The College has an organizational structure to identify and make public the learning outcomes and to use them in program review, strategic planning, and budgeting. The IEC facilitates the creation of SLOs. Oversight of the implementation and assessment of the SLOs is a shared responsibility of faculty, department chairs, program directors and the Dean of Instruction.

Dialogue: The College provides personnel with updated information on assessment, but more significant is the opportunity it provides for them to gather at workshops to interact with presenters and colleagues dealing with assessment. The procedures are in place to engage faculty, administrators, and the wider college community in on-going dialogue (I.B.2 and I.B.4). The IEC has been instrumental in the engaging commitment and sustaining the dialogue on assessment. In the initial stages of program development, the discussion by the College community has produced a growing awareness of the techniques and benefits of assessment (I.B.1 and I.B.5).

Institutional Integrity: The recent survey of students indicates that a majority felt that their College experience was satisfactory or excellent (I.B.5).

Standard I.B Improving Institutional Effectiveness

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

I.B.1 The Institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

Descriptive Summary:

The College has been engaged in dialogue about the continuous improvement of student learning and institutional effectiveness. The process of formal assessment of instruction began in May 2000. Social Sciences faculty presented the document "AA Degree Assessment at Windward Community College: Some Considerations and Recommendations" to the College administration. This document, which received strong support from the administration, laid the foundation for the assessment process at the College (Ref. 1B-1). In June 2001, recommendations were accepted and ten steps were developed to inform and assist the faculty to effectively participate in improving student learning and develop measurable student outcomes through the assessment process. Following recommendations from this document, the College sent representatives from the Language Arts, Mathematics, Business and Humanities departments to the 2001 AAHE Assessment Conference in Colorado. These faculty members became the initial Assessment Committee. By August 2001, a student, clerical staff member, the registrar (APT), and an administrator were added to the committee membership (Ref. 1B-2) (Ref. 1B-3).

The administration's support for implementing the assessment process is evident in the financial support for campus personnel to receive training in assessment procedures. The College sent the registrar and two faculty members to the NCTLA Assessment Institute in Scottsdale, Arizona in March 2002 (Ref. 1B-4). In May 2002, the College sent ten representatives from faculty, staff and administration to the Pacific Planning, Assessment & Institutional Research Conference (Pac PAIR) in Honolulu, Hawaii (Ref. 1B-5).

As assessment extended to other General Education outcomes, the committee was expanded to include others who attended various workshops and conferences, locally and nationally. In 2001-2002, the faculty and administration chose the following areas of General Education for assessment:
    Written Communication
    Writing Intensive (WI)
    Quantitative/Logical Reasoning
    World Civilizations

Computer and Information (CIL) Skills
Social Sciences
Library Units
Oral Communications
Natural Sciences
Performing Arts (Music and Theatre).

The results of the assessments are published in "Program Review: General Education Requirements of the Associate of Arts Degree for Academic Years 2001-2005." Changes made to the curriculum are detailed in "Part IV. Curriculum Revision and Review" of the same document. By the end of 2003-2004, the Assessment Committee was composed of thirteen members, all having completed most, if not all, the steps in the assessment process for their discipline area.

From 2001 through Fall 2003, the focus had been on assessing outcomes for the AA General Education requirements. However, in Spring 2004, the assessment process was expanded to the non-instructional units and the Institutional Effectiveness Committee (IEC), initially called the Committee for Institutional Assessment in the Chancellor's memo, was created. Its role and scope

> "is to plan and oversee an institutional schedule to ensure a systematic, comprehensive, and on-going assessment of the credit programs (liberal arts and certificate programs), non-credit programs (Employment Training Center vocational programs), and other identified units. Another function of the committee is to develop and sustain a culture of assessment throughout the institution and to provide, through workshops, presentations, and activities, the necessary training and skills for units to assess themselves" (Ref. 1B-7).

At the suggestion of the accreditation visiting team in Spring 2005, the Institutional Researcher was added to the committee (Ref. 1B-8).

To promote teaching improvement, the IEC has developed and carried out numerous training sessions in assessment. At the Fall 2004 Faculty/Staff Convocation, the IEC conducted a workshop on department goals, at which each department developed a preliminary set of goals. Departments continued to refine these goals during the spring semester. These department goals were displayed during a celebration in Fall 2005 to mark campus progress. In addition, all support units had either started on the assessment process or continued the process. Departments worked on individual course learning outcomes and their alignment with departmental outcomes. By Spring 2006, there was alignment of student learning outcomes from individual courses through departmental student learning outcomes to the Mission, Core Values, Vision of the College, and AA degree Student Learning Outcomes (Ref. 1B-9).

On Convocation Day, August 15, 2005, participants were divided into small groups with a mix of academic and ETC faculty, staff, and administrators. These groups were assigned the task of creating student learning outcomes for either a program, an Academic

Subject Certificate or a support unit, with one group assigned to create a list of Institutional Outcomes (Ref. 1B-10) for the College (Ref. 1B-11) (Ref. 1B-12) (Ref. 1B-13) (Ref. 1B-14).

During Spring 2006, the IEC conducted for credit and non-credit faculty four workshops on different tools for assessment: Rubrics, Knowledge Surveys, Classroom Assessment Techniques, and the Portfolio. In addition, on March 3, a non-instructional day, the faculty activity was a day-long workshop with Ruth Stiehl on assessing student learning outcomes. Another day-long workshop was held on March 28, during spring break, on the subject of Planning Classroom Assessment Tasks. The workshops were and attended by credit and non-credit faculty (Ref. 1B-15).

In Fall 2005, a review of curriculum began. Each department was asked to review the Master Course List (Ref. 1B-16) to identify courses that had not been taught for ten years and to decide whether to delete the courses or to offer them again. Departments were also able to reinstate courses missing from the list. All departments completed this review, and the Credit Curriculum and Academic Affairs Committee (CCAAC) conducted the process to formally delete or reinstate courses (Ref. 1B-17). Each IEC academic unit representative began overseeing the creation of student learning outcomes (SLOs) for each course taught in that academic unit. By the end of Spring 2006, the IEC together with the CCAAC compiled SLOs for over 79% of courses listed in the Windward Course Catalog (Ref. 1B-18). These SLOs will be printed in the 2006-2007 Windward Course Catalog (Ref. 1B-19), and the goal is to have SLOs for 100% of courses on the listed in the catalog.

The Employment Training Center (ETC) came to Windward Community College as a fully accredited program by WASC and has been involved in the assessment process for its entire existence. ETC had School-wide Learning Expectations (SLEs) in place for many years (Ref. 1B-20). However, ETC has changed nomenclature from SLEs to Student Learning Outcomes (SLOs).

To measure achievement of the desired SLOs, ETC uses competency ratings in Records of Training (ROT) documents. ETC uses a systematic, ongoing process of course analysis to assess all competencies, lessons, classroom exercises and activities against ETC goals. Worksheets designed to meet these purposes are in place and in use throughout ETC. The ETC Curriculum Committee reviews the results (Ref. 1B-21).

Self-Evaluation:

The College has done a commendable job of establishing and assessing student learning outcomes. There has been ongoing dialogue about assessment for over the past five years. The College is committed to continual assessment as a means of providing the highest quality education to students. The instructional faculty and administration are actively involved in on-going assessment as evidenced by the compilation of departmental outcomes and individual course student learning outcomes.

Planning Agenda:

The College will require that by Fall 2007, every course on the Course Master List will have SLOs.

The College will ensure that assessment takes place at all levels.

I.B.2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

Descriptive Summary:

The College's Mission Statement, Core Values, and Vision state its general goals. For many years, as directed by Board of Regents policy, the College created Academic Development Plans (ADPs), which were focused on the credit curriculum and programs. In 2002, in conjunction with development of a UH system Strategic Plan and a community college system Strategic Plan, the College converted its existing ADP into a plan with strategic action goals and directions. In 2004, that plan was further developed to include resource needs and strategic priorities. In the summer of 2005, at the urging of the accreditation commission, the administration, faculty, staff, and students began the process of validating the plan using data (Ref. 1B-22).

The College's Mission Statement, Core Values, and Vision set the parameters for the Strategic Plan. Priorities within the Strategic Plan are based on systematic empirical review of all programs and units found in Annual Assessment Reports and five-year Program Reviews (Ref. 1B-23) (Ref. 1B-24).
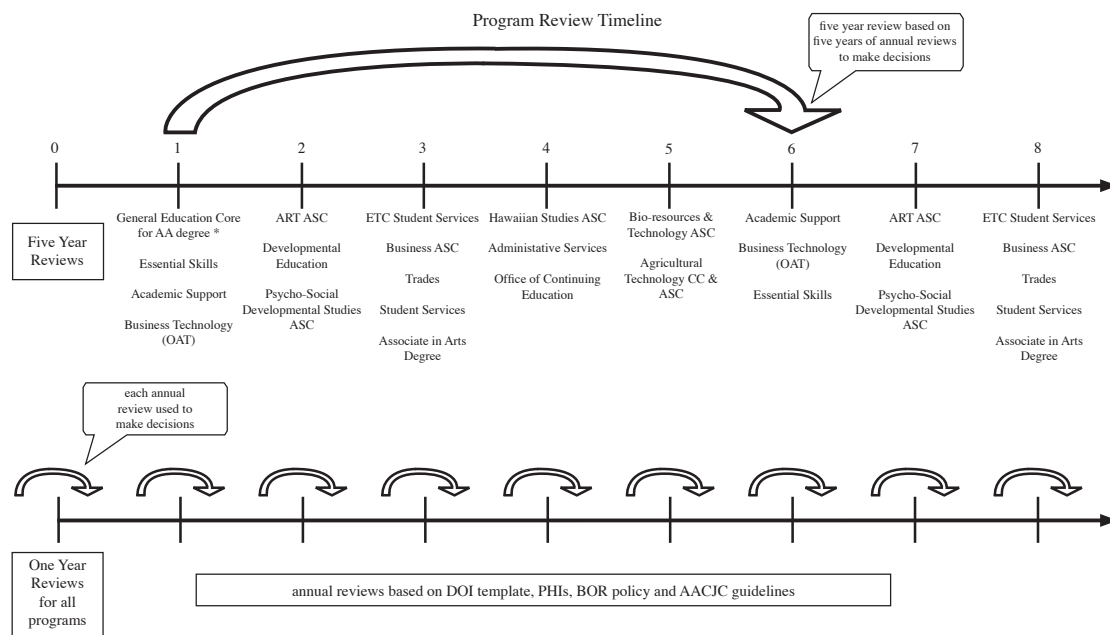
Self-Evaluation:

The mission statement expresses the goals of the College. During Fall 2005 surveys of faculty, staff, and students were conducted. Of the 65 full- and part-time faculty who responded, 97% indicated that they were familiar with the mission statement and 89% considered it excellent or satisfactory. Of the 25 full- and part-time staff who responded, 96% were familiar with the mission statement and 92% found it excellent or satisfactory. Seventy-four percent of the faculty felt that their involvement in the campus decision-making process was excellent or satisfactory, as opposed to 28% of the staff. This shows that faculty and staff understand the goals of the College and that faculty, at least, feel that they are part of the collaborative effort toward achieving the College goals. The staff, however, do not feel fully engaged in that collaborative process of decision making at the College. In the Fall 2005 survey of 395 students, after reading the mission statement, 86% of the respondents said that it accurately describes their experience at the College (Ref. 1B-25) (Ref. 1B-26) (Ref. 1B-27).

Planning Agenda:
None

I.B.3 The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

Descriptive Summary:

In a letter dated June 28, 2005, the Accrediting Commission for Junior and Community Colleges (ACCJC) informed the College that the Commission had reviewed both the Progress Report on April 6, 2005, and the report of the evaluation team that visited the College. The Progress Report was accepted. But the College remained on warning staus and was asked to complete a further Progress Report by October 15, 2005, focusing on issues raised in the letter (Ref. 1B-22). The College remained on warning status.

The visiting team of April 6, 2005, stated:
> "Because program review was not the foundation of the college's current educational planning and resource allocation processes, the college is still grappling with how to integrate all the components for an institutional effectiveness system leading to educational improvement. The college has not met this recommendation."

The report suggested that one of the reasons for this lack of integration was the absence of clear written policies for a systematic, standardized, and integrated program review and assessment process that would inform college and system level plans and budget allocations (Ref. 1B-28).

The College then submitted a new Progress Report on October 15, 2005, indicating what further progress had been made to satisfy this recommendation. Three formal policy statements had been created and approved. Drafts of these policy statements were first written by the administration; circulated to all faculty and staff for discussion, comment, and input; and then revised and signed by the chancellor. By August 22, 2005, two policies, one on Budget Development and another on Program Review and Procedures were approved. By September 15, 2005, the Strategic Planning Policy was approved. These policies were posted on the College website and also became part of the Windward Community College Policy Manual (Ref. 1B-29) (Ref. 1B-30) (Ref. 1B-31) (Ref. 1B-32). Decision-making is based on these policies and the priorities established in the Strategic Plan. These priorities are based on systematic empirical review of all programs found in Annual Assessment Reports and five-year Program Reviews.

In December 2005, Annual Assessment Reports and Program Reviews were submitted for all academic programs and support units to provide data for planning and budgeting decisions (Ref. 1B-31). Salient to the empirical review is the collection, analysis, and use of evidence to ensure that students get a high quality education and that the mission is

met. This process provides data so the College can make informed decisions to improve student learning and to allocate resources prudently.

The Strategic Planning Committee uses Annual Assessment Reports and Program Reviews to update the Strategic Plan annually (Ref. 1B-32). Each year, after updating, the revised Strategic Plan goes with department and unit requests to the Budget Committee. In February, the Budget Committee reviews department and unit requests in conjunction with the Strategic Plan, and drafts a recommended operating budget and a legislative budget request (Ref. 1B-30). This process assures that College resources are directed effectively to those programs that show demonstrated need. It also assures our legislators, taxpayers, and tuition paying students that the College makes optimum use of resources to provide quality education.

The program review process is an on-going, year-round assessment of the academic programs and support units of the College. Annual Assessments and five year program Reviews are published on the College Website each December (Ref. 1B-33).

Programs and units conduct yearly assessments. The cycle allows for examining program and unit outcomes, creating assessment plans, collecting data, and implementing plans using data. A Comprehensive Program Review or Unit Report is then written at the end of a five-year cycle. (In the first cycle, some programs will not have five years to report.) Using the annual assessment reports from previous years, this comprehensive report, written by the program administrator or support unit supervisor with the assistance of the IRO, includes all pertinent data and evaluation of the data on the basis of outcomes, resources, efficiency, and effectiveness of the program or unit. This report includes recommendations for resources and planning use.

Program Review Timeline

five year review based on
five years of annual reviews
to make decisions

| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |

Five Year Reviews

General Education Core for AA degree *	ART ASC	ETC Student Services	Hawaiian Studies ASC	Bio-resources & Technology ASC	Academic Support	ART ASC	ETC Student Services
Essential Skills	Developmental Education	Business ASC	Administative Services	Agricultural Technology CC & ASC	Business Technology (OAT)	Developmental Education	Business ASC
Academic Support	Psycho-Social Developmental Studies ASC	Trades	Office of Continuing Education		Essential Skills	Psycho-Social Developmental Studies ASC	Trades
Business Technology (OAT)		Student Services					Student Services
		Associate in Arts Degree					Associate in Arts Degree

each annual review used to make decisions

One Year Reviews for all programs

annual reviews based on DOI template, PHIs, BOR policy and AACJC guidelines

*Beginning in year 3 entire AA will be reviewed together.

WINDWARD
COMMUNITY
COLLEGE
Program Review, Strategic
Planning and Budgeting
Cycle

DATA GENERATION
FOR PROGRAM
REPORTS
June - July

BEGIN NEW
PROGRAM REVIEW
CYCLE
August

COLLEGE BUDGET AND
BUDGET REQUEST
DEVELOPED
April - May

COLLEGE BUDGET
REVIEW/
ADJUSTMENT
September

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

ADMINISTRATIVE
REVIEW
March

UH BOR
DETERMINES
BUDGET REQUEST
October

BUDGET COMMITTEE
REVIEW/
RECOMMENDATIONS
February

PROGRAM REVIEWS,
PROGRESS REPORTS &
DEPARTMENT PLANS
November

STRATEGIC PLAN
REVIEW/UPDATE
December

REVISED MAY 2006

Self-Evaluation:

The College now meets this standard. Using its new policies, the College has completed one cycle of program review, strategic planning, and resource allocation. The Deans of Instruction and Assistant Deans of Instruction created an Assessment and Program Review Template for use system-wide which was approved by the Council of Chancellors at its August 4, 2005 meeting. It was adapted for use in assessments and reviews at the College. The College's institutional researcher has used this template to create a program review form. However, the template requires data that was not available from the system Institutional Research Office. Consequently, the College wrote programs to retrieve the necessary data.

Policies have been established in all areas of the planning process; one part of the process that did not work well was the composition of the Budget Committee (stakeholders but no administrators). In Fall 2005, the committee was reorganized and now includes stakeholders and administrators as a part of deliberation, with the understanding that the Chancellor makes the final decision on budget matters. In Spring 2006 representatives from diverse units of the College evaluated the first cycle of the planning and budgeting processes and made adjustments (Ref. 1B-36).

Planning Agenda:

The College IRO and the system IRO will continue to work on obtaining the data needed to complete the template.

The College IRO will train faculty in using available data.

I.B.4 The institution provides evidence that the planning processes are broad based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness

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Descriptive Summary:

The following provide evidence that planning processes are broad based and open:

1. WCC Convocation. By custom, each semester before classes begin, all full-time and half-time employees attend an informational meeting and forum where such campus issues such as program review and state-of-the-College are discussed (Ref. 1B-37).

2. Regularly scheduled IEC meetings. The Institutional Effectiveness Committee (IEC) uses listserv in order to assure broad based input and to keep all faculty and staff informed of committee decisions, upcoming meetings, workshops and events (Ref. 1B-38).

3. IEC faculty and staff workshops. Participation in IEC academic planning sessions, workshops, and poster sessions is strongly encouraged, and attendance at some is mandatory for faculty (Ref. 1B-39).

4. Regularly scheduled College and Employment Training Center (ETC) administrative and departmental meetings. Academic units meet regularly. Department chairs meet regularly with the Chief Academic Officer. Faculty Senate chairs meet regularly with administrators (Ref. 1B-40).

5. Major committees have representatives from all academic units: Staff Development, Credit Curriculum and Academic Affairs Committee, Strategic Planning Committee, Budget Committee, Institutional Effectiveness Committee, Enrollment Management Committee (Ref. 1B-41). (Refer to Standard 4A for descriptions of committees and their structures.)

6. Numerous state and federal grants (Ref. 1B-42).

7. Annual assessments and program reviews, which are required for all units on campus (Ref. 1B-33).

8. Students are encouraged to serve on all major committees.

Self-Evaluation:

The College meets this standard. Representational membership in College committees, events, workshops and convocations provide ample opportunity for broad based involvement for the faculty and staff in the planning process.

For the initial formation of the Budget and Strategic Planning Committees, faculty members from various areas were invited by administration to serve. Now that the committees are established by formal policies, the Faculty Senate is considering how it can be involved in the selection of representatives to the Strategic Planning and Budget Committees.

Students are invited to participate in planning. However, it is often difficult to recruit enough student representatives. They are supposed to come from the campus student council, but the process is not working, for limited numbers of students are available.

Planning Agenda:

The Faculty Senate will lead a campus discussion of the composition and method of selection of faculty representatives on the Strategic Planning and Budget Committees. These issues will be resolved before the 2006-07 committee deliberations.

The College will attempt to insure more student participation.

I.B.5 The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

Descriptive Summary:

The College's Institutional Research Office (IRO) produces customized reports on student enrollment, status, and graduate exit information to support the efforts of various planning bodies. Administrators, department heads, faculty and others use the data to stay informed, determine trends, assess institutional needs, establish benchmark comparisons and track advancements in reaching the goals and objectives stated in the Strategic Plan 2002 - 2010. In Fall 2005, the IRO, using data provided by the system, created an online Data Portfolio, which comprises the data mentioned above, faculty and student surveys, other self-study demographic information and student achievement data. The Data Portfolio is now accessible to all interested constituents at the College Website (Ref. 1B-43).

College data are also made available to the University of Hawaii's Board of Regents, the President, the Office of the Vice President for Planning and Policy, the System Academic Affairs Council, and the Institutional Research Office.

The Vocational Community Education Division (VCE), which includes the Office of Community and Continuing Education (CCE) / Employment Training Center (ETC), consists of eight non-credit/certificate vocational programs. This division generates three major reports on different data sets.

(1) The Annual Department of Education Report includes demographic and completion data and is submitted to the Program Manager of the School Renewal Programs, a part of the Comprehensive School Alienation Program (Ref. 1B-44).

(2) Workforce Investment Act Quarterly Reports are mandatory reports required by the United States Department of Labor (USDOL). The information is compiled and listed on the USDOL website to assist new and potential students to make informed decisions about vocational and employment options (Ref. 1B-45).

(3) The Annual Program Health Indicators report provides vocational and academic attainment information. This information is given to the Associate Vice President of Academic Affairs and the State Director of Career and Technical Education. These reports are combined at the state level and disseminated to interested parties on the local and federal level. The VCE has begun to use the College data format for its annual assessments and program reviews. Currently VCE reports and program data are shared with funding sources and the College (Ref. 1B-46).

The most common and effective methods of circulating reports and assessment information are via campus email and the College / Institutional Research Website, www.wcc. edu/ir. Another means of communicating assessment results and updates to appropriate constituencies is the Ka 'Ohana newspaper. Within individual committees, minutes are circulated.

Self-Evaluation:

The first annual assessments and program reviews were completed in December 2005 and posted on the College Website (Ref. 1B-33). However, improving efforts to inform the community at large may eventually require additional support and resources.
For although minutes of meetings of important standing committees and councils are circulated within committees, College members at large are frequently unaware of the contents of the minutes. Clear, timely, and creative methods of communication are necessary so personnel are aware of committee actions.

Planning Agenda:

The College will make minutes of standing committees, such as Strategic Planning and Budget, available to the whole campus, by email and online.

I.B.6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

Descriptive Summary:

The October 15, 2005, Progress Report stated the College's progress in meeting this standard (Ref. 1B-47) (Ref. 1B-48) (Ref. 1B-29). Since that report, annual assessment reports and program reviews on all academic programs and support units provided data on which current planning and budgeting decisions were based. As stated in the Program Review Policy and Procedures, "The overall focus of the empirical review is the collection, analysis, presentation and use of evidence to ensure that a high quality of education is being provided to students and that the mission of the college is being achieved. The process provides data from which the college can make informed decisions in the improvement of student learning and resource allocation" (Ref. 1B-31).

The Program Reviews and Assessment Reports are submitted to the Strategic Planning Committee by various committees to insure that the "Strategic Plan" is "based on Annual Assessment Reports and Program Reviews" (Ref. 1B-32). Each year, after updating (Ref. 1B-49), "the Revised Strategic Plan goes, with department and unit requests, to the Budget Committee [….] the Budget Committee reviews department and unit requests in conjunction with the Strategic Plan, and drafts a recommended operating budget and a legislative budget request" (Ref. 1B-30). Following this process will assure that the "college resources are directed effectively to those programs that show demonstrated need."

Self-Evaluation:

The College meets this standard .The College has completed one cycle of program reviews, strategic planning, and budget allocation. These different processes were reviewed in May 2006 to insure policies are functioning as planned. For instance, the Strategic Planning Committee suggested that due dates for program reviews be made earlier in the cycle, in order to allow the committee more time to read the reviews and prioritize requests (Ref. 1B-49). The Budget and Strategic Planning Committees also recommended a change in the timelines of when reports are due.

Planning Agenda:

The College will revise planning and resource allocation procedures as necessary.

I.B.7 The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

Descriptive Summary:

The College addresses the criteria for this standard through the program review process. The College, Dean of Instruction, Director of Vocational and Community Education, ETC, and OCET, Dean of Student Services, Administrative Services and each department participate in this process every year. The evaluation process is a formal one, which includes peer review, student satisfaction surveys, faculty satisfaction surveys, and program self-assessment by faculty, coordinators or department chairs, and administration (Ref. 1B-33). Additional Annual Reports, submitted by Library, Media Center, and The Learning Center (TLC) are available in the Office of the Dean of Instruction (Ref. 1B-50).

The College has several instruments such as graduate/leaver surveys (Ref. 1B-51) and student survey/CCSSE (Ref. 1B-51) in place to evaluate students' satisfaction with their overall educational experience. In Spring 2006, the College conducted a survey to find out student goals and their intentions for the fall semester, whether they would be returning to the College, transferring, or not returning and why. Such information will help the College address curriculum and student needs and improve retention rates (Ref. 1B-52).

Self-Evaluation:

The evaluation process emphasizes self-reflection. It also relies heavily on input from all faculty, students, and staff, data collection conducted by the College's Library (Library Annual Reports, FY 2001-02, 2002-03 and 2003-04 (Ref. 1B-53), by the Learning Center (TLC Annual Evaluation Surveys, Spring 2002 and 2003) (Ref. 1B-54) and other such evaluative instruments as graduate leaver surveys, student surveys/CCSSE, Media Center surveys (Ref. 1B-55), and publicized Computer & Information Literacy Requirements (Ref. 1B-56) (Ref. 1B-57).

The College needs to review its survey instruments and solicit suggestions to insure that survey questions provide pertinent information for making decisions affecting curricula and services.

Planning Agenda:

The College will invite input from appropriate constituencies to refine survey instruments.

Standard IB References

1B-1: "AA Degree Assessment at Windward Community College: Some Considerations and Recommendations"

1B-2: Assessment Committee Membership List, Fall 2001

1B-3: Assessment Committee Progress Report AY 01-02

1B-4: NCTLA Assessment Institute conference material

1B-5: Pacific Planning, Assessment & Institutional Research Conference material

1B-6: "Program Review: General Education Requirements of the Associate of Arts Degree for Academic Years 2001-2005," pp. 10-12

1B-7: Institutional Effectiveness Committee: Charge of the Committee, April 8, 2004

1B-8: Institutional Effectiveness Committee Membership
http://www.wcc.hawaii.edu/iec/members.html

1B-9: Windward Community College Strategic Plan, 2002 – 2010, pp. 3 – 4

1B-10: Institutional Outcomes, March 4, 2005

1B-11: Program Review Timeline
http://www.wcc.hawaii.edu/facstaff/Assessment/ProgramRevTimeline.pdf

1B-12: Strategic Plan Worksheet, Windward Community College Institution Map

1B-13: Assessing the Quality of Intended Outcome Statements (with Scoring Guide)

1B-14: Report for (Any) Discipline/Program template

1B-15: Ruth Stiehl Workshop agendas and materials 03/03/06

1B-16: Windward Community College Master Course List

1B-17: CCAAC: Department reports to delete or keep courses

1B-18: Windward Community College Course SLOs

1B-19: Windward Course Catalog 2006-2007
http://www.wcc.hawaii.edu/cat/acad/Cat07/Catalog07forWeb.pdf

1B-20: Employment Training Center, Student Learning Expectations

1B-21: Employment Training Center: Samples of assessment instruments

1B-22: ACCJC letter, June 28, 2005

1B-23: Windward Community College Strategic Plan, 2002 – 2010

1B-24: Windward Community College Planning and Decision-making Process, Chancellor's memo, November 1, 2005

1B-25: Windward Community College Faculty Institutional Survey, Fall 2005
http://www.zoomerang.com/reports/public_report.zgi?ID=L22F362Q3YHU

1B-26: Windward Community College Staff Institutional Survey, Fall 2005
http://www.zoomerang.com/reports/public_report.zgi?ID=L22FFYSQZJPN

1B-27: Windward Community College Student Institutional Survey, Fall 2005
http://www.zoomerang.com/reports/public_report.zgi?ID=L22GSS6C4U6V

1B-28: Accreditation Progress Visit Team Report, April 6, 2005
http://www.wcc.hawaii.edu/ir/

1B-29: Accreditation Progress Report, October 15, 2005, pp. 7-13
http://www.wcc.hawaii.edu/facstaff/Assessment/ACC101505.PDF

1B-30: Budget Development Policy
http://www.wcc.hawaii.edu/cat/admin/Policies/4_3.htm

1B-31: Program Review Policy
http://www.wcc.hawaii.edu/cat/admin/Policies/4_4.htm

1B-32: Strategic Planning Policy
http://www.wcc.hawaii.edu/cat/admin/Policies/4_2.htm
1B-33: Program Reviews and Annual Assessments
http://www.wcc.hawaii.edu/cat/admin/ProgramPlans/default.htm
1B-34: Program Review Timeline
http://www.wcc.hawaii.edu/facstaff/Assessment/ProgramRevTimeline.pdf
1B-35: Program Review, Strategic Planning and Budgeting Cycle
http://www.wcc.hawaii.edu/facstaff/Aug15/PlanningCycleRev0506.pdf
1B-36: Program Review Evaluation Meeting, Minutes, May 2006
1B-37: Convocation agenda on file
1B-38: Institutional Effectiveness Committee Meeting Minutes
http://www.wcc.hawaii.edu/iec/minutes.html
1B-39: Institutional Effectiveness Committee: Agenda, flyers, sign-in sheets on file
1B-40: Committees, agenda and minutes on file
1B-41: Directives: Councils and Committees
1B-42: Grants, reports on file
1B-43: Demographic Information and Achievement Data for the Self Study
http://www.wcc.hawaii.edu/ir/Accreditation/WCCDraftWebDIAD8-22-05.pdf
1B-44: Comprehensive School Alienation Program (CSAP) report
1B-45: Workforce Investment Act report to the Workforce Investment Board
1B-46: Vocational and Community Education Program Review Reports, 2004-2005
http://www.wcc.hawaii.edu/cat/admin/ProgramPlans/LOBS.pdf,
http://www.wcc.hawaii.edu/cat/admin/ProgramPlans/ETC/FacilitiesMaintenance.pdf
http://www.wcc.hawaii.edu/cat/admin/ProgramPlans/ETC/Autobody.pdf
http://www.wcc.hawaii.edu/cat/admin/ProgramPlans/ETC/Construction.pdf
http://www.wcc.hawaii.edu/cat/admin/ProgramPlans/ETC/Construction.pdf
http://www.wcc.hawaii.edu/cat/admin/ProgramPlans/ocet.pdf
1B-47: Accreditation Progress Report, October 15, 2005, pp. 7-13
http://www.wcc.hawaii.edu/facstaff/Assessment/ACC101505.PDF
1B-48: ACCJC, Letter from Barbara A. Beno, Executive Director, January 31, 2005
1B-49: Strategic Plan Update, February 22, 2006
http://www.wcc.hawaii.edu/cat/admin/Committee/StrategicPlan/SPupdate5web.pdf
1B-50: Academic Support Division Program Review Report, 2004-2005
http://www.wcc.hawaii.edu/cat/admin/ProgramPlans/AcadSupp2004-05.pdf
1B-51: Graduate Leaver Survey, Four Year Summary
http://www.wcc.hawaii.edu/ir/GraduateLeavers/GraduateSurveyOptions.htm
1B-52: Student Retention Survey, May 2006
1B-53: Library, annual reports on file
1B-54: The Learning Center, annual reports on file
1B-55: Media Center, annual reports on file
1B-56: Computer and Information Literacy, Faculty Senate Memorandum, 5/2/2002
1B-57: Computer and Information Literacy, Chancellor for Community Colleges   Memo-
randum, 7/30/2002

STANDARD II STUDENT LEARNING PROGRAMS AND SERVICES

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthestic, and personal development for all of its students.

Standard II.A Instructional Programs - Themes

Institutional Commitment: The College has a commitment to honest inquiry about how it represents itself to the community and how it evaluates its effectiveness as a college. The accreditation self study has prompted campus-wide assessment of the integrity of policies and procedures and the way the College treats students, faculty, staff, and the public (II.A.1, II.A.2.a, II.A.2.e, II.A.6, and II.A.7).

Commitment is demonstrated through the continued financial support for assessment and instructional effectiveness including professional development funding of faculty members. Four faculty attended a conference on best practices in assessment in Colorado in 2001. Opportunities for others followed, creating a cadre of faculty who were knowledgeable about assessment. By 2004, when the Assessment Committee evolved into the Institutional Effectiveness Committee (IEC), the College had a core of dedicated faculty and staff who were committed to using assessment techniques to measure student learning outcomes (II.A.1.a and II.A.1.c).

Faculty are continually encouraged to use technology to enhance courses. Olelo, a public access television station, was invited to assist the College in improving multimedia communication. Other branches of the College, including Upward Bound, Talent Search, and STAAR, help students achieve their educational goals (II.A.1.a and II.A.1.b).

The College also supports and maintains an award-winning student newspaper that clearly presents the current issues concerning the College and its students.

Evaluation, Planning, and Improvement: The College relies on faculty expertise to identify student learning outcomes for courses, certificates, programs and degrees (II.A.2.b). Once these outcomes have been established, tools for assessment of student learning are selected. Some examples include filming and analyzing student speeches, embedding specific test questions in math, evaluating writing samples, and analyzing portfolios (II.A.2.e, II.A.2.f, and II.A.2.g). The math discipline's first assessment attempt identified a weakness in its curriculum and adjustments were made (II.A.1.c).

Student Learning Outcomes: The College has been actively engaged in self-analysis that will lead to improvement in learning and teaching. The College has adopted the student learning outcomes (SLOs) approach with commitment of time and resources. The IEC sponsored professional development activities to help faculty, staff, and administration convert program goals and traditional course objectives into SLOs (IIA1a).

After several faculty members participated in a training work seminar with Ruth Stiehl, an expert in best practices in developing SLOs, they invited her to conduct an all-day workshop in Spring 2006 for faculty. In addition, the chair of the IEC met with each department and conducted individual and department training sessions. The College has made substantial progress in developing course and program learning outcomes. The IEC followed up this past year with well attended workshops on assessment strategies, including the use of portfolios, knowledge mapping, and rubric design (II.A.1.a).

At the end of Spring 2006, 79 % of all courses on the Course Master List had SLOs. All course SLOs that were reviewed by the IEC and the curriculum committee were published in the Windward Course Catalog 2006-2007. As other course SLOs are reviewed, they will be published on-line and in print (II.A.1.c and II.A.2.b).

Organization: The College has procedures in place to insure that strategic and budgetary decisions are based on the results of program assessments. The College has in place a five-year cycle for program reviews, the first phase completed in December 2005 (II. A.2.a and II.A.2.e). Policies and other institutional documents, such as the current catalogs, which includes program descriptions and college entrance procedures, are available on the College Website (II.A.6.a, II.A.6.b, and II.A.6.c).

 The College began with an Assessment Committee, which led general education faculty members in assessing specific course outcomes in their disciplines (II.A.1.c). By 2004, all of the disciplines had completed a cycle of self-evaluation. In Fall 2004, the Assessment Committee was replaced by the IEC. The IEC was charged with overseeing the development of program and course SLOs. Accepting this charge, the IEC has conducted professional development workshops for faculty that focus on how to develop SLOs that can be reliably and validly assessed (II.A.1.a).

Dialogue: Prior to the Fall 2001 review of the AA general education requirements, faculty, staff, and administrators met to discuss role of the College and its mission (II.A.2.e). While student learning has always been the focus, the perspective has shifted from a model that is teacher-oriented to one that is defined by student learning outcomes and the role of a graduate in our communities. This shift has created meaningful discussions at the discipline, program, and institutional levels.

The SLO approach has encouraged the discussion of the following questions: "What qualities, skills, and values do we want a graduate to possess? What does the community expect of our graduates? Are our courses sequenced logically? How well are we meeting our respective charges?" These questions have led to a shift in culture and acceptance of the new focus on student learning outcomes (II.A.3, II.A.4, and II.A.5).

Other dialogues have taken place, such as in the all-campus forum held January 2004 to discuss the general education requirements needed in the AA degree. New groups such as the Strategic Planning and Budget committees were established, and these led to dialogue at a new depth among faculty, staff, administration, and students. In the vocational and non-credit programs, dialogue takes place with agencies such as the State Department of Land and Natural Resources in developing specialized training, as well as with advisory committees (II.A.1, II.A.2.e, and II.A.3.b).

Institutional Integrity: The integrity of the College, as it relates to instructional programs, is demonstrated by how it presents itself to all stakeholders, internal and external, and how it serves the needs of a diverse population.

In both the credit and non-credit areas, clear and complete information about programs, degrees, certificates, and courses are posted on Websites and in publications such as catalogues, schedule of classes, brochures, and flyers (II.A.3, II.A.6.a, II.A.6.b, and II.A.6.c). Academic policies for transfer, student academic honesty, and academic freedom and responsibility are also publicly proclaimed (II.A.2.c, II.A.7.a, II.A.7.b, and II.A.7.c). Other representations of the College in newspaper ads and promotional campaigns in the community attest to the openness with which the College carries out its mission. The College's efforts to make the results of assessment, evaluation, and program reviews available to its stakeholders are further proof of institutional integrity (II.A.2.f).

The College is committed to serving the needs of its diverse population by offering high quality credit and noncredit programs culminating in degrees, certificates, career advancement, occupational upgrading, as well as personal enrichment (II.A.1). To accommodate different learning styles, the College offers delivery systems ranging from traditional classroom to on-line courses, as well as a variety of modes of instruction including service learning projects, field trips, Computer Assisted Instruction, and the more traditional lecture/discussion format (II.A.1.b and II.A.2.d). The TRIO program provides academic and support services for students with special needs, or from low-income families, or who are first generation college students. Several programs in the non-credit area are specifically designed for at-risk populations including the under-educated, unemployed, and the alienated high school youth (II.A.1.a and II.A.2.d).

Standard II.A Instructional Programs

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

II.A.1 The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

Descriptive Summary:

This institution offers high-quality credit and noncredit programs appropriate to an institution of higher learning that is committed to serving the postsecondary educational needs of individuals residing in the communities served by the College. The College mission, in accord with the mission of the Community Colleges of the University of Hawaii, establishes the direction and emphasis of its programs. The credit programs are offered through the credit program, and the non-credit programs are offered through the Vocational Community Education Division (VCE), consisting of the Employment Training Center (ETC) and the Office of Community and Continuing Education (CCE).

In the credit area, the College broadens access to post secondary education by providing open-door opportunities in both liberal arts and vocational educational programs. Credit courses may culminate in two University of Hawaii Board of Regents approved degrees, the Associate in Arts (AA) degree and the Associate Degree in Technical Studies (ATS), as well as a Certificate of Completion in Agricultural Technology. The AA degree is a two-year direct transfer liberal arts degree, which is recognized and accepted as fulfilling the general education requirements at all University of Hawaii baccalaureate degree-granting campuses. The ATS degree is designed for students who wish to earn a technical, occupational or professional degree.

In an attempt to create a vocational emphasis within the College's liberal arts framework, five academic subject certificates (ASC) are available within the AA degree program: Art, Bio-Resources and Technology, Business, Hawaiian Studies, and Psycho-Social Developmental Studies. Credits completed for these certificates may be applied to meet the AA degree program requirements (Ref. 2A-1).

The College ensures that its credit programs and curricula are current through a review process required by the University of Hawaii (UH). Course proposals must be reviewed at the departmental level, by the Credit Curriculum and Academic Affairs Committee

(CCAAC), and then by the Faculty Senate. Administrative reviews are conducted to assure conformity with system numbering and course standards. The CCAAC, composed of one representative from each academic department, is a standing committee of the Faculty Senate and is the principal reviewing and recommending body on all aspects of the credit educational curricula. It reviews courses for academic rigor, currency, and relevance. The CCAAC also ensures that credit courses are in line with the mission and Strategic Plan of the College.

In the VCE noncredit area, ETC and OCE offer a broad range of noncredit instruction and avocation programs. Short-term training programs include Introduction to Culinary Arts (ICA), Auto Body Repair and Finishing (ABRF), Facilities/Maintenance and Construction (FAMCO), Nurse Assistant Training Program (NATP), and Office Administration and Technology (OAT). Other essential skills training courses -- Essential Skills (ES), Office Skills (OS), and Integrated Academics (IA) -- are offered at various locations throughout Oahu. The merger of ETC with the credit program and OCE in January 2002 increased the College's options to provide services to a broader segment of the community. These occupational, technical, and professional courses and programs prepare students for immediate employment, career advancement, occupational upgrading, as well as personal enrichment.

All noncredit instructional programs of ETC undergo a review by the ETC Curriculum Committee as well as an administrative committee. The process includes a review of all program curricula and student learning outcomes. These are reviewed and approved by the division, curriculum committee, division coordinator, and the Director of Vocational and Community Education. Prior to the merger and reorganization, ETC completed a rigorous review by the Western Association for Schools and Colleges (WASC) and was granted accreditation from 2000 through 2006.

All vocational education programs must meet state and national standards where applicable. For example, faculty who teach the College's national certification programs, such as the National Certification for Auto Body Program, are required to complete the Automotive Service Excellence (ASE) certification for Auto Body and Automotive instructors.

OCE offers non-credit instruction programs in fine arts, such as brush painting and working with clay, and cultural activities such as classes in Tai Chi. Community requests, from retirees, hobbyists, and state affiliated agencies or organizations, determine OCE's course offerings. OCE provides state-certification in vocational or specialized training such as the Ocean Safety Educational Course and the Recreational Thrill Craft Operators Educational Course.

The Nurse Assistant Training Program, a vocational short-term training program, also must meet the state's high standards. In January 2005, the State of Hawaii Department of Health informed the College that all nurse assistants must be trained in a state-approved facility. Because the College had a review process in place for its vocational programs, the NATP was able to quickly receive state approval on February 17, 2005, after going

through an intensive review of its curricula and instruction and inspection of its training facilities. The NATP was the first program on Oahu to receive the "state-approved" designation.

In addition, the College encourages and supports its faculty and staff to develop professionally through conferences, workshops, seminars, training programs, and membership in professional and affiliated associations. Faculty must also participate in the UHCC system-wide Program Coordinating Councils (PCC), which are groups of cohorts in similar academic areas, such as the PCC for Office of Administration Technologies, Agricultural Technology, and other vocational programs where faculty can share and discuss articulation of courses, challenges, and other specific academic issues.

Self Evaluation:
The College meets this standard.

Planning Agenda:
None.

II.A.1.a The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

Descriptive Summary:

In the credit area, the College uses demographic information about its student population from Managing and Planning Support (MAPS) reports and from the Computerized Adaptive Placement Assessment and Support System (COMPASS) Placement Test demographic questionnaire (Ref. 2A-3) (Ref. 2A-4). The demographics of the student population used in the compilation of the Strategic Plan for 2002-2010 include external factors such as global and local economic influences, and internal factors including student population demographics (Ref. 2A-2). Other data include selected characteristics of credit students such as headcount enrollment by programs; majors by program; gender and ethnicity; student semester hours and course full time enrollment; course registration and average class size patterns; and Continuing Education and Community Services enrollment. The College Institutional Research Officer produces detailed information on these areas for all credit academic departments.

The demographic data reveal a large Native Hawaiian population in the Windward area. Each fall, approximately 30 percent of the College's student population declare themselves as Native Hawaiians. As of Fall 2004, the student body was composed of 36.2 percent Hawaiian or Pacific Islander, 22.4 percent Caucasian, 19 percent Asian, 2.1 percent Hispanic, 0.8 percent African American, 0.3 percent American Indian/Alaska Native, and 14.4 percent of mixed ethnicity (Ref. 2A-3). In keeping with the Academic Development

Plan, and later, the Strategic Plan, the College developed a strong multi-disciplinary Hawaiian Studies curriculum with an Academic Subject Certificate in Hawaiian Studies, and it has expanded courses that have a Hawaii or Asia/Pacific focus (Ref. 2A-2.) The College applied for and was awarded a second five-year, $2.3 million federal Title III grant in 2005 to improve student success in diverse student populations, especially the Native Hawaiian student population.

All students who are accepted at the College must take the COMPASS placement test. The results are used to place students in appropriate level English and math courses. Counselors use the results to plan schedules for students that enable them to fulfill their academic goals. Demographic data including educational background, educational plans, and career plans are collected and stored in the server and all counselors receive a print-out of the information.

The Enrollment Management Committee (EMC) and the Dean of Instruction's office use data from Banner, the system-wide student information and registration system, to evaluate and review all courses. For example, the EMC saw a trend of high numbers of people missing the registration deadline for the start of the new semesters. Consequently, the EMC decided to offer courses with a later starting date. These courses are condensed to 13 weeks, rather than the usual 15-week schedule. Hence, the College has been able to fill the 13-week schedule with students who register late and with students from other colleges as well. The EMC has found that the 13-week schedule fills quickly and is quite popular with working adults. It is considering increasing the number of offerings in the 13-week schedule to accommodate more working students.

The College has three federally funded TRIO programs (Ref. 2A-5). The College's Student Support Services program funded under Title IV of the Higher Education Act of 1965 is available to those who meet the federal government eligibility criteria: first-generation college students, students who come from low-income families, or students who have some form of disability and are in need of academic support. On the Kaneohe campus this program is called the Student Academic Achievement and Retention (STAAR) program. STAAR aims at improving student retention, graduation and transfer rates through student support services such as personal counseling, academic advising, career advising, assistance in course selection, and financial aid assistance. Its goal is to assist students with special needs to make their college experience successful.

A second TRIO program, Talent Search, creates educational opportunity outreach initiatives designed to motivate and support students, grades 6-12, from disadvantaged backgrounds.

The third TRIO program, Upward Bound, provides high school students with the opportunity to gain skills and motivation to succeed in college. This program is for first generation college students who have the potential and motivation to succeed, but need academic assistance, financial assistance, and guidance.

A U.S. Department of Education Native Hawaiian Serving Institutions Strengthening Grant also provides counseling, tutoring and mentoring services to credit students (Ref. 2A-6).

An example of a program initiated to meet a community need is the Pacific Center for Environment Studies program (PaCES), which was begun with a three-year $225,000 grant from the Harold K.L. Castle Foundation. As a stakeholder in the Windward community, the Foundation felt strongly that something needed to be done to develop future stewards of the land and natural resources. Protecting and managing environmental resources are vital to the economic future of Hawai'i. Serving as an umbrella for biological, marine, earth, and space sciences with a special emphasis on environmental monitoring and stewardship, PaCES provides quality undergraduate science education, outreach programs for students and community members, K-12 teacher training and enrichment workshops, as well as training for working adults (Ref. 2A-6).

Another example of the College's ability to address important trends in the economies of our communities is the Computer and Information Literacy (CIL) graduation requirement for all Associate in Arts degree students. The No Child Left Behind, Title III, Part D, Enhancing Education Through Technology program requires that states and schools focus their use of technology on closing the achievement gap (Ref. 2A-7). Information Technologies have become an essential part of students' daily lives and the national economic and business trends indicate that college graduates should develop competencies in using computers in order to fully participate in society. The College thus instituted a program in Fall 2003 to ensure that graduates possess the computer skills necessary to be successful. The College is the only campus in the University of Hawaii system that requires students to pass the CIL exam as part of its AA degree requirements (Ref. 2A-8).

In the credit area, faculty engage in continuous assessment of student learning outcomes in ways that complement the curriculum and student learning needs.

The Institutional Effectiveness Committee (IEC) is a standing committee with representation from various academic, support, and administrative units. A student representative from the student governance organization is a member. The institutional researcher is also a member of the committee. The committee reports to the Chancellor and is charged with the following tasks related to assessment (Ref. 2A-9):
- Plan and oversee an institutional schedule to ensure a systematic, comprehensive, and on-going assessment of the credit programs, non-credit programs, and other units
- identified in the Program Review Policy,
- Develop and sustain a culture of assessment throughout the institution,
- Provide the necessary training and skills for units to assess themselves, and
- Maintain materials and reports related to all assessment activities.

The process of assessing learning outcomes for general education requirements for the AA degree began in Fall 2001. The Written Communication area was the first to undergo this process. The Global Multicultural Perspectives area (called World Civilizations at

that time), Symbolic Reasoning (called Quantitative or Logical Reasoning at that time), Oral Communications, and Social Sciences followed. Faculty involved with Writing Intensive (WI) and CIL graduation requirements also participated in the assessment process. Thus, faculty who teach courses that satisfy these general education requirements have been reviewing, clarifying, and revising learning outcomes for their respective general education areas.

In Fall 2005, faculty began to convert course goals and/or objectives into student learning outcomes. Currently, more than 79% percent of all credit courses have student learning outcomes. The CCAAC did a final review before submitting the student learning outcomes for publication in the Windward Course Catalog 2006-2007. Student learning outcomes will also be included in course outlines beginning in Fall 2006.

Faculty are developing assessment plans to ensure that course student learning outcomes are being met, and the results will be used to improve instruction and learning. Currently, grades, course completion rates, certificates, degrees, and transfer data document the achievement of student learning outcomes in instructional programs. Instructors assess student learning outcomes through examinations, group projects, service learning projects, internships, capstone projects, awards and recognitions, and exhibits. The College's Gallery Iolani has an annual exhibition of student art. Paliku Theatre regularly produces shows that include student performers. The ASC in Psycho-social Development Services incorporates cooperative education at designated field sites in partnership with the social service agency of a local hospital in assessing its students' skills and knowledge. In addition, the student newspaper, Ka 'Ohana, has won numerous journalism awards over the years.

Participation in federal grants, such as Perkins, Title III, and TRIO enables the College to support student progress towards meeting their goals through the funding of student and academic support services. The Learning Center, the Math Lab, the Library, and the Computer Labs all have received supplemental funding from grants. The College must provide reports for these federal grants and must document student achievement (Ref. 2A-6).

General services provided at The Learning Center include assessment of students' abilities in reading, writing, math, and study skills. Workshops and individualized programs tailored to students' needs are offered in The Learning Center. Computers are available to supplement coursework and resource teachers provide help in mathematics, reading, writing, and study skills on a drop-in basis. The Math Lab, a component of The Learning Center, offers drop-in tutorial assistance in math, access to math lab resources and references, and assessment or advising in math (Ref. 2A-10).

The College also uses data and information from outside sources to assess student achievement and satisfaction with the quality of education they receive. The College participated in the Community College Survey of Student Engagement (CCSSE) in 2002, 2004 and 2006. This survey enabled the College to view faculty expectations and perceptions of student engagement alongside actual student responses, thus enabling the College to identify areas of strength and weakness. The results of the 2004 survey indicated that

the College was ranked as one of the best small colleges in the nation for student-faculty interaction and learning. It was number 31 out of 152 community colleges that participated in the survey in Spring 2004 (Ref. 2A-11). The results of the 2006 survey are not yet available.

In the noncredit area, ETC is adept in meeting the needs of the at-risk population, including the economically disadvantaged, unemployed, under-educated or under-prepared, retired; members of the community requiring state certification; rehabilitated individuals; those having disabilities, both physical and/or hidden; and alienated high school youth. ETC provides training opportunities on various community college campuses and special off-site locations to ensure that students willing and able to benefit from ETC's training opportunities have access to continued learning. ETC's instructional programs are designed to address appropriate pacing, educational material, and pedagogy for its student population (Ref. 2A-12).

ETC works collaboratively with city, state, and federal agencies such as Oahu Work Links, the State of Hawaii Department of Education, and Division of Vocational Rehabilitation, which refer individuals after initial screening to determine appropriateness for ETC's programs. ETC also retests each student with the Test of Adult Basic Education (TABE) to place students into appropriate programs. Statistics, projections, and information from the Hawaii State Department of Labor and Industrial Relations, requests from other recognized state organizations such as Alu Like Inc, an organization servicing our Native Hawaiian population, and other federal, state, city and county, or private organizations determine ETC's educational services. ETC has a long established relationship with such organizations to provide education, training and retraining needs statewide. ETC also works contractually with the Department of Education (DOE) to offer an alternative equivalent to secondary education within the public high school system in ETC's career and technical education programs. Other agencies with which ETC has active relationships include the Department of Transportation, Department of Labor and Industrial Relations, Department of Public Safety, City and County Youth Services, various trades unions, the Department of Housing and Urban Development, Schofield Barracks, and other community organizations such as Samoan Services Provider Association or Catholic Charities (Ref. 2A-13).

ETC is able to operate in a timely and flexible manner to implement programs for special populations, such as life skills for the deaf or additional culinary arts classes for young adults with severe learning difficulties. Courses can be launched within a short time after a submission of a course outline, a schedule, instructional material preparation and both ETC administration and referring agency approval.

OCE provides courses such as Tai Chi and Play in Clay in response to community requests (Ref. 2A-14). OCE also offers an Ocean Safety Educational Course requested by the Hawaii Department of Land and Natural Resources, and it has also offered state-certified training for driving instructors statewide. Fulfillment of community needs is assessed by enrollment, student evaluation feedback, and continued requests for course offerings.

Assessment tools include course evaluations, verbal feedback, repeat students, wait lists, repeat requests from employers for contract training, and recommendations from students or employers who have participated in OCE courses.

The ETC Curriculum Committee, a standing committee, reviews program curricula, competencies, and course outlines and evaluates existing programs on an ongoing basis. The committee monitors changes in curricula, suggests further improvements based on outcomes of the changes, and revisits ETC programs as necessary. The committee ensures that curricula adhere and correspond to institutional learning outcomes and goals. The ETC Curriculum Committee has an open-door policy for all faculty and staff to allow a free exchange of dialogue between all stakeholders. Evidence of meeting students' varied educational needs through programs consistent with their educational preparation and their diversity, demographics, and economic situations exists in the following areas: agency referral documents to ETC as well as the correspondence between instructors, counselors, and agency staff regarding the most appropriate service for each student; the minutes of the ETC Administration and Curriculum Committees; lesson plans, exercises, classroom assignments and activities for each of the individual programs.

Self Evaluation:

The College is committed to an intellectually open and nurturing environment that welcomes and appreciates a diversity of ideas and people. The College relies upon research and analysis from internal and external sources to identify the educational needs of its students. This is evidenced by the many courses, programs, and services geared to meeting the needs of the College's culturally diverse population of students, which also reflect Hawaii's multi-ethnic communities.

The College meets this standard with its numerous programs to meet the needs of special student populations and in Spring 2006 hired a disabilities counselor to further help this student population. However, it is some times difficult to identify students qualified for these programs. The College is in the process of reviewing its survey instruments and methods of data collection to ensure that those students are identified.

A second concern has surfaced with the recent adoption of the BANNER student information and registration system. BANNER allows students to register online and self-select their courses. This is a concern since many of these students now register without using available counseling services.

Planning Agenda:

The College will improve the gathering and dissemination of demographic data so that counselors can ensure that student needs are met.

The College will ensure that students receive adequate counseling before they register for courses.

II.A.1.b The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

Descriptive Summary:

In the credit area, the College offers a variety of courses in the day and to a lesser degree, a variety of courses in the evening. Some courses are offered in a 13-, 8-, or 5-week mode as well as the traditional 15-week semester. The College also offers two summer sessions. This allows flexibility for students. To accommodate the differing learning styles of students, faculty use a variety of delivery systems and modes of instruction.

Many classes are taught in the traditional style using a lecture/discussion modality, often with general classroom practices technologically enhanced. The new buildings have technology systems built into the classrooms. The older buildings have audio-visual carts.

Students are assessed using examinations, research papers, lab work, reports, assignments, and projects. This traditional classroom instruction is often enhanced by the use of technology, field trips, and lab components. Based on demand and best practices, other modes of delivery utilized for instruction include, but are not limited to the following:
1. Hands-on training for vocational programs
2. Computer Aided Instruction
3. CIL workshops
4. Service Learning Programs
5. Field trip oriented courses
6. Internship Programs
7. Tutoring and counseling provided by Title III Strengthening Institutions programs.
8. Distance Learning Education online and through cable television
9. WebCT

In Summer 2005, the College opened a new studio in its Hawaii Interactive Television System classroom to help students, staff and Windward residents be more involved in video production. The College has partnered with Olelo Community Television to create the Olelo Media Center to provide more opportunities for our faculty and students to use television as a tool to reach their educational goals.

Also important in delivery of instruction and curriculum are the various learning centers on campus (Ref. 2A-6):

The Learning Center, as mentioned before, provides services including assessment of students' skills in reading, writing, math, and study skills. Workshops and individualized programs tailored to students' needs are also offered. Computers are available to supplement coursework and resource instructors provide help in mathematics, reading writing, and study skills on a drop-in basis.

The Hoaaina RS/GIS Center serves to facilitate courses such as Geographic Information Systems (GIS 105), Geography (Geog 101L), and Meteorology (Met 101). The center is used by Marine Option Program (MOP) students engaged in Geographic Information Systems (GIS), Global Positioning System (GPS) and Remote Sensing projects and by students in the College's environmental science summer program for high school students. The Hoaaina RS/GIS Center is designated as a NASA Center of Excellence in remote sensing (Ref. 2A-15).

The Hokulani Imaginarium is a multi-media state-of-the-art planetarium providing students with a larger-than-life learning experience in the arts and sciences. In addition to providing a simulated view of the solar system, any 3D image from models of molecules to architectural renderings of buildings or cities can be displayed.

The Kuhi Laau Plant and Orchid Identification Facility provides a free plant identification service. Students learn to identify plants with the help of its director and the library of plant books and information.

The Water Quality Lab conducts collaborative projects with community agencies and is a learning center for Marine Options Program students who wish to gain experience in sampling and analysis of stream water.

In the noncredit area, ETC and OCE use the following delivery systems and modes of instruction to obtain learning outcomes:
1. Lecture / Lecture Discussion
2. Discussion
3. One-on-one dialogue
4. Hands-on-training
5. Workshops
6. Instructional and self-paced computer labs
7. Field experience and internships
8. Directed and independent study
9. Service learning
10. Off campus activities

All of ETC's career and technical education programs not only use traditional lecture as a component of instruction but also rely heavily on hands-on training and practice in a realistic, professional or work environment. The Auto Body Repair and Finishing (ABRF) program, for example, is National Automotive Technicians Education Foundation certified every five years and follows Automotive Service Excellence rules and regulations in their entirety to prepare students for articulation to Honolulu Community College Auto Body program. The Facilities Maintenance/Construction (FAMCO) program includes a month-long internship as part of its curriculum, often leading to employment at the internship sites, including Schofield Barracks, Fort Shafter, Princess Kaiulani Hotel, and other designated sites. The Nurse Assistant Training Program (NATP) concludes with a clinical practicum at Kaneohe's Ann Pearl Nursing and Day Health Center in preparation

for entry level nurse assistant employment at these and other hospitals, other long term care or private home care facilities. The Introduction to Culinary Arts (ICA) programs provide catering experience for private and state organizations as an integral part of instruction. The Office Administration and Technology (OAT) program utilizes service learning within the business community as part of its pedagogy (Ref. 2A-16).

ETC and OCE have a high tech, internet accessible computer lab in Hale Kuhina on the Kaneohe campus—the Fujio Matsuda Technology Training and Education Center--available to all programs as well as College personnel. On the Honolulu CC campus, ETC utilizes the PassKey software, a systematic computerized learning database, for students in Essential Skills (ES), ABRF, and the ICA programs, while the OAT and Office Skills (OS) programs rely structurally on a Microsoft ® computer lab component within their programs. All computer lab components for ETC programs provide absolutely essential hands-on instruction and skills for any workplace. Essential Skills and Office Skills in particular meet the needs of individuals with sight, hearing, or other physical challenges by utilizing available technologies in preparation not only for employment but for essential life skills in information technology and communication, enriching and easing daily living for these students.

Tasked to develop job placement and work-based learning opportunities and partnerships, the Job Placement, Internship, and Cooperative Education Committee, first convened in 2000 and currently representing all 10 campuses within the UH System, found that many students were not receiving critical job readiness assistance and information, despite workshops conducted specifically in these areas. Thus, the Career Access project was initiated to provide comprehensive, relevant job readiness instruction in a self-paced, interactive, and engaging format.

ETC uses Career Access to provide self-paced instruction in text and audio formats, interactive learning activities, assessments, and documentation of students' progress. It is easily adaptable to individual faculty members' needs -- with many options for pacing, pass rates, and tracking in five areas: Job Applications, Resumes, Cover Letters, Interviews, and Job Search. This program provides critically needed job readiness instruction to our students and helps ease their transition from academic to professional careers.

Since beginning to use Career Access in January 2006, 65 ETC students have used or are currently using the program. ETC is the second largest user of this technology in the University of Hawai'i system (Ref. 2A-17).

Student Information										
	KauCC	KapCC	LeeCC	HawCC	HonCC	MauCC	WinCC	WinETC	UH Hilo	UH Manoa	Other
No. of student accounts per campus	24	48	98	6	3	33	10	65	15	28	3

Evidence addressing this standard is available in curricula, course outlines, lesson plans, classroom exercises, PowerPoint presentations, photos during training and workshops, service learning records, and trainee evaluations of instructors. These provide direct student feedback for improvement of courses and pedagogy.

Self Evaluation:
The College meets this standard.

Planning Agenda:
None.

II.A.1.c The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

Descriptive Summary:

As noted previously, the College has developed student learning outcomes for its AA Degree, and all credit courses offered in Fall 2006 will have student learning outcomes as part of their course outline or syllabus. In addition, 79% of the courses in the College's Master Course List now have SLO's listed as part of their description.

Assessment of student learning has been under way for the past five years. Assessment of General Education requirements of the Associate of Arts degree began in 2001 with the establishment of the Assessment Committee. In academic year 2001-2002, SLOs for written communication (English 100) and writing-intensive courses were assessed. Assessment of SLOs in oral communications, quantitative and logical reasoning, global and multicultural perspectives (World Civilizations), and social sciences followed the next year. In academic year 2003-2004, the assessment of the CIL requirement was completed. In addition, the library conducted an assessment of library units, which are required in English 022 and English 100 courses. In each assessment, results were used to modify instructional material and methods to meet the criteria set by assessors. The original materials, reports, and summary of the 2001-2005 assessment for the General Education requirements of the AA degree (Ref. 2A-18) are housed in the office of the IEC (Ref. 2A-19).
Assessment of performing arts, natural sciences and a follow-up assessment of English 100 are taking place this academic year. The results of the 2003 assessment of Quantitative Reasoning (now called Symbolic Reasoning) were used to make curriculum changes in the mathematics discipline, and were followed by another assessment in Fall 2005. The mathematics faculty have scheduled the assessment of Math 115 for Fall 2006 (Ref. 2A-18).

The IEC is continuing the implementation of a discipline-by-discipline process of defining student learning outcomes, developing rubrics, collecting and interpreting data, and utilizing these data to improve instruction.

Instructors are required to provide SLOs and outlines of course objectives, including lists of topics and methods of student evaluation for all courses taught. The Dean of Instruction keeps these course outlines on file. The process of course outline approval takes place when the course is initially presented for acceptance into the curriculum and involves several stages of review: departmental, CCAAC, Faculty Senate, Dean of Instruction and Chancellor. The departmental review focuses on whether or not the proposed course is consistent with departmental goals. The CCAAC evaluates the proposed course according to its guidelines for course review (Ref. 2A-19). The Faculty Senate, relying mainly upon the recommendation of the CCAAC, either approves or disapproves the course. Final approvals rest with the Dean of Instruction and Chancellor.

The College is defining student learning outcomes for each of its existing courses, the goal being the establishment of assessable student learning outcomes aligned with departmental, program, certificate and degree student learning outcomes. This effort began with department meetings to assist faculty through the process. Academic departments are expected to have completed this process for all their courses by the end of Spring 2006. The academic credit departments have also completed curriculum review reports for currency and relevancy of courses not offered in the past ten years (Ref. 2A-20).

Outcomes for Academic Subject Certificates (ASC) and Certificates of Completion (CC) programs were defined in Spring 2005 (Ref. 2A-21). A five-year program review timetable (Ref. 2A-22) has been established for assessment and review of these programs.

Through a series of campus-wide workshops and meetings held from 2003 to 2005, the faculty, staff and administration formally instituted a program review process that includes annual assessment reports and a 5-year program review to ensure that high-quality education is being provided to students and that the College's mission is being achieved (See Standard I.B.3 for a detailed discussion).

All new programs are required to go through the process of a division review, Dean's review, Faculty Senate review through its CCAAC, and if it is a new certificate of completion program, review and approval of the University of Hawaii Board of Regents. However, academic subject certificates are initiated by faculty at the department level, and are reviewed at the campus level only. Generally, in both the credit and noncredit area, faculty initiate new programs to meet the needs of an increasingly diverse student body, changing technologies, and a changing labor market. Faculty also use external reports from national and local organizations and program advisory groups to help identify workforce needs when developing new courses and programs in selected fields of study.

An example, in the credit area, is the Academic Subject Certificate in Bio-Resources and Technology: Plant Biotechnology developed by the College as a direct result of the need for bio-technicians in the local economy (Ref. 2A-23). As indicated in the Millennium Workforce Development Initiative Report, Hawaii's biotechnology industry wanted its future workers to be trained in cell culture. Thus, in 1999, with a grant from the Millennium Workforce Development Initiative, a botany professor at the College developed

a short-term course for incumbent workers. In 2000, the College decided to expand the course into an Academic Subject Certificate program. Since the start of the program, 20 individuals received the ASC in Plant Biotechnology (Ref. 2A-24).

In the noncredit area, reviews and community/business feedback resulted in ETC programs including short-term job-training in Nurse Assistant Training Program (NATP) and Construction Trades, and a new training site/facility for Culinary Arts at the HCC campus (Ref. 2A-24).

ETC had school-wide Learning Expectations (SLEs) in place for many years. Since merging with the College, however, ETC has changed former SLEs to Student Learning Outcomes (SLOs).

To measure achievement of the desired student learning outcomes, ETC uses competency ratings in Records of Training (ROT) documents. ETC also provides a Certificate of Professional Development or a Certificate of Competence, to every student successfully completing a module or course. ETC uses a systematic process of course analysis to assess all competencies, lessons, classroom exercises and/or activities against ETC goals. Worksheets designed to meet these purposes are in place and in use throughout ETC. The ETC Curriculum Committee reviews the results (Ref. 2A-6).

Evidence is available in program competencies as listed in records of training. Changes in curricula, course outlines, lesson plans over a five-year span as well as records of ETC Curriculum Committee meetings and e-mail or other documentation present data supporting ETC's alignment with this standard (Ref. 2A-6).

Self Evaluation:

The College meets this standard. The College identifies SLOs and engages in continual assessment of student learning and teaching effectiveness in ways that complement the curriculum, programs and student learning needs.

Planning Agenda:
None.

II.A.2 The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

II.A.2.a The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate course and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

Descriptive Summary:

As outlined in Standard II.A.1.c, the College has established procedures for proposing, approving and evaluating new instructional courses and programs. Changes in the AA degree are reviewed by both the CCAAC and Faculty Senate as well as at faculty forums and then voted on by all full and half time faculty members.

Faculty within a specific department are responsible for developing the student learning outcomes for their courses and for ensuring that these outcomes are in line with departmental and program student learning outcomes.

In the noncredit area, all instructional ETC programs undergo review by the ETC Curriculum Committee, a standing committee within ETC comprised of faculty, administrative representatives, and program coordinators—all experienced in servicing the diverse, at-risk population of ETC programs—to assure the quality and improvement of instructional courses and programs, particularly in the area of remedial and developmental studies, continuing and community education, short-term training courses and programs, contract or other special programs.

ETC uses the following process to design, evaluate, and deliver courses and programs. The ETC Administration Committee evaluates existing programs and assesses needs for new ones. The Director of Vocational and Continuing Education uses expertise and experience in grant writing to help establish relevant, new courses suitable for ETC. The ETC Administration, Budget, and Curriculum Committees also play a role in designing, identifying learning outcomes, approving, administering, delivering, and evaluating courses and programs. Some of the ETC programs are designed, administered and evaluated using criteria from the State of Hawaii—or nationally recognized organizations and agencies. Often, specialized programs for changing employment trends require quick implementation of new or temporary programs. For example, in 2005 a boom in state construction found a workforce requiring review in basic construction math. ETC quickly provided a curriculum and scheduled classes to address this need. ETC has this "quick turn around" mechanism to put course offerings in place.

Evidence for this standard is available in records of all interdepartmental and committee meetings. Minutes of the ETC Administration and Curriculum committees reflect the process of design, administration, and evaluation of courses. E-mail documentation among faculty members and staff also provides evidence of meeting this standard (Ref. 2A-6).

Self Evaluation:
The College meets this standard.

Planning Agenda:
None.

II.A.2.b The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

Descriptive Summary:

In the credit area, faculty have established base-line competency levels for entering students in the areas of mathematics and English. Results of free placement testing in mathematics, writing, and reading assist students in choosing appropriate mathematics and English courses.

As noted in Standard II.A.1.a. Faculty have developed SLOs in the areas of their expertise. Beginning in Fall 2006, instructors will provide students with course outlines that include student learning outcomes and may also include specific skills and competencies that address the student learning outcomes. Student learning outcomes for courses will also be listed in the Windward Course Catalog 2006-2007.

The Office Administration and Technology (OAT) and Information and Computer Science (ICS) disciplines conform to the system-wide Program Coordinating Council guidelines and standards. Whenever possible, course titles and course alpha/numbering systems as well as course competencies and evaluative measures adhere to the system-wide articulated recommendations of the PCC. The Accounting discipline also conforms to system-wide articulated standards in association with the College of Business at the University of Hawaii at Manoa.

The Agricultural and the Hawaiian Studies programs have advisory committees composed of industry representatives and secondary faculty from state and private institutions who assist in identifying competencies.

In the noncredit area, the Auto Body Repair and Finishing (ABRF) program operates with the assistance of an advisory committee. The ETC programs in career and technical education involve many instructors, educational assistants or service learners engaging in team pedagogy. Developmental instruction, through in-house workshops or projects led by full-time or part-time faculty, educational assistants, counselors, or other qualified staff, provides supplemental instruction in math, language, and professional skills relevant to each program. Dialogue between primary and secondary instructors or educational assistants, ETC counselors, and staff assure that continual improvement through flexible problem solving takes place.

ETC relies on faculty expertise and dialogue through its open Curriculum Committee meetings to identify competency levels and measurable student learning outcomes for courses, certificates, and programs. Course analyses continue on an ongoing basis and assessment tools such as rubrics, knowledge surveys, and portfolios are several methods to gauge student learning outcomes.

ETC career and technical instructors identify competencies specific to their programs in collaboration with their program coordinators. Student progress towards achieving learning outcomes is regularly assessed through competency ratings at the end of each module or course per individual program. The duration of programs ranges from a short 2-week block with new intakes every week to 7-week modules occurring 7 times yearly with new intakes every 7 weeks or as determined by individual programs. Some programs run for 16 to 17 weeks with a new intake every 8 weeks; in this case, experienced students are promoted to "senior" status while new students are designated as "newbies." Some programs require periodic evaluations during each block or module. ETC programs also track student results of any job search upon early or successful termination.

The Auto Body Repair and Finishing (ABRF) and Introduction to Culinary Arts (ICA) programs also have an extended, directed studies session into which some qualifying students may enroll at the recommendation of their instructors.

Evidence for this standard is available in ETC's termination reports or "goldenrods," completed by faculty at the end of each module or class, or in periodic evaluation forms as created by individual programs. Students also receive Records of Training documents (ROT) listing the rating of competencies listed in the termination reports. Each ETC program regularly and periodically assesses student progress regardless of termination or returning status and delivers these reports to students, their agencies or referral counselors (Ref. 2A-6). ETC's Student Services collects all learning outcomes and job search results into its database (Ref. 2A-17).

Self Evaluation:
The College meets this standard.

Planning Agenda:
None.

II.A.2.c High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

Descriptive Summary:

In the credit area, courses for the AA degree are offered so students can attend day or evening courses to complete the program requirements. A continual review is conducted of these courses by the Enrollment Management Committee (EMC) to ensure that those students are receiving instruction from a variety of experienced and new

faculty members. Each semester, instructors are required to submit to the Dean of Instruction, an updated course outline or syllabus for each course that indicates the course goals, requirements, tentative schedule, and evaluation methods. These course outlines must be based on the original documents approved by the CCAAC. Beginning Fall 2006, student learning outcomes will also be included in the course outline. Course outlines are kept in the Dean of Instruction Office where the public or students may view them. Each department reviews each course outline.

If a course is being initiated, modified, or deleted it undergoes a review process which begins at the departmental level followed by the appropriate Assistant Dean of Instruction, the CCAAC, the Faculty Senate, the Dean of Instruction, and then the Chancellor. Faculty members have input at the department, CCAAC and Faculty Senate levels.

The College participates in an articulation process with the ten-campus University of Hawaii system to strengthen academic collaboration and partnerships with its sister campuses. The articulation process includes examining courses for appropriate rigor and competencies, and also determining which courses meet general education requirements at each campus. This articulation process is ongoing because of continuing addition and modification of courses.

Further evidence that its courses meet the high-quality of instruction, breadth, depth, and rigor is the College's external articulation agreements with four-year institutions such as the University of Hawaii, Hawaii Pacific University, and Chaminade University of Honolulu. Students from these four-year institutions may complete some of their prerequisite and co-requisite courses at the College in their pursuit of a bachelor's degree.

To document transfers to the baccalaureate degree-granting campuses within the University of Hawaii system, the College obtains transfer data from the University of Hawaii Institutional Research Office (Ref. 2A-25).

According to an overview report by the Office of the Vice President for Community Colleges to the Board of Regents, the Associate in Arts transfer students from the College perform as well or better (in terms of GPA, credit earned ratio, average credit load/semester and academic standing) compared to first-time freshman at the University of Hawaii at Manoa, indicating that our students are well-prepared for the rigors of a baccalaureate program (Ref. 2A-26).

In the noncredit area, ETC recruits faculty and staff with expertise in career and technical education as well as faculty and staff with professional certification or licensure and extensive work experience in their respective fields. Remedial and developmental faculty members are required to have a relevant master's degree.

Evidence regarding quality and improvement of instructional programs is available in the ETC Administration and Curriculum Committees' minutes, e-mails or memos between instructors and/or counselors, and departmental meetings minutes. Evidence for both

remedial and developmental programs and short-term training is available in ETC cata-
logues, websites, curricula, and course outlines for all career and technical educational
programs, which are kept in the ETC Director's Office. Evidence of contract or other
special programs are reflected in course outlines and curricula for special courses such as
the Mathematics Refresher Course for the Construction Industry Pre-Apprentice Program
or the FAMCO classes for the City & County's Youth Services program (Ref. 2A-6).

Another important element in assuring quality and improvement of ETC instructional
programs is the Trainee Evaluation Form for Instructors (student evaluation of teachers,
currently called by a variety of names). Information and comments from these evalua-
tions identify areas where faculty might improve pedagogical skills or delivery method-
ologies (Ref. 2A-27).

Faculty and staff working with administration develop an appropriate schedule to ensure
adequate time to educate and train students within the parameters of short-term programs.

Evidence of continuing faculty education and training is found in approved training
requests or approved staff development applications in areas relevant to ETC's non-credit
programs. A high quality of instruction, demonstrating breadth and depth, is inherent in
the course outlines and lesson plans that also show appropriate and reasonable sequenc-
ing and time for completion.

In both the credit and noncredit areas, faculty and staff are encouraged to keep current
with the latest technologies available and to participate through staff development oppor-
tunities in a variety of training such as WebCT, Great Teachers Seminar, Writing across
the Curriculum, and Library use. Faculty and staff participation in professional or educa-
tional seminars, workshops, and conferences sponsored by locally, nationally, or interna-
tionally recognized organizations invigorates existing programs by the acquisition of new
ideas, techniques, or practices.

Self Evaluation:
The College meets this standard.

Planning Agenda:
None.

II.A.2.d The institution uses delivery modes and teaching methodologies that reflect the
diverse needs and learning styles of its students.

Descriptive Summary:

In the credit area, the demographic data found in Management and Planning Support data
(Ref. 2A-25) and the introduction of this self-study documents reveal a diverse student
body that is made up of many different cultures and ages. Students frequently work part
time and attend school, and have families, many of which are single parent families. To

help those students who work full time, the College offers courses that meet program requirements in the evening and on weekends. Students also have different learning styles and this is addressed by the different delivery techniques incorporated into the classroom by instructors. A few courses are offered as distance or online courses, and others are offered in an independent study format. Within the classroom, students are exposed to a variety of formats such as lectures, cooperative group work, group projects, and class presentations. The College also has faculty who incorporate group processes into the teaching environment as well as laboratory experiences, field trips, and distance learning via WebCT.

The College's new classrooms have the capacity for sophisticated media presentations and all classrooms can support basic computer assisted lectures using multi-media presentations. The Library has a growing collection of documentaries, and the University of Hawaii at Manoa has an audio-video library that is accessible to all the colleges in the system. These resources provide the faculty with the capabilities of offering courses that meet a variety of student learning styles and needs.

A service learning program is also available for students to apply what they are learning in a directed learning project at a school or other workplace. Students receive credit for this service. This program helps to meet the needs of students who want to connect to their communities and it also helps those people who are the recipients of the students' endeavors (Ref. 2A-6).

As noted in Standard II.A.1.a. the College participates in three federally funded TRIO programs to serve its diverse student body, and has facilities such as The Learning Center that accommodate students with disabilities. The College also hired a disabilities counselor in August 2006.

In the noncredit area, the unique nature of ETC's at-risk student population requires instructional delivery modes suited to the needs and learning styles of the students. While a general student population might reflect a 20 percent inclusion of individuals with hidden disabilities, the ETC population reflects a much higher incidence of both physical and/or hidden disabilities. Some students enroll within ETC programs without having been tested for dyslexia or types of Attention Deficit Disorder (ADD); many have had difficulty within the public school system despite special education services. Individuals recovering from various types of substance abuse also comprise a portion of the ETC student population. Students coping with behavioral, personal, or family issues, are also very common. Difficulty in learning or job performance due to illness or disease is also a factor within the ETC student population. New immigrants with poor English-speaking skills, especially from developing nations in the Pacific Rim region and other English as a Second Language (ESL) students make up a final portion of ETC's student body (Ref. 2A-17).

ETC's instructional methodologies rely on nontraditional approaches rather than the traditional lecture common at the postsecondary level. ETC students for the most part are identified as kinesthetic and/or primarily visual or auditory learners. At-risk students

learn best by varying instructional methods and delivery modes within each class session. Typical methodologies include breaking down exercises or assignments into step-by-step segments with clear verbal explanations of objectives and relevance to industry or the real world. Written documents are supplemental and are condensed and prioritized for ease of comprehension. Physical activities, including gross to fine motor movements, are incorporated into the learning environment. Because of the highly individualized learning pace of students, pedagogy often requires a multi-tasking approach with one-on-one instruction. Reliance on visuals, graphics, and oral discussions rather than written exercises works best to develop critical thinking skills. Repetition of learning activities is essential for long term memory retention. What works for one student may not for another; instruction, therefore, is highly flexible and innovative to meet the extremely diverse needs of each student. To facilitate effective learning, the ideal ETC classroom environment is smaller in number than the usual postsecondary courses.

ETC has participated in the creation of a Career Access Pilot Program, available through the Internet. With assessment built in to show results of student participation, this program presents a user-friendly, visually enticing learning environment for resumes, job applications, interview do's and don't's, and other job-related employability skills.

Evidence of diverse teaching and learning techniques is found in daily lesson plans and exercises created by faculty for their programs. Activities in labs, in workshops attached to ETC programs, in the field, or in sanctioned excursions off campus reflect ETC commitment to student learning outcomes (Ref. 2A-6).

Self Evaluation:

The College is doing an outstanding job of meeting the diverse needs and learning styles of its student body. The commitment to help all students access higher education is part of the University of Hawaiʻi Community College mission and it is a primary concern of all faculty members and staff of the College.

Planning Agenda:

The College will continue to explore ways to better identify students who could benefit from its programs.

II.A.2.e The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

Descriptive Summary:

Traditionally, review of credit courses and programs is initiated by academic departments or requested by external agents. Any curriculum changes are subject to a formal approval process involving academic departments, the CCAAC, the Faculty Senate, and the administration.

An example of this process was the changing of graduation requirements for the College's AA Degree in 2005. Initially, this was driven by curriculum changes involving general education requirements for the Bachelors of Arts degree at the University of Hawaii at Manoa. As a result, in Fall 2001, the College began reviewing its Associate of Arts General Education requirements to determine if they should be brought in line with those at Manoa. The Faculty Senate and the CCAAC spearheaded the review and discussions. Over a period of four years, dialogue took place in academic departments and campuswide forums. A final vote to modify the degree requirements was taken in Spring 2005. The new AA degree requirements were approved by the administration and went into effect in Fall 2005 (Ref. 2A-1). This process allowed the institution to affirm the relevance of computer and information literacy, add a mathematics graduation requirement, and allow students to tailor their educational programs with more electives.

Until the past two years, although the College had begun a systematic assessment and evaluation of general education courses, most credit programs did not undergo formal Program Review. The Certificate of Completion - Agricultural Technology was subject to annual program review using Program Health Indicators. The Academic Subject Certificate in Bio-Resources and Technology was also subject to a formal program review because its funding comes from a federal agency, the USDA. Formal review of other programs was done if federal funds were used in the program.

In Fall 2005, in response to recommendations from the ACCJC, the College created a formal program review policy applicable to both credit and non-credit programs. (This is discussed in detail in Standard I.B) This policy established a formal, systematic, and ongoing process of reviewing instructional programs as well as non-instructional units. A five-year schedule of staggered annual assessments and five-year full program reviews was established. In December 2005, the following full program reviews were submitted and posted on the College Website: Academic Support Program Review 2004-2005, Essential Skills/Leeward Oahu Basic Skills Program (LOBS) 2005, General Education Requirements of the Associate of Arts Degree 2004-2005, and Office Administration and Technology (OAT) Program Review 2004-2005 (Ref. 2A-29). Annual assessment reports for all other programs and units were also submitted to the appropriate administrators and posted on the College Website. The results of these reviews and assessments were used in the strategic planning and budgeting process for the 2006-2007 budget.

In the area of assessment, all assessment results, IEC minutes and other material generated by the IEC have been posted on the College Website. In addition, the IEC initiated curriculum review of all credit courses listed on the Master List. This initial review, completed by credit academic departments in October 2005, included a review of courses that had not been offered in the last ten years. Departments were asked to delete or modify courses based on relevancy and currency. By November 2005, all departments submitted their curriculum review reports to the CCAAC. The CCAAC initiated the appropriate curricula action.

In the noncredit area, ETC and OCE have established an ongoing systematic assessment of each program's relevance and propriety to its goals and student learning outcomes. Faculty regularly evaluate existing competencies and lessons or exercises. This process ensures the continual improvement of all programs within the ETC and OCE curricula.

ETC's Curriculum Committee and its Administration Committee both utilize an assessment of current and future community needs together with faculty dialogue to prepare and plan for any change in the existing focus or direction for ETC. Evidence can be found in the course analysis worksheets for ETC programs and in the meeting minutes of the committees mentioned above. Changes in competencies or adjustments of scheduling also provide evidence of an ongoing systematic review for improvement of relevance, propriety, and delivery.

ETC currently receives Carl Perkins (CP) funding in four areas: Achieving Standards as set forth by federal legislation; Leadership; Non-Traditional Students including gender equity; and Program Improvement. Receipt of CP funding dictates that ETC assess its yearly outcomes, especially for Achieving Standards, by using Program Health Indicators as determined by CP legislation. The Director for Vocational and Community Education is responsible for creating this annual report (Ref. 2A-13).

Self Evaluation:

The College meets this standard. In December 2005, all programs and units completed an annual assessment report or a comprehensive five-year program review report. Although the non-credit program had always done systematic program review it now uses the same template for program review as the credit program. For the past five years, both the credit and non-credit programs have been involved in the assessment of SLOs.

Planning Agenda:
None

II.A.2.f The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

Descriptive Summary:

In the credit area, all courses undergo examination. Each course proposal must be approved at the departmental level, then by the CCAAC, and finally by the Faculty Senate. Administrative reviews assure conformity with system numbering and course standards.

As a result of the IEC efforts, all certificate of completion and academic subject certificate programs have identified student learning outcomes assessing the programs for effectiveness, efficacy, and currency. Academic departments were charged to write or revise student learning outcomes for all courses to be offered in the Fall 2006 semester.

If appropriate, advisory committees, consisting of community leaders, are consulted on course content, selection of equipment, labor and employment needs, and assessment of program effectiveness. Currently, there are two committees that advise the staff in developing curricula: the Agriculture Advisory Committee and the Hawaiian Studies Advisory Committee.

Reports were submitted in April 2006 for the Certificate of Completion in Agricultural Technology and Plant Landscaping and for the Academic Subject Area, Business, using the Carl Perkins Program Health Indicators. These reports, compiled by the faculty involved in the program and the Institutional Research Office (IRO), are sent to the Dean of Instruction and then to the Office of the Vice-President of Academic Affairs at Manoa – Academic Planning and Policy Analysis.

Data Management and Planning Support (MAPS) documents compiled by the University of Hawai‘i system are sent to the Office of the Dean of Instruction. These documents include some of the data for program review. Data include the number of degrees and certificates awarded, Continuing Education and Community Service enrollment, number of classes, and class sizes by disciplines. Until 2002, Academic Program Profiles reports were also generated by the UH system IRO. These reports included data on average class size, student semester hours, number of small classes, and other pertinent information on departments, programs, or units. Those reports were discontinued at the system level and the College IRO now produces reports in the form of "Quantitative Indicators" for the academic department chairs' annual reports (Ref. 2A-28).

In the noncredit area, ETC engages in independent, faculty-driven, ongoing, systematic evaluation to measure achievement of stated student learning outcomes for programs or courses through the continual process of course analyses during any academic year. Faculty may elect to initiate improvements toward achievement of student learning outcomes independently or the ETC Curriculum Committee may recommend improvements for implementation after review.

Evidence is available in course analysis worksheets and changes in individual programs are reflected in curricula and course outlines, or daily lesson plans as well as e-mail or memo documentation of discussions between faculty and/or staff.

ETC's Curriculum Committee and its Administration Committee engage in integrated planning to ensure currency of programs and courses, and they review achievement of student learning outcomes for certificates. Faculty also measure student learning outcomes from the Record of Training (ROT) documents.

ETC's student services department disperses results of student achievement/data to all stakeholders, including contracting agencies, the Hawaii State DOE, counselors, and the students themselves on a timely basis.

Evidence is available in student services records, termination reports, and any correspondence including e-mails to all stakeholders.

Self Evaluation:

The College meets this standard. In Fall 2005, the credit programs completed a curriculum review and created course student learning outcomes. Currently, more than 80% of the listed courses have student learning outcomes, and by Fall 2006, student learning outcomes will be included in all course syllabi and the course descriptions in the College catalog.

Planning Agenda:

The College will have student learning outcomes for all the courses in its Master Course List.
The IEC will continue to provide in-service training for faculty who need assistance with writing and assessing student learning outcomes.

II.A.2.g If the institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

Descriptive Summary:

In the credit area, the mathematics discipline uses departmental examinations for its developmental courses, and in its assessment of the Symbolic Reasoning foundation requirement uses a few common questions to measure student learning outcomes in Math 100 and Math 103. Other academic departments do not require departmental or program examinations. However, faculty who teach World Civilizations (History 151 and 152), which satisfies the multi-cultural foundations requirement of the AA degree, use common questions in their course examinations to assess specific student learning outcomes. English 100 faculty use a common essay prompt to assess specific writing outcomes for the AA degree. In all these areas the discipline faculty did item analysis. Part IV: Curriculum Revision and Review of the General Education Requirements of the Associate of Arts Degree 2001-2005 report includes the assessment result and analysis of World Civilization, Math 100 and Math 103 (Ref. 2A-30).

In the noncredit area, all ETC programs use the Test of Adult Basic Education (TABE) as one measure of student achievement before acceptance and placement into ETC programs. Only the Essential Skills program uses the TABE as a post-test.

Certain ETC programs, certified by national or state agencies, are required to use standard examinations prepared by those agencies. For example, the Auto Body Repair and Finishing (ABRF) program is National Automotive Technicians Education Foundation (NATEF)-based and all ETC faculty in the ABRF program are Automotive Service Excellence (ASE) certified and are conjoined with Honolulu Community College's Auto Body Repair and Painting program. Thus, ETC's ABRF program must use three separate, predetermined sets of examinations and measuring mechanisms. Another example is OS, an authorized Microsoft Office Specialist (MOS) testing center, which utilizes Microsoft Office standards in student examination. Also, PassKey Prescriptive Learning System software, used by the Essential Skills and Integrated Academics programs, utilizes a system similar to COMPASS Testing for pre-testing and post-testing.

Self Evaluation:

The College meets this standard. In the credit area, the departmental examinations for the developmental mathematics courses are regularly reviewed to ensure their effectiveness in measuring student learning. Assessment of General Education foundation courses involves item analysis and review for the same purpose and to improve teaching techniques. In the noncredit area, the use of standardized tests such as the TABE, the PassKey Prescriptive Learning System, and national and state agency exams measures student learning and limits test biases.

Planning Agenda:
None.

II.A.2.h The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

Descriptive Summary:

In the credit area, course outlines are required for every course offered by the College. The outlines include a course description, method of instruction, resource materials, method of grading, and most important, course goals and/or objectives and student learning outcomes. Criteria for evaluating achievement of a course's stated learning outcomes are clearly established and stated in the course outline.

The College uses the Carnegie unit formula in awarding credits for these courses. For semester length classes, one unit of credit is awarded for one hour of lecture per week and lab activities require three hours per week for one unit of credit. Information relative to awarding academic credit is published in the College catalog.

The Faculty Senate upon the recommendations by the CCAAC must approve all courses. Following established guidelines, the CCAAC evaluates new course proposals or modifications for relevance and appropriateness to the College's mission and strategic plan and

for articulation to other University of Hawaii (UH) system campuses. In Spring 2003, UH system-wide committees, with representation from each campus, reviewed proposals and recommended those courses for each campus that meet the general education requirements for articulation to University of Hawaii Manoa (UH Manoa).

Also, articulation agreements remain in effect with Chaminade University of Honolulu and with Hawaii Pacific University, the two major private universities in the state of Hawai'i.

Credit for prior experiential learning is currently awarded through examination: the College Level Examination Program (CLEP), or Advanced Placement (AP) examinations, or instructor-designed examinations. Requirements for CLEP and AP are identical to those at UH Manoa (Ref. 2A-31).

In the noncredit area, ETC programs and some OCE programs award contact hours rather than credits. Carnegie units are used to calculate conversion into credits consistent with generally accepted norms or equivalencies.

Auto Body Repair and Finishing (ABRF) students who attain excellent competencies and show promise may articulate 24 credit hours—the number of credits determined through review of attendance and a Passport, a document detailing students' competencies in skills and attitudes—into Honolulu Community College's (HCC's) Auto Body Repair and Painting program on the recommendation of ETC's instructor. The ETC ABRF instructor team-teaches with HCC's Auto Body Repair and Painting faculty and ETC students benefit from the collaboration between the 2 programs, thus smoothing transition from ETC to postsecondary, community college education.

Introduction to Culinary Arts (ICA) instructors may encourage outstanding students in the program to enroll in Kapiolani Communiity College's certificate and degree program in culinary arts.

ETC's Trades programs—ABRF, ICA, and Facilities Maintenance/Construction (FAMCO)—often include DOE high school students at risk of dropping out due to poor attendance or unsatisfactory achievement levels. ETC awards contact hours for these students. DOE students are able to earn 1 Carnegie unit from the DOE for each 120 contact hours in an ETC Trades programs. Therefore, if a student puts in 360 contact hours, a DOE secondary educational institution will award 3.0 credits towards graduation from general secondary education.

Self Evaluation:
The College meets this standard.

Planning Agenda:
None.

II.A.2.i The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.

Descriptive Summary:

In the credit area, the College states the requirements for degrees and certificates in its catalog. Currently, awarding of degrees or certificates is based on student grades, number of credits, and completion of appropriately selected courses required of a designated program.

Each program or academic subject certificate has on record its goals and objectives. These program proposals are housed in the Dean of Instruction office. Program or academic subject certificate coordinators created new or revised program student learning outcomes in Spring 2005. Faculty who teach these programs and academic subject certificates are in the process of determining relevant and appropriate assessment tools to measure these outcomes (Ref. 2A-32).

The Certificate of Completion in Plant Landscaping requires students to complete successfully the AG 36 Pesticide Safety course. This course prepares students to take the state licensing examination. Individuals in the industry can take this course to re-certify themselves for state licensure. .

In the noncredit area, ETC awards a Certificate of Professional Development (CPD) or Certificate of Competence (CCOM) to each student successfully meeting completion requirements for each career and technical education program. CCOMs are awarded for ETC programs, currently limited to ABRF, articulated to other UHCC courses. All other programs provide CPDs. Students are required to complete 75 % of their assignments in addition to fulfilling contact hour requirements in order to receive a certificate.

Self Evaluation:

The College has made a commitment that all programs and course outlines include student learning outcomes and tools for assessment.

Planning Agenda:
None.

II.A.3 The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

Descriptive Summary:

The College awards two degrees, the Associate in Arts (AA) degree and the Associate in Technical Studies (ATS) degree.

The AA (liberal arts) degree program provides students with exposure to different areas of study and requires that students acquire skills that fulfill foundations, graduation, and diversification requirements. The general education requirements match those of UH Manoa.

The current general education and graduation requirements for the AA degree are:

Foundation requirements:	Written Communication – 3 credits
	Oral Communication – 3 credits
	Symbolic Reasoning – 3 credits
	Global and Multicultural Perspectives – 6 credits
Diversification requirements:	Arts, Humanities, & Literature – 6 credits
	Natural Sciences – 6 credits
	Social Sciences – 6 credits
Graduation requirements:	WI (writing intensive) – 2 courses
	CIL requirement
	Place into Math 100 or complete Math 25 with a "C" grade or higher

Since 1995, the College has included a rationale for its general education core requirements for the AA degree in the course catalog (Ref. 2A-1).

Historically, departments have been designated as responsible for a particular general education component(s) for the AA degree. They are as follow:
Oral and Written Communications – Language Arts Department
Symbolic Reasoning – Math Department and Humanities Philosophy 110
Global and Multicultural Perspectives and Arts and Humanities – Humanities Department
Natural Sciences – Natural Sciences Department
Social Sciences – Social Sciences Department

The department that is primarily responsible for a particular general education component insures that the established criteria are appropriate and followed. Department faculty also make recommendations for additions or deletions of courses acceptable for satisfying their general education component to the Faculty Senate through the Credit Curriculum and Academic Affairs Committee (CCAAC).

The Writing Advisory Board, a subcommittee of the CCAAC, is responsible for designating courses as "writing intensive (WI)." The Writing Advisory Board's criteria for designating courses as writing intensive come from the document, "Hallmarks of Writing Intensive Courses – University of Hawaii System" with the following additional criteria: The course must have Eng 100 as a pre-requisite and is limited to 20 students; The instructor of the course must have training in teaching writing or using writing to enhance learning. The Writing Board requires conferencing over drafts with students in all of its WI courses (Ref. 2A-1).

The ATS degree program was designed for students who wish to earn a customized technical occupational or professional degree that is not currently being offered at the College. The ATS degree skills and competencies are aligned with those listed in the "Report of the Associate in Science (AS) Degree Task Force" (Ref. 2A-33). This document includes general education competencies, general skills competencies, and a philosophy for the general education component.

WCC also offers a Certificate of Completion in Plant Landscaping/Agricultural Technology.

In the noncredit area the Essential Skills (ES), Office Administration and Technology (OAT), and Integrated Academics (IA) programs offer a limited academic and general education component covering basic math and English in support of success in further education, job training, and/or employment. ES and OAT are independent programs while IA is a supportive general education program attached to all ETC Trades programs and covers areas appropriate and relevant to the trades. The IA program has its own student learning outcomes. ES and IA are designed to improve math and communication skills. ES students who have strong skills in one area but are weak in the other may enroll in either the ES math-only or communication-only sections. OAT offers general education within its curriculum. The ETC catalogs and websites clearly state and indicate the parameters of general education components incorporated into ETC programs.

Other highly specialized programs such as Office Skills (OS) or those in OCE do not require a general education component.

Self Evaluation:

The College meets this standard in the noncredit area and for the AA degree.

The ATS degree needs to be reviewed by the College. Since the inception of the ATS degree at the College, there has only been one student who applied for the ATS degree but this person did not complete the program. Although the guidelines for the ATS degree indicate that there should be a general education component, the College's catalog does not specify any general education component and does not include any philosophy for those components.

Students recognize the efforts of the College with regard to general education. In the Survey of Community College Student Satisfaction and Engagement (CCSSE) conducted in Spring 2004 (Ref. 2A-34), students were asked to what extent their experiences at WCC had contributed to their knowledge, skills, and personal development. The results indicate that students felt that they were receiving a comprehensive general education.

Area	Percent selecting "Very much" or "Quite a bit"
Acquiring a broad general education	75%
Thinking critically and analytically	69%
Writing clearly and effectively	64%
Speaking clearly and effectively	60%

In addition to the areas listed above, the following were also included in the survey:

Area	Percent selecting "Very much" or "Quite a bit"
Using computing and information technology	53%
Solving numerical problems	47%

In each of the areas, "Acquiring a broad general education," "thinking critically and analytically," and "Writing clearly and effectively," the mean (arithmetic average of all responses on a particular item) of the College's students were higher than the mean student responses for other small colleges and higher than the mean for all participating colleges in 2004.

The CIL graduation requirement for the AA degree became effective for students entering in Fall 2003. The math graduation requirement for the AA degree became effective for students entering in Fall 2005. According to the CCSSE surveys, these percentages for "using computing and information technology" and "solving numerical problems" indicate that the College is doing well in the areas related to CIL and math compared to national averages. With the new graduation requirements in mathematics and computer literacy the College should do even better.

The 2004-2005 WCC Liberal Arts Graduate and Leaver Survey, which is administered only to students who graduated with an AA degree, indicates overwhelmingly that students were either "very satisfied" or "satisfied" with the academic preparation received.

Only one student felt "dissatisfied" or "very dissatisfied" and six students had no response out of 135 respondents (Ref. 2A-35). Since the majority of the credits for the AA degree are for general education, this survey indicates that students are also satisfied with the general education received at the College.

Planning Agenda:

The College will review the ATS degree to determine whether to keep or to discontinue it. If the College decides to keep the ATS degree, the general education component and its philosophy will be clearly stated in the catalog.

The College will monitor the effectiveness of the CIL and math components of its graduation requirements for the AA degree.

II.A.3.a General education has comprehensive learning outcomes for the students who complete it, including the following: An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

Descriptive Summary:

The current general education requirements for the AA degree are (Ref. 2A-1):

Foundation requirements:	Written Communication – 3 credits
	Oral Communication – 3 credits
	Symbolic Reasoning – 3 credits
	Global and Multicultural Perspectives – 6 credits
Diversification requirements:	Arts, Humanities, & Literature – 6 credits
	Natural Sciences – 6 credits
	Social Sciences – 6 credits
Graduation requirements:	WI - 2 courses
	CIL requirement
	Place into Math 100 or complete Math 25 with a "C" grade or higher

The Diversification requirements are in line with those at the University of Hawaiʻi at Manoa, and they provide students with understanding and basic content and methodology of the major areas of knowledge stated in this standard. All general education courses have student learning outcomes.

Self Evaluation:
The College meets this standard for the AA degree.

Planning Agenda:
None.

II.A.3.b General education has comprehensive learning outcomes for the students who complete it, including the following: A capability to be a productive individual and life long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

Descriptive Summary:

For the AA degree, the skills that support the capability to be a productive individual and lifelong learner are addressed in the following ways. The Foundation requirements for the AA degree assure that students develop the skills of oral and written communication and critical analysis/logical thinking. This is reinforced by the Writing Intensive graduation requirement. The diversification requirements assure exposure to the skills of scientific and quantitative reasoning as well as critical analysis/logical thinking. The CIL requirement, a graduation requirement for the AA degree, ensures that students have the ability to acquire knowledge through a variety of technological means. And, the mathematics graduation requirement ensures that students have minimum mathematical skills for college level work in quantitative reasoning and critical analysis/logical thinking.

Many courses available to students require information competency and the ability to acquire knowledge through a variety of means. Several instructors of general education courses offer Websites or WebCT resources. General education courses are also offered via distance education through cable TV, Internet, and interactive television. Other courses are enhanced by field trips, labs, computer assisted instruction, and a service learning component offering students avenues through which they can apply concepts learned in the classroom to real life situations.

In the credit area, on March 4, 2005, the faculty and staff of the College met to identify their respective academic and support unit program outcomes for the AA degree, academic subject certificates, and certificates of completion to ensure that skills supporting the capability to be a productive individual and lifelong learner were being addressed. Department goals were also reviewed to ensure these skills were addressed.

In the noncredit area, ETC's student learning outcomes include the tenet that students will be effective learners, problem solvers, and community contributors. This aligns naturally with the College's mission to "support and challenge individuals to develop skills, fulfill their potential, enrich their lives, and become contributing, culturally aware members of our community." ETC program course outlines and daily lesson plans contain the following methods and techniques to enhance oral and written communication skills, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge (See Standard 1A for a discussion of the mission of the credit and non-credit sectors of the College).

All ETC programs require students to practice and improve their oral and written communication skills by creating resumes and doing mock job interviews to increase employability.

All programs address some form of computer literacy and updating of information technology skills in a computer lab component, ranging from basic familiarity with navigation in Windows 2000 and XP to Microsoft Office Specialist (MOS) certification in Word and Excel, core and expert levels. All program lab components as well as professional skills workshops include a portion of online job search and application and Internet search skills.

The Essential Skills (ES) program requires a self-directed computer lab component, using a computerized prescriptive learning system (PassKey), to supplement lectures. The Integrated Academics (IA) program for Auto Body Repair and Finishing (ABRF) on the Honolulu Community College campus utilizes the same PassKey software in an instructional and/or self-directed lab to complement lectures. Other IA programs on the Windward campus or other ETC sites have a required computer lab component for professional skills in resume preparation, business letter composition and formatting, and introductory navigation in Microsoft® Word when appropriate.

ETC programs emphasize scientific and quantitative reasoning requirements for the workplace as appropriate to the various career and technical programs. Basic skills programs such as ES or the IA Trades-supportive program incorporate elements of scientific/quantitative reasoning.

The ETC learning environment necessarily supports and practices a collaborative engagement between faculty, staff, and student because of the nature of the at risk population served. Continual, balanced, combined effort between all stakeholders results in the first steps toward instilling habits and perceptions required of life long productivity and learning. Verbal reinforcement and review of desirable behaviors as demonstrated and acknowledged by faculty, staff, or student function to perpetuate retention of knowledge and skills beyond the classroom.

ETC curricula, course outlines, daily lesson plans, classroom assignments, exercises, portfolios of completed work, hands-on training documentation, approved field trips and subsequent assignments, special capstone projects—catering, service learning, clinical field practicum, video projects—provide the evidence for this standard.

Self Evaluation:
The College meets this standard.

Planning Agenda:
None.

II.A.3.c General education has comprehensive learning outcomes for the students who complete it, including the following: A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

Descriptive Summary:

The General Education Foundation Requirements of the AA degree include two world civilization courses that meet the Global & Multicultural Perspectives requirement. Historical sensitivity and cultural diversity are inherent in these courses, and are a part of their stated student learning outcomes.

The diversification requirement provides courses on a variety of subjects that foster historical and aesthetic sensitivity, cultural awareness, and an appreciation of ethical principles. Courses that satisfy the Arts, Humanities & Literature diversification requirement include an Introduction to Philosophy: Morals and Society (Phil 101) and Religion and the Meaning of Existence (Rel 151). Both courses examine social and individual values, obligations, and responsibilities. There are numerous art, music and drama courses that develop aesthetic sensitivity. World Literature I and II (Eng 253 and 254), various history courses (e.g. – History of Hawaii – Hist 224, Civilizations of Asia I and II – Hist 241 and 242, and Introduction to American History I and II – Hist 281 and 282), as well as Hawaii Center of the Pacific (Hawst 107), World Religions (Rel 150), and Introduction to Asian Philosophy: Asian Traditions (Phil 102) promote historical and cultural awareness.

Courses in political science, sociology, and geography highlight civic, political and social responsibilities and satisfy the Social Science diversification requirement. Some examples are the following: Introduction of American Government (Pols 130) studies the participants of the American political system; Introduction to Social Problems (Soc 218) studies the change processes for societal problems; Geography and Contemporary Society (Geog 151) examines current problems of developed and underdeveloped countries.

Moreover, the College offers Service Learning as an option in which students can earn partial course credit in designated courses at the College. Working with their instructor, students who opt for a service learning component in a specified course will learn and develop academic skills from a course and apply their learning through active participation at an elementary, intermediate, or secondary school or at an approved community site such as the Hawaii State Hospital. Students can participate with community groups such as Hawaii Youth at Risk, Big Brothers and Sisters, Junior Achievement, and Teen Reading. Service Learning is reciprocal in nature and is integrated into designated courses. It enhances the academic curriculum of the students and is directed towards fostering civic responsibility in the student. In the Fall 2005 Schedule of Classes, thirty-two courses were listed as providing the service learning option (Ref. 2A-36). Thirty of those courses also could be used to satisfy general education requirements for the AA degree (foundation and diversification areas).

In addition to a wide variety of academic courses designed to develop aesthetic sensitivity, the College provides art gallery exhibitions, music concerts, theatre productions, and the Common Book program. The Common Book program seeks to have everyone at the College reading and discussing the same book. Organized events such as movies, lectures, and discussions connect to themes in the book.

The Associated Students of the University of Hawaii at Windward Community College (ASUH-WCC) is the official student government association and provides for student input in institutional policymaking (Ref. 2A-37). The association is the students' political voice and affords students the opportunity to learn leadership skills, planning and program implementation skills, and interpersonal skills.

Finally, the faculty of credit and noncredit programs are role models and mentors who improve student awareness of ethical practices. The learning environment, regardless of location, is an effective arena for broadening civility, tolerance, and interpersonal communication.

In the noncredit area, ETC faculty and staff serve as mentors to a student population diverse in age, status, and ethnicity. ETC counselors, assigned to programs, provide immediate counseling to students to address any ethical, behavioral, social, or communal issues in learning or professional environments. All faculty and staff take on the role of mentor to improve student awareness in ethical, social, civic, political, or civic responsibilities and principles. Frequently, ETC students have been deprived of parental or other familial guidance to develop socially acceptable perceptions and behaviors. At other times, differences in culturally based ethical principles require explanation and tolerance. ETC's learning environment, regardless of location, is an effective arena for broadening civility, tolerance, and interpersonal communication. ETC faculty and staff implement collaboration as a behavioral mechanism from the student's initial entry into the department. Priority for ETC students is self-accountability in all areas: punctuality, oral language and tone, body language, and understanding and acceptance of desirable perceptions and behaviors. ETC begins the process for students to accept individual responsibility and gradually apply the same precept locally, communally, and globally.

Evidence for this standard exists in ETC policies, the student code of conduct, orientation packets for individual programs, and classroom exercises or assignments incorporating ethical perceptions and collaborative procedures.

Self Evaluation:
The College meets this standard.

Planning Agenda:
None

II.A.4 All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

Descriptive Summary:

In the credit area, the College has one active degree program focused on liberal arts, and prepares students for transfer to a liberal arts college. This program provides students with a significant introduction to broad areas of knowledge, theories and methods of inquiry, and the College's diversification requirement establishes an interdisciplinary core. Within the AA degree program are five academic subject certificates. These Academic Subject Certificates (ASCs) allow students to focus on their area of special interest and prepare graduates for immediate employment in specific career areas.

A particular strength of the AA degree program is that students must successfully pass the College's CIL exam as part of the graduation requirement. In order to participate fully and effectively in today's society, students need to develop basic competencies in using computers to locate, manage, and communicate information. The College has therefore responded to this larger societal change by incorporating computer literacy as part of the AA degree requirement. Moreover, students must complete two WI courses, where English 100 is a prerequisite and course enrollment is limited to twenty students, to fulfill graduation requirements. Courses designated as WI use writing as an essential tool for learning the course material. In small writing intensive classes, instructors work with students on writing related to course topics. These courses require that students do a significant amount of writing that is used in determining the grade for the course. The College believes that writing and critical thinking skills are interrelated, and it has committed to that philosophy by requiring that students take these courses as part of their AA degree program.

Self Evaluation:

The College meets this standard. The AA degree provides students with a broad foundation of knowledge and introduces them to methods of inquiry while studying an interdisciplinary core of subjects.

Planning Agenda:
None.

II.A.5 Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

Descriptive Summary:

Students can receive a Certificate of Completion in Plant Landscaping (CCPL) (16 credits) as well as in Agricultural Technology (CCAT) (15 credits). These certificates are designed for students desiring entry-level employment or wishing to enhance their skills in the field of plant landscaping. The certificates meet the needs of pre-service and in-service students with goals such as career exploration, entry-level employment, career up-grading, backyard farming, nursery work, and/or fulfilling personal interests. Because all courses are taught with a "hands-on" philosophy, students are continuously demonstrating competencies necessary for success in the program.

Many individuals participate in the effort to ensure competent graduates of career and technical programs. The Agricultural Technology program area meets regularly with an advisory committee (Ref. 2A-38). The advisory committee reviews curriculum and provides input in industry trends and changes. The CCAAC reviews new courses and course modifications to ensure satisfaction of institutional criteria. In Spring 2005, the campus IEC assisted the Agricultural Technology program in establishing Agricultural Technology program learning objectives. Two courses, AG 80, Landscaping Management, and AG 82, Turfgrass Management, were identified capstone courses.

Students may elect to take Pesticide Safety exams administered by the State of Hawaii for external licensure. Through course work, students may prepare for two out of eleven exams. Passing these exams is not required for the Agricultural Technology program, but because licensure may be needed for employment, faculty emphasize helping students to pass these exams. Enrollment in AG 36, Pesticide Safety, also allows those who have passed the exam to maintain their active status.

In the noncredit area, ETC offers vocational and occupational certificates. Certificates of Competence are awarded to ETC programs articulated within the UH system. The Auto Body Repair and Finishing (ABRF) program currently is the only program providing this certificate for articulation into Honolulu Community College's Auto Body Repair and Painting credit program. All other ETC programs provide Certificates of Professional Development.

Students must achieve competencies for all ETC programs and completion of 75 percent of assignments to receive certification. Programs have generated a relevant checklist of all skills to meet employability requirements and for external licensure and certification.

Evidence is collected in all programs: the Nurse Assistant Training Program (NATP) utilizes a 40-point checklist of practical skills to meet the state's high standards of certification. The ABRF program uses the National Automotive Technicians Education

Foundation (NATEF) and Automotive Service Excellence (ASE) standards of skills for its program. The competencies for the ABRF program are NATEF competencies and are scaled according to NATEF requirements. The Office Skills (OS) program trains students according to established business standards of competency along Microsoft Office guidelines and administers exams for nationally accepted Microsoft Office Specialist (MOS) certification. The Facilities Maintenance/Construction (FAMCO) program prepares students for entry into apprenticeship programs such as those offered by the Carpenter's Union, the construction industry, or other private organizations. ETC students have been placed on the Carpenter's Union waiting list and have been given employment as work becomes available. ICA follows the guidelines established by the Kapiolani Community College culinary arts program.

In the credit area, as part of its AA Degree program, the College offers five Academic Subject Certificates (ASCs). Although technically not vocational or occupational certificates these programs prepare students for either transfer to four-year institutions or for employment.

In the ASC programs, students can also focus their elective course selections in specific career paths, such as in Art, Business, Bio-Resource Development and Management/Plant Biotechnology, Hawaiian Studies, and Psycho-Social Developmental Studies.

An ASC in Art: Drawing and Painting (21 credits) provides pre-professional training for students planning careers in the Visual Arts in the area of drawing and painting. The certificate meets the goals of students who plan to transfer to four-year institutions and earn a Bachelor of Fine Arts degree and/or become a professional artist exhibiting in galleries, completing portraiture commissions, and/or enter a career in commercial art. Completion of the ASC in Art requires the student to produce an exit portfolio assessed by a faculty review committee. This exit portfolio must display specific skills in observational and figurative drawing and painting, demonstrating that the student has achieved the necessary professional competencies that meet the need for external employment. This portfolio review is the capstone of the ASC in Art, and students must pass this portfolio review in order to receive the Academic Subject Certificate.

The College also offers an ASC in Bio-Resources and Technology, which is divided into two strands: Bio-Resource Development and Management (26 credits) and Plant Biotechnology (26 credits). The Bio-Resource Development and Management strand prepares students for careers in environmental sciences/studies and qualifies them to transfer to Bachelor of Science degree programs Knowledge and training in Bio-Resources Development and Management will be an asset to the productive and efficient use of natural resources for promoting sustainable management of our environment. In this program, students are required to take courses related to biology, society, and the natural environment where they must demonstrate specific competencies set by the faculty. These faculty members are experts in their fields and gather information on industry needs and trends and modify curriculum to better suit the needs of the community as well as the desires of the students.

Students can also choose the Plant Biotechnology strand. This prepares students for careers in biotechnology and qualifies them to transfer to Bachelor of Science degree programs. Knowledge in Plant Biotechnology will be an asset in the application of this technology to bio-processing production systems, assuring a safe food supply and environment. This program lists courses such as botany, microbiology, and phytobiotechnology where students must show evidence that they have met specific learning outcomes set by the faculty. Meeting these standards ensures that with a certificate in Plant Biotechnology, students will be prepared to work in a variety of vocations, such as a biotech technician, orchid farmer and hybridizer, and an agriculture inspector.

An ASC in Business (24 credits) serves as an indicator to potential employers that students have specific prerequisite business skills. It is also designed to provide a foundation in accounting, economics, computer science, and written and oral communications while qualifying for articulation as transfer credits to four-year college business degree programs. Each of the courses includes learning outcomes that must be reached in order to pass the courses and receive the ASC in Business. Both 200-level accounting courses, for example, provide 'practice sets' for students to show evidence that they have successfully reached the necessary competencies for the certificate.

The College also offers an ASC in Hawaiian Studies (minimum of 25 total credits). With this certificate, students will be prepared for careers in education, the visitor industry, and/or fields requiring expertise in Hawaiian subject matter. The ASC in Hawaiian Studies requires students to show proficiency in elementary Hawaiian language, which helps prepare students to work in community awareness positions, as cultural advisors/mentors, tour guides, translators, and in outreach services.

Finally, the College offers an ASC in Psycho-Social Developmental Studies (PSDS) (27 credits). As with the other Academic Subject Certificates, students must complete the credits with a cumulative grade point average of 2.0 or better for all required courses to earn the certificate. The PSDS certificate provides pre-professional training for students planning careers in human services, like social work, counseling, education, corrections, psychology, and human development. The PSDS academic subject certificate requires students to take SSCI 293V, Cooperative Arts and Science Education, as a capstone course. This work-study course presents opportunities for students to upgrade and diversify their knowledge and skills learned in the behavioral and social sciences and to apply these in job situations. During the spring of 2005, the Social Science Department evaluated the program and made recommendations as to the specific curriculum required for the certificate. As with all certificate programs and degrees, the primary goal of this program is to prepare students to become competent workers. The Social Science Department continues to assess the program to ensure its strength and vitality.

Self Evaluation:

The College meets this standard. Vocational and occupational certificates offered by the credit and non-credit programs are designed to enable students to demonstrate technical

and professional competencies that meet employment and other applicable standards. First, students must pass rigorous program curricula in their chosen field of study. Expert instructors, some of whom work in the field or maintain ongoing liaisons with occupational professionals, designed these courses as well as the various programs to ensure that the learning outcomes are connected to larger occupational needs. In addition, the College attempts to ensure currency of vocational programs through communication with national, state, and local vocational education agencies, advisory committees, and employers. The quality of these programs and the attainment of employment competencies by the students completing them are monitored by faculty and administrators. Advisory Committees also regularly review the College's vocational and occupational programs.

In programs such as Plant Landscaping and Agricultural Technology students complete practical work that allows them to be evaluated in employment-type situations. The vocational programs at the College also allow students to demonstrate a summative knowledge of the information by requiring capstone courses or projects.

The five Academic Subject Certificates, although technically not vocational or occupational certificate programs, prepare students to either continue their education at a baccalaureate college or seek employment.

Planning Agenda:
None

II.A.6 The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outlines.

II.A.6.a The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred course are compatible to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

Descriptive Summary:

In the credit area, transfer policies are made available to students through the catalog and the College Website, as well as appointments and conferences with their academic counselor.

Departmental review and approval, CCAAC reviews, and transcript evaluations by academic counselors assure that transferred courses accepted are comparable to the College's student learning outcomes for comparable courses.

Articulation agreements are regularly evaluated and updated through the academic counselors and can be found on the College Website.

In the noncredit area, this standard is applicable only to the Auto Body Repair and Finishing (ABRF) program at this time; see previous descriptions for Standards II.A.1.b., II.A.2.g., II.A.2.h., and II.A.2.i.

Self Evaluation:
The College meets this standard.

Planning Agenda:
None.

II.A.6.b When programs are eliminated or programs 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.

Descriptive Summary:

In the credit area, the Business Technology Program, which was established in July 1997 and designed to prepare students for entry-level employment and to provide training or retraining for those looking for career advancement or a career change, was placed on "stop out" on July 1, 2000. This "stop out" was the result of a program review as well as program health indicators indicating that the Business Technology Program had not produced many graduates or supported many business majors over the years. The change in technology, workforce needs, and the business climate were factors identified that contributed to the low numbers of majors and the low persistence rates for business technology majors.

The Certificate of Completion in Business Technology Program was officially terminated at the College on June 1, 2002 (Ref. 2A-39). The accommodations made when the Business Technology Program was placed on "stop out" included a mail out of letters to all Business Technology majors reminding them of the posted deadline for completing their coursework and filing for graduation (Ref. 2A-40).

In the noncredit area, if unforeseen circumstances should require the elimination or significant change in a program, ETC administration, faculty, and staff collaborate to ensure that enrolled students complete their education in a timely manner with a minimum of disruption. The Administration will accommodate students wishing to enter another program in lieu of the one cancelled or immediately arrange for a qualified instructor to conduct classes by rearranging instructional schedules with affected faculty. If necessary, qualified counselors or administrative staff, also designated as instructors, will step in to fill the gap. Because of the unpredictable and sometimes unstable nature of at-risk education, flexibility among administrative members, faculty, and staff is a high priority within ETC.

Self Evaluation:
The College meets this standard.

Planning Agenda:
None.

II.A.6.c The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel though it catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

Descriptive Summary:

In the credit area, clear and complete information about degrees and certificates is posted online (Ref. 2A-41) as well as in print in the course catalog. Frequently asked questions for prospective students are posted at http://www.wcc.hawaii.edu/cat/stsrv/orient.html. The College's Schedule of Classes is posted at http://www.wcc.hawaii.edu/cat/stsrv/SOC/SOCFALL06.pdf.html. The College homepage is posted at http://www.wcc.hawaii.edu/.

Program and certificate requirement check lists are available through the academic counselors to assure that students are able to complete programs, and students are advised by their academic counselors as to what they must do to complete such programs.

Publications such as the course catalog, Schedule of Classes, and the College Website are presented clearly, accurately, and consistently to the College's personnel, prospective and current students and the general public. Other representations of the College such as in newspaper ads; at public college fairs; at campus events such as the Hoolaulea, and Paliku Theatre, Imaginarium, and Gallery shows; course brochures; and flyers, are clear, accurate, and consistent in how they present the College.

The Faculty Senate Council, Dean of Instruction Office, Dean of Student Services, and the Director of Administrative Services regularly review institutional policies to ensure the College's integrity. They also ensure that the course catalog, Schedule of Classes, College Website, and other representations of the College reflect these policies.

In the noncredit area, ETC and OCE catalogs and website links on the College homepage provide clear, accurate information about educational courses, programs, and transfer policies and describe program purpose, content, requirements, and outcomes. Orientation by counselors before registration and by faculty on the first day of instruction provide additional dialogue and clarification regarding programs, policies, competencies, objectives, student conduct, requirements, and outcomes.

The primary channels through which ETC presents information to prospective and current students, the public, and other agencies working with ETC, are the annual catalog

which provides clear, accurate, and consistent information and the ETC link on the College homepage. Administration, faculty, and staff all participate in generating and organizing information for ETC catalogs. Changes or adjustments resulting from internal reviews are evident in the changes and improvements spanning the last 5 years.

ETC has begun working with the College's marketing director to create, design, and produce flyers, brochures, other literature, and video, web, or other media projects for the community to provide information about programs and offerings as well as to ensure marketing integrity and professionalism. ETC has also added regular open houses to its schedule of events.

Self Evaluation:
The College meets this standard.

Planning Agenda:
None.

II.A.7 In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuits and dissemination of knowledge.

II.A.7.a Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Descriptive Summary:

The College follows the guidelines of faculty professionalism and intellectual honesty outlined by the current collective bargaining agreement between the University of Hawaii Professional Assembly (UHPA) and the Board of Regents of the University of Hawaii. All faculty and administrators are provided with copies of the UH Regents - UHPA contract which clearly defines the intellectual standards of honesty and tolerance in teaching and research. The full text of this contract is available on the UHPA webpage Ref. 2A-42). These guidelines specifically require faculty, in their teaching and research, to deal fairly with controversial issues, respect differing scholarly opinions, and to base their teaching upon factual and scholarly sources.

The faculty also have UHCCP 5.211 Statement on Professional Ethics (Faculty) promulgated by the Vice President for Community Colleges to guide them (Ref. 2A-43).

Course outlines are required for every course offered by the College and are on file in the Office of the Dean of Instruction. The outlines include a course description, methods of instruction, resource materials, expectations of students, methods of grading, and, beginning in Fall 2006, student learning outcomes. Criteria for evaluating student performance

and achievement (e.g., grades A, B, C, etc.) are clearly established, stated in publications, and are generally understood by faculty and students.

Students may file complaints or grievances regarding issues of faculty bias or unfairness as detailed in the University of Hawaii's Policy and Procedures for Student and Applicant Complaints and Grievances. The College has formal procedures for handling such complaints and grievances. These are described in detail in the catalog (Ref. 2A-44).

In the noncredit area, ETC faculty distinguish between personal conviction and professionally accepted views in disciplines according to general practice within postsecondary institutions. Open dialogue and exchange of views among colleagues, administration, and other staff ensure a balanced perspective. ETC instructors from non-teaching careers receive training through staff developmental seminars and workshops such as Honolulu Community College's Effective Teaching Tools & Techniques course, from its Program & Training Manager or Teacher Trainer. Other staff development activities to assure faculty understanding of the difference between personal conviction and professionally accepted views are available to any faculty or staff member upon request.

Evidence of fair and objective data and information is available in the lessons, exercises, and handouts for each ETC program as provided by individual instructors. ETC programs connected to a national or industrial standard—such as the Auto Body Repair and Finishing (ABRF) program —are provided with much of the educational or instructional material, thereby minimizing individual biases. Lessons or exercises from the individual programs offer pro and con views or choices and allow for varying points of view (Ref. 2A-6).

Self Evaluation:

The College meets this standard. The College is committed to high standards of intellectual integrity, openness, and fairness. Copies of the policy guidelines and grievance procedures referred to above are available for review to all of the College's constituents and to the public in the offices of the Dean of Instruction and the Dean of Student Services, in the library, and on the College's Webpage. The College catalog can also be consulted in these offices and on the College Webpage.

No formal complaints alleging the violation of the standards regarding faculty bias or unfairness, and no formal Student Academic Grievances have occurred since the last Accreditation Self-Study. Similarly, in the noncredit area, the ETC catalog and Web links make public any policies on academic freedom and responsibility by stating under Policies and Procedures that "each program has developed its own policies and procedures unique to the program of study. Program policies and procedures are provided and reviewed with each student" (Ref. 2A-45).

Planning Agenda:
None.

II.A.7.b The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.

Descriptive Summary:

In the credit area, the catalog (Ref. 2A-44) states the Board of Regents of the University of Hawaii policy regarding impermissible behavior, with disciplinary procedures established by the College for any violations. The College's Student Conduct Code (Ref. 2A-46) defines academic dishonesty by describing various forms of cheating and of plagiarism.

The process of handling accusations of academic dishonesty is described in the procedures for Handling Impermissible Behavior and the Academic Grievance Procedures available in the Office of the Dean of Student Services. The Student Conduct Committee reviews alleged violations of the standards of academic honesty, the composition of which is described in the Student Conduct Code. Those found guilty by this committee "may be (subject to) expulsion from the University" (Ref. 2A-47).

Copies of the policy guidelines and conduct code are available for examination by all the College's constituents and by the public in the offices of the Dean of Instruction and the Dean of Student Services, on the College's webpage, and in the Library. The College catalog can also be consulted in these offices and on the College Webpage.

The noncredit programs also maintain high standards of academic honesty. Descriptions of academic dishonesty and the consequences for academic dishonesty are published in the catalog. Individual program policies, such as in the Auto Body Repair and Finishing (ABRF), Office Administration and Technology (OAT), and Essential Skills (ES) programs, also refer to expectations of academic honesty and the consequences of violations of the policy.

Self Evaluation:

The College meets this standard. The College is clearly committed to maintaining high standards of academic honesty. In addition to publishing these standards and procedures for dealing with violations, the College's counselors review academic honesty issues with students during orientation and early registration interviews. Many instructors discuss the standards of academic honesty in their Course Outlines. Institutional research studies, such as the Community College Survey of Student Engagement (CCSSE): 2002 Report and the Graduate and Leaver Survey: Fall 2003, Spring 2004 (February 20, 2005), although primarily designed to measure the level of student academic satisfaction with the College, do not indicate student complaints with regard to the question of academic honesty. No accusations of academic dishonesty have gone to the level of requiring the formation of a Student Conduct Committee since the last Accreditation Self-Study.

Planning Agenda:
None.

II.A.7.c Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog, and/or appropriate faculty or student handbooks.

Descriptive Summary:

In the credit area, the Student Conduct Code, State University of Hawaii policies, and the UH Regents-UH Faculty contract define standards of appropriate conduct and professional responsibilities. The Office of the Dean of Instruction conducts orientation sessions for new faculty that cover professional responsibilities.

The College is a state-funded secular school committed to learning and academic freedom rather than to any particular or predetermined creed, ideology, or worldview.

In the noncredit area, ETC lists and makes available to faculty and staff UH systems literature defining appropriate conduct, ethics, intellectual property, copyright infringement, sexual harassment and provides the state policies in these areas. Students are given literature on non-discrimination and affirmative action policies, student regulations, the student conduct code, the educational rights and privacy of students, and health and accident insurance requirements in its catalog. Upon enrolling in an ETC program, students are also provided with a registration packet that includes literature on the student's rights and responsibilities, equal opportunity, grievance information, sexual harassment information policy, and substance abuse information and policy.

ETC provides new full time faculty hires with a packet that contains the following documents: the ETC catalog, a Faculty /Staff directory, the Union contract, personnel information and forms regarding benefits, a purchasing overview, a listing of student rights and responsibilities, and a pamphlet on emergency procedures. If the new hire is not designated full time faculty but casual hire the UHPA contract and material on benefits are excluded from the packet. Hawaii Government Employees Association (HGEA, including Administrative, Professional, Technical [APT]) staff are given similar packets with different contract and benefits information as appropriate.

Through annual contract renewal requirements for non-probationary and probationary faculty, ETC faculty receive feedback from peers regarding achievement of contractual expectations or areas needing improvement.

Self Evaluation:
The College meets the standard.

Planning Agenda:
  None.

II.A.8 Institutions offering curricula in foreign locations to students others than U.S. nationals operate in conformity with standards and applicable Commission policies.

Does not apply to our institution.

Standard IIA References

2A-1:   Windward Course Catalog, 2005-2006, pp. 52-64
http://www.wcc.hawaii.edu/cat/acad/WCCat06/Catalog05-06.pdf
2A-2:   Windward Community College Strategic Plan for 2002-2010
http://www.wcc.hawaii.edu/ir/Documents/StrategicPlanFINAL.pdf
2A-3:   MAPS Report, Fall 2004
2A-4:   COMPASS demographic data
2A-5:   TRIO binder
2A-6:   Standard IIA Sources of Evidence binder
2A-7:   National Trends: Enhancing Education through Technology Report
2A-8:   Computer and Information Literacy
http://www.hawaii.edu/wccil/index.shtml
2A-9:   Institutional Effectiveness Committee: Charge of the Committee, April 8, 2004
2A-10: The Learning Center and Math Lab, Brochures
2A-11: CCSSE 2004 profile, Windward Community College
http://www.ccsse.org/survey/public-profile.cfm?ipeds=141990&source=2004
2A-12: Employment Training Center Program Catalog 2005-2006
2A-13: Director of Vocational and Continuing Education's Annual Report to Carl Perkins
regarding Program Health Indicators
2A-14: Community and Continuing Education
http://ocet.wcc.hawaii.edu/
2A-15: NASA Center of Excellence in Remote Sensing
http://research.hq.nasa.gov/code_y/nra/current/NRA-97-MTPE-05/winners.html)
2A-16: Vocational and Community Education Program Review Reports, 2004-2005
http://www.wcc.hawaii.edu/cat/admin/ProgramPlans/LOBS.pdf,
http://www.wcc.hawaii.edu/cat/admin/ProgramPlans/ETC/FacilitiesMaintenance.pdf
http://www.wcc.hawaii.edu/cat/admin/ProgramPlans/ETC/Autobody.pdf
http://www.wcc.hawaii.edu/cat/admin/ProgramPlans/ETC/Construction.pdf
http://www.wcc.hawaii.edu/cat/admin/ProgramPlans/ETC/Construction.pdf
http://www.wcc.hawaii.edu/cat/admin/ProgramPlans/ocet.pdf
2A-17: Employment Training Center Student Services Completion Report
2A-18: Windward Community College Assessment Plan for the AA Degree, 2001-2006
2A-19: CCAAC "Philosophy and Guidelines"
2A-20: Institutional Goals, Fall 2004 and Course Outcomes Analysis, Spring 2005
2A-21: Academic Subject Certificate Program Outcomes and Certificate of Completion
Outcomes, Spring 2005
2A-22: Program Review Timeline
http://www.wcc.hawaii.edu/facstaff/Assessment/ProgramRevTimeline.pdf
2A-23: Millennium Workforce Development Initiative, July 1999, Doc. #2-A14
2A-24: Malamalama O Koolau Newsletter; Spring 2005, Fall 2005, Spring 2006
2A-25: UH Institutional Research Office Management and Planning Support (MAPS) re-
ports
http:www.hawaii.edu/iro
2A-26: UH Community Colleges: A Profile, PowerPoint presentation
http://www.hawaii.edu/offices/cc/index.html

2A-27: Employment Training Center Student Evaluation of Instructor Form
2A-28: Demographic Information and Achievement Data for the Self Study
     http://www.wcc.hawaii.edu/ir/Accreditation/WCCDraftWebDIAD8-22-05.pdf
2A-29: Program Reviews and Annual Assessments
     http://www.wcc.hawaii.edu/cat/admin/ProgramPlans/default.htm
2A-30: General Education Program Review Report
     http://www.wcc.hawaii.edu/cat/admin/ProgramPlans/gened.pdf
2A-31: Windward Community College Policy Guideline No. 4-8, Credit by Examination
2A-32: Institutional Effectiveness Committee sources of evidence binder
2A-33: CCCM No. 6004, Appendix 2, December 1994
2A-34: CCSSE 2004 profile, Windward Community College
     http://www.ccsse.org/survey/public-profile.cfm?ipeds=141990&source=2004
2A-35: Graduate and Leaver Survey, Fall 2004, Spring 2005, Summer 2005
     http://www.wcc.hawaii.edu/ir/GraduateLeavers/GradLeaversReport2006withSurvey.pdf
2A-36: Schedule of Courses, Fall 2005
     http://www.wcc.hawaii.edu/cat/stsrv/SOC/SOCfall2005.pdf
2A-37: Windward Course Catalog, 2005-2006, p. 110
     http://www.wcc.hawaii.edu/cat/acad/WCCat06/Catalog05-06.pdf
2A-38: Windward Course Catalog 2005-2006, P.11
     http://www.wcc.hawaii.edu/cat/acad/WCCat06/Catalog05-06.pdf
2A-39: Memorandum to Allan K. Ikawa, Chairperson, Board of Regents
2A-40: Memorandum to Sandi Matsui, Dean of Students
2A-41: Degrees and Certificates offered at Windward Community College
          http:www.wcc.hawaii.edu/degrees/DegreesHome.htm
2A-42: Agreement between UHPA and the Board of Regents of the University of Hawaii,
     2003-2009
     http://www.uhpa.org/uhpa-bor-contract
 2A-43: UH Community College Policy (UHCCP) 5.211 Statement on Professional Ethics
     http://www.hawaii.edu/offices/cc/policies.html
2A-44: Windward Course Catalog 2005-2006, Student Academic Grievance Procedures, pp. 30-
     31
     http://www.wcc.hawaii.edu/cat/acad/WCCat06/Catalog05-06.pdf
2A-45: Employment Training Center Policies and Procedures Web page
     http://etc.hawaii.edu/policies/main.htm
2A-46: Windward Community College Policy Guidelines Manual, No. 5-3, revised
     08/01/05
2A-47: Handling Impermissible Behavior and the Academic Grievance Procedures
     http://www.wcc.hawaii.edu/cat/acad/WCCat06/Catalog05-06.pdf

Standard II.B Student Support Services - Themes

Institutional Commitments: Every faculty and staff member of Student Services is committed to providing students with the opportunity for success. In the credit area, Student Support Services, including the Title III program and TRIO programs, facilitates a student's journey from entry to graduation, transfer, or employment. In the non-credit area, ETC Student Services supports students on a similar journey. The College supports this journey by providing a system of evaluation to improve the efficacy of Student Support Services. Programs and services have been enhanced with the addition of newly hired counselors both for the credit and non-credit areas (II.B.3.c).

Evaluation, Planning, and Improvement: Student Services utilizes various assessment methodologies that include counselor evaluations, program review, student satisfaction surveys, the CCSSE survey (for credit program only), the Graduate/Leaver Survey, and the Accreditation Self Study. Data from these assessments have become tools for evaluating, planning, and improving Student Services (II.B.3.c and II.B.4).

Student Learning Outcomes: In the credit area, Student Services defines overall goals as well as department goals for Admissions and Records, Counseling & Academic Advising, Financial Aid, Student Life, Student Publications, and Federal TRIO programs that support student learning (II.B.1). The Success counselor has developed SLOs for the students that she will serve (II.B.3.c). In the non-credit area, ETC Student Services defines goals in its Program Review for Records, Counseling, and Job Placement and Retention Services. Recently, ETC Student Services developed SLOs for these three areas (II.B.1). These goals and/or SLOs are assessed and analyzed for the improvement of Student Services (II.B.3.c and II.B.4).

Organization: Student Services recently increased staffing with the hiring of a Dean of Students, two counselors (credit area), ETC Student Services Coordinator, and ETC program counselor. Through a federal grant, two additional counselors (credit area), one for success and one for transition, were recently hired (II.B.3.c). Organizationally, the Dean of Students and the ETC Student Services Coordinator direct the credit and non-credit Student Services units respectively (IIB1). The program review, strategic planning, and budgeting process for the College provides the organizational structure for the Student Services units to evaluate and analyze their programs and services, plan and implement improvements, and to obtain resources (IIB3c, IIB4).

Dialogue: Continuous dialogue occurs within Student Services to conduct the annual assessments. In the credit area, Student Services conducts monthly staff meetings to maintain continuous discussions and counselors meet weekly to evaluate and plan improvement of services to students (II.B.3.c and II.B.4). In the non-credit area, ETC Student Services meets monthly to evaluate programs and services to students (II.B.4).

Institutional Integrity: The College's institutional integrity, in the area of Student Support Services, is demonstrated in two major ways:

The Student Services units are deeply concerned with providing students with exceptional services, promoting diversity, gathering data regarding the effectiveness and accessibility of its programs and services, and interpreting that data accurately and appropriately to improve and enhance student success (II.B.1, II.B.3.a, II.B.3.c, II.B.3.d and II.B.4).

The College provides three catalogs, the Windward Course Catalog, the ETC Program Catalog, and the Office of Continuing Education Non-Credit Catalog, for its constituencies. Each contains precise, accurate, and current information (II.B.2).

Standard II.B Student Support Services

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

II.B.1 The institution assures the quality of student development and support services and demonstrates that these services, regardless of location or means of delivery, enhance achievement of the mission of the institution and support student learning.

Descriptive Summary:

The College has two separate student services divisions; one serves credit students and the other serves non-credit students who are enrolled in Employment Training Center (ETC) programs. Organizationally, the Dean of Student Services directs Student Services for credit students. The ETC Student Services Coordinator directs ETC Student Services.

Student Services for credit students support the mission of the College by supporting and challenging individuals to develop skills, fulfill their potential, enrich their lives, and become contributing, culturally aware members of our community.

In the credit area, Student Services completed its first Annual Assessment Report in December 2005 (Ref. 2B-1). In the non-credit area, ETC Student Services completed its first Annual Assessment Report in January 2006 (Ref. 2B-2). These annual assessments will be compiled every fifth year into a Program Review. The first Program Review for Student Services is due in 2007. The Program Review process evaluates Student Services programs and counseling services to identify student needs to assure that services effectively meet these needs. As part of this review process, Student Services for credit

students developed goals for its programs and services. ETC Student Services developed student learning outcomes (SLOs) for Records, Counseling, and Job Placement and Retention Services.

Some student support services provide direct support to student learning outcomes, while others provide indirect support. In the credit area, the Office of Admissions and Records provides indirect support to student learning through online registration to enhance and facilitate the admissions and registration process. The Learning Center provides direct support to student learning by administering the COMPASS test for appropriate placement of students in math and English courses. In the non-credit area, ETC's Records Office provides indirect support to student learning by maintaining ETC student records. ETC Student Services provides direct support to student learning by administering the Test of Adult Basic Education (TABE) to all ETC students. This test is used to assure appropriate placement and completion of vocational training programs.

For the credit area, all student support services are conveniently located and available to students during the day on the Kaneohe campus. On-line registration is available to students. The College website provides information on hours for campus security, student activities, Library hours, and computer labs. Counseling is provided in the evening by appointment. Admissions and Records, Financial Aid, Recruitment and Retention, testing, and tutoring services are not available in the evening.

For the non-credit area, counselors for ETC are assigned to specific programs. They provide admissions counseling; assessment; career, academic and personal counseling; self-development workshops and seminars; and internships and job placement services.

Self-Evaluation:

The College meets this standard. The institution addresses the criteria for this standard through its first annual Student Services assessment report, which was submitted December 2005. Program review policies and procedures are in place. Current reports are available on the College Website. Student Services will continue to participate in this evaluative process every year.

The Program Review evaluative process includes student satisfaction surveys and faculty/staff satisfaction surveys. Evaluative data from additional surveys and/or information from the Colleges' Institutional Research Office, as well as Program Health Indicators for ETC programs, and statewide data are also used. The Dean of Student Services, counselors, and the ETC Student Services Coordinator review the written reports. Results are presented to staff members and used to improve programs and plan for future services at all locations.

According to the WCC Student Survey (N = 401), which was administered to both credit students and non-credit ETC students in Fall 2005, 68% of students rated the quality of services of the Admissions and Records Office as excellent or satisfactory, while 12% rated it as less than satisfactory or poor, and 18% were unable to judge. In addition, 70% of the

students rated the appropriateness of math and English placement testing when entering WCC as excellent or satisfactory, while 15% rated it as less than satisfactory or poor, and 14% were unable to judge. When only ETC students are considered, 50% of the students rated the appropriateness of math and English placement testing (TABE placement test for ETC) as excellent or satisfactory, while 6% rated it as less than satisfactory or poor, and 41% were unable to judge (Ref. 2B-3). Program completion rates reported in the ETC Annual Assessment Report (Ref. 2B-2) and the Program Health Indicator Report 2004-2005 corroborate appropriate placement (Ref. 2B-4).

Additional data on Student Services from the Fall 2005 WCC Student Survey provide evidence of quality of student support services. They are summarized in the following table.

Quality rated by students	Excellent or Satisfactory	Less than Satisfactory or Poor	Unable to Judge
Availability of access to a counselor or academic advisor.	77%	16%	6%
Convenience of hours for academic counseling.	68%	18%	14%
Knowledge of my counselor/ academic advisor about program requirements.	75%	16%	9%
Concern of my counselor/advisor for my success.	72%	17%	10%

The College assures the quality of student development and support services through its commitment to the Program Review process and its emphasis on gathering and using empirical data to plan. Through this process, the College evaluates student development and services. The Strategic Planning Committee, Budget Committee, and other key planning committees include representatives from Student Services and/or the Dean/Coordinator of Student Services. The College continues to work toward timely and inclusive communication among planning committees.

Planning Agenda:
None

II.B.2 The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

a. General Information
   - Official Name, Address(es), Telephone Number(s) and Web Site Address of the Institution
   - Educational Mission
   - Course, Program, and Degree Offerings
   - Academic Calendar and Program Length
   - Academic Freedom Statement
   - Available Student Financial Aid
   - Available Learning Resources
   - Names and Degrees of Administrators and Faculty
   - Names of Governing Board Members
b. Requirements
   - Admissions
   - Student Fees and Other Financial Obligations
   - Degree, Certificates, Graduation and Transfer
c. Major Policies Affecting Students
   - Academic Regulations, including Academic Honesty
   - Nondiscrimination
   - Acceptance of Transfer Credits
   - Grievance and Complaint Procedures
   - Sexual Harassment
   - Refund of Fees
d. Locations or publications where other policies may be found

Descriptive Summary:

The current Windward Course Catalog (2005-2006), available in print and online (Ref. 2B-5), contains pertinent information:

The College's official name, address, phone number and web address appear on the back cover. The mission statement and information on accreditation are included in the first pages. Lists of the University of Hawaii (UH) Board of Regents and UH Administration, along with College Administration, Faculty and Staff, including degrees earned, are provided.

The catalog contains information primarily for the credit program. Current, accurate information is provided about courses, programs, degree offerings, and learning resources. An updated academic calendar, including program length information, is included. Admission requirements, financial information regarding tuition, fees, financial aid and refund policies, as well as degree, certificate, graduation and transfer information are outlined.

Major policies such as academic regulations, non-discrimination, acceptance of transfer credits, grievance and complaint policy, and sexual harassment are provided.

In addition to the catalog, the College publishes each semester, in print and online, a Schedule of Classes for its credit program. It includes admission information, academic calendar, registration information, tuition payment and refund policy, course descriptions, schedule of classes, exam schedule, graduation and persistence rates and a campus map.

The credit course catalog is reviewed, updated and published on an annual basis by the Office of the Dean of Instruction. The review process includes discussion and input from the administration, deans, directors, department chairs, and faculty. These individuals update policies, curriculum, and calendar items within their area.

In the non-credit area, ETC publishes an Employment Training Center Program Catalog Ref. 2B-6) in print and online.

The ETC catalog includes its official name, address, telephone number, the names and phone numbers of the Center's administrators, faculty, and staff; mission statement; and a location map. Current, accurate information is provided about courses and programs. An updated academic calendar, testing schedule for the Test of Adult Basic Education (TABE), as well as state holidays and non-instructional days are included.

Major policies governing academic regulations, non-discrimination, grievance, and sexual harassment are included.

ETC's program catalog is also reviewed, updated and published on an annual basis. The annual review process includes discussion and input from ETC instructors, counselors, coordinators, and staff.

Also in the non-credit area, the Office of Continuing Education, under the division of Vocation and Community Education, produces a non-credit course catalog that lists and describes avocational courses, date and time for the courses, costs, registration information, and refund policies (Ref. 2B-7). Information is also available online (Ref. 2B-7).

Self-Evaluation:

The College meets this standard. Precise, accurate, and current information is provided in the Windward Course Catalog and the Employment Training Center Program Catalog.

The student survey (N = 401), conducted in Fall 2005, shows that 77% of students rated the clarity of the course catalog as excellent or satisfactory, while 13% rated it as less than satisfactory or poor, and 8% were unable to judge. Eighty percent (80%) rated the clarity of policies and procedures for registration as excellent or satisfactory, while 13% rated it as less than satisfactory or poor, and 6% were unable to judge (Ref. 2B-3).

A Student Academic Freedom Statement was not included in previous course catalogs but will be included in the 2006-2007 edition.

In the non-credit area, ETC may consider adding its phone number, website address, and job placement website on the catalog cover for ease of access.

Planning Agenda:
None

II.B.3 The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

II.B.3.a The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

Descriptive Summary:

For the credit area, the College provides appropriate, comprehensive and reliable services to students, including admissions and records, counseling and academic advising, financial aid, career counseling, student activities, testing, and tutoring. Equitable access is supported by counselors who assist students in exploring new career paths, applying to a program, registering for the right courses, applying for financial aid, and transferring credits to a four-year institution. Access to counselors for students with disabilities is available in Hale ʻAkoakoa. Counseling services are available on a walk-in basis or by appointment.

The College collects student demographic information and student needs assessment through COMPASS, a computerized placement testing and information management system. During academic advising sessions, counselors allow students the opportunity to disclose any special needs and appropriate accommodations such as the need for a note taker, interpreter, or mobility services. The WCC Monthly Professional Activity Report, Counseling Evaluation Form, and the Student & Counselor Registration Activity Report provide a basis from which to assess the strengths and weaknesses of Student Services (Ref. 2B-8).

Students toward Academic Achievement and Retention (STAAR) is a federally funded TRIO program providing services to students who meet eligibility requirements and academic need to improve academic performance, transfer, retention, and graduation rates. Students are identified via the COMPASS questionnaire, in counseling sessions, through classroom visits, instructor referrals, and referrals from the office of financial aid, and The Learning Center.

For the non-credit area, ETC collects student demographic information through the Student Information System (SIS) and at orientation and registration.

At ETC, counseling is an active and integral part of each student's program. Counselors are assigned to vocational training programs. One-day classes, such as the Math Refresher class or the Customer Service workshop, are not assigned a counselor. Counselors establish regular and frequent contact with all students throughout their training program. Personal and academic counseling assist students to overcome barriers and to succeed in their respective programs. Career counseling and job placement and retention services help students to clarify and reach their employment or other training goals.

Support services which include workshops and seminars on such topics as professional imaging, time management, study skills, budgeting, career assessment, and goal setting are provided throughout the program training period. Activities are coordinated with instruction to bring the real world of work to the students.

Self-Evaluation:

The College meets this standard. As part of the Program Review process, both Student Services programs completed their first Annual Assessment to evaluate current learning support needs and to identify new student needs. The Annual Assessment process ensures that the ongoing needs of students are being met with maximum success, efficiency, and quality in keeping with the goals and objectives of the support unit.

As further evidence that the College meets this standard, in the Community College Survey of Student Engagement (CCSSE) for 2004, WCC scored above the national mean in Support for Learners (56.90%) (Ref. 2B-9).

The Fall 2005 WCC Student Survey (N = 401) provides student evaluation of Student Services' learning support programs and services. Some of the data is summarized in the following table and provides further evidence of meeting this standard (Ref. 2B-3).

Quality rated by students	Excellent or Satisfactory	Less than Satisfactory or Poor	Unable to Judge
Availability of access to a counselor or academic advisor.	77%	16%	6%
Availability of career placement services.	54%	13%	31%
Quality of Financial Aid Services for my needs.	59%	11%	29%
Accessibility of services for the disabled.	54%	11%	35%

For the credit area, Student Services strives to enhance the availability of counselor/academic advisors, services to the disabled, and career placement services. In Fall 2005 the

College hired a counselor with responsibilities for career and community outreach and in Summer 2006 added a disabilities and admissions counselor.

For the non-credit area, ETC counselors provide comprehensive services to students at various locations by providing appropriate accommodations, referrals to community resources, on-going counseling, guidance and life skills workshops, and job placement and retention services. Students evaluate their respective program counselor at the conclusion of their program. These evaluation forms are sent directly to the ETC Director's office for statistical tabulation.

Planning Agenda:

The College's Student Services units will evaluate access to their programs and services through the Program Review process that includes annual assessments.

II.B.3.b The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

Descriptive Summary:

In the credit area, the College promotes programs that encourage personal and civic responsibility, as well as promoting opportunities for the intellectual, aesthetic, and personal development for all of its students through student government, student organizations, service learning, tutoring services, and TRIO programs (Upward Bound, Windward and Honolulu Talent Search, and Student Support Services-STAAR Program).

WCC Student Life coordinates all student organizations and activities including student government. The Associated Students of the University of Hawai'i-Windward Community College (ASUH-WCC), the officially recognized student government for the credit program, provides out-of-classroom opportunities for students to learn to participate in institutional governance and assist in meeting student needs and interests through planned programs, services, and activities. Student Life coordinates or co-sponsors a variety of student activities on campus through the ASUH-WCC Student Government and Interclub Council of Windward Community College (Ref. 2B-10).

The following is a list of WCC clubs, organizations, and activities.

WCC Clubs & Organizations (Not all have been active every year):
Aerospace Club
Botany Club
Chess and Backgammon Club
Japanese Cultural Society of WCC
Ke Kumau 'Olelo Hawaii
Kupono Hawaiian Club

LGBT Gay-Straight Alliance
Music Club
Na Hoʻokele (Voyaging Club)
Na Kokulele (STAAR)
Paliku Players
PSI Beta (National Honor Society in Psychology for Community and Junior Colleges)
Phi Theta Kappa (International Honor Society for Community and Junior Colleges)
Russian Club
Commission on Status of LBGTI at WCC
WCC International Education Committee

WCC Student Activities (Not all activities are held every academic year):
Welcome Week Events (Fall and Spring)
November Concert
Halloween Extravaganza
Math Contest
End of the Semester Bash (Fall)
Campus Clues Trivia
Common Book reading and essay writing events
Holiday Craft Workshop
Valentine's Craft Workshop
Inter-Club Council
Individual Clubs - request funding for specific club events (open to entire campus)
For example: Phi Theta Kappa for Vocal Expression; Japanese Cultural Society for Japanese Immersion Luncheon; PSI Beta for Movie Night; Chess Club for Chess Tournament
Wednesday Movies (WCC Library and ASUH-WCC)
Ice Cream Social
"Take Back the Night" Essay Contest
End of the Semester Bash (Spring)
Study Sessions

WCC Volunteer Events:
Aloha United Way
Hawaii Food Bank Food Drive
Hoʻolaulea
American Cancer Society Relay for Life Event
Windward Christmas Parade
Blood Drives – twice annually

Adding to the cultural and aesthetic life on the Kaneohe campus, the Paliku Theatre affords students and community members the opportunity to enjoy and perform in concerts, drama, musicals, dance programs, film festivals, lectures, and intimate Hawaiian music

sessions. In the three years since its opening, the theatre has produced a variety of shows. Paliku Theatre also provides an affordable venue for community groups to host seminars and showcase their talent. The College's Hokulani Imaginarium is a state-of the art planetarium and multi-media facility providing astronomy and other shows for students and the community. To further enrich the campus experience, Gallery 'Iolani, located in the new Hale Palanakila humanities building adjacent to Paliku Theatre, regularly features artwork by well-known local and national artists, as well as students and faculty members (Ref. 2B-10).

In the non-credit area, because of the short-term nature of ETC job training programs, students do not participate in clubs or organizations. Those students enrolled in the Office Administration and Technology program participate in service learning four hours each week to augment classroom instruction. ETC students participate in the following annual activities (Ref. 2B-11):

ETC Student Activities:
Car Show
ETC Job Fair
Federal Workforce Recruitment Program
Service Learning
Internships
Essential Skills Student Government

ETC Volunteer Events:
Hawaii Food Bank Drive
Aloha United Way

Self-Evaluation:

The College meets this standard. The credit program accomplishes this through its support of student government; campus clubs and activities; service learning; tutoring services; special programs such as STAAR, Talent Search, and Upward Bound; and its promotion of culture, science, and visual and performing arts.

In the non-credit ETC program, the standard is met through its support of service learning, internships, tutoring services, and the numerous personal development workshops provided to students including job search, resumé writing, interviewing, dressing for a job interview, goal setting, time management, and problem solving.

Planning Agenda:
 None

II.B.3.c The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

Descriptive Summary:

For the credit area, the Counseling Department serves all students. In Fall 2004, one of the three general-funded counselors assumed administrative duties and a half-time general funded counselor was hired. This resulted in a counselor to student ratio of 1:685 at the beginning of Fall 2005 (2.5 general funded counselors to 1713 students). Two general- funded counselors, one to lead in infusing native Hawaiian educational values in the College's counseling program, and one to lead in career education and in outreach, were hired in September 2005.

The two major federal programs available at the College are the Title III program and the TRIO programs.

One of the purposes of the Federal Title III Program is to enhance the total college experience for all students by adding support elements for academic success and graduation/transfer. As part of this program, two new counselors were hired at the end of 2005: a Transition Counselor who will study, design, and implement a program to help students successfully enter and exit the College, and a Success Counselor who will design and implement a program to work closely with students on academic status for incomplete coursework. This program (in coordination with other academic support services for the credit program) focuses on student retention, reducing early attrition, and increasing the likelihood of successful student graduation and/or transfer.

The Success Counselor has already identified several student learning outcomes:

- Students will recognize the value of transferable skills gained through a liberal arts education.
- Students will come to see themselves as learners and in the process, develop study and time management skills that are conducive to their style of learning.
- Students will gain motivation to reach their individual academic goals.
- Students will understand WCC academic policy.
- Students will recognize the importance of their permanent academic record in their pursuit of higher education.

The College has three components of the TRIO program: Talent Search, Upward Bound, and Student Support Services (also known as STAAR: Students toward Academic Achievement and Retention). The Federal TRIO programs are educational opportunity

outreach programs designed to motivate and support students from disadvantaged backgrounds. These outreach and support programs are targeted to serve and assist low-income, first-generation college students, and students with disabilities to progress through the academic pipeline from middle school to post baccalaureate programs.

The TRIO Talent Search program serves students in grades six through twelve. This early intervention program helps students to better understand educational opportunities and options. The goal of this program is to increase the number of youth from disadvantaged backgrounds to complete high school and enroll in college (Ref. 2B-12).

The TRIO Upward Bound program provides high school students who have low income and are potential first-generation college students with the opportunity to gain the skills and motivation necessary to succeed in college. Activities of Upward Bound center around a six-week summer college residential experience where students live in a college dormitory, take academic classes, and participate in career exploration, cultural activities, and college visits. During the academic year, students meet with Upward Bound staff to fill out college applications and financial aid forms, prepare for college entrance exams, visit local colleges, and gain information about educational opportunities (Ref. 2B-12).

The mission of the TRIO STAAR program is to provide support services to assist low income, first generation college students, or those with disabilities in improving their academic skills and transfer rates, and increasing their retention and graduation rates. To this end, the program provides intensive services and activities such as instruction in reading, writing, study skills, and mathematics; counseling and academic advising; tutorial services; peer mentoring; assistance with course selection; college orientation; cultural, career, and transfer events; and activities related to diversity (Ref. 2B-12).

At the end of 2005, the College filled several positions using federal TRIO funds: a TRIO Student Support Services (STAAR) Director, a position which had been vacant for 10 years; a TRIO Director of Upward Bound, a position established five years ago, but never filled; two administrative and program support positions for the TRIO programs.

All federal programs must provide performance reports that include an evaluation of the program, to the appropriate federal agency. The current Federal Title III Program began in Fall 2005 and its first performance report is not yet available.

For the non-credit area, the ETC Counseling Department is staffed with three program counselors, a job placement counselor, a retention counselor, and one educational assistant. ETC hired a Student Services Coordinator in March 2006, and is currently interviewing for a program counselor. Excluding specialty offerings such as the Math Refresher for Construction class, Customer Service workshops, and Driver's Education Training, the three ETC program counselors have a counselor to student ratio of 1:324 for the period from July 1, 2004 to June 30, 2005 (3 general funded counselors to 971 regular program students).

The College uses formal evaluations of student support services to assure that it meets student needs. (See also Standard IIB.4.) The College policy on program review states that support unit assessments will occur every year in December culminating in a program review in the fifth year (Ref. 2B-13).

In the credit area, the WCC Student Services Annual Assessment covers Admissions and Records, Counseling, Financial Aid, and Student Life. The Dean of Student Services conducts an annual performance review of Student Services faculty and staff (Ref. 2B-1). Student Services faculty and staff meet throughout the year to design, maintain, and evaluate counseling and/or academic advising programs. Monthly staff meetings keep the department updated on new developments, policies, procedures, and new transfer and non-credit programs. Newly hired counselors received training in academic advising and on the use of Banner, the student information system.

In the non-credit area, ETC Student Services Annual Assessment Report provides a summary of student services and outlines the mission, purpose and goals of each department: Admissions & Orientation, Records, Counseling, and Job Placement and Retention Services. Quantitative indicators are included for matriculation/student access, retention services/student progress, transition services/student success, quality resources, and services/student experience. The report concludes with an analysis of the program (Ref. 2B-2).

Self-Evaluation:

With the completion of the first round of annual assessments of Student Services, the College meets this standard.

In the credit area, the addition of new student services positions helps the Student Services division to meet its mission. Furthermore, the College hired a permanent Dean of Students in August 2006. This will result in the return of a counselor who was serving as Acting Dean and there are 5.5 general-funded counselors to serve students, for a counselor to student ratio of of 1:331.

Prior to the introduction of online registration using the Banner Student Information System, each student saw a counselor for academic advising. With online registration, students are no longer required to see a counselor for academic advising prior to registration. It is the perception among faculty and counselors that students are registering for the wrong classes or taking courses in the wrong sequence due to a lack of academic advising.

In the non-credit area, ETC students receive on-going counseling throughout their training program. Counseling services include personal counseling, individual and group counseling sessions, job search assistance, referral to appropriate community resources, and academic advising. ETC recently hired a Student Services Coordinator and is in the process of hiring a new program counselor.

Planning Agenda:

In the credit area, Student Services and the Institutional Research Office (IRO) will conduct a study of the Banner online registration process to determine the impact on student performance.

II.B.3.d The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

Descriptive Summary:

As noted in the College's mission statement "Windward Community College is committed to…support and challenge individuals to…become culturally aware members of our community" (Ref. 2B-14).

In the credit area, the College promotes student understanding and appreciation of diversity through a variety of clubs, organizations, activities, and campus workshops. A safe zone for students is provided via the LGBT Gay-Straight Alliance. Thirty-two percent (32%) of the student population is part Hawaiian, (Ref. 2B-15), while 3-5% identify themselves as having a disability. The average age of a student is 28. Sixty percent of students attend on a part-time basis (Ref. 2B-16). To accommodate varied student schedules, evening and weekend credit and non-credit classes are offered. Student Services, in collaboration with the University of Hawai'i Center on Disabilities Studies, provides training regarding learning disabilities and other related topics to help instructors plan accommodations for students with disabilities.

DATA ON WCC DIVERSITY
CREDIT PROGRAM

	Fall 2004
NO. ENROLLED	1775
AVERAGE AGE	28
GENDER	35% Male; 65% Female
ETHNICITY	
Hawaiian & Pacific Islanders	36%
Caucasian	22 %
Asian	19%
Mixed	14%
Others	5%
Mixed Asian/PI	4 %
DISABLED	3-5%

In the non-credit area, the average age of ETC students ranges from 26-30. Thirty percent (30%) of students enrolling in ETC's programs identify themselves as part-Hawaiian, while 18% are Filipino. Twenty-five percent (25%) of ETC students identified themselves as having a disability (Ref. 2B-17). Twenty percent (20%) of the ETC student population is referred from the Department of Education and return to their respective high schools after program completion rather than enter employment. Among adult students, 13% enter employment. Of the 1,470 students who exited in FY 2004-2005, 89% completed the program and attained competency (Ref. 2B-17).

DATA ON WCC DIVERSITY
ETC PROGRAMS

	2004-2005
NO. ENROLLED	1582
AVERAGE AGE	28
GENDER	60% Male; 40% Female
ETHNICITY	
Hawaiian	30%
Filipino	18%
Caucasian	12%
Japanese	11%
Other Pacific Asian	12%
Other	17%
DISABLED	25%

Because ETC counselors register each student individually, they are able to assess each student's disabilities and provide appropriate accommodations in collaboration with the referring agency counselor. Classroom tutors and additional counseling sessions are provided for students with learning disabilities and special needs. ETC provides a Life Skills course for deaf students, along with interpreters and/or note takers. Those with physical injuries are provided with comfortable supportive chairs and adaptive equipment, and are given permission to stand and stretch as needed to relieve pain. Required textbooks and handouts are converted to Braille for blind students. Visually impaired students utilize ZoomText Xtra 7.0 software which was designed for low vision users and provides complete access to all Microsoft Windows applications. JAWS for Windows is a screen reading and screen magnification software for both low vision and blind users. It works with Windows and Office applications and allows users to access the Internet and read email. Optelec Clear Viewers magnify text and accommodate large textbook viewing. Other apparatus include ergonomic keyboards, wrist rests, chairs with arm rests, lumbar cushions, and foot rests.

There are many work-based experiences or internship opportunities available for students with disabilities. ETC participates in Disability Mentoring Day sponsored by the National Technical Assistance Center for Asian American and Pacific Islanders with Disabilities, and in the Federal Workforce Recruitment Program for College Students with Disabilities. ETC Job Placement and Retention Services also provide students with a list of various opportunities for college students with disabilities.

At the Kaneohe campus, training is available for all faculty and staff regarding learning disabilities and other related topics. As an example, in 2005, the College sponsored a forum for faculty and students on "Accommodations for Students with Disabilities and ADA Compliance."

The College, in conjunction with other groups such as Pacific Asian Affair Council, sponsors International Education Week activities at the Kaneohe campus to enhance student understanding and appreciation of diversity.

Self-Evaluation:

The College meets this standard. Students enrolled at the College are rich in diversity. The College provides access and accommodations to students with disabilities, serves under-represented populations, and in the credit area, provides a wide array of clubs, organizations, and activities for students (Ref. 2B-10).

In the credit area, the TRIO STAAR program provides disability services, but this utilizes federal funds. In Summer 2006 the College hired a full-time general funded counselor who will service both credit and non-credit students.

Planning Agenda:
None

II.B.3.e The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Descriptive Summary:

In the credit area, the College has an open admissions policy for students. Applications are accepted up until the day before classes begin. The College admits all applicants over the age of 18 and students under 18 years of age with a high school diploma or GED. Special admission is available to high school students through the Early Admissions program.

COMPASS placement testing places students in English and math courses. Students with disabilities are given special test accommodations including enlargement of printed material, extended testing time, readers, scribes, adaptive equipment, tape recorded material, and alternate formats.

The COMPASS Course Placement Services Report evaluates the college's course placement systems. Information provided in the Course Placement Service Report helps the College to determine the completeness and accuracy of the data on which the placement information is based (Ref. 2B-19).

The COMPASS Advisory Council, represented by faculty and staff from all UH community college campuses, discuss revisions to the English and math cut-off scores. Recently, math placement cut-off score changes were implemented for placement into Spring 2006 classes. New English cut-off scores were in force for placement into Summer and Fall 2006 classes.

In the non-credit area, ETC accepts students ages 16 and up into its programs. The Test of Adult Basic Education (TABE) is administered to ETC students to test their grade level equivalency and their readiness for job training. At ETC, students with disabilities are provided with accommodations for testing, including a CCTV for text magnification. ETC Student Services regularly examines the program completion rates as a measure of the effectiveness of the TABE in the placement of students.

Furthermore, according to the Fall 2005 WCC Student Survey (N=401), 70% of students rated the appropriateness of math and English placement testing when entering as excellent or satisfactory, while 15% rated it as less than satisfactory or poor, and 14% were unable to judge. When only ETC students are considered, 50% rated the appropriateness of math and English placement testing when entering ETC as excellent or satisfactory, while 6% rated it as less than satisfactory or poor, and 41% were unable to judge. When only credit students are considered, 76% rated the appropriateness of math and English placement testing when entering as excellent or satisfactory, while 18% rated it as less than satisfactory or poor, and 7% were unable to judge (Ref. 2B-3).

Self-Evaluation:
The College meets this standard.

Planning Agenda:
 None

II.B.3.f The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Descriptive Summary:

In the credit area, Banner, the system-wide student information system, backs up student records daily. Hard copies of pre-Banner transcripts are also kept on file. All financial records are backed up daily. The College is in full compliance with FERPA regulations.

In the non-credit area, ETC utilizes the Student Information System (SIS) for its programs which is backed up daily. ETC is also in compliance with FERPA regulations.

Both the credit course and ETC catalogs include policies on Student Educational Rights and Privacy of Students.

Self-Evaluation:

The College meets this standard by providing permanent, secure, and confidential storage of student records with daily backup and by publishing and following established policies for release of student records (Ref. 2B-20).

Planning Agenda:
None.

II.B.4 The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Descriptive Summary:

The College uses formal evaluations of student services to assure that it meets student needs. The policy on program review states that support units will conduct annual assessments culminating in a program review in the fifth year (Ref. 2B-13). For the credit area, these reviews are done for Admissions and Records, Counseling, Financial Aid and Student Life. For the non-credit area, these reviews are done for ETC's Admissions and Orientation, Registration and Records, Counseling, and Job Placement and Retention Services.

In the credit area, student demographic information and student needs assessment are collected through COMPASS, a computerized placement testing and information management system (See also Standard IIB.3c). In the non-credit area, ETC student demographic information and student needs assessment are collected through the Student Information System (SIS) and at orientation and registration.

The College participates in the Community College Survey of Student Engagement (CC-SSE) that is an appraisal of the quality in community college education, programs, and services for students. Participation in this survey assists in identifying what further action may be helpful in continuing to support and strengthen academic advising and career counseling**.**

Beginning in Spring 2003, Student Support Services began to use and evaluate data from the Student & Counselor Registration Activity Report to track group and late registration

activity. It measures student status, registration type, general comments and complaints of students. The information is used to assess and improve services offered during group and late registration. The Student Registration Information Form was developed in Fall 2004 to improve counseling services during late registration. The form assists counselors in determining a credit student's wants, needs, and status. The Student Services Registration Information Form has decreased the length of time it takes to determine a student's eligibility to register for classes, thereby increasing the academic advising portion of the student's registration session with the counselor. Evidence supporting this is reflected in the Student & Counselor Late Registration Activity Report (Ref. 2B-10).

Counselors developed a Counseling Evaluation Form for credit students to evaluate their counseling sessions and assess the services provided. The Student Services Monthly Professional Activity Report, which began in 2005, tracks counselor/student contact by phone, e-mail, or in person, and identifies the college and community service, and professional development activities of the counselors (Ref. 2B-1). The counselors meet weekly to evaluate and plan improvement of services to students in areas such as admissions, registration, academic advising, financial aid, and student government.

Federally funded programs within Student Services conduct their own internal evaluations. TRIO Students towards Academic Achievement and Retention (STAAR), TRIO Upward Bound, TRIO Talent Search, and Title III are federal programs that receive special funding through grants and have different reporting and evaluation timetables and requirements. The appraisal processes for these programs are mandated by the granting agency. See Standard II.B.3.c for a description of these programs (Ref. 2B-21).

Financial assistance information on scholarships, grants, low-interest loans, and on-campus employment is available from the financial aid office. This office serves up to 41% of the credit student population. It administers federal aid (such as Pell grants, Federal Work-Study, Federal Perkins Loans, Stafford Loans, and Parent Loans for Undergraduate students) and state money (such as State Higher Education Loans, Hawai'i Student Incentive Grants, and tuition waivers). Private scholarships are also available. Approximately 20% of the student body receives some degree of financial aid (Ref. 2B-22).

The goal of the financial aid office is to reduce yearly audit findings, reduce default rates on student loans by conducting in-person loan entrance and exit counseling, and increase dissemination of financial aid information by expanding the financial aid website. The Financial Aid Office conducts reviews of its programs through yearly audits and examination of the cohort default rate on student loan programs. The cohort default rate on student loans does not show current information because students do not have to pay back their loans until after they graduate or stop attending school. The latest information is found in the Official Cohort Default Rates for FY 2003, FY 2002, and FY 2001 (Ref. 2B-10).

The means of assessment for Federal Student Aid Programs include the annual A-133 Federal Student Financial Aid audit, annual loan default rate for FFELP (Federal Family Educational Loan Program) and Perkins Loan Programs, and the financial aid website (Ref. 2B-22).

The Admissions and Records Office and Student Life via the Associated Students of the University of Hawai'i-Windward Community College (ASUH-WCC) are evaluated as a part of the Program Review process (Ref. 2B-1).

In the non-credit area, ETC counselors submit a monthly status report documenting the number of students counseled, the number of workshops provided, college and community service activities, and professional development activities. ETC students evaluate their respective program counselor as they complete their training program. Students requesting job placement services evaluate the job placement and retention counselors using the Job Placement and Retention Services Evaluation form. These Counselor Evaluation forms are sent directly to the ETC Director's office for statistical tabulation and are not shared with the counselors. ETC counselors meet monthly to evaluate programs and services to students.

Self-Evaluation:

The College meets this standard. Through a formal, systematic process of program review, Student Services is evaluated annually to insure that the needs of the students are being met with maximum success, efficiency, and quality in keeping with the goals and objectives or student learning outcomes of the support units.

The WCC Student Institutional Survey (2005) is one of the many tools used to evaluate student support services (Ref. 2B-3). When only credit students are considered, this survey provides the following evidence:

Quality rated by students	Excellent or Satisfactory	Less than Satisfactory or Poor	Unable to Judge
Availability of advice and assistance for registration.	78%	15%	6%
Availability of career placement services.	52%	15%	32%
Accessibility of services for the disabled.	54%	10%	35%
Quality of Financial Aid Services for my needs.	62%	12%	26%
Quality of services of the Admissions and Records Office	74%	13%	13%

When only ETC students are considered, this survey provides the following evidence:

Quality rated by students	Excellent or Satisfactory	Less than Satisfactory or Poor	Unable to Judge
Availability of advice and assistance for registration.	67%	10%	19%
Availability of career placement services.	62%	9%	28%
Accessibility of services for the disabled.	53%	10%	37%

In the credit area, the College continues to use existing evaluation sources, such as the COMPASS placement testing and information management system, and the creation of new or modified evaluations such as the Monthly Professional Activity Report, Counseling Evaluation Form, and the Student & Counselor Registration Activity Report. Data provided by these reports provides a basis from which to assess the strengths and weaknesses of Student Services staff and services to achieve the most effective results to meet student needs. The process of tracking student/counselor group and late registration activity began with the Spring 2003 semester and has been refined with each passing semester. Operational decisions, such as set-up, hours of operation, and the creation of the Student Services' Registration form, is a result of the data collected from the Student & Counselor Late Registration Activity Reports. A decision to extend the in-person registration appointment sessions and replace the 4-hour Group Registration day with an additional day of counselor registration is a direct result of data collected from the Group Registration reports.

As part of the Program Review process, mission statements and intended service outcomes for Student Services have been completed. The intended service outcomes for Student Services are (1) to assist students in the development of meaningful educational plans compatible with their life goals, (2) to assess services to meet student needs and provide appropriate services and referrals, and (3) to assist students in exploring career and life goals. Support units also worked on mission statements, intended service outcomes or student learning outcomes, and have started discussion on appraisal tasks.

The 2004 CCSSEE report (Ref. 2B-9) provides further evaluation of student support programs. Seventy-one percent (71%) of students said they were satisfied with academic advising and planning; 21% were satisfied with career counseling (note: a career counselor was hired in October 2005); 57% were satisfied with financial aid advising; 37% were satisfied with transfer credit assistance (note: 53% responded "not applicable); and 21% were satisfied with services to students with disabilities (note: 68% responded "not applicable." The majority of students (70%) indicated their primary reason for attending is to transfer to a four-year college or university.

The Admissions and Records Office is meeting its goals and objectives by reviewing available materials (handouts, mailings, and other publications), reviewing the application processing time, and reviewing the student transcript processing time.

ASUH-WCC Student Life and Development is committed to promoting student learning, success, and satisfaction as students involve themselves in student life and service. A permanent half-time student activities coordinator/student government advisor oversees the development of student activities on campus. The ASUH-WCC advisor has proposed the implementation of a comprehensive orientation program beginning with the Fall 2006 semester which highlights the transferable skills of effective communication skills, listening skills, good decision making skills, and delegation skills for the senators. Plans to develop comprehensive entrance and exit surveys for senators regarding their leadership experience and assess identified transferable skills, is still in the research phase of finding the right instrument to assess if the learning outcomes are being reached by the senators involved in the ASUH-WCC (Ref. 2B-10).

ASUH-WCC and the counseling staff designed "Na Hala" – a two-part orientation session for new students, that was introduced in spring 2006. Orientation sessions were scheduled and offered throughout December 2005 and January 2006. Student Services plans to continue offering these two-part orientation sessions to help prepare students for a successful tenure at the College.

TRIO Student Support Services (STAAR program) exceeded its service goal by serving 219 students. The program is required to serve at least 66% who are both first-generation and low-income or have a disability. Seventy-one percent (71%) of its student population met those requirements.

The program exceeded its objectives by retaining 84% of students from last year, maintaining 84% in good academic standing, and by graduating or transferring 30% to a four-year university. Of the 219 students participating in the program, 53% were Native Hawaiian or other Pacific Islanders and 74% were female.

The TRIO Talent Search Honolulu and Talent Search Windward programs met or exceeded all project performance outcomes for the 2004-2005 program period.

TRIO Upward Bound exceeded its service goal by serving 54 students. At least 66% of students served must be both first-generation and low-income. Seventy-two percent (72%) met these requirements. In addition, 41% identified themselves as Native Hawaiian or Other Pacific Islander. Seventy-six percent (76%) of the participants were female. Another objective was to improve academic skills and competencies of 70% of participants as measured by standardized tests. Seventy-one percent (71%) of participants tested improved their reading comprehension scores. Ninety-three percent (93%) improved vocabulary scores. Fifty-eight percent (58%) of participants tested improved their math scores.

The program met its objective to improve academic skills and competencies as measured by 60% of participants with less than a 2.0 GPA raising their GPA to good academic standing. Another objective was to retain 70% of participants through the beginning of the next program year (or graduate from high school). Of participants served in 2004-2005, 100% continued to participate in the program or graduated high school (Ref. 2B-12).

Four positions were filled in late 2005 utilizing federal grant funds: TRIO Student Support Services Director, Director of Upward Bound, transition counselor, and success counselor.   Filling these counseling positions will greatly improve the quality and quantity of services for students in the credit programs. Additionally, new staffing expands the capability of working with high schools and community agencies to provide information and admission counseling to prospective students.

As the College projects enrollment in credit courses to grow, it is imperative that capabilities to deliver vital student services keep pace with that growth. In the financial aid area, funding for a second professional APT position has been provided in the 2005-2006 budget. Student Services also plans to advertise and fill an additional Financial Aid Officer position. Funding for an Admissions Counselor position, to begin July 2006, will be needed in the 2006-2007 budget. In the counseling area, two new counselors joined the staff in September 2005. One of them specializes in career counseling. The second counselor will focus on native Hawaiian educational values and specific services for students of native Hawaiian ancestry. With the assistance of this counselor, the College plans to explore ways to infuse important native Hawaiian cultural values and services throughout the counseling program.

Additional evidence is available via information from graduates and leavers regarding their level of satisfaction with the programs and services of the College that is obtained through the UH Community College Graduate and Leaver survey (Ref. 2B-23). The results of this survey assist in planning and revising support programs. Unfortunately, the response rate for leavers has been poor and the College needs to find ways to encourage more students to complete and return the surveys.

In the credit area, prior to 2004, the College mailed the Graduate and Leaver surveys to students. To improve the response rate, this survey was administered to students at the graduation rehearsal for the Spring 2004 graduation in addition to a mailing in January 2005. The response rate for the 2004 Graduate/Leaver survey was 21% compared to 15% the previous year. Of the liberal arts graduates responding, 87% rated their overall experience at the College as excellent and the remaining 13% rated it as good. Fifty-seven percent (57%) were very satisfied with the academic preparation they received and the remaining 43% were satisfied. Seventy percent (70%) felt their education at the College prepared them either very well, well, or adequately for their current primary job, while 9% felt that they were poorly prepared, and 22% gave no response.

For 2005, the College tried another method to improve the response rate. The WCC Graduate and Leaver survey was administered to students at their graduation exit interviews for Fall 2004, Spring 2005, and Summer 2005 and by a mailing to the liberal arts leavers, Career Technical Education (CTE) graduates, and CTE leavers in January 2006. There was also a follow-up email survey in January 2006 to the liberal arts graduates, liberal arts leavers, CTE graduates and CTE leavers. The response rate for the 2005 Graduate/ Leaver survey dramatically improved to 45% from 21% the previous year. By administering the survey to students at their graduation exit interviews, all graduates completed the survey. Of the liberal arts graduates responding, 99% rated their overall experience at the College as excellent or good while the remaining 1% rated it as fair. Ninety-five percent (95%) were very satisfied or satisfied with the academic preparation they received, 1% was dissatisfied, and 4% had no response. Sixty-seven percent (67%) felt their education at WCC prepared them either well, moderately well, or adequately for their current primary job, while 1% felt that they were poorly prepared, and 32% gave no response.

In the non-credit area, the ETC Graduate/Leaver Survey for 2003-2004 was mailed to 660 students. Eleven percent (11%) of the surveys were undeliverable due to students' change of address. The response rate was 14%. Of those responding, 42% were satisfied with the overall quality of their academic experience at ETC but 44% did not answer this question. Thirty percent (30 %) felt the education and training at ETC prepared them for their current job but 65% did not answer this question. The ETC Graduate/Leaver Survey for 2004-2005 was mailed to 453 students. Eighteen percent (18%) of the surveys were undeliverable and the response rate was 16%. Of those responding, 97% were satisfied with the overall quality of their academic experience at ETC and 0% did not answer this question. Thirty-two percent (32%) felt the education and training at ETC prepared them for their current job but 19% did not answer this question. Hence, for both years, the data is not very meaningful for planning or evaluation purposes (Ref. 2B-17).

Planning Agenda:

ETC will create a Student Survey that will be given to all students exiting ETC programs.

Standard IIB References

2B-1:   Student Services, Credit, Annual Assessment Report
http://www.wcc.hawaii.edu/cat/admin/ProgramPlans/studentser.pdf

2B-2:   Student Services, Employment Training Center, Annual Assessment Report
http://www.wcc.hawaii.edu/cat/admin/ProgramPlans/etc.pdf

2B-3:   Windward Community College Student Institutional Survey, Fall 2005
http://www.zoomerang.com/reports/public_report.zgi?ID=L22GSS6C4U6V

2B-4:   Program Health Indicator Report 2004-2005

2B-5:   Windward Course Catalog 2005-2006, pp. 4-5
http://www.wcc.hawaii.edu/cat/acad/WCCat06/Catalog05-06.pdf

2B-6:   Employment Training Center Program Catalog 2006-07
http://etc.hawaii.edu/downloads/2006-07_ETC_Catalog.pdf

2B-7:   Schedule of Courses, Community and Continuing Education
http://ocet.wcc.hawaii.edu/acsched.htm

2B-8:   Student Services, Credit, Annual Assessment
http://www.wcc.hawaii.edu/cat/admin/ProgramPlans/studentser.pdf

2B-9:   CCSSE 2004 profile, Windward Community College
http://www.ccsse.org/survey/public-profile.cfm?ipeds=141990&source=2004

2B-10: Student Services, Credit, Sources of Evidence binder

2B-11: Student Services, Employment Training Center Sources of Evidence binder

2B-12: TRIO Performance Report 09/01/2004 to 08/31/2005

2B-13: Program Review Policy
http://www.wcc.hawaii.edu/cat/admin/Policies/4_4.htm

2B-14: Windward Course Catalog 2005-2006, pp. 4-5
http://www.wcc.hawaii.edu/cat/acad/WCCat06/Catalog05-06.pdf

2B-15: Demographic Information and Achievement Data for the Self Study
http://www.wcc.hawaii.edu/ir/Accreditation/WCCDraftWebDIAD8-22-05.pdf

2B-16: COMPASS Data Store

2B-17: Employment Training Center Leaver Survey, 2004

2B-18: Student Services Sources of Evidence binder

2B-19: COMPASS Course Placement Services Reports

2B-20: Windward Course Catalog 2005-2006, p.6-7
http://www.wcc.hawaii.edu/cat/acad/WCCat06/Catalog05-06.pdf
    Employment Training Center Program Catalog 2006-07 (pp. 11-12)
http://etc.hawaii.edu/downloads/2006-07_ETC_Catalog.pdf

2B-21: TRIO Performance Report 09/01/2004 to 08/31/2005

2B-22: Financial Aid data

2B-23: Graduate Leaver Survey, Four Year Summary
http://www.wcc.hawaii.edu/ir/GraduateLeavers/GraduateSurveyOptions.htm

Standard II.C Library and Learning Support Services - Themes

Institutional Commitments: The College cannot achieve its mission without providing high quality academic support for students. Therefore, it is committed to excellence in library and learning support services. The College's Strategic Plan, Technology Vision, Academic Support program plans, and budget decisions are derived from the College mission statement (II.C.2). The College commitment to support learning is reflected in the allocation of scarce funds to create new academic support positions, the high strategic priority assigned to lifecycle funding for learning equipment, and the lobbying efforts for design and construction of a new Library and Learning Resource Center building (II.C.1 and II.C.1.a).

Evaluation, Planning, and Improvement: The College regularly evaluates its library and learning support services, considers unmet needs and new opportunities, develops plans for improvement, and prioritizes resource allocations to promote the college mission and student success (II.C.2). Academic support performance is assessed through analysis of usage statistics, survey results, and focus group feedback. The assessment data inform the planning for improvement and prioritization of initiatives for individual units such as the Library and The Learning Center within the Academic Support Division. After resources are allocated and improvements are implemented, the results are measured and assessed. The cycle of evaluation, planning, and improvement is documented in the annual reports and program plans of each academic support unit and in the five-year Academic Support Program Review Report.

Student Learning Outcomes: The College continues to document, review, and refine, student learning outcomes at the course, program, and degree levels. The academic support units, as facilitators of student success and as mentors to students and faculty, drafted program outcomes and student learning outcomes. These outcomes are guiding the design, delivery, and assessment of the College's library and learning support services (II.C).

Organization: The rapid evolution of information technologies (IT) and the high cost of technology upgrades have been particular challenges. To address these challenges, the College has assigned high strategic priority to securing funds for ongoing lifecycle replacement of technology resources and for additional academic support positions. Concerted lobbying efforts are also underway for the construction of a new Library and Learning Resources building (II.C.1.a and II.C.1). To improve coordination and planning of library and learning support services, the College consolidated staff of the Library, The Learning Center, Academic Computing Services, and the Media Production Center under a temporary, half-time, interim Assistant Dean for Academic Support position in July 2002 (II.C.2).

Dialogue: Purposeful dialogue about the library and learning support services continues throughout the cycle of evaluation, planning, and implementation. The forums for this dialogue include student focus group sessions, talks within academic support units, discussions among academic support unit heads, gatherings of the Academic Support

Division as a whole, and meetings of College-wide committees. Usage statistics and user survey results, collected and broadly circulated by the academic support units and by the institutional research staff, foster informed decision-making (II.C.2).

Institutional Integrity: The College strives to provide students with safe, convenient, and equitable access to library and learning support services. In addition to applying resources to satisfy the greatest demands, the academic support units also address unique campus needs (II.C.1.c). Policies and practices in the Library and other learning centers reflect and promote ethical behavior, respect for diversity, and academic freedom. All academic support units adhere to copyright and fair use rules and software licensing terms. The Library and other learning centers support diverse viewpoints and individual preferences by providing Web access without censorship and materials in a variety of formats.

Standard II.C Library and Learning Support Services

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

II.C.1 The institution supports the quality of its instructional programs providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

Descriptive Summary:

Library Services and Collections

The Library is located in the 7,800 square-foot Hale Laʻakea building, with seating capacity for 98 people. The facility contains tables for small group interaction, carrels for independent study, equipment for viewing audiovisual materials, and Internet-connected PC and Macintosh computers. Wireless network access is available throughout the library.

The Library collection includes over 56,000 volumes, 164 active periodicals, and the back issues of 47 inactive periodicals. The cataloged collection is comprised of over 48,000 books, nearly 3,500 pamphlets, and about 4,650 audiovisual items, including video and sound recordings, a significant number of DVDs, kits, maps, games, posters, films, filmstrips, slides, and removable storage drives (Ref. 2C-1). The Library houses a

Hawaiian collection and a Reserve collection of assigned class reading and other supplemental materials designated by instructors for their students' use. The Library circulates an average of 9,600 volumes per year (Ref. 2C-2).

The Library also provides access to materials through database subscriptions to EBSCO-Host, LexisNexis Academic, Science Direct, and CQ Researcher. These provide abstracts and full-text access to a variety of journal, magazine, and newspaper articles, reference works, and monographs. At least 10,716 full text items were accessed through these subscription databases during the 2005 academic year (Ref. 2C-3). The Library maintains a Web site to provide access to these databases, the catalog, and selected Web resources.

Flexible, cooperative Intrasystem and Interlibrary Loan Service is also provided for students, staff, and faculty. Requests for materials from other libraries have ranged from as few as15 in academic year (AY) 2001 to as many as 140 in AY 2004.

Reference services are provided during all hours that the library is open, and the Reference Desk handled more than 7,500 transactions during 2004-2005, including reference, directional and technical questions, and individual instruction (Ref. 2C-4).

Learning Centers

The Learning Center (TLC) and the Math Lab facilities in the Hale Manaleo and Hale Mana'opono buildings total approximately 3,350 square feet. The Learning Center includes testing areas, study areas with tables and carrels, a computer lab, a resource teacher desk. The Math Lab includes study and tutoring areas, computers, and a video station.

The equipment in the TLC consists of computers, printers, scanners, CD and DVD writers, viewers for videos, and cassette players. The cassette players support language learning. Computer-assisted instruction programs support courses in English, chemistry, psychology, mathematics, and Japanese. Resource and reference materials are primarily in the areas of research, English, math, and study skills. Internet access for research and email is also available.

The Learning Center and Math Lab staff conduct workshops and provide drop-in tutorial assistance in learning skills, writing, math, and computer and information literacy.

Walk-in placement testing and distance education testing services are available in The Learning Center. It receives and holds tests on file until the student comes in. Recently, the TLC added fax services for Distance Education instructors. Tests are faxed or mailed back to instructors as requested.

Student visits to The Learning Center and the Math Lab are increasing. During the 2003-2004 academic year, there were 21,845 student contacts. In 2004-2005 that number increased to 25,041 student contacts (Ref. 2C-5).

(Note: The Essential Skills Program of the Employment Training Center (ETC) is also titled "The Learning Center." That program, headquartered at the Honolulu Community College campus, consists of courses in which students develop the English and math skills needed for success in further education, job training, and employment. As an instructional program, The Learning Center in the context of the ETC is discussed further under Standard II.A.)

Computer Laboratories

The College provides students with access to PC and Macintosh computers for general-purpose computing and Internet access in three locations: the Library, The Learning Center, and the Noʻeau Computer Lab. The hardware and software capabilities offered in these locations are comparable, so students may choose to work in whichever lab is most convenient.

As of Fall 2005, students have open access to 12 PCs and 5 Macs in the Library, to 6 PCs and 14 Macs in The Learning Center, and to 32 PCs and 4 Macs in the Noʻeau Computer Lab. All of these computers are connected to the Internet. Each of these labs also provides access to flatbed scanners, CD and DVD writers, and floppy and Zip drives. Students may print to shared black & white laser printers in each lab ($0.09/page) and to a color laser printer in the Noʻeau Computer Lab ($0.25/page).

The standard software licensed for use on all computers includes Microsoft Windows XP Professional or Macintosh OS X 10.3, Adobe Acrobat Professional, Adobe Illustrator, Adobe InDesign, Adobe Photoshop, Macromedia DreamWeaver, Microsoft FrontPage, the Microsoft Office suite, Web browsers and other Internet applications.

Additional software required for specific courses is also made available in the computer labs, but generally on only as many stations as needed to provide adequate access. These course-specific applications include ArcGIS, Derive, FileMaker Pro, and Impatica.

Staff members in each of the computer labs assist users with common computer problems and frequently asked questions. Students, faculty, and staff can also contact the Academic Computing Services Help Desk for assistance, either in-person in the Noʻeau Computer Lab, or by email or phone.

Media and Duplicating Services

The Media Center and Duplication Center located in Hale Noʻeau provide a range of learning support services that include instructional design assistance, graphics design and production, audio and video recording, A/V equipment purchase and maintenance, and document duplication and binding. While the first priority of the Media Center is supporting the instructional activities of faculty, it does offer students technical guidance and access to media equipment for producing classroom projects.

In FY 2004-2005, the Media Center processed 377 media production requests and 1,537 duplication requests. Faculty and academic departments account for approximately 90% of the requests, and students and student organizations account for approximately 1% (Ref. 2C-6).

Self-Evaluation:

The College meets the minimum requirements of Standard II.C.1. However, the College sees substantial opportunity for improvement in its library and learning support services, and it recognizes the need for new facilities, upgraded equipment, and additional staffing in order to achieve and maintain excellence.

The College's Master Plan and its Strategic Plan call for a new Library and Learning Resources building to bring together the Library, The Learning Center, Academic Computing Services, and Media Center. Consolidating these four units, currently housed in dispersed locations on campus, would facilitate greater collaboration and coordination among support staff and would foster improved services to students and faculty. A new building would also provide space for significant expansion of Library collections, computer lab facilities, group meeting rooms, and independent study areas. In Spring 2006, the State of Hawaii Legislature approved design funds for the building, in part due to broad community support for the initiative demonstrated in testimony presented to the House Higher Education Committee during its February 7, 2006, on-campus hearing (Ref. 2C-7) (Ref. 2C-8).

Library Services and Collections

The Library's goal is for 80% of survey respondents to indicate satisfaction with the relevancy of the collection to their academic needs (Ref. 2C-9). While the collection is meeting the needs of most students, some improvement is needed to achieve the targeted level of satisfaction. In the Fall 2005 Institutional Survey of Students, the adequacy of the library collection to support course assignments was rated excellent or satisfactory by 68% of respondents versus 11% rating it as less than satisfactory or poor, and 21% were unable to judge (N=399) (Ref. 2C- 10).

As reflected in the following results from the Library's 2004 User Survey, a large majority of users are satisfied with the Library's services, and particularly with its friendly, approachable, and service-oriented staff. The results also indicate that the Library staff provides prompt, useful, and accurate service. Most survey respondents (94%) were students (Ref. 2C-11).

Library User Survey 2004 (N=262)	Yes	No	NA / blank
I usually find enough books to meet my course needs.	63%	12%	25%
Reserve materials are available most of the time.	52%	4%	44%
I find the journal databases helpful for finding articles.	61%	4%	35%
I find the Library's website useful.	72%	4%	24%
The Library staff are approachable and welcoming.	90%	2%	8%
The Library staff are courteous and polite.	93%	0%	7%
The Library staff are available when I need them.	85%	2%	13%
The Library staff guide me to resources I can use.	87%	1%	12%
The Library staff answer my questions correctly.	85%	2%	13%

The overwhelming majority of faculty are satisfied with the Library's services. In the Fall 2004 Institutional Survey of Faculty, the adequacy and quality of services provided by the Library was rated excellent or satisfactory by 85% of respondents versus 8% rating it as less than satisfactory or poor, and 8% were unable to judge (N=65) (Ref. 2C-12).

Learning Centers

A large majority of students find The Learning Center useful and are satisfied with its facilities and services. In the Fall 2005 Institutional Survey of Students, the usefulness of services at The Learning Center was rated excellent or satisfactory by 73% of respondents versus only 9% rating it as less than satisfactory or poor and 18% that were unable to judge (N=397) (Ref. 2C-10).

Optional evaluations submitted by students visiting the TLC in Spring 2005 (N=107) were overwhelmingly positive: 93% found the staff friendly and helpful, 98% considered the atmosphere conducive to learning, and 98% were satisfied with the services at The Learning Center. TLC workshops improved academic performance according to 47% of respondents versus only 2% saying they didn't (17% were unsure and 34% did not use The Learning Center). The overall rating of The Learning Center was deemed excellent by 66% of respondents, good by 32%, fair by 2%, and poor by 0% (Ref. 2C-13).

A large majority of the faculty is also satisfied with The Learning Center. In the Fall 2005 Institutional Survey of Faculty, the adequacy and quality of services provided by The Learning Center was rated excellent or satisfactory by 85% of respondents versus 3% rating it as less than satisfactory or poor, and 2% were unable to judge (N=65) (Ref. 2C-12).

Computer Laboratories

The availability of computing resources for student use is currently adequate but not optimal. During peak usage times, students must occasionally wait for a computer to become available or go to another lab that has open stations. In the Library's 2004 User

Survey (N=261), 62% of respondents said that a computer is usually available when they need one versus 12% who disagreed, and 26% said the question did not apply or did not answer (Ref. 2C-11).

Media and Duplicating Services

The Media Center has greatly expanded its responsibilities over the past six years in order to support the College Website, new instructional technologies such as WebCT, the large volume of audio/visual equipment in three newly constructed buildings, and equipment setups for community events scheduled by the Office of Vocational and Community Education. However, Media Center staffing has not increased to keep up with the added demands. While the most pressing learning support demands are being met, additional staffing is required to improve turnaround times, to increase the number of requests which can be serviced, and to allow expansion of services offered to students and faculty. In Spring 2006 the College received funding for the Graphic Artist (1.0 FTE) called for in the Strategic Plan. The Strategic Plan also calls for adding a Webmaster (1.0 FTE), and an Electronics Technician (1.0 FTE).

In the Fall 2005 Institutional Surveys of Faculty and Staff, the adequacy and quality of services provided by the Media Center was rated excellent or satisfactory by 72% of respondents versus 21% rating it as less than satisfactory or poor, and 7% were unable to judge (N=65 faculty and 25 staff) (Ref. 2C-12) (Ref. 2C-14).

Planning Agenda:

The College will pursue funding for construction of a new Library and Learning Resource Center building.

The College will seek additional staffing to improve and expand learning support services.

Standard II.C.1.a Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

Descriptive Summary:

The librarians select new materials for the collection according to the Library Resources Selection Policy and Procedures manual, which provides guidelines for the evaluation, selection, and purchase of materials. Faculty members assist with selection of new materials in their areas of interest, particularly for items that will directly support their instructional activities. Librarians and faculty members are routinely invited to review library holdings related to their fields of interest, identifying obsolete materials for withdrawal according to guidelines provided in the Collection Maintenance Policy (Ref. 2C-16).

In FY 2005, the Library's operating expenditures totaled $58,632. The Library allocation for operations and materials has remained the same since FY 2001 at $40,000. These funds have been supplemented in several ways. In FY 2004, the Library received a WCC Associated Students of the University of Hawaii grant for 34 DVDs. From 1999 through 2005, a Title III grant provided a total of $78,000 that enabled the Library to purchase and preserve Hawaiian and Pacific titles. Proceeds from the Friends of the Library, Windward CC sale of donated books, as well as donations from individuals and organizations, have provided additional funding for acquiring new materials (Ref. 2C-17). A new "Honor with Books" program was initiated in April 2006 to attract additional donors and to raise additional funds.

The Learning Center adopts educational software and other learning support materials in response to faculty requests. The TLC manager investigates product upgrades and updates the materials and technologies used as more effective tools become available, often in the form of hand-downs from other departments or free materials provided by the publishers of adopted text books. The Learning Center's (TLC) budget has remained at $700 per year for the purchase of new and replacement materials and some office supplies (Ref. 2C-18). The Interim Assistant Dean for Academic Support funds additional funding for learning materials and equipment on an as-needed basis.

The specifications for computing equipment, media devices, and software applications deployed in computer classrooms and labs are determined through collaborative discussions among the faculty and the Academic Support Division staff. Funding for large volume equipment purchases has thus far come intermittently from one-time sources such as Capital Improvement Program allocations, grants, and end-of-year funds.

Self-Evaluation:

The College meets the minimum requirements of Standard II.C.1.a. The College's collaborative selection processes for new materials and new equipment are appropriate. While existing collections and equipment are presently adequate, they are aging and at risk of becoming outdated unless funding for maintenance and replacements is increased.

Care is taken to update the Library collection in selected subject areas in accordance with the Library Resources Selection Policy and Procedure when possible, and as the budget allows. However, the Library has not been able to keep its collections current in all areas due to rising subscription and materials costs, and the book collection is aging overall.

Budget constraints have also prevented The Learning Center from keeping its materials up-to-date. Limited funds have allowed some outdated materials to be replaced but not others.

The College's Technology Vision and its Strategic Plan call for establishing lifecycle funding for technology resources, including a four-year replacement lifecycle for computers. The College is likely to fall short of that goal for at least the next few years, given

the advanced age of the current installed base and the uncertainty of future equipment replacement funding. As of January 2006, there were 73 student-use computers in the Library, The Learning Center, and the Noʻeau Computer Lab, and 62% were already in their fourth year of use, 14% were in their third year of use, 8% were in their second year of use, and 16% were in their first year of use (Ref. 2C-19) The College has made equipment replacement its priority in the 2007-2009 biennium budget request.

Courses and programs are increasing their requirements for academic computer usage by students. To support those growing requirements, the College must not only maintain its current base, but also plan for expanded computer classroom/lab capacity.

Planning Agenda:

The Academic Support units will continue seek alternative sources of funds to maintain and expand collections and to implement appropriate lifecycle replacement schedules for technology resources.

II.C.1.b The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

Descriptive Summary:

The Library's instructional services include group and individual instruction to students, staff, and faculty. All sections of English 22, English 100 and LSK 110 require students to complete a series of self-paced instructional modules collectively known as the Library Research Unit (LRU). Between 29 and 40 classes per year have used the LRU, including distance education courses (Ref. 2C-20). The two bibliographic librarians also provide customized instruction on information literacy skills and research in specific subject areas to classes from a number of departments (including Humanities, Physical Sciences, Natural Sciences, and Social Sciences) and in 2004, to as many as 37 sections per year (Ref. 2C-20).

A new, collaboratively developed information literacy tutorial called LILO was completed and made available during Fall 2005. Developed by librarians with input from writing instructors from most UH campuses, including the College, the tutorial allows instructors to closely integrate and monitor information literacy instruction with their class research assignments (Ref. 2c-21). No assessment tools are currently built into LILO, though work toward incorporating this has begun.

The College encourages all students to develop their computer and information literacy skills, and its Associate of Arts Degree requires successful completion of a proficiency-based Computer and Information Literacy (CIL) exam. The CIL Web site (Ref. 2C-22) identifies free workshops and other learning resources available for students to develop and assess their skills in the following areas: File Management, Word Processing, Email, Information Literacy, and computer applications (Spreadsheet, Database, or Web Authoring).

The College's academic support staff assists and mentor faculty and staff in the effective application of information technology to teaching and learning. Faculty and staff can also take advantage of the professional development program dubbed TALENT (Teaching And Learning with Electronic Networked Technologies), which is conducted by the UH Information and Technology Services group (Ref. 2C-23).

Self-Evaluation:

The College meets Standard II.C.1.b. The College offers students, faculty, and staff ongoing instruction and assistance to develop information competency, and assessments indicate that the offerings are effective.

In the Fall 2005 Institutional Survey of Students, the quality of assistance to students in developing computing and information literacy skills was rated excellent or satisfactory by 75% of respondents versus 10% rating it as less than satisfactory or poor, and 15% were unable to judge (N=400) (Ref. 2C-10). In the Fall 2005 Institutional Surveys of Faculty and Staff, the overall effectiveness and response of academic technology support services (i.e., help desk, training, trouble-shooting, etc.) was rated excellent or satisfactory by 75% of respondents versus 21% rating it as less than satisfactory or poor, and 4% were unable to judge (N=65 faculty and 25 staff) (Ref. 2C-12) (Ref. 2C-14).

In the Library's 2004 User Survey, 61% of respondents said that the Library Research Unit helped them do research more effectively versus 15% saying it didn't help, and 24% said the question was not applicable or not answering (Ref. 2C-11). The Library's assessment plan for the Library Research Unit includes three specific learning outcomes, and in 2004 and 2005, targets for all three were matched or exceeded (Ref. 2C-24).

Students report that extra-curricular CIL instruction is effective, although relatively few students take advantage of it. In the assessment plan for the Associate of Arts Degree Computer and Information Literacy Requirement, a goal was set that at least 70% of students taking the CIL exam would pass on their first attempt. Between September 2003 and Aug 2005, 44 students attempted the Information Literacy component of the CIL exam, with 79.5% (35) passing on their first attempt (Ref. 2C-24).

Planning Agenda:

The College will assess and enhance its computer and information literacy training and support services.

II.C.1.c The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

Descriptive Summary:

The Library, The Learning Center, and other learning support services coordinate their operating schedules to provide day students as well as evening students with adequate access to Library collections, Internet-connected computers, and other learning resources. Open hours during the Fall and Spring semesters are as follows:

The Library is open 52 hours per week from:
    8 a.m. to 8 p.m. on Monday and Tuesday,
    8 a.m. to 6 p.m. on Wednesday and Thursday, and
    8 a.m. to 4 p.m. on Friday.

The Learning Center is open 52 hours per week from:
    8 a.m. to 6 p.m. on Monday and Tuesday,
    8 a.m. to 8 p.m. on Wednesday and Thursday, and
    8 a.m. to 4 p.m. on Friday.

The Math Lab is open 45 hours per week from:
    8 a.m. to 5:30 p.m. on Monday through Thursday, and
    8 a.m. to 3 p.m. on Friday.

The Noʻeau Computer Lab is open 43 hours per week from:
    8 a.m. to 4 p.m. on Monday through Friday, and
    1 p.m. to 4 p.m. on Sunday.

The Media Production Center is open 40 hours per week from:
    8 a.m. to 4 p.m. on Monday through Friday.

The Duplication Center is open 44 hours per week from:
    8 a.m. to 6 p.m. on Monday and Tuesday, and
    8 a.m. to 4 p.m. on Wednesday, Thursday, and Friday.

The Library's Web site provides access to the catalog, most subscription databases, and additional selected Web resources from on or off campus at all times. The Library Research Unit is offered completely online via WebCT for distance education sections of ENG 100, and for classes that meet on campus at times when the Library is closed.

The Learning Center accommodates wheelchair students with an automatic door for easy access, wide aisles for maneuverability, and a computer station with a large screen and an adjustable keyboard tray.

187

Self-Evaluation:

The College meets this standard.

In the Library's 2004 User Survey (N=262), 77% of respondents said they were happy with the Library's open hours versus 12% who said they were not and 11% who said the question did not apply or did not answer. In response to the question, "How would you like to see the Library improved?" 16 people commented on the library's open hours, most calling for extended night and weekend hours (Ref. 2C-11).

In evaluations submitted by students visiting the TLC in Spring 2005 (N=107), 92% of respondents said the hours of The Learning Center suited their needs versus 3% that disagreed, and 6% were unsure or said it did not apply (Ref. 2C-13).

In the Fall 2005 Institutional Survey of Students, the adequacy of access to computer equipment, current software, and the Internet was rated excellent or satisfactory by 79% of respondents versus 11% rating it as less than satisfactory or poor, and 10% were unable to judge (N=398) (Ref. 2C-14).

Planning Agenda:

The College will regularly assess and maintain the adequacy of access to library and other learning support services.

II.C.1.d The institution provides effective maintenance and security for its library and other learning support services.

Descriptive Summary:

The Janitorial Services department provides cleaning in all campus buildings, while the Operations and Maintenance department handles general facilities maintenance.

The UH Library Systems office at UH-Manoa provides administrative support and maintenance of the Endeavor Voyager Library management system. The Library contracts outside vendors for carpet cleaning and the maintenance and repair of its copiers, air conditioners, and anti-theft system. The anti-theft system uses "tattle tags" in library materials and a sensor gate that sounds an alarm if materials pass by that have not been checked out. The Library also keeps items at high risk for theft behind the circulation desk, where they can be requested by library patrons.

The Library, the Noʻeau Computer Lab, and the Media Center have audible alarms on many of the doors and the Computer Lab and Media Center have bars on many of the windows to deter unauthorized entry and thefts. Security personnel patrol the campus twenty-four hours a day seven days a week and at night verify that facilities are closed properly and respond to any audible alarms.

The Academic Computing Services department coordinates the hardware and software maintenance for the PC and Macintosh computers, printers, and network devices located in the Library, The Learning Center, and the Noʻeau Computer Lab. New computers are generally purchased with 3-year or 4-year hardware service contracts, and software maintenance contracts cover the most heavily used software applications.

Self-Evaluation:

The College meets this standard. The Library and other learning support facilities are adequately maintained, although all are showing the wear of age. In the Library's 2004 Users Survey (N=262), 87% of respondents said the Library facilities are clean and comfortable versus 3% who said they were not, and 10% said the question did not apply or did not answer (Ref. 2C-11).

Reasonable security levels are in place. Losses of Library and learning support resources due to theft and vandalism have averaged less than $1,000 per year.

Planning Agenda:

The College will assess and maintain the adequacy of maintenance and security for the Library and other learning support operations.

II.C.1.e When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

Descriptive Summary:

Campus librarians within the UH system that use the same library management programs meet regularly to discuss mutual concerns and reach agreement on policy and procedure. The College Library shares in agreements reached by all members of the Library Council and other active system-wide bodies (such as the Circulation task force, WebVoyage Public Access Catalog task force, Cataloging task force, Interlibrary Loan task force, Information Literacy Committee, and Voyager Steering Committee). These shared agreements include cooperatively negotiated system-wide licensing of database subscriptions and the library management system, and cooperatively-created policies and procedures related to library services (Ref. 2C-25).

The WCC Library routinely borrows periodical articles, books, films and videotapes from other libraries, primarily within the UH system. In AY 2004, 140 interlibrary loan requests were placed to other UH libraries, and in AY 2005 there were 68 requests. There were also 38 films/videotapes borrowed from the UH Wong AV Center in AY 2004, and 10 borrowed in AY 2005 (Ref. 2C-26).

The Library also lends an increasing number of materials to other UH Libraries. It loaned over 333 items in AY 2005, up from 136 items in AY 2002 (Ref. 2C-26). System-wide guidelines on Interlibrary Loan were adopted in 1997, and streamlined policies and procedures were implemented in September 2005 (Ref. 2C-25).

Students are eligible to use the Library facilities at all UH campuses. For example, students enrolled in ETC programs headquartered on the Honolulu CC campus are eligible to use the Honolulu CC Library.

Self-Evaluation:

The College meets this standard. Cooperative agreements within the UH system have greatly expanded user access to information and learning resources, and the management and documentation of these agreements is adequate.

Planning Agenda:

The Library will collaborate with other UH system libraries in developing, documenting, and assessing cooperative service agreements.

II.C.2 The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Descriptive Summary:

The Academic Support Division conducts an annual assessment and is scheduled for a comprehensive program review every five years. The first Academic Support Division program review was completed in December 2005 (Ref. 2C-27).

Each of the four units within the Academic Support Division (the Library, The Learning Center, Academic Computing Services, and Media Center) develops an annual program plan, which is aligned with division goals and the college mission. These plans are used as the basis for unit assessment activities that include tracking of service usage, user surveys, and focus groups (Ref. 2C-28).

The Library conducts a Library Use Survey every two years, and it conducted a focus group in April 2004. The Library's instructional activities are assessed by way of an assessment plan for the Library Research Unit, and through the use of feedback forms distributed to classes receiving specialized instruction. Suggestions for improvement are incorporated whenever possible.

The Learning Center (TLC) evaluates its services through student and faculty surveys regarding TLC, Math Lab, and resource teacher services.

The College also initiated institutional surveys of faculty, staff, and students in Fall 2005 which provide feedback on the effectiveness of academic support services.

Self-Evaluation:

The College meets this standard. The College evaluates its library and learning support services through a variety of mechanisms and uses the results of these evaluations for improvements and future program plans.

Planning Agenda:

The Academic Support Division will refine its assessment mechanisms, and the College will continue to base its plans for improved library and other learning support services on these assessments.

Standard IIC References

2C-1: Library Collections, Library Annual Report FY 05, p. 5

2C-2: Library Annual Report FY 05, p. 3

2C-3: Library Annual Report, Usage of Journal Data Base, FY 05, p. 4

2C-4: Library Annual Report FY 05, p. 2

2C-5: The Learning Center and Math Lab Annual Reports

2C-6: Media Center Annual Report

2C-7: Learning Resources Center at Windward Community College
   http://library.wcc.hawaii.edu/NewBuilding/

2C-8: Ka 'Ohana news article, "Students make case for new library"

2C-9: Program Plan, Objective 1.2.a

2C-10: Windward Community College Student Institutional Survey, Fall 2005
   http://www.zoomerang.com/reports/public_report.zgi?ID=L22GSS6C4U6V

2C-11: Library User Survey, 2004

2C-12: Windward Community College Faculty Institutional Survey, Fall 2005
   http://www.zoomerang.com/reports/public_report.zgi?ID=L22F362Q3YHU

2C-13: The Learning Center Survey of User Services, Spring 2005

2C-14: Windward Community College Staff Institutional Survey, Fall 2005
   http://www.zoomerang.com/reports/public_report.zgi?ID=L22FFYSQZJPN

2C-15: Library Resources Selection Policy and Procedures (1995)

2C-16: Library Collection Maintenance Policy

2C-17: Library annual reports on file

2C-18: The Learning Center annual reports on file

2C-19: Academic Computing Coordinator spreadsheet, November 2005

2C-20: Library Annual Report FY 05, Group Library Instruction, p. 2

2C-21: Learning Information Literacy Online at UH (LILO)
   http://www.hawaii.edu/lilo/

2C-22: Computer and Information Literacy
   http://www.hawaii.edu/wccil/index.shtml

2C-23: TALENT : Teaching and Learning with Electronic Networked Technologies
   http://www.hawaii.edu/talent/

2C-24: Six Steps of Assessment for Improved Learning of Computer and Information
   Literacy (CIL) Skills, 9/28/05

2C-25: Library sources of evidence binder

2C-26: Library Annual Report FY 05, p. 3-4

2C-27: Academic Support Division Program Review Report, 2004-2005
   http://www.wcc.hawaii.edu/cat/admin/ProgramPlans/AcadSupp2004-05.pdf

2C-28: Academic Support Division Unit Plan 2005-2006, updated 7/21/2005

STANDARD III RESOURCES

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

Standard III.A Human Resources - Themes

Institutional Commitments: The College is committed to treating its employees with fairness and respect. This commitment is evident in the recruitment and appointment of new hires, promotion and tenure actions, and other personnel actions. The College informs all employees of available benefits, employment opportunities, and activities pertaining to employment. Professional development opportunities are widely available through tuition waivers, sabbatical leaves, and funding to attend conferences and workshops.

The College's commitment to students is to ensure that the best qualified faculty and staff are hired to provide services and that adequate staffing needs are met.

Evaluation, Planning and Improvement: In the area of Human Resources, evaluation, planning and improvement begin with the program review process where data is collected and used to make recommendations for additional staffing. The Strategic Planning Committee then prioritizes requests for new positions and the Budget Committee reviews these requests. Authority to approve certain recommended actions is delegated to the Chancellor by the President.

Student Learning Outcomes: The College recognizes the importance of the student learning outcome approach to measure and assess student learning. As such, faculty under the direction of the IEC are actively working to develop and incorporate student learning outcomes and assessment techniques.

Organization: The College determines its allocation of human resources through a system of established policies. These policies ensure a fair review and consideration of all requests for additional staffing. The process begins with a program review measuring the effectiveness of the unit. The Strategic Planning Committee then uses this information to prioritize requests for new positions. Next, the Budget Committee reviews, evaluates, prioritizes and makes recommendations to the Chancellor. Authority to approve certain recommended human resources actions is delegated to the Chancellor by the President.

Dialogue: The program review, strategic planning and budget review processes guide institutional change. The committees for the various level of review create opportunities for continuous dialogue to ensure planning and staffing needs are met.

Additionally, other mechanisms for dialogue include the performance evaluation process for faculty and staff, the availability of system-wide policies and procedures on the Web,

and the College's electronic list serve to disseminate timely and newsworthy information to employees. Dialogue outside the College to include Windward residents and businesses, are conducted via the broadcast media, newsletters and flyers. Publicizing reliable information regarding employment opportunities, campus events, and course offerings helps to improve the image of the College.

Institutional Integrity: The College adheres to all College and system-wide policies and procedures related to human resources. The Human Resources Office rigorously enforces policies and procedures and provides advice and oversight to ensure their equal application.

In matters pertaining to equity and diversity the College makes every effort to consider the needs of its employees through various benefits and opportunities for staff development. In the area of recruitment, the College follows the following credo that appears on the Work At UH Website:

The University of Hawaii is an equal opportunity/affirmative action institution. All qualified applicants will be considered regardless of race, sex, age, religion, color, national origin, ancestry, disability, marital status, sexual orientation, or status as disabled veteran or veteran of Vietnam era.

While all qualified persons are encouraged to apply to create a diverse pool of applicants, selection is based on hiring the best-qualified candidate.

Standard III.A Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

III.A.1 The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

III.A.1.a Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Descriptive Summary:

Board of Regents (BOR) positions include executive/managerial (E/M), faculty, and administrative, professional and technical (APT) classes. The Office of Human Resources in the University of Hawaii system oversees recruitment and other personnel procedures for all civil service positions (clerical and maintenance workers) in the University of Hawaii system. Civil Service procedures are governed by State of Hawai'i, Department of Human Resources Development (DHRD) policies.

Positions are classified according to job duties and qualification requirements. Job descriptions for all categories go through a review and approval process at the division, dean or director, and personnel officer levels before they are approved for advertising. Minimum qualifications (MQs) are specific. Desirable qualifications (DQs) that are tailored to each individual position are also included in job descriptions.

Job announcements publicly state the hiring criteria and qualifications for E/M, faculty, and APT positions and are advertised in the Sunday Honolulu Star Bulletin and on the Work at UH Website (Ref. 3A-1). Closing dates for recruitments vary from 10 to 15 working days; the latter allows for an extended affirmative action recruitment period and for civil service postings.

Prior to the closing date, committee members are selected to represent an unbiased, diverse group of individuals who will screen and interview suitable candidates. The dean or director ensures an equal balance of gender and ethnicity among committee members. Faculty and staff play an active role in the recommendation of an applicant for hire.

Procedures for screening applications and interviewing qualified candidates are similar for all job categories. WCC Policy Guideline No. 4-20, Checklist for Ad Hoc Advisory Personnel Screening Committee, outlines the campus procedure for hiring personnel (Ref. 3A-2). The campus Equal Employment Opportunity/Affirmative Action (EEO/AA) Coordinator meets with the committee to go over EEO guidelines and approve interview questions. Once questions are approved, committee members review each application and screen for meeting minimum qualifications. It is recommended that the top five applicants be interviewed; however, all applicants meeting MQs should be given the same

consideration. Upon completion of the interviews, the committee provides a short list of candidates to the dean or director, who then makes a recommendation to the chancellor.

Board of Regents Appointees

Policies and procedures for each of the different categories of BOR appointees are available online at http://www.hawaii.edu/ccc/Docs/CCCM_PDF/cccm.html (Ref. 3A-3), http://www.svpa.hawaii.edu/svpa/ (Ref. 3A-4), and in print (Ref. 3A-5).

Each of the three Board of Regents appointment categories is described briefly below.

Executive/Managerial (E/M)

Positions in this category include administrators such as the Chancellor, Dean of Instruction (DOI), Assistant Dean of Instruction, Dean of Student Services, Director of Administrative Services, and Director of Vocational and Community Education. These positions are excluded from collective bargaining (Ref. 3A-6) (Ref. 3A-7).

Faculty

Faculty (instructors, librarians, counselors, media specialists and academic support) employed by the College are state employees in Collective Bargaining Unit 7 and are represented by the University of Hawai'i Professional Assembly (UHPA). Positions that are half-time or more and appointments of three months or longer are included in this bargaining unit. The recruitment of faculty positions is subject to administrative policies (Ref. 3A-8) (Ref. 3A-9).

Faculty play a significant role in the selection of new faculty by serving on screening committees as subject matter experts. They develop job-related interview questions to assess an applicant's qualifications and ability to perform the duties of the position. Upon completion of the interviews, the committee recommends a short list of candidates to the dean. The dean relies on the committee's expertise in outlining each candidate's strengths and weaknesses.

The competency of an applicant is addressed by how well a candidate meets the established minimum qualifications. A master's degree is required for most faculty positions. The faculty minimum qualifications guidelines specify the degree requirement for each discipline (Ref. 3A-10). An ideal candidate would also possess knowledge of student learning outcomes and assessment techniques. Beginning in Spring 2006, all recruitment literature now lists these two attributes as desirable qualifications.

According to Faculty MQ Guidelines, degrees from non-U.S. institutions are recognized only if equivalence has been established. Applicants with such degrees have the responsibility to provide an English-transcribed transcript certifying the foreign degree. Applicants may have their foreign transcripts certified by an evaluating agency of their choice from a list provided by the College (Ref. 3A-11).

In the event a recruitment yields no applicant that meets the minimum qualifications, the UH Community College (UHCC) system has a policy allowing the appointment of an applicant as an "Acting Instructor." This is allowed only if there are no other qualified candidates within the applicant pool, and the vacancy announcement specifically states, "Acting appointment will be considered if there are no qualified applicants in the pool." The College has not used this policy within the current self-study period (Ref. 3A-12).

Administrative, Professional, and Technical (APT)

APT employees are the non-faculty professional staff of the College. Working titles may include Information Technology (IT) Specialist, Administrative Officer, Marketing Specialist, Personnel Officer, Registrar, Financial Aid Officer, Educational Specialist, etc. These positions belong to the Collective Bargaining Unit 8. Recruitment and selection for APT positions are in accordance with established procedures (Ref. 3A-8) (Ref. 3A-9).

Civil Service

Civil Service includes clerical support and maintenance positions. Clerical workers are in Collective Bargaining Unit 3 and maintenance positions are in Collective Bargaining Unit 1. The UH system has kept recruitment and classification of civil service positions centralized with the system Office of Human Resources (OHR). Internal recruitment for vacant UH system civil service positions is listed at the University's Rainbow of Employment Opportunities Website (Ref. 3A-1). The positions are listed with the job qualifications and hiring unit information. Job opportunities for the general public can be found at the State Department of Human Resources Development (DHRD) Website: http//www.pers.hawaii.edu/roe/vacancy.asp.

When the College seeks to fill a civil service position, it submits a request to the OHR. Unlike applicants for BOR recruitment, applications for civil service vacancies are screened by the OHR and only applicants meeting MQs are forwarded to the College for interview and selection.

Criteria, qualifications, and procedures for the selection of civil service personnel are clearly and publicly stated within the State of Hawai'i Civil Service Policies and Procedures (Ref. 3A-13). These policies are available at the University's OHR Website. Procedures on establishment of minimum qualification requirements are listed as Policy No. 200.004 (Ref. 3A-14) and procedures on competitive recruitment are listed as Policy No. 300.003 (Ref. 3A-15). The State DHRD Website provides a listing of all class specifications and their minimum qualifications.

Self Evaluation:

The College meets this standard. Selection procedures ensure job related qualifications are met for each position. Job classifications and criteria, recruitment, and hiring procedures are clearly defined for Board of Regents (BOR) and civil service appointments and are available online. Minimum qualifications are strictly adhered to in all selection procedures.

Planning Agenda:
None.

III.A.1.b The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Descriptive Summary:

For all categories of employees, evaluation policies and procedures are established. Continuation of employment is dependent upon successful completion of an evaluation period. Probationary periods vary, depending upon whether the employee is a Board of Regents appointee, civil servant, or short-term hire.

Board of Regents Appointees

Executive/Managerial (E/M)

Executive/Managerial employees are evaluated annually by a selection of their peers, subordinates, constituents, and supervisor. The 360 Assessment (Ref. 3A-16) is an on-line evaluation tool used to rate leadership, relations with others, planning, decisiveness, problem solving and analysis abilities, organizational abilities, EEO/AA, and safety. Evaluators (peers, constituents, subordinates) are also able to provide an overall rating and written comments.

The system-wide OHR administers the 360 Assessment. Notices are sent electronically to all evaluators indicating the secured website where the evaluation can be completed by a certain date. Once the end date has passed, OHR compiles the results in hard copy format for the chancellor's review. The chancellor meets with each administrator individually, discusses the results, and requests a written response including goals for the coming year (Ref. 3A-17) (Ref. 3A-18).

Faculty

Faculty eligible for tenure serve a five-year probationary period and follow the contract renewal process as outlined in the collective bargaining agreement for faculty (2003-2009 Agreement between the University of Hawaii Professional Assembly and the Board of Regents of the University of Hawaii). They may apply for tenure and promotion in their fourth year of probation (Ref. 3A-19). Limited term faculty who have a half- or full time appointment but are not on tenure track, also complete annual contract renewals. Lecturers are evaluated on an annual basis through the lecturer assessment self-evaluation process (Ref. 3A-20) (Ref. 3A-21).

There is an evaluation process in place for a post-tenure review in the policy CCCM #7200 Procedures for Evaluation of Faculty at UH Community Colleges (Ref. 3A-22). Tenured faculty are evaluated at least every five years either through the promotion process or by using the five-year review guidelines. The primary goals of this process are to encourage improvement if deficiencies are found, to acknowledge professional accomplishments of faculty members, and to provide compensation adjustment upon promotion. Department chairpersons are evaluated yearly by their department faculty (Ref. 3A-23) (Ref. 3A-24).

In addition, at the end of each semester all probationary and adjunct faculty, as well as many tenured faculty, administer an institutional student evaluation of their courses (Ref. 3A-25) (Ref. 3A-26) and seek peer reviews. These evaluations are tabulated and returned at the end of the semester to faculty and lecturers along with any written comments made by students. These evaluations offer students' perceptions of faculty effectiveness of instruction and encourage improvement. The information from students and peers is important for faculty to improve classroom teaching methods for increased student learning and to document and validate teaching effectiveness. Faculty may submit these data and subsequent adjustments in teaching as evidence when they apply for contract renewal, tenure, or promotion. Reviewing panels for faculty contract renewals and promotion and/or tenure applications may make recommendations for improving instructional effectiveness. Probationary faculty are encouraged to address these recommendations in the following contract year.

Faculty seeking tenure and/or promotion to the next level must meet the minimum qualifications established by the BOR for the rank to which promotion is sought, in addition to any other criteria that may be established (Ref. 3A-27). A candidate for promotion is expected to submit a dossier that discusses (1) philosophy and goals regarding teaching, counseling, or appropriate area of instructional support; (2) perceptions about the students served, including their needs and aspirations; (3) a concise self-analysis of how these educational needs have been met; and (4) the possible impact and contributions made toward achieving one's professional objectives and meeting students' needs. Student course evaluations and peer evaluations are included to validate effectiveness. At the beginning of the fall semester the Deans and Director along with senior faculty present a workshop on writing the Contract Renewal and the Tenure and/or Promotion dossiers (Ref. 3A-28).

These comprehensive faculty self-evaluations (contract renewals, tenure and/or promotion dossiers) address primary duties, professional/self-development activities, college/community service activities, leadership abilities, and goals and objectives for the coming year, as well as provide supporting documentation.

For contract renewals, a Department Personnel Committee (DPC) (Ref. 3A-29)(Ref. 3A--30) reviews the dossier and prepares a report that includes the applicant's strengths and weaknesses, suggestions for improvement of instructional or non-instructional responsibilities, and a recommendation for approval or disapproval of contract renewal. The dossier is then sent to the appropriate Department Chair (DC) who writes a separate

recommendation. Next, the dossier goes to the Dean of Instruction (DOI for credit faculty) or the Director for Vocational and Community Education (DVCE, for non-credit ETC faculty) who either concurs with the DC, or if not, writes a separate recommendation. The final decision for renewing an applicant's contract rests with the Chancellor.

At the College level, the DPC, the DC, and the DOI review Tenure and Promotion dossiers separately. Each level prepares a separate report and a recommendation whether or not to approve tenure and/or promotion. The Chancellor appoints the next reviewing body, the Tenure and Promotion Review Committee (TPRC) (Ref. 3A-31), composed of tenured faculty at the College and members of the applicant's discipline from other campuses in the UH system. Should a negative recommendation occur at the DPC or TPRC level, the Chancellor notifies the applicant who may then submit in writing additional information as requested by the TPRC. The Committee can uphold or reverse its decision. The Chancellor then makes the final recommendation on awarding Tenure and/or Promotion. Tenure and/or promotion is conferred by the UH President and the Board of Regents.

Adjunct faculty (lecturers) are temporary hires whose employment is based on the demand for course offerings; there is no guarantee for continued employment. Lecturers must also undergo evaluation on an annual basis through the lecturer assessment self-evaluation process. Lecturers are placed in step categories dependent on the number of credits they have taught in the University of Hawai'i system. A-step and B-step lecturers must submit a self-assessment for review by the department chair and appropriate dean. C-step lecturers need submit only a summary of students' course evaluations (Ref. 3A-32).

Administrative, Professional, and Technical (APT)

APT employees serve a three-year probationary period. They receive their first evaluation after six months and then are evaluated annually as long as they are employed. In 2000, the classification of APT positions was converted to the Broadband System. The new system standardizes annual evaluations, promotes identification and communication of work performance expectations, and provides a mechanism for compensation awards based on exceptional performance. Annual evaluations are to be given between November 1 of the current year and October 31 of the following year.

Supervisors are tasked with reviewing the job description, creating performance expectations, and discussing with the employee the current expectations of the job. The process emphasizes continuous dialog throughout the rating period to ensure employees are performing satisfactorily. An exceptional rating may qualify the employee for possible monetary recognition.

The Systems Office sends annual reminders for completing evaluations and for nominations of special compensation awards electronically. Procedures for the evaluation of APT personnel and tutorial materials are available at the UH website (Ref. 3A-24) (Ref. 3A-33) (Ref. 3A-34).

Civil Service

The initial probationary period for new hires is six months. When employees apply for internal recruitment and are selected, they are subject to a new probationary period for six months. When a probationary period needs to be extended, there are provisions to extend the period (when performance needs to be improved or employee is absent for a good portion of the probationary period). Thereafter, employees are evaluated annually.

At the beginning of the evaluation period new hires and supervisors discuss the goals and projects to be accomplished during this probationary period. The supervisor also discusses the current job description, job related performance requirements, and the evaluation system. The process is designed to encourage continuous dialogue between the supervisor and employee, especially when there is an exceptional or deficient situation (Ref. 3A-35).

Self Evaluation:

The College meets this standard. The evaluation procedures are formal, timely, and documented.

Planning Agenda:
None

III.A.1.c Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

Descriptive Summary:

In its quest for improvement of student learning and institutional effectiveness, the College has engaged in continuous dialogue for several years. In Spring 2000, the Assessment Committee drafted recommendations for assessment of the AA degree, which began the College's formal process of assessment of instruction. These recommendations received strong support from the administration, which provided financial support to four faculty members to attend the 2001 AAHE Assessment Conference in Colorado, which featured best practices in assessment. In September 2001 work began on the first assessment of the General Education (Gen Ed) offerings of the AA degree. The College has made it a priority to provide financial support for other training opportunities on assessment to faculty, staff, and administrators, which have been incorporated into faculty assessments focused on testing the student learning outcomes (SLOs). Examples of training (Standard III.A.5.a) include a series of workshops on tools for assessment of student

learning. Participants gained working knowledge of such tools as Rubrics, Knowledge Surveys, Classroom Assessment Techniques, and Portfolios and implemented appropriate assessment tools to measure SLOs.

In 2004, the Institutional Effectiveness Committee (IEC) (Ref. 3A-36) replaced the Assessment Committee with the mission to support College assessment efforts. The IEC has been instrumental in planning and overseeing a schedule to ensure a systematic, comprehensive, and on-going assessment of the instructional and support units of the College. In its commitment to teaching effectiveness, the College has moved towards a learner-centered approach, requiring the development of student learning outcomes (SLOs). Through professional development activities and on-going discussions, the IEC has assisted credit and non-credit faculty in creating SLOs to replace long-established competencies and course objectives. In Fall 2005 the assessments of the General Education requirements for the AA degree—including graduation, foundation, and diversification requirements— were incorporated into a comprehensive program review (Ref. 3A-37). As a result of the efforts of the IEC, almost all teaching faculty have written student learning outcomes, which will be published in their course syllabi and in the Course Catalog for Fall 2006.

Student course evaluations are another indicator instructors use to measure the effectiveness of their SLOs. With the application of appropriate assessment techniques and analysis of the results, faculty have been able to make adjustments to improve SLOs (see Standard II.A.1.c).

Self Evaluation:
The College meets this standard.

Planning Agenda:
None.

III.A.1.d The institution upholds a written code of professional ethics for all of its personnel.

Descriptive Summary:

Based on the WCC Human Resources Survey, 75% of faculty and staff respondents felt the College promoted ethical standards for all employees (Ref. 3A-38). While there is no specific written code at the College for ethical conduct, all University employees adhere to Chapter 84, Hawai'i Revised Statutes, Standards of Conduct (Ref. 3A-39).

Professional ethics are specifically addressed in UH Community Colleges Policy 5.211: Statement on Professional Ethics (Faculty) (Ref. 3A-40) and in the University of Hawai'i Professional Assembly (UHPA) 2003-2009 Collective Bargaining Agreement for Faculty (Ref. 3A-19). No other bargaining unit agreement specifically discusses professional ethics. In addition, there are various administrative policies and procedures covering topics related to sexual harassment, non-discrimination, use of technology resources, conflicts

of interest, workplace violence, substance abuse, political activity, and employment of relatives that apply to all University personnel:

UH System-wide Executive Policy (Ref. 3A-41)
E1.203 Policy on Sexual Harassment and Related Conduct
E1.202 University Statement of Nondiscrimination and Affirmative Action
E2.210 Use and Management of Information Technology Resources
E5.214 Conflicts of Interest
E9.210 Workplace Non-Violence
E11.201 Illegal Drugs and Substance Abuse
E11.203 Illegal Drugs and Alcohol Abuse

UH System-wide Administrative Procedures (Ref. 3A-42)
A9.325 Political Activity
A9.335 Employment of Relatives
A9.730 Workplace Non-Violence Campus Procedures

University of Hawaiʻi employees must disclose outside interests related to University activities to ensure no unresolved conflicts exist between their primary commitments to UH and outside interest or activities. Each March the College distributes the University of Hawaiʻi Disclosure Form to its employees. Faculty, staff, and administrators are required to complete this form annually and submit it before April 15 to their respective department chair, unit director, dean, or other immediate supervisor (see Ref. 3A-41, E5.214).

Services such as the State of Hawaiʻi's Resources for Employee Assistance and Counseling Help (REACH) are available to employees affected by personal problems and/or national and worldwide traumatic events that could impact their work performance (Ref. 3A-43).

To ensure confidentiality of student records, the College adheres to the rules and regulations governing the Family Educational Rights and Privacy Act of 1974 (FERPA) protecting the privacy of student records. This information is published in the College and ETC course catalogs under the heading "Educational Rights and Privacy of Students" and also through memorandums from the Registrar's Office (Ref. 3A-44).

Self Evaluation:
The College meets this standard by following system and State policies.

Planning Agenda:
None.

III.A.2 The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.

Descriptive Summary:

The College maintains a sufficient number of qualified full-time faculty. Both full-time and adjunct faculty meet minimum qualifications for their field. As the chart indicates, a majority of faculty members hold masters degrees. Faculty in the vocational area may also have specialized training, professional certifications, and occupational experiences in accordance with the established MQ guidelines.

The following chart, derived from the Windward Course Catalog 2005-2006, reflects degree attainment for faculty and administrators (Ref. 3A-45). (The chart reflects more than budgeted position count; it includes temporary unbudgeted positions as well.)

Degree Attainment				
	Faculty		**Administrators**	
	Fall 2005-2006		**Fall 2005-2006**	
Degree	**Number**		**Number**	
Professional Certification, Training, Experience	6		0	
Associate's	1		0	
Bachelor's	9		2	
Master's	50		2	
Ed.D.	1		1	
Ph.D.	9		1	

When ETC merged with the College, the consolidation did not alter ETC's mission to provide non-credit job training programs. Most of its employees continued to perform their regular duties and responsibilities; however, there were a handful of ETC employees who assumed additional duties such as coordinating facilities usage and continuing educational programs. While ETC brought 34 budgeted positions to the College, those positions continued to support ETC and did not provide any significant support to existing credit programs.

The following chart shows the increase in budgeted positions since the last self study (Ref. 3A-46).

Comparison of Budgeted Positions				
Category	**2000**		**2006**	
Faculty				
Instructors	44.9		54.0	
Adjunct faculty*	28.0		41.0	
Other faculty	9.5		23	
	Total	54.4	Total	77.0
Administrative, Professional & Technical		9.0		20.0
Executive/Managerial		7.0		7.0
Civil Service		30.0		44.0
TOTAL		100.4		148

* These are non-budgeted positions and are not included in position counts.

The respective Dean or Director suggests appropriate staffing levels for each program and service. Staffing levels are subject to existing position counts and availability of funds to support permanent and temporary positions. Budgeted positions reflect the long-term needs of the College. An increase in position count can result from reallocation of positions or through Legislative funding. Requests for additional positions undergo program review, strategic planning, and budget review.

The Strategic Planning Committee reviews and prioritizes requests for new positions and passes recommendations to the Budget Committee. The Chancellor submits to the President recommendations for additional budgeted (legislative) position counts.

Instructional staffing needs are primarily based on course offerings and student demand. Aside from the increase of faculty positions brought by the ETC merger, there has not been an increase in the position count to teach credit courses. However, instructional positions have been moved between academic disciplines based on program review.

Part-time lecturers on a semester-by-semester basis supplement instructional needs. For short-term, intermittent needs, the casual hire process (Ref. 3A-47) (Ref. 3A-48) is available for programs to meet their immediate needs.

Support staff needs (clerical, professional, and maintenance) are based on existing position counts. In 2003, the College received five additional maintenance positions to support new buildings (Ref. 3A-49).

Based on the WCC Human Resources Survey, 61% of faculty and staff respondents agreed the number of support staff providing services to students is adequate. However, only 49% of these respondents believed that there was enough support staff to provide satisfactory services to employees (Ref. 3A-38).

Administrator positions are established and filled by the President and/or BOR. Currently the positions of Dean of Instruction and Director of Vocational and Community Education are staffed on an interim basis. Formal recruitment for these two positions commenced the first week in March 2006. Offers have been made to candidates to fill these positions and are awaiting approval from the Board of Regents.

Opportunities exist for staff to work on an interim basis at a higher job classification level. This increase in expertise benefits both the employee and the campus

Self Evaluation:
The College meets this standard and will continue to utilize the program review process to maximize allocation of human resources.

Planning Agenda:
None.

III.A.3 The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

III.A.3.a The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

Descriptive Summary:

Personnel policies and procedures for the UH system are electronically available on the UH Administrative Procedures Information System website (Ref. 3A-4). College policies and procedures are developed in accordance with systemwide documents and the Chancellor for Community Colleges Memos (CCCMs).

Written policies and procedures adhere to federal and state employment laws and collective bargaining agreement articles. Administrative Procedure A9.540, Recruitment and Selection of Faculty and APT Personnel, applies to the recruitment and selection of the best qualified candidate for all faculty and APT positions, regardless of source of funding (Ref. 3A-8).

Through the various levels of review for personnel actions (appointments, promotions, leaves of absence, etc.), each level is accountable to adhere to established policies, procedures, and guidelines, including the collective bargaining agreements. According to the WCC Human Resources Survey, 84% of faculty and staff respondents were satisfied with the overall manner in which college personnel are shown fairness and respect by college administration (Ref. 3A-38).

Self Evaluation:
The College meets this standard.

Planning Agenda:
None.

III.A.3.b The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Descriptive Summary:

Official personnel records for BOR appointees at the College are maintained on campus in the Office of the Director for Administrative Services. Official personnel records for civil service employees are kept at the Office of Human Resources at UH Mānoa. The College maintains shadow files for these employees. College employees who have direct access to personnel records are the Chancellor, the Director of Administrative Services, the Director's secretary, and the human resources staff. Employees may request to review their personnel file by scheduling an appointment with human resources (Ref. 3A-50) (Ref. 3A-51).

In 2005 the UH system took a proactive approach to reduce the incidents of identity theft by replacing Social Security numbers with UH-issued ID numbers on employee documents. At the College level, the Director of Administrative Services took action to secure the faculty/staff mailroom area by enclosing the area with a locked door.

Self Evaluation:
The College meets this standard.

Planning Agenda:
None.

III.A.4 The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

III.A.4.a The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

Descriptive Summary:

The mission statement and core values (Ref. 3A-52) support diversity and a global perspective. Through various programs, practices, and services, the College has demonstrated its commitment to equity and diversity. It is the policy of the University of Hawai'i system to comply with federal and state laws which prohibit discrimination in

University programs and activities, and to comply with federal and state laws which mandate affirmative action and/or prohibit discrimination in employment, salaries, benefits, training, and other terms, conditions, and privileges of employment. Nondiscrimination and affirmative action information pertaining to students, employees, and applicants for admission and employment to the University can be found in the course catalog. Information on discrimination complaints is also included. (Ref. 3A-53) The WCC Human Resources Survey results indicate 85% of faculty and staff respondents felt satisfied with the adequacy and appropriateness of policies concerning issues of equity and diversity (Ref. 3A-38).

As part of the hiring process, personnel screening committees (comprised of an equal balance of gender and ethnicity) are advised of the College's non-discrimination and EEO Policy. Furthermore, screening committees are instructed that selection (or recommendation) is based on the qualifications of the candidate. If the most qualified candidate has a disability, all reasonable accommodations must be provided.

Programs and services are provided for the range of diverse personnel at the College. The College has held workshops to further awareness among faculty, staff, and students of such issues as accommodating disabilities and being sensitive to different sexual orientations. The College and UH Manoa also provide orientation workshops to new hires (Ref. 3A-54). Additionally, the UH system grants time-off to care for a child, parent, or spouse (family leave); administrative time-off for parent-teacher conferences; and other leaves of a personal nature.

Non-credit offerings and facilities on campus such as the Paliku Theatre (Ref. 3A-55), ʻIolani Art Gallery, and Imaginarium (Ref. 3A-56) provide a venue for highlighting the history and arts of various cultures. The College also supports activities that provide opportunities for students, faculty, staff, and community members to participate in such events as Women's History Month, Learning about Hawaiʻi series, and the Common Book Program (Ref. 3A-57). The latter provides an opportunity for the College and the community to read a selected book and participate in scheduled public events and activities throughout the year that relate to the various themes in the book. Additionally the Library houses a fairly significant Hawaiian collection.

Self-Evaluation:
The College meets this standard. The College demonstrates its commitment to diversity by promoting activities and programs that acknowledge and celebrate the different perspectives and values of the many cultures of our campus, our community, our nation, and the world.

Planning Agenda:
None.

III.A.4.b The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Descriptive Summary:

The College compiles an annual affirmative action plan reporting on the number of faculty, staff, and administrators; and the number of applicants, new hires, terminations, and promotions, and categorizes them by gender and ethnicity.

The table below reflects all employees of the College (Ref. 3A-58).

Change in WCC Full-Time Staff Diversity		
POSITION/CATEGORY	**2000***	**2005**
EXEC/MANAGERIAL		
Male	5	2
Female	2	5
TOTAL	7	7
American Indian	0	0
Asian/Pacific Islander	5	3
African American	0	0
Portuguese	0	0
Caucasian	2	4
FACULTY		
Male	26	37
Female	23	40
TOTAL	49	77
American Indian	0	0
Asian/Pacific Islander	23	41
African American	1	1
Portuguese	0	2
Caucasian	25	32
Other	0	1
CIVIL SERVICE		
Secretary/Clerical		
Male	0	15
Female	20	29
TOTAL	20	44

Change in WCC Full-Time Staff Diversity		
POSITION/CATEGORY	2000*	2005
American Indian	0	0
Asian/Pacific Islander	19	40
African American	0	1
Portuguese	0	0
Caucasian	1	2
Other		1
APT		
Male	6	14
Female	4	6
TOTAL	10	20
American Indian	0	0
Asian/Pacific Islander	8	12
African American	0	0
Portuguese	0	1
Caucasian	2	7
TOTAL FULL-TIME STAFF BREAKDOWN		
Exec/Managerial	7	7
Faculty	49	77
APT	10	20
Civil Service	31	44
TOTAL	97	148
Male	44	68
Female	53	80
American Indian	0	0
Asian/Pacific Islander	64	96
African American	2	2
Portuguese	0	0
Caucasian	31	50

* Figures do not include ETC employees. (WCC-ETC merger occurred in 2002.)

The EEO/AA officer oversees recruitment practices and monitors the screening, inter-viewing, and selection process. For positions where female or Asian/Pacific Islanders are under-represented, an extended recruitment period is allowed and notices are sent to

community groups. With the online system established in Fall 2005 to track applicants and their ethnicity, messages are sent electronically to the applicants inviting them to disclose their gender and ethnicity. They are assured that their response will be handled confidentially and will not be used for screening or hiring purposes (Ref. 3A-59).

Civil service positions are classified according to duties and responsibilities and are categorized by classes. Salary placement for these positions is determined by the collective bargaining agreement. Initial hires are placed at the appropriate entry step, and subsequent compensation for step movement, promotion, demotion, etc., is in accordance to the collective bargaining agreement.

The chancellor has the authority to approve faculty and APT appointments. To ensure salary equity, the College adheres to established guidelines and documents justification for placement. The 2001-2003 Collective Bargaining Agreement gave faculty the opportunity to apply for special salary adjustments based on merit, market, retention, or equity considerations. Applications for these adjustments were reviewed by the faculty member's department/division, the provost, the Chancellor of the Community Colleges, UHPA, and finally the president of the University. In the first year, 11 faculty submitted applications and the President awarded 8 salary adjustments. In the second year, 15 faculty applied and the President awarded 15 salary adjustments (Ref. 3A-60) (Ref. 3A-61).

Self Evaluation:
The College meets this standard.

Planning Agenda:
None.

III.A.4.c The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff, and students.

Descriptive Summary:

As one of the smaller campuses in the University of Hawai'i system, the College is known for personal attention given to the individual and its commitment to the island spirit of 'ohana (family). In the Fall 2005 WCC Faculty Institutional Survey, 71% of faculty respondents agreed to the overall quality of collegiality among faculty and 76% agreed to the overall quality of collegiality between faculty and administrators (Ref. 3A-62). In the Fall 2005 WCC Staff Institutional Survey, 60% of staff agreed on the overall quality of collegiality among staff, and 56% agreed on the overall quality of collegiality between staff and administrators (Ref. 3A-63). It is the policy of the College to comply with Federal and State laws, which prohibit discrimination in its programs and activities.

Students, employees, or applicants for admission or employment who feel they have been discriminated against on the basis of a protected class, may file a complaint in accordance with CCCM 2210, UH Community Colleges Procedures and Guidelines Relating to

Complaints of Discrimination (Ref. 3A-64). Students are expected to adhere to the Student Conduct Code, an administrative policy to handle problems of student conduct. The policy ensures a fair process in addressing all forms of inappropriate behavior. Decisions to initiate disciplinary actions are made by the Dean of Student Services after a preliminary investigation and after a determination as to whether probable cause exists (Ref. 3A-53) (Ref. 3A-65).

One program that advocates for the success of a diverse student body is the federally funded TRIO program consisting of the Student Support Services (STAAR-Students Toward Academic Achievement & Retention), Upward Bound, and Talent Search programs(Ref. 3A-66). Support services such as counseling, tutoring, and cultural activities are provided to low income, first generation, and students with disabilities to improve academic skills and transfer/graduation rates. Programs also focus on encouraging and motivating secondary students to continue their education on the college level (See Standard II.B.1 and II.B.3 for a detailed description of services).

Self Evaluation:
The College meets this standard.

Planning Agenda:
None.

III.A.5 The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

III.A.5.a The institution plans professional development activities to meet the needs of its personnel.

Descriptive Summary:

The chancellor appoints members of the Staff Development Committee with representatives from both the credit and non-credit faculty and staff. The committee has the responsibility for establishing procedures for reviewing and approving proposals for professional development funding, planning and implementing staff development activities, and organizing and implementing fund-raisers. The majority of funding comes from the Chancellor's UH Foundation Fund (Ref. 3A-67).

In addition to Staff Development opportunities available to everyone on campus, from 1998 to 2005, ETC received vocational education funds to provide for professional development. Faculty had support for workshops, meetings, conferences, and other training activities. In addition, ETC sponsored ETC-wide training sessions for its faculty and staff (Ref. 3A-68).

Faculty and staff of the College have been funded for a wide range of staff development activities, taking place on Oʻahu, the neighbor islands, and out-of-state. Due to Hawaiʻi's location and the high costs associated with out-of-state travel, going to national conferences could be out of reach if not for staff development funds to supplement personal funds (Ref. 3A-69) (Ref. 3A-70).

The College also supports staff development opportunities for training offered throughout the UH system. Employees have participated in such annual activities as Writing Across the Curriculum, Great Teachers Seminar (Ref. 3A-71), the League of Innovations Conference, the UH Clerical Seminar (Ref. 3A-72), and UHCC Excellence in Education Conferences. Prior to the Community Colleges system reorganization in 2003, the Chancellor for Community Colleges coordinated the Excellence in Education Day focusing on workshops and discussion groups for faculty and staff. Since 2003 each campus has coordinated its own activities for the system-wide, non-instructional day in March.

Since 2001, the College has made it a priority to provide financial support for professional development training opportunities on assessment. As a result, employees attended conferences in Colorado, Arizona, and Hawaiʻi. Additionally, in 2004, the IEC began sponsoring workshops focusing on how to create SLOs that could be effectively assessed. In Spring 2006 the IEC sponsored four two-hour workshops on assessment techniques for faculty and then hosted Ruth Stiehl on March 3 for an all-day session on assessing SLOs. Taking it one step further, the IEC held a half-day session on March 28 during the spring recess on planning classroom assessment tasks. The breakout work sessions were designed to help faculty create or refine assessment tools for courses (Ref. 3A-73).

Staff development funds help sponsor such activities as the Common Book Program and Women's History Month. Funds are also used to bring notable guest speakers to the College and have featured Bill Fletcher on reorganization, Dr. Paul Pearsall on health and success, Skip Downing on student success, Gwen Fujie on customer service, and David Lassner on the use of technology in education (Ref. 3A-74).

Since 2001, the College has participated in the Wo Learning Champion initiative (Ref. 3A-75), a faculty/staff professional development program for community colleges made available through the C.S.Wo Foundation. Representatives from ETC and the College are charged with serving on a system-wide committee that plans professional development programs for the year. In Spring 2006 the initiative provided planning and funding support, and in conjunction with the Staff Development Committee, offered technology workshops for the College.

Faculty and staff are surveyed throughout the academic year to determine teaching and learning needs. Based on a survey of staff in October 2002, a field trip to the Polynesian Cultural Center took place in July 2003. Many faculty and staff participated in this activity, which promoted learning and morale. The suggestions of the Wo Learning Champion faculty/staff survey in the same year resulted in Wellness Day, which has become an annual activity. In 2004 the WILD (Wo Innovation Learning Day) and Wellness Day were

combined (Ref. 3A-76). An electronic survey to determine technology training needs in Fall 2005 resulted in "Investing in you . . . A WILD day of computer and technology workshops at Windward Community College" after the Spring 2006 Convocation (Ref. 3A-77) (Ref. 3A-78).

The Staff Development Committee initiated the Peer Mentoring Program. This program identified faculty/staff mentors who were open to assist newly hired faculty or staff. Instead of being department specific, faculty or staff could seek the assistance of any peer mentor to develop collegiality and communication, address needs, get questions answered, and obtain advice with tenure/promotion documents (Ref. 3A-79). The system-wide Wo Learning Champions took this program to the next level in 2003 by developing the eMentor Program. This web-based resource allows community college faculty/staff on any campus to receive the same services from faculty/staff throughout the system via Internet access (Ref. 3A-80).

A sabbatical leave policy is provided for in Article VI.A. of the University of Hawai'i Professional Assembly (UHPA) 2003-2009 Collective Bargaining Agreement for Faculty. Faculty may apply for a one-year sabbatical leave at half-pay, or a one-semester sabbatical at full pay. Requests for leaves are reviewed on a semi-annual basis and may be granted in accordance with recommendations from a faculty sabbatical committee provided operational funds are available. The following chart shows sabbatical requests and grants over the past nine years.

Academic Year	Applications	Granted Full Year	Granted Half Year
1999-2000	0	1	
2000-2001	0		
2001-2002	4		
2002-2003 *	1	1	3
2003-2004 **	2		1
2004-2005	3		
2005-2006***	3	1	2
2006-2007	n/a	1	1
2007-2008	n/a	1	

   * Until 2003 sabbaticals were approved by the Chancellor for Community Colleges and partially funded by that office.

  ** Two requests were denied due to lack of funding. The applicants were placed on a priority waiting list.

*** The College restored sabbaticals to the operating budget and caught up on all waiting list applications. Since then all applications have been approved and funded.

Another opportunity for professional development was created in the 2003-2009 collective bargaining agreement for faculty. Faculty members who teach 15 or more semester credit hours in the fall semester are granted a minimum of three semester credit hours

teaching assignment reduction in the following semester for activities that may include professional development
(Ref. 3A-81).

Credit courses at all University of Hawai'i campuses continue to be offered tuition-free (Ref. 3A-82) for eligible faculty and staff who are employed on a .5 Full Time Equivalent (FTE) basis or more, for more than three months. Registration takes place during the late registration period and is based on space availability. Eligible employees and their spouses are limited to 6 credits per semester.

According to the WCC Staff Institutional Survey and the WCC Faculty Institutional Survey, 56% of staff respondents and 60% of faculty respondents believe the College supports staff/faculty professional development and attendance at professional meetings (Ref. 3A-62) (Ref. 3A-63).

Self Evaluation:
The College meets this standard. In accordance with its mission statement, the College plans professional development activities to meet the needs of its personnel.

Planning Agenda:
None.

III.A.5.b With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Descriptive Summary:

Every faculty/staff who participates in professional development programs or activities is asked to evaluate the activity and suggest future activities in a written or electronic evaluation. The Staff Development Committee uses these evaluations to assess effectiveness and plan future activities (Ref. 3A-78) (Ref. 3A-83) (Ref. 3A-84).

Faculty and staff who participate in professional conferences record their learning experiences in a written report. It is expected these learning experiences will be shared within the department or with the entire College in the form of a workshop. Faculty report a renewed interest in teaching and a commitment to the profession and demonstrate best practices in teaching.

Self Evaluation:
The College meets this standard.

Planning Agenda:
None.

III.A.6 Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary:

The College assesses the use of its human resources through its policies established for program review, strategic planning, and budget development. These policies assist in the decision making process and foster communication (Ref. 3A-85).

Program Review (Ref. 3A-37)
Beginning with the academic year 2004-2005, the Program Review policy provides for a sustained, formal, and systematic process for reviewing the effectiveness of all academic programs and support units within a five-year cycle. Annual assessments and five year program reviews submitted by program administrators or support unit supervisors include recommendations for resources and planning. Program review data is used to update the strategic priorities of the College.

Strategic Planning (Ref. 3A-86)
The WCC Academic Development Plan (ADP) 2002-2008 was updated in 2004, after college-wide participation, and renamed the WCC Strategic Plan for 2002-2010. The Strategic Plan is a critical part of the College's overall planning and budgeting process. The Strategic Planning Committee convenes in December to review the Strategic Plan after receiving annual assessments and program reviews. Once the Plan is reviewed and priorities are determined, recommendations are sent to the Budget Committee and the administration to develop the budget.

Budget Development (Ref. 3A-87)
The Budget Committee reviews the requests of Deans and Directors and the recommendations of the Strategic Planning Committee and recommends prioritized expenditures based on the evidence. Thereafter, the administration formulates the operating budget for the year.

Self Evaluation:

The College meets this standard. Program review and strategic planning set priorities for resource needs, including human resources. The Budget Committee then uses these priorities in preparing the budget. Since the policies are new, evaluation measures are built in to help with adjusting the policies as needed. The first of these evaluation meetings took place in May 2006 and adjustments were made to the schedule for submitting program reviews and annual assessments to the Strategic Planning Committee.

Planning Agenda:
None

Standard IIIA References

3A-1:   Work at UH website, Sample page
    http://workatuh.hawaii.edu/
3A-2:   WCC Policy Guideline No. 4-20, Checklist for Ad Hoc Advisory Personnel
    Screening Committee
3A-3: CCCM Numerical Index
    http://www.hawaii.edu/ccc/Docs/CCCM_PDF/cccm.html
3A-4:   Administative Procedures Information System
    http://www.svpa.hawaii.edu/svpa/
3A-5:   UH Systemwide Administrative Procedures: A9.210 Classification and Compen-
    sation Plan for APT Personnel
3A-6:   A9.620 Recruitment and Reassignment of Executive and Managerial Personnel
3A-7:   A9.260 Procedures for Maintenance of the Executive and Managerial Classifica-
    tion System
3A-8:   A9.540 Recruitment and Selection of Faculty and APT Personnel
3A-9:   CCCM #2090 Recruitment and Selection of Faculty and APT Personnel
3A-10: Faculty MQ Guidelines, Rev. May 1, 2001
3A-11: Foreign Credential Evaluation Assistance
3A-12: CCCM #2106, Acting Instructor
3A-13: State of Hawai'i Policies and Procedures Manual
3A-14: Policy Number 200.004, Establishment of Minimum Qualification Requirements
3A-15: Policy Number 300.003, Competitive Recruitment
3A-16: Evaluation Form and Guidelines for 360 Assessment of E/M
3A-17: Cover Memo from Chancellor regarding 360 Assessment
    http://www.svpa.hawaii.edu/svpa/
3A-18: Board of Regents Policy, Chapter 9, Personnel, Section 14, p. 93, Executive/Man-
    agerial   Personnel Policies
    http://www.svpa.hawaii.edu/svpa/
3A-19: 2003-2009 Agreement between UHPA and the Board of Regents of the University
    of Hawaii, Renewal of Contracts During the Probationary Period
3A-20: Guidelines for Contract Renewal Dossiers
3A-21: Memo on Contract Renewal Procedures
3A-22: CCCM #7200 on Faculty Evaluation
3A-23: Memo from Chancellor Regarding Faculty Evaluation
3A-24: Board of Regents Policy, Chapter 9, Personnel, Section 15, p. 102 - Evaluation of
    Board of Regents Appointees
3A-25: Memo from Dean of Instruction Regarding Student Evaluation Forms
3A-26: WCC Student Institutional Survey, Fall 2005
    http://www.zoomerang.com/reports/public_report.zgi?ID=L22GSS6C4U6V
3A-27: Guidelines for Tenure and Promotion, 2004-2005
3A-28: Workshop Flyer and Handout for Writing for Contract Renewal and Tenure and/or
    Promotion Dossiers
3A-29: General Contract Renewal Deliberation Guidelines

3A-30: Procedures for Division Personnel Committee Guidelines Governing Tenure, Promotion, and Contract Renewal

3A-31: Procedures for Tenure and Promotion Review Committee

3A-32: Lecturer Assessment (Dossier) Requirements

3A-33: A9.170, Performance Evaluation of Administrative, Professional, and Technical (APT) Personnel

3A-34: APT Broadband System: Self-Directed APT Performance Evaluation System Tutorial

http://www.hawaii.edu/ohr/projects/projects.html

3A-35: Performance Appraisal System Supervisory Manual (for Civil Service Employees)

http://www.hawaii.edu/ohr/docs/forms/

3A-36: Institutional Effectiveness Committee PowerPoint Slides

3A-37: Program Review Policy

http://www.wcc.hawaii.edu/cat/admin/Policies/4_4.htm

3A-38: Windward Community College Human Resources Survey, Fall, 2005

http://www.zoomerang.com/reports/public_report.zgi?ID=L22KN6NKBEGK

3A-39: Hawai'i Revised Statutes, Chapter 84, Standards of Conduct

3A-40: UH Community College Policy 5.211 Statement on Professional Ethics

http://www.hawaii.edu/offices/cc/policies.html

3A-41: UH Systemwide Executive Policies:

E1.203 Policy on Sexual Harassment and Related Conduct

http://www.svpa.hawaii.edu/svpa/

E1.202 University Statement of Nondiscrimination and Affirmative Action

http://www.svpa.hawaii.edu/svpa/

E2.210 Use and Management of Information Technology Resources

http://www.svpa.hawaii.edu/svpa/

E5.214 Conflicts of Interest (Includes University of Hawai'i Disclosure Form

http://www.svpa.hawaii.edu/svpa/

"Statement of Outside Interest and Activities"

http://www.svpa.hawaii.edu/svpa/

E9.210 Workplace Non-Violence

http://www.hawaii.edu/ohr/docs/violence.htm

A9.730 Workplace Non-Violence Campus Procedures

http://www.hawaii.edu/ohr/docs/violence.htm

E11.201 Illegal Drugs and Substance Abuse

http://www.hawaii.edu/ohr/docs/drugfree.htm

E11.203 Illegal Drugs and Alcohol Abuse

http://www.hawaii.edu/ohr/docs/drugfree.htm

3A-42: UH Systemwide Administrative Procedures
     A9.325, Political Activity

http://www.hawaii.edu/ohr/docs/violence.htm

A9.335, Employment of Relatives http://www.svpa.hawaii.edu/svpa/apm/pers/a9335.pdf

3A-43: REACH Memo from DHRD Director, Memo from System Director of HR, and Employee Flyer

http://www.hawaii.edu/ohr/docs/benefits.htm

3A-44: Family Educational Rights and Privacy Act of 1974 (FERPA), "Educational Rights and Privacy of Students," Windward Course Catalog, p. 6

3A-45: Windward Course Catalog 2005-2006, pp. 112-116

3A-46: Comparison of budgeted positions.

3A-47: A9.480 Casual Appointments

3A-48: CCCM #2110 Guidelines and Procedures for Casual Appointments

3A-49: Windward Community College Strategic Plan for 2002-2010, 5.G, p. 16

3A-50: A9.075, Personnel Records – BOR Appointees

3A-51: Safeguarding Confidential Data

3A-52: Windward Community College Strategic Plan for 2002-2010, p. 4

3A-53: Windward Course Catalog, 2005-2006, pp. 7-8

3A-54: Workshops and Presentations Addressing Diversity, Sampling

3A-55: Palikū Theatre offerings, Sampling

3A-56: Imaginarium offerings, Sampling

3A-57: Common Book Program offerings, Sampling

3A-58: Windward Community College Affirmative Action Plan

3A-59: Online Applicant Data System

3A-60: Merit Salary Adjustments

3A-61: Merit and Equity Proposals Update

3A-62: Windward Community College Faculty Institutional Survey, Fall 2005

http://www.zoomerang.com/reports/public_report.zgi?ID=L22F362Q3YHU

3A-63: Windward Community College Staff Institutional Survey, Fall 2005

http://www.zoomerang.com/reports/public_report.zgi?ID=L22FFYSQZJPN

3A-64: Windward Course Catalog, 2005-2006, pp. 7 - 8

3A-65: Staff Development Committee Guidelines

3A-66: Staff Development, Employment Training Center, 2002-2005

3A-67: Staff Development Committee Reports (2001-2006)

3A-68: Windward Community College Staff Development Funds Approved, 2002-2003

3A-69: Hawai'i Great Teachers Seminar WCC Attendees

3A-70: University of Hawai'i Clerical Conference

3A-71: Campus Workshops on Assessment, Sampling

3A-72: Staff Development Workshops and Programs, Sampling of advertising flyers

3A-73: Wo Learning Champions Overview and Highlights

3A-74: WILD Conference (2004)

3A-75: WILD Conference (2006)

3A-76: Wo Learning Champions Evaluation and Survey

3A-77: Windward Community College Peer Mentors and Mentorees Program Participants

3A-78: Wo Learning Champions eMentoring Program

3A-79: 2003-2009 Agreement between UHPA and the Board of Regents of the University of Hawaii, p. 58-59

3A-80: 2003-2009 Agreement between UHPA and the Board of Regents of the University
      of Hawaii, p. 2

3A-81: Staff Development Activity Evaluations, Sampling

3A-82: WILD Day Faculty and Staff Survey Notification

3A-83: Windward Community College Planning and Decision-making Process
    http://www.wcc.hawaii.edu/ir/Program%20review/ProgramReviewOptions.htm

3A-84: Strategic Planning Policy
    http://www.wcc.hawaii.edu/cat/admin/Policies/4_2.htm

3A-85: Budget Development
    http://www.wcc.hawaii.edu/cat/admin/Policies/4_3.htm

Standard III.B Physical Resources - Themes

Institutional Commitments: The College supports its mission by providing safe and sufficient physical resources (III.B.1 and III.B.1.b) for its students, faculty and staff. The College provides adequate facilities by following the Master Plan for campus development (III.B.1.a). Additionally, all buildings meet OSHA (III.B.1) and UFAS (III.B.1.b) requirements providing a safe environment for the college community. The College also meets student needs by providing 301 gross square feet per full-time student and maximizes the use of its classrooms. Once classrooms are allocated for assigned courses, unused classrooms are rented to the public to maximize usage and income (III.B.2).

Evaluation, Planning and Improvement: Through its Master Plan, the College has completed construction of three major facilities on its campus between 2001 and 2005 and renovated one building (III.B.1.a). In addition, numerous R&M projects have been undertaken to maintain the physical integrity of the campus (III.B.1.a). The overall beauty of the campus and its structures enhance the uniqueness of the campus.

Student Learning Outcomes: The physical plant provides an environment conducive to learning. The construction of the new buildings, in recent years, has helped to enhance student morale (III.B.1.a).

Organization: The College has adequate buildings, land, and maintenance personnel to produce and support student learning (III.B.1). The College's Master Plan, approved by the UH Board of Regents in 1989, has provided the main basis for facilities planning (III.B.1.a).

Dialogue: The College provides ample opportunities for faculty and staff to offer suggestions and give input for their specific requirements. Faculty inform the Dean of Instruction about classroom needs and submit maintenance/repair needs to the Director of Administrative Services (III.B.1.a. and III.B.2). Students also provide input via surveys and direct dialogue with faculty and staff (III.B.1.a)

Institutional Integrity: The College campus has a strong visual unity with large open spaces between small-scale buildings. Its remote yet tranquil setting creates a welcoming environment that students, employees, and the surrounding communities can feel proud of.

Standard III.B Physical Resources

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

Standard III.B.1 The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

Descriptive Summary:

In Fall 2005 the College conducted surveys of students, faculty, and staff, which included a section on facilities and equipment (WCC Student Institutional Survey Results, WCC Faculty Institutional Survey Results, and WCC Staff Institutional Survey Results). Questions in the facilities and equipment section focused on safety, sufficient resources, maintenance of buildings and grounds, overall quality of buildings and equipment, and accessibility. The survey allowed five response choices, with a range of 1 (Excellent), 2 (Satisfactory), 3 (Less Than Satisfactory), 4 (Poor), and 5 (Unable to Judge). Any reference to these surveys will be referred to as "the fall surveys," and responses will include student, faculty, and staff responses from both Kaneohe and ETC campuses (Ref. 3B-1).

The Director of Administrative Services is in charge of providing safe resources for the College and follows State UH policies specific to OSHA standards. Regarding overall safety of buildings and equipment, 72% of the fall surveys responses were in the Excellent and Satisfactory categories (Ref. 3B-1). The low number of accident reports and accidents at the workplace (Ref. 3B-2) supports this:

Year	Accident Reports Filed
2000	0
2001	2
2002	0
2003	0
2004	3
2005	3

Year	Workers' Compensation Claims Filed
2000	2
2001	3
2002	7
2003	8
2004	5
2005	3

Additionally, corrective measures are taken to maintain safe and unobstructed accessible routes, and walkways and stairways are in good repair. Non-slip grips have been installed on ramps and in problem areas, and non-slip carpeting has been installed at the entrances to buildings.

Parking lots, walkways, and building perimeters are generally well lit around campus, and battery-operated emergency lights have been installed in most buildings. The fall surveys showed an average response of 48% in the Excellent and Satisfactory categories, with 35 % in the Less Than Satisfactory and Poor categories, and 17% in the Unable to Judge category (Ref. 3B-1).

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 non-hazardous wastes are disposed of in separate containers that have been clearly labeled for such limited disposal (Ref. 3B-3).

The Kaneohe campus consists of 15 buildings (316,386 gross square feet) on approximately 64 acres of land (55 acres are maintained) (Ref. 3B-4) (Ref. 3B-5). In addition, the College uses facilities at the Honolulu Community College (HCC) campus, which house Employment Training Center (ETC) programs. ETC also uses approximately 2,000 sq. ft. at the Kaneohe campus, and classrooms at Kalaeloa (Barber's Pt.). In the past, ETC also conducted classes in other facilities such as Leeward Community College, the Kuhio Park Terrace, and the women's and men's state prisons.

The College is planning for the construction of a Learning Resources Center building, which will house the Library, Media Production Center, Academic Computing, and The Learning Center. The building is currently in the Board of Regents' budget, and has been funded for $2.59 million for design (Ref. 3B-6).

According to the College Master Plan Report (Ref. 3B-7), a minimum number of 500 parking stalls is required based on a 2000 FTE enrollment. Land Use Ordinance parking requirements are 1 parking stall per 5 seats for auditoriums and 5 spaces per classroom. Based on the experience of other campuses in the UH system, a minimum of 1 stall per 4 FTE is required (Ref. 3B-8). The parking ratio is 1 per 2 FTE enrollments with 748 parking stalls to serve approximately 1,500 students and staff. In regard to parking availability, the fall student survey responses were 62% Excellent & Satisfactory and 35% Less Than Satisfactory and Poor (Ref. 3B-1). The last number is a reflection of the fact that parking can be tight during the morning hours when all classrooms are in use.

Self-Evaluation:

The College meets this standard. During 2000-2005 there were few accident reports or Workers' Compensation claims filed, which support the surveys' responses that the College provides safe resources. The response of 35% in the Less Than Satisfactory and Poor categories regarding adequacy of lighting for campus security in the fall surveys (Ref. 3B-1), however, is an indication that the College needs to evaluate lighting on campus.

In terms of sufficient resources, the gross square feet (GSF) per full-time enrollee (FTE) is more than adequate to meet student and staff needs. Based on the College's Fall 2005 per FTE enrollment of 1,041, the GSF is 301, which is second only to Kauai Community

College. In comparison to another liberal arts campus on Oahu, Leeward Community College, the College has more than 2.5 times the amount of GSF per FTE (Ref. 3B-9) (Ref. 3B-10).

The much needed Library/Learning Resources Center will provide better facilities for students, faculty, and staff. Budget requirements to fund its operations may be a concern.

The current parking space ratio of one parking stall for every two students is sufficient to meet student and staff needs (Ref. 3B-11) (Ref. 3b-12). Although the statistics reflect adequate parking for the campus, results of the fall surveys seem to indicate otherwise. More likely, this is because most students and faculty are on campus at the same time of the day, which creates congestion in certain areas.

ETC faculty at Honolulu Community College may purchase parking permits each semester and ETC students may apply for a parking permit through that college's lottery-type allocation system. Most students do not apply because of the cost, and they use the city bus system or find parking off-campus.

Planning Agenda:

In response to the fall surveys, the College will evaluate its campus night lighting.

III.B.1.a The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

Descriptive Summary:

The College Master Plan was approved in 1989 by the Board of Regents. Since then, the non-credit program facility has been renovated, and the science facility (8/1997), the performing arts and humanities center (10/2001), the multimedia classroom/planetarium (8/2001), the student center (10/2002), and an observatory (8/2005) have been constructed. In addition, Hale Ao, the hawaiin studies center, was renovated using Title III funds. Design money for the planned Library/Learning Resources Center (Ref. 3B-13) is listed as supplemental priority number 7 out of 15 in the UH Capital Improvements Program fiscal Biennium 2005-2007 Supplemental Year 2006-2007 (Ref. 3B-14) and was funded.

The planned Library/Learning Resources Center will consolidate the College's library, media, learning assistance, and computer centers into a single facility. The integrated facility will provide more centralized, efficient and up-to-date services to students, faculty and staff in an environment where responsiveness to changes in information and technology is crucial.

Systems planning is handled by the University of Hawaii system administration and the Board of Regents. The second tier of decision-making and long range planning takes place at the institution. The College's current capital improvement projects (CIP) program is based on the 1989 WCC Master Plan. CIP is funded through the State Legislature and repair and maintenance (R&M) projects are funded through allocations from the University's systems office.

One maintenance supervisor, one building maintenance person, one laborer, two groundskeepers, and nine janitors maintain the campus buildings and grounds. Maintenance personnel at Honolulu Community College maintain ETC facilities. According to the fall surveys, 68% rated maintenance of buildings as Excellent and Satisfactory, and 29% rated maintenance as Less Than Satisfactory and Poor (Ref. 3B-1).

General maintenance and minor repairs are performed as part of the College's normal operational budget. Larger repairs are funded through designated Repair and Maintenance allocations from the systems office. Due to budgetary constraints, all of the College's facilities are maintained on an as-needed basis. Installation of sewer, water, electricity, communications, roadway, and parking lot infrastructure is complete and maintained as needed.

In accordance with the Master Plan, the College has renovated one building and has constructed five buildings. Major repair and maintenance (R&M) projects are conducted through the system office (Ref. 3B-16). Since 2000, the College has completed numerous R&M projects. The latest projects include:

1) Re-roofing of three buildings, 2005
2) Replacement of air-conditioning, Kuhina building, 2005
3) Termite treatment, campus wide, 2005
4) Upgrade of exterior lighting, campus wide, 2004
5) Replacement of air-conditioning, Alakai building, 2004
6) Upgrade of transformers of three buildings, 2003
7) Upgrade of water distribution system, 2003
8) Replacement of door locks, Kuhina and Imiloa buildings, 2003

Current projects in process include

1) Renovation of restrooms, ETC/HCC campus
2) Repair/replacement of AC, Imiloa building
3) Re-flooring of (asbestos), Noeau building
4) Replacement of AC, Kuhina building
5) Modification of switchgear/transformer, campus main

Future Projects (being requested) include

1) Widening/resurfacing/re-striping of roads, campuswide
2) Electrical/voice/data re-wiring, Laakea/Manaopono/Noeau/Alakai/Iolani/Naauao buildings
3) Replacement of ceiling tiles, Laakea/Manaopono/Noeau/Alakai/Naauao buildings
4) Replacement of AC, Manaopono, Noeau building
5) Replacement of awnings/ramps, Laakea/Manaopono/Noeau buildings
6) Re-keying door locks, campus-wide
7) Modifying security system, campus-wide
8) Installing ADA door openers, campus-wide
9) Removing transit pipes, next to front parking lot
10) Repainting interiors, Laakea/Iolani/Alakai/Naauao/Manaopono buildings
11) Replacing water lines, Alakai/Naauao/Manaopono buildings
12) Upgrading energy management system, campus-wide
13) Re-roofing Imiloa building

Self-Evaluation:

Programs that will be housed in the planned Library/Learning Resources Center are currently in the former State Hospital ward buildings. A modern Library/Learning Resources Center will ensure that the College will have the continuing quality necessary to support its programs and services for students.

The College continues to maintain and upgrade its facilities for students, faculty, and staff. Considering the number of maintenance personnel on staff, the College is doing well with the 68% rating of Excellent and Satisfactory (Ref. 3B-1).

Planning Agenda:

The College will pursue funding for the construction of the planned Library/Learning Resources Center.

III.B.1.b The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Descriptive Summary:

ETC premises are not completely under the College's control; however, all off-campus buildings are State buildings, which adhere to the same requirements as the Kaneohe campus. Because of the landlord/tenant relationship at off-campus sites, inspections are done by the appropriate State agencies.

All new construction and renovations have made accommodations for the disabled as prescribed by the Uniform Federal Accessibility Standards (UFAS) (Ref. 3B-17) and in accordance with Architectural Business Act 42 USC 4151-4157 (Ref. 3B-18). Both Kaneohe and ETC campuses comply with the Americans with Disabilities Act (Ref. 3B-19). Access for the disabled at both campuses is provided by dedicated parking stalls, connecting wheelchair ramps and walkways between buildings, and removal of barriers for the disabled in older buildings. In each building, restroom facilities and drinking facilities accommodate the disabled. According to the fall surveys, 60% rated adequacy of campus accessibility and accommodation for persons with disabilities as Excellent and Satisfactory, 19% as Less Than Satisfactory and Poor, and 21% as Unable to Judge (Ref. 3B-1).

The UH Environmental, Health, and Safety Office supports the College in all health and safety issues/incidents. One environmental safety specialist position is assigned to the community colleges. This specialist developed the hazardous material and hazardous waste management plan.

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 fire sprinkler systems. The extinguishers are inspected annually and are serviced as needed.

Emergency phones in the lobby of all classroom buildings have the campus emergency number prominently posted next to them. Telephones are installed in some ETC classrooms as well as instructors' offices, which are located near the classrooms. In addition, policies, guidelines, and notices of various health issues are conspicuously posted in each building. The College performs periodic walkthroughs of all facilities to detect unsafe conditions.

The procedures in case of an emergency or disaster are documented in the WCC Emergency Action Plan and Procedures Policy Guidelines No. 1-3 and No. 1-3a. Guideline No. 1-3 was formulated in March 1976, and last revised in January 2001. Guideline No. 1-3a, which details fire emergency procedures, was last revised in August 1995 (Ref. 3B-21).

According to the fall surveys, overall safety of buildings and equipment was rated 72% for Excellent and Satisfactory and 24% for Less Than Satisfactory and Poor (Ref. 3B-1).

The College informs the campus community of security procedures and liability in the credit Course Catalog (Ref. 3B-22). ETC uses Honolulu Community College's Campus Security handout (Ref. 3B-23). Security is handled by an electronic security/fire alarm system at both campuses.

The College hires a private company to provide security on campus. In the Summer 2006, the College increased the hours of security services to twenty-four hours a day, seven days a week. The College also 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. Honolulu Community College security personnel provide security on the ETC campus. Responses regarding adequacy of security guard coverage from the fall surveys reflect an average of 50% in the Excellent and Satisfactory categories, 42% in the Less Than Satisfactory and Poor categories, and 8% in the Unable to Judge category (Ref. 3B-1). Despite the perception that security guard coverage may be inadequate, on-campus crimes are very infrequent. Recent crime statistics are as follows:

On Campus Incidents					
Cases Reported	2001	2002	2003	2004	2005
Murder	0	0	0	0	0
Rape	0	0	0	0	0
Sex Assault	0	0	0	0	0
Robbery	0	0	0	0	0
Assault	0	0	0	0	0
Burglary	7	5	6	4	5
Auto Theft	2	1	1	1	1
Liquor Law	0	0	0	0	0
Drug	0	0	0	0	0
Weapons	0	0	0	0	0

(Ref. 3B-24).

Reports of criminal activity on campus are compiled annually as required by the Student Right to Know Act. Crime statistics for ETC are incorporated in Honolulu Community College's statistics.

The College promotes a healthful learning and working environment by providing smoke-free buildings on campus. No-smoking signs are posted throughout the campus and there are designated areas for smoking (Ref. 3B-25).

The College also follows the guidelines covered in its Hazardous Materials/Hazardous Waste Management Program. Chemicals are stored according to chemical classification type in approved storage cabinets. Facilities where there may be chemical exposure risks are equipped with emergency safety showers and eyewash stations. These facilities also have chemical hygiene plans and materials safety data sheets posted in visible and accessible locations.

Hazardous chemicals and biological materials are stored and disposed of according to Federal, State, and University regulations and guidelines (Ref. 3B-26). The College operates a heavy-duty autoclave for the safe disposal of microorganisms used in instruction.

In past self-studies, the absence of a cafeteria or even a snack bar was a continual student complaint. Since 2002, ETC has provided food service training and facilities on campus. ETC also provides food service training and facilities at Honolulu Community College since August 2005.

Self-Evaluation:

The College meets this standard. All facilities are accessible to the physically challenged and comply with the Americans with Disabilities Act. The College also maintains its facilities to assure the safety of its community and provides proper equipment such as fire extinguishers and emergency phones on its campus. In the area of security, there seems to be a perception among day students that security guard coverage is inadequate with a 42% rating in the Less Than Satisfactory and Poor categories. In response to this perception, the Strategic Planning Committee, in Spring 2006, gave a high priority to funding extended security coverage. This increase in security was implemented in Summer 2006.

The College promotes a healthful learning and working environment. The presence of a cafeteria where students and staff can get high quality food at reasonable cost has enriched campus morale.

Planning Agenda:
None

III.B.2 To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Descriptive Summary:

The College strives to maximize its efficiency of classroom use. The Office of the Dean of Instruction plans and develops the schedule of classes and facility utilization/assignments for the credit programs, and the Office of Continuing Education (OCE) has oversight of all other facilities use (Ref. 3B-27).

Each semester's schedule is built as follows:

Department chairs (DCs) submit a semester schedule and classroom requests to the Office of the Dean of Instruction (DOI). The deans take the information and enter the proposed schedule into an Excel spread sheet. The information is sorted by days, times, and instructor. The DOI office checks workload requirements for each instructor in the schedule. The deans then meet with the Enrollment Management Committee (EMC) whose members come from each of the five instructional units on campus. Some of the items this group reviews are
    the number of offerings,
    the balance of days and times,
    the history of class offerings (to determine optimum numbers of sections)

conflict between classes (for example, if math and science classes needed for programs are at the same time, this would create problems for students),
distribution of evening course offerings.

After review and discussion of the first draft, EMC representatives consult with their departments about recommended changes in the schedule. Changes and adjustments to the schedule are made as soon as they are reported to the dean. Usually, the EMC will meet a minimum of three times to develop a semester schedule.

At the same time that the EMC reviews the schedule for class offerings, the department chairs also review the offerings in terms of the facilities/classroom usage. Efforts are made to ensure that classrooms have the required instructional facilities for the classes being offered (e.g. classes that require PowerPoint presentations have the appropriate equipment; classes that have a maximum enrollment of 35 are placed in a classroom space large enough to safely accommodate this number of students; painting classes are scheduled into appropriate classroom, etc.).

Once recommended adjustments are made to the schedule, the Excel spreadsheet is given to the DCs and individual schedules are given to instructors for one more review. Usually, only minor adjustments are made by this time. With this last round of feedback completed, the Excel spreadsheet is entered into the Banner student information system.

OCE purchased a facility manager software program to manage and coordinate room assignments. This also includes a report manager, which is used to evaluate room usage, charges, invoicing, and accounts receivables.

The credit classes have first priority in room allocation. Once planning for credit classes is done, room availability is input into the computer. Rooms are rented to the community based on availability, campus needs, and special community needs. All BOR policies are followed for room rentals (Ref. 3B-28).

All other facility utilization/assignments (offices, support service spaces) are developed by the College administration (Ref. 3B-29).

Honolulu Community College has designated several buildings for ETC programs at that campus. Within those buildings, classrooms and offices are assigned by the Director of VCE.

Self-Evaluation:

The College meets this standard. Due to the construction of new facilities, the College has been able to adequately provide the space required for its programs and services with 301 gross square feet per full-time enrolled student. In the fall surveys, when asked about the adequacy of classrooms 79% of the respondents rated the classrooms as Excellent or Satisfactory, 19% as Less Than Satisfactory or Poor, and 2% were Unable to Judge (Ref. 3B-1). Renting vacant classrooms helps community groups, and the College maximizes efficiency of classroom use.

III.B.2.a Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Descriptive Summary:

In 1989, the Board of Regents approved a Master Plan for campus development. The Master Plan is consistent with the objectives of the institution and the Strategic Plan. It 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. As noted previously, since 2002, campus development has included the completion of the following projects: the construction of new buildings for the humanities and a campus center and infrastructure improvements (parking lot, roadways, campus entrance, and utilities).

Self-Evaluation:

The College is dependent on the Legislature for capital funding. New buildings come without operating funds and the College must request funding to support them once they are built.

Much of the Master Plan has been completed. since the Master Plan was approved in 1989, it may be time to reconstitute a Master Plan Committee to address issues of additional facilities and usage requests. The College has asked the appropriate state authorities for funding to update its Master Plan.

Planning Agenda:

The College will establish a Master Plan Committee to review and update the Master Plan.

III.B.2.b Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary:

The College is part of the University of Hawaii System, which allocates the budgets for all institutions in the system. Included in the budget are the Capital Improvements Program (CIP) and the Repair & Maintenance (R&M) projects, which provide funding for facilities at the College (Ref. 3B-30). The State Legislature funds all CIP and R&M for

the College. The College develops requests for CIP and R&M funding, and cost projections are established at the UH System office.

The College submits R&M requests and their accompanying R&M Information and Justification Sheets to the UH System office. The System Office keeps a list with estimated cost figures of all deferred R&M projects for each campus (Ref. 3B-31). Projects are approved on the basis of need and merit. Any changes to a project require approval by the Council of Community College Chancellors at the annual R&M meeting. Requests are then prioritized and submitted to the Legislature with other UH CIP projects by the UH administration and the UH Board of Regents.

The Community College Physical Facilities, Planning & Construction Office (CCPFPCO) prepares cost estimates for all CIP and R&M projects. Shortfall requests and change orders require approval of the CCPFPCO and funds are provided from the Estimated CIP & Operating Reserve Fund to cover the expenses. Shortfalls and change orders greater than 50% or $100,000, whichever is less, require approval of the Council of Community College Chancellors or appointed designee.

Other emergency projects are limited to unforeseen health, safety and code issues and to facility issues that if ignored will negatively affect instructional or other support services. These projects must be approved by the Council of Community College Chancellors or appointed designee. These are funded through reserve funds. Reserve funds are determined at the annual R&M meeting.

The Associate Vice President for Administration and Community College Operations is appointed as the designee of the Council of Community College Chancellors to handle major deviations and adjustments in priorities from planned expenditures without undue delays and concerns for processing efficiency.

As stated in Standard III.B.1.a, the College relies on the Master Plan for its CIP. The Master Plan, when fully implemented, calls for a student enrollment of 2,000 FTE.

Self-Evaluation:
The College meets this standard.

Planning Agenda:

The College will continue to integrate physical resource planning with institutional planning.

Standard IIIB References

3B-1: Fall Institutional Surveys composite responses:
      Windward Community College Faculty Institutional Survey, Fall 2005
    http://www.zoomerang.com/reports/public_report.zgi?ID=L22F362Q3YHU
      Windward Community College Staff Institutional Survey, Fall 2005
    http://www.zoomerang.com/reports/public_report.zgi?ID=L22FFYSQZJPN
      Windward Community College Student Institutional Survey, Fall 2005
    http://www.zoomerang.com/reports/public_report.zgi?ID=L22GSS6C4U6V

3B-2: Windward Community College Accident Reports Filed (Tort Claims), OSHA Reports: Workers Compensation Claims Filed (Accidents at the Workplace)

3B-3: Windward Community College Hazardous Materials/Hazardous Waste Management program, p.8

3B-4: Schedule of Courses, Fall 2005, (Campus Map) p. 23
    http://www.wcc.hawaii.edu/cat/stsrv/SOC/SOCfall2005.pdf

3B-5: Windward Community College Master Plan Report, p. 11

3B-6: Ibid., p. 149

3B-7: Ibid, p. 69

3B-8: Ibid, p. 14

3B-9: Windward Community College Sufficient Resources Report

3B-10: University of Hawai'i - General Funds + Tuition & Fees Special Fund Budget (After Funding Mix) Ratio to Fall Credit FTE Enrollment

3B-11: Faculty Senate meeting, Notes, October 18, 2005

3B-12: Parking Spaces, Table

3B-13: Windward Community College Strategic Plan, 2002-2010, p. 1
    http://www.wcc.hawaii.edu/ir/Documents/StrategicPlanFINAL.pdf

3B-14: UH Capital Improvements Program fiscal Biennium 2005-2007 Supplemental Year 2006-2007

3B-15: Repairs and Maintenance policy

3B-16: Repairs and Maintenance/CIP Projects, History

3B-17: Uniform Federal Accessibility Standards (UFAS)

3B-18: Architectural Business Act 42 USC 4151-4157

3B-19: Americans with Disabilities Act

3B-20: Windward Community College Emergency Action Plan and Procedures Policy Guidelines No. 1-3

3B-22: Windward Course Catalog 2005-2006, pp. 33-34
    http://www.wcc.hawaii.edu/cat/acad/WCCat06/Catalog05-06.pdf

3B-23: Honolulu Community College, Campus Security handout

3B-24: Crime Statistics: Windward Community College

3B-25: Windward Community College Facilities Use Policy & Procedures: Prohibition of Smoking in Public Places, p. 7

Standard III.C Technology Resources - Themes

Institutional Commitment: The College's commitment to technology is reflected by the reconstitution of the Technology Vision Committee, which led to the adoption of the Technology Vision statement to help guide its future technology growth (III.C.1.a). Further recognition of the importance of technology was the inclusion of the Computer Information Literacy requirement as an AA degree requisite for graduation (III.C.1.b). Since its last self study, the College has improved its technology infrastructure, more than doubled the amount of computers on campus, implemented a computerized student information center, and formulated a life cycle replacement program for its technology and media equipment.

Evaluation, Planning, and Improvement: As part of the evaluation process, technology decisions are based on a systematic cycle of program and departmental reviews which assess student learning outcomes and achievement.   The Strategic Planning Committee then prioritizes technology needs and Budget Committee makes the final allocation of resources for technology (III.C.1.a.). The Technology Vision Committee is bears primary responsibility for technology planning and improvement for the campus. Examples of the successes associated with the evaluation, planning and improvement process include the creation of a permanent IT position, adoption of email as a primary mode of communication, identification of student and faculty IT training needs, and increased access to and adequacy of computers, software and the Internet (III.C.1.b. and III.C.1.c.).

Student Learning Outcomes: The Computer Information Literacy (CIL) graduation requirement for the A.A. degree requires technology competencies as measured by the CIL exam. The CIL exam and the content coverage of CIL courses are based on student learning outcomes related to competencies in the use of word processing, electronic spreadsheets, email, data base, and the Internet. Other Information and Computer Science (ICS) courses such as ICS100, ICS 101, and ICS 105(x) have developed student learning outcomes aligned with the CIL outcomes, department goals and the College mission (III. C.1.b.).

Organization: The College, through ICS courses, the CIL exam, and the Library Research Unit, has developed the organizational means to identify the learning outcomes of the students, to evaluate the effectiveness of its delivery system to the student, and to make changes when needed (III.C.1.b.). The College has also established an internal system to identify technology training required of its faculty and staff, and to provide that training (III.C.1.b.). One of the standing committees of the College is the Technology Vision Committee whose primary function is "to present a vivid and compelling direction for the College community's use of information technology" (III.C.1.c. and III.C.2).

Dialogue: The College has provided many avenues for campus personnel to be informed about and respond to technology that helps them carry out the College mission. Program reviews, department assessment reports, beginning of the semester convocations, Technology Vision Committee meetings, posting of minutes of the Strategic Planning

Committee and the Budget Committee meetings on the Website, and email responses to Staff Development planning are some of the means that allow dialogue to take place. Opportunities for system-wide dialogue on technology issues occur in such system-wide committees as the UH Distance Learning Advisory Committee, UHCC Strategic Plan Workgroups, ITV Coordinators meetings, and others (III.C.1.a and III.C.1.b)).

Institutional Integrity: The College demonstrates institutional integrity in the use of its technology resources. The Academic Support Services unit follows software copyright and access provisos as stated in site licensing agreements (III.C.1.c). Strict UH procurement and/or bidding procedures are followed in the acquisition of technology related equipment and infrastructure items. Survey responses have indicated that the College has been honest in its commitment to provide students and faculty adequate access to computers, software, and other technology resources (III.C.1.c.).

Standard III.C Technology Resources

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

III.C.1 The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

III.C.1.a Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

Descriptive Summary:

Decisions about technology services, facilities, hardware and software for the College are based on the commitment to excellence in the liberal arts and career development arena. As stated in its mission statement, the College supports and challenges individuals to develop skills, fulfill their potential, enrich their lives, and become contributing, culturally aware members of the community (Ref. 3C-1). Technology decisions affecting the College are made at several levels--program, department, administrative, and system-wide. Initially, technology needs, including information technology personnel, facilities, services, equipment and software, are identified and assessed at the department or program level. These needs are then forwarded to the appropriate administrators who summarize the requests while adding their own input. The administrative units send the technology needs, along with other budgetary requests, to the College's Strategic Planning Committee (SPC). The SPC with guidance from the campus Strategic Plan, the University System Strategic Plan, and the Technology Vision, prioritizes all budget requests and forwards its recommendations to the Budget Committee (Ref. 3C-2) (Ref. 3C-3) (Ref. 3C-4)

(Ref. 3C-5). The Budget Committee reviews, evaluates, and prioritizes the SPC recommendations and makes recommendations to the Chancellor regarding the use of College resources to pay for the prioritized needs (Ref. 3C-6)

The College, along with six other Hawaii community colleges, exists under the umbrella of the University of Hawaii System and its Information and Technology Services (ITS) division. The College is often asked to give input in system-wide technology decisions. Examples of past system-wide technology purchases include the Wide Area Network infrastructure and capacity, selection of Distance Learning (DL) Delivery systems, system-wide software licensing agreements (notably the Endeavor Voyager Library System, WebCT Courseware, Banner Online Registration software, MyUH a wide area network Web and e-mail portal, FMIS (a system wide online fiscal management tool), and SECE (an online student employment system). The College is represented on such system-wide committees such as the Chief Academic Officers Committee, UH Distance Learning Advisory Committee, UHCC Strategic Plan Workgroup, ITV Coordinators Meetings, Campus Distance Learning Coordinators, and UH Library Council. These committees have varying degrees of influence on system-wide technology decisions.

Decisions made at both the system and campus levels have resulted in the College's current infrastructure. That infrastructure includes a robust fiber optic based network that is readily accessible to the majority of classrooms and campus facilities, an upgraded telecommunications system, a cable television system that is currently being configured, a new interactive television distance education facility that ties the College into a system wide network for live interactive videoconferencing, and low cost Internet-based videoconferencing devoted to enabling system-wide communication efforts.

Responsibility for network reliability and disaster recovery of the inter-campus data and cable infrastructure lie with the University of Hawaii Information and Technology Services system office and includes both hardware and software strategies (Ref. 3C-8). Provisions for security and privacy are dealt with via software and services at the system level (Ref. 3C-8).

For campus maintained technology, such as library services and campus local area networks, staff in the College's Academic Computing and the Administrative Computing units handle the reliability and disaster recovery.

The majority of classrooms on the campus have multimedia capability and data and telecommunications access at a level that can handle the current demands of contemporary software and multimedia formats. Students have access to computer technology located in the Library, The Learning Center and campus computer labs. Examples of technology in instruction include Computer Assisted Instruction (CAI) English courses, ICS classes, GIS classes, WebCT-managed classes, Computer Information and Literacy (CIL) workshops and individual computer enhanced courses. Almost all faculty and staff have the use of personal computers in their offices, which also have data telecommunication access. Multimedia equipment, data and telecommunication capacity have been included in the campus center meeting rooms, making them desirable as rental facilities.

Academic Support Division includes 4.5 technology personnel to support the campus infrastructure. Current staffing in technology positions under the Academic Support Services umbrella are found in the table below.

FTE	Category	Status	Position
1.0	Faculty	Permanent	Media Center Coordinator
1.0	APT	Permanent	Electronics Technician
1.0	Faculty	Permanent	Academic Computing Coordinator
1.0	APT	Permanent	IT Specialist
.5	APT (non-budgeted)	Temporary	IT Specialist
	Student Help	Temporary	Aides

In non-instructional administrative computing services, there are one and a half APT positions providing technical support for administrative technology needs. The full time position provides support for system-wide administrative hardware and software. The half-time position in the non-instructional area maintains climate control equipment and computer keyed locks to insure efficient use of the College's new facilities.

The Employment Training Center (ETC) programs are designed to integrate hands-on job skills with the workplace competencies, foundation skills, and personal qualities identified as needed for solid job performance. The ETC has one full time faculty position providing computer support and training for its programs at its Honolulu Community College location.

After months of proposals, reviews, comments and revisions, the College formally adopted a Technology Vision (TV) statement in December 2005 (Ref. 3C-5). The TV statement is designed to "present a vivid and compelling direction for the College community's use of Information Technology (IT)." The aim of the TV was to enhance the quality of instruction, expand access to information, and provide innovative solutions to needs. It now serves as the document to guide the College's future technology commitment and development and is being implemented.

Self-Evaluation:

With the adoption of its Technology Vision (TV) statement, the College meets this standard. The Technology Vision will be reviewed annually in order to maintain the high satisfaction of faculty, staff, and students.

Statistics from the institutional faculty, staff, and student surveys support the assertion that campus technology services, professional support, facilities, hardware, and software enhance the operation and effectiveness of the institution. The speed of the campus network is sufficient for current levels of demand with 81% of respondents to faculty and

staff institutional surveys reporting satisfactory or higher (Ref. 3C-10) (Ref. 3C-11). All of the distance education delivery systems on campus utilize either the fiber optic data network or cable television that provide a quality high speed infrastructure to accommodate the College's curricular commitments for distance learning programs and courses. At the campus level, privacy and security of data and equipment is provided for adequately. The adequacy of classroom instructional equipment was measured on the institutional survey with 75% of respondents on the faculty institutional survey reporting satisfactory or higher. Student participants also responded with satisfactory or higher at a level of 75% on the question of access to computer equipment, current software, and the Internet (Ref. 3C-12). Faculty access to a computer was reported at 83% indicating satisfactory or higher on the institutional survey. The overall effectiveness of academic technology support services was reported at 77% indicating satisfactory or higher on the faculty institutional survey. Overall effectiveness of administrative technology was reported at 70% indicating satisfactory or higher on the institutional survey

Planning Agenda:
None

III.C.1.b The institution provides quality training in the effective application of its information technology to students and personnel.

Descriptive Summary:

Assessment of Student IT Training Needs
There are several mechanisms by which training is assessed for students at Windward Community College. The first is the Computer Information Literacy (CIL) graduation requirement for the Associates of Arts degree. Students must pass the CIL exam to obtain an AA Degree. Students who fail to pass the exam have a choice of attending bi-monthly CIL workshops or enrolling in an ICS 105 CIL preparation course (Ref. 3C-13).

Another assessment mechanism involves the efforts of the Academic Support Division, which is charged with providing technology services and training to the campus. The Academic Support Division collects data on student usage of training related services in the library, The Learning center, academic computing and media/duplication services, and uses that data to monitor and to assess student-training needs. The Academic Support Division has recently set up a subcommittee, the Student Training Planning Committee, to develop a coordinated plan for evaluating technology training for students (Ref. 3C-14).

The Employment Training Center (ETC) derives its student training needs from the industries in which it places students. Job placement specialists work with industry specialists to determine required skills that students need for placement.

IT Training for Students
The centers with technology assistance at the College include The Learning Center, several computer labs, the library, the math lab, the media center, and the Fujio Matsuda Technology Training and Education Center. Computers are available in these locations to help students supplement their course work. At the request of faculty, the Media Center also provides training for students on classroom equipment for their course projects.

The College library provides a Library Research Unit (LRU) for students in English 22, English 100, and LSK 110 classes. This LRU strengthens the information literacy and technology skills of these students. The unit can be found on-line (Ref. 3C-15).

A Computer and Information Literacy Graduation Requirement (CIL) was instituted in 2004 for students pursuing an AA Degree from the college. The CIL requirement covers file management/word processing (FM), email (E), information literacy (IL), spreadsheet (SS), database (DB), and Web authoring (WA) skills (Ref. 3C-13). Bi-monthly workshops are provided to ensure student success in meeting the CIL requirement. In Fall 2005, the first CIL course (ICS 105) was offered. Each course incorporating technology training has course evaluations at the end of the semester. The LRU and CIL components are evaluated at their completion. The Learning Center also evaluates its program annually.

The Learning Center, Academic Computing, Media Center and Library, through their help desk services and workshops, offer students assistance and training in computer usage using multimedia equipment if needed. The tech support help desk provides self-service tutorials, email, phone, and Instant Messaging assistance to students. The College offers an Information Computer Science (ICS) curriculum that provides basic computing literacy and skills. Disciplines that include technology related curricula are: English, journalism, math, GIS, physical science and chemistry.

The Employment Training Center serves the community by providing short term, career-focused education and some computer training. ETC has its training program located at the Kaneohe campus and Honolulu Community College campus and offers courses such as word processing, spreadsheets, database, PowerPoint, and basic keyboarding. Access to computers is limited to the time when classes are being offered which may have an impact on student learning..

Assessment of Personnel IT Training Needs
Responsibility for assessing the technology training needs for personnel is divided among several departments. The Administrative Computing unit assesses and delivers technical training for administrative, managerial, and clerical personnel.

At the College, one method for assessing faculty technology training needs is to simply ask them. Faculty are informed of campus or system-wide opportunities for technology training such as the Leeward Community College Summer Web Fun and the UH TALENT workshops. Faculty can then request staff development funding to attend these workshops.

The Employment Training Center assesses their personnel training needs from knowledge of the industries in which they place their students. A job retention specialist submits a performance evaluation form to the students' employers. The form requests feedback on the appropriateness of the students' technology training. The feedback on the evaluation form is used as an indicator, by ETC personnel, as to the need for additional training for themselves and their students.

IT Training For Personnel
As stated previously, the Academic Support Division routinely informs the faculty and staff of system-wide training opportunities such as Leeward Community College Summer Web Fun workshops. The Media Center schedules technology training opportunities offered via the University's Hawaii Interactive Television System (HITs) on the Kaneohe campus. Workshops routinely offered include the Talent workshops and the IT Brownbag series (Ref. 3 C-8). The College Media Center provides one-on-one training for faculty in the development of technology-based materials to be used in the classroom.

Another mechanism to address technology training is through departmental, individual faculty, or staff requests. If there are similar requests, a workshop on the topic may be offered, but to date, individual training and mentoring have been the preferred method for learning by faculty and staff. The Media Center routinely offers training on the use of classroom equipment at the beginning of each semester and logs the number of training requests. Academic Computing has obtained mentoring services for Web CT programs through a College of Education TIES grant that provided ten faculty members with individualized training and technical assistance while developing online materials for their classes. These faculty formed a WebCT users' group that provides demonstrations, workshops, and tutorials to interested faculty (Ref. 3C-14).

Another method for delivering technology training to campus personnel is through the Staff Development Committee. Technology training/support is identified as one of the needs of faculty and staff. The Staff Development Committee receives an annual budget to fund workshops and professional development opportunities for individual faculty and staff. Every even year, the committee receives additional planning support and staff development funds from the Wo Learning Champions, a system-wide staff development source.

For the 2006 Wo Learning Champions event the Staff Development Committee focused on technology training needs. It first presented an online survey to faculty and staff to determine the interest level in specific types of applications and technology training. A day of technology workshops was held in January 2006 as part of the Spring Convocation. Individual workshops were evaluated and the workshop instructors evaluated the overall organization of the event. The results were published in a detailed report to the Wo Learning Champions. A summary of the results was shared with faculty and staff via the campus list-serve and the report is included in the end of the academic year report for the Staff Development Committee (Ref. 3C-16).

A 2001-2004 training grant entitled LEI (Learning Enhancement through Innovation) Aloha offered another opportunity for faculty to be trained in technology. The purpose of this UH College of Education grant was to provide technology training for future teachers in Hawaii to infuse technology into their instruction. The basic premise of this grant was that technology proficient teachers would then be able to help students use technology and these students would then have a greater chance of succeeding in today's demanding business environment. Several faculty attended a technology training workshop at UH and the College was assigned a faculty mentor during the 2003-2004 school year through this grant (Ref. 3C-14).

Faculty and staff technology training opportunities are also offered through the Office of Continuing Education (OCE) (Ref. 3C-17). Many of the courses are provided free to faculty/staff or are paid for from staff development funds, when available.

Additional technology training for ETC faculty and staff is delivered through by a faculty member assigned that duty.

Self-Evaluation:

The College meets this standard. Several surveys were conducted in order to gather information regarding how faculty, staff, and students perceive the use of technology at the College. The surveys elicited data on adequacy, reliability, and availability of technology resources. In almost all categories, adequacy of technology was rated satisfactory or better. There was, however, a high percentage of respondents who "were not able to judge" the availability of cable television and the adequacy of interactive education systems (HITS). These responses were predictable because the College does not use cable television or interactive education systems as its primary method of delivering curriculum (Ref. 3C-10) (Ref. 3C-11) (Ref. 3C-12).

The CIL exam has been a positive initiative for the College. Data from the exam is continually being collected and evaluated. Statistics Regarding Computer and Information Literacy Exams for Fall 2003 through Summer 2005 are presented in the tables below:

Pass Rate

CIL Requirement Met FY04-FY05	
Students who have met the CIL requirement, regardless of number of attempts	48
Students who passed the CIL requirement with only 1 attempt at each component	31

First Attempt

First Attempt Counts FY04-FY05	
Students who took 1 component	4
Students who took 2 components	7
Students who took 3 components	6
Students who took 4 components	48
Students who took 5 components	2
Students who took 6 components	0
Students who took at least 1 test component	67
Number of first attempts	237
Students who failed at least 1 test component on their first attempt	27
Students who passed the CIL requirement with only 1 attempt at the 4 components	31

Breakdown by Exam Type (FM=file management/word processing, E=email, IL=information literacy, SS=spreadsheet, DB=database, and WA=Web authoring)

First-Try Exams Taken by Component & Semester						
EXAM:	FM	E	IL	SS	DB	WA	Total
F03	7	4	7	5	1	1	25
S04	4	3	3	3	1	0	14
Sum04	1	1	0	0	0	0	2
F04	16	16	10	12	0	0	54
S05	32	36	32	28	1	0	129
Sum05	5	3	2	4	0	0	14
Total	65	63	54	52	3	1	238

Pass/Fail

First-Try Passes & Fails by Component & Semester													
Test	FM		E		IL		SS		DB		WA		All	
P/F	P	F	P	F	P	F	P	F	P	F	P	F	P	F
F03	4	3	4	0	4	3	4	1	0	1	0	1	16	9
S04	4	0	2	1	3	0	3	0	1	0	0	0	13	1
Sum04	1	0	1	0	0	0	0	0	0	0	0	0	2	0
F04	16	0	15	1	10	0	12	0	0	0	0	0	53	1
S05	29	3	31	5	23	9	23	5	1	0	0	0	107	22
Sum05	5	0	2	1	2	0	3	1	0	0	0	0	12	2
Total	59	6	55	8	42	12	45	7	2	1	0	1	203	35

Percentages

Percentage of First-Try Passes							
EXAM	**FM**	**E**	**IL**	**SS**	**DB**	**WA**	**Total**
F03	57.1%	100%	57.1%	80.0%	0.0%	0.0%	64.0%
S04	100%	66.7%	100%	100%	100%	N/A	92.9%
Sum04	100%	100%	N/A	N/A	N/A	N/A	100%
F04	100%	93.8%	100%	100%	N/A	N/A	98.1%
S05	90.6%	86.1%	71.9%	82.1%	100%	N/A	82.9%
Sum05	100%	66.7%	100%	75.0%	N/A	N/A	85.7%
Total	90.8%	87.3%	77.8%	86.5%	66.7%	0.0%	85.3%

Percentage First Time Passes							
Year	**FM**	**E**	**IL**	**SS**	**DB**	**WA**	**Total**
FY 04	75.0%	37.5%	70.0%	87.5%	50.0%	0.0%	75.6%
FY 05	94.3%	87.3%	79.5%	86.4%	100%	N/A	87.3%

The statistics on these exams show positive results (Ref. 3C-18). These data are used to determine the training needs of students so that future CIL workshops and ICS courses target weak areas.

The past two years have seen increased use of technology at the College. All faculty and staff members are on the College listserve and use email as a mode of communication. A College email directory has been established at http://www.wcc.hawaii.edu/wccdir/. A College Webpage was created to disseminate information, and meetings are held to determine the composition and upkeep of the page. Several faculty members have developed Web pages at (http://www.wcc.hawaii.edu/facultypages.htm)
At the beginning of the Spring 2006 semester, a Wo Innovation Learning Day (WILD) workshop was conducted and well attended. More workshops are planned to help faculty with technology.

Currently the Technology Vision Statement initiatives are incorporated in program and department reviews, which are then passed on to the Strategic Planning Committee and the Budget Committee. The adoption of the Technology Vision Statement has provided a positive impetus for the College in its effort to emphasize more technology in student learning outcomes, delivery of curriculum materials, and administrative operations.

Planning Agenda:

The College will continue to provide information technology training for its students and personnel.

III.C.1.c. The Institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

Descriptive Summary:

In 2000, the accreditation team recommended that the College develop an institutional technology vision. In response, the College formed a Technology Vision Committee to develop a Technology Vision Statement (Ref. 3C-19). The committee followed the guidelines for technology initiatives that were developed by the UH system. The Technology Vision Statement was completed and approved in December 2005 (Ref. 3C-5) and will be reviewed annually.

The College's Strategic Plan also formalized several technology-related strategic directions. Computers were moved from underutilized computer classrooms and reassigned elsewhere on the campus. It was further determined that monies should be set aside for an equipment replacement cycle.

When opportunities arose, the school took advantage of extramural funding such as grants and new building Furniture and Equipment (F&E) budgets. Of the 360 PCs and Macs in the Instructional Unit, 96 were purchased under a federal Title III grant and 179 were acquired with the Palanakila building F&E. Over 78% of academic computers were purchased with extramural funds (Ref. 3C-20).

As of November 2005, 90% of classroom computers and 95% of lab computers were under four years old. Eighty-four per cent of faculty and academic staff computers were within four years of age. Sixty-two per cent of academic computers were between three and four years of age; additional funding has been requested from the Legislature to assist with upgrading them (Ref. 3C-20).

Through a cooperative agreement with Honolulu Community College (HCC), ETC's occupational training programs are housed at HCC. The Office Administration and Technology and Office Skills training programs use four labs.

The College is enrolled in Microsoft's Campus Agreement plan, allowing the it to upgrade computers to the newest versions of Windows and Office. Virus protection is provided by a University of Hawaii site license. Other popular software applications are generally purchased with maintenance contracts for included upgrades and concurrency licensing to cut costs and greatly expand availability.

The College relies on UH ITS (University of Hawaii Information Technology Services) to provide and maintain the College's Internet connection and inter-campus connectivity. Fiber optic cables and managed gigabit switches were implemented between buildings to provide gigabit speed capability and better reliability. Uninterruptible power supplies

are provided on important servers and switches to maintain network accessibility during power events.

Determination of institutional technology needs is part of the program review and strategic planning process. Recent factors leading to increased reliance upon technology equipment and infrastructure include:

The implementation of the Banner student information system, which all faculty use to input grades, and students use to register and check grades;

Encouragement by campus administration to use email as a primary means of regular communication;

Establishment in 2004 of the Computer Information Literacy (CIL) requirement for students seeking an AA degree at the College.

Self-Evaluation:

The College meets this standard. The College now has a Technology Vision statement in place to ensure that technology needs are met. And despite a tight operating budget, the College has maintained a high level of up-to-date equipment and software for use by its students, faculty, and staff. This has resulted from the administration and faculty's commitment to make technology a high priority budget item and cost saving measures. One example of cost saving is the use of the Pharos Uniprint accounting system which was instituted in 2004 to reduce printing costs generated by students.

In 2005, students, faculty, and staff were asked to complete surveys that included questions on technology adequacy:

84% of faculty and 88% of staff rated access to a computer satisfactory or excellent;

79% of faculty rated adequacy of classroom instructional technology equipment to be satisfactory or excellent;

75% of faculty found adequacy of access to software to be satisfactory or excellent;

85% of faculty and 80% of staff found the adequacy and speed of the campus computer network to be either satisfactory or excellent;

79% of faculty rated adequacy of classroom AV equipment to be satisfactory or excellent;

73% of faculty rated reliability of classroom AV equipment to be satisfactory or excellent;

90% of credit students rated adequacy of access to computers, software, and the Internet to be satisfactory or excellent.

The survey data support the conclusion that the majority of students, faculty, and staff are generally satisfied with the level of technology and service on campus (Ref. 3C-10), (Ref. 3C-11) (Ref. 3C-12).

Currently, the ETC (non-credit) division of the College does its own technology planning and management. In order to ensure equity and effective use of its funds, the College should combine the technology planning of credit and non-credit divisions,

Planning Agenda:

The College will combine the planning for technology needs for the credit and the non-credit divisions.

The College will seek extramural funding for its technology needs.

The Technology Vision Committee will monitor the implementation of the four-year equipment replacement cycle

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III C.1.d The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

Descriptive Summary:

Program reviews and annual assessments, which include technology requests, are completed at the end of each year by units and departments and programs. Department reviews are analyzed and discussed by the department chairs and the administration. Once formalized, program reviews and assessments are sent to the Strategic Planning Committee. This committee prioritizes the College's needs and forwards this list to the Budget Committee. The Budget Committee then makes the decision as to which technology requests are to be funded and sendss its recommendations to the chancellor.

The College has made provision for a secure infrastructure by recent upgrades and replacements of infrastructure and equipment. As called for in the College's Master Plan, the fiber optic, copper, and coaxial cable plants have been upgraded starting in 1997, and all but two buildings have new fiber, copper, and coaxial distribution systems installed. The recently installed data communications infrastructure equipment runs at 1 Gbit although some older 100 MBit equipment is still in use. This older infrastructure data communications equipment is in the process of being upgraded to 1 GBit. The purchase of the

cable television (CATV) system equipment was completed in1997 and is relatively new. The cable television system is live in four buildings, which serves approximately 76% of campus classrooms. The telephone and voicemail systems were also upgraded to a new system in 1998.

All infrastructure and associated equipment is protected by physical access restriction combined with password protection.

There are four systems for distance education delivery on campus.

The first is the campus cable TV system, which currently carries commercial cable television to 4 of the 14 buildings on the Kaneohe campus. The commercial cable programming includes several educational channels that regularly carry distance education classes.

The second system is a dedicated distance education classroom connected to the University of Hawaii system distance education system by MPEG codecs (video and audio encoders and decoders) over the Internet. This classroom can originate or receive interactive distance education courses. At present this facility is being shared with Olelo (local community access television) under a Memorandum of Agreement through which the College has full access to the facility provided that sufficient notice is given to the Olelo staff. This facility has been used as an interactive receiving site for workshops given on other campuses as well as an origination site for teleconferencing.

The third system is supported by the installed campus fiber optic cable system and consists of transceivers, which carry video and audio over fiber optic cable. With this system, any fiber optic equipped classroom can become a one way receive site for distance education classes. At present there has only been one class conducted using this technology

The fourth system utilizes WebCT, an online course management system.

These systems together provide many opportunities for campus participation in distance education. The campus cable system and the video over fiber systems were conceived and implemented by the campus to serve its students and faculty while the dedicated classroom for distance education and online delivery systems were implemented as part of a system-wide initiative. Thus, both the University of Hawaii system as a whole and the College consider distance education important and allocate both planning and resources to it.

ETC, whose computers are housed at the HCC campus, has four computer classrooms with approximately 18 computers per room. These rooms are designed for classroom use only and thus there is no open lab time available for students.

Self-Evaluation:

The College meets this standard.

The existing campus infrastructure is robust and reliable. The majority of discontinuities in service have occurred due to situations beyond the control of the College (i.e. UH network outages or power failures). In surveys conducted in Fall 2005, 81% of faculty and 80% of staff rated the campus computer network as satisfactory or better. In that survey, 83% of faculty and 60% of staff rated the telephone system as at least satisfactory (Ref. 3C-10) (Ref. 3C-11).

The effectiveness of the College's distance education technology has yet to be fully assessed. In a faculty survey conducted in Fall 2005, only 20% rated the adequacy of the distance education system as at least satisfactory, while 54% of respondents were unable to judge (Ref. 3C-10). One reason for this inability to judge may be that although the College provides the four Distance Learning (DL) systems above, few faculty use them. Only two faculty members have used DL facilities, and this was at a DL facility on another campus. Also, only a few faculty members have used WebCT in its online distance learning mode, although this is the preferred modality of the UH system. With this small percentage of distance learning users, the College should review use of DL technology on campus. Only after such discussions take place, can decisions about future technology needs be made.

Planning Agenda:

The Technology Vision Committee will assess the effectiveness of the College's distance learning technology and encourage the faculty to consider offering additional General Education foundation courses through distance learning.

III.C.2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

Descriptive Summary:

The College is engaged in a systematic assessment of the use of technology resources. The Technology Vision Committee has met regularly. It developed a Technology Vision Statement which was approved by the College and has been used in institutional decision making since December 2005.

Survey tools have been developed to gather data to support thorough and realistic evaluations. These tools include the institutional surveys seen on www.wcc.hawaii.edu/ir and the Student Survey done by the Student Training Planning Committee (Ref. 3C-2). In addition to the survey data, other assessment data is collected and analyzed and the results are summarized in program and department assessment reports. These reports are than reviewed by the appropriate administrators and presented to the Strategic Planning and Budget Committees. (A full description of this process appears in Standard III.C.1.a)

Self-Evaluation:

The College meets this standard.

A core value of the College is its commitment to the use of technology. The introduction of these new processes is designed to ensure that the evaluation of programs, institutional needs, and educational goals is integrated into the overall strategic planning for the College. The College's current systematic process of doing program reviews and assessments, having the Strategic Planning Committee review and prioritize needs and requests based on results of these reviews and having the Budget Committee make informed fiscal decisions based on recommendations from the Strategic Planning Committee fulfill the requirements for this standard.

The Fall 2005 Faculty Institutional Survey did not address the question of faculty involvement in technology planning directly.

The ETC obtains needed technology equipment and services based on industry needs. The placement of students into the field and informal evaluations of student performance using this technology give direct and timely feedback to ETC personnel. ETC's technology needs are submitted to the Strategic Planning Committee and become part of the overall institutional planning needs.

Planning Agenda:

The College will review the effectiveness of its current evaluative process and make necessary changes to ensure that technology planning is integrated with institutional planning.

Standard IIIC References

3C-1: Windward Course Catalog 2005-2006, pp. 4-5
http://www.wcc.hawaii.edu/cat/acad/WCCat06/Catalog05-06.pdf

3C-2: Strategic Planning Policy
http://www.wcc.hawaii.edu/cat/admin/Policies/4_2.htm

3C-3: Windward Community College Strategic Plan for 2002-2010

3C-4: UH Community Colleges Strategic Plan, 2002-2010

3C-5: Windward Community College Technology Vision statement
http://www.wcc.hawaii.edu/facstaff/TechVision/WCCtechvision.pdf

3C-6: Budget Development Policy
http://www.wcc.hawaii.edu/cat/admin/Policies/4_3.htm

3C-7: UH Strategic Plan for Information Technology

3C-8: UH Information Technology services
http://www.hawaii.edu/infotech/

3C-9: Academic Support Division Program Review Report, 2004-2005
http://www.wcc.hawaii.edu/cat/admin/ProgramPlans/AcadSupp2004-05.pdf

3C-10: Windward Community College Faculty Institutional Survey, Fall 2005
http://www.zoomerang.com/reports/public_report.zgi?ID=L22F362Q3YHU

3C-11: Windward Community College Staff Institutional Survey, Fall 2005
http://www.zoomerang.com/reports/public_report.zgi?ID=L22FFYSQZJPN

3C-12: Windward Community College Student Institutional Survey, Fall, 2005
http://www.zoomerang.com/reports/public_report.zgi?ID=L22GSS6C4U6V

3C-13: Computer and Information Literacy requirement
http://www.hawaii.edu/wccil/index.shtml

3C-14: Standard III C Technology Resources evidence binder

3C-15: Library Research Unit
http://library.wcc.hawaii.edu/unit/default.html

3C-16: Staff Development Committee end-of-year report

3C-17: Community and Continuing Education, Technology Offerings
http://ocet.wcc.hawaii.edu/compsched.htm

3C-18: Computer and Information Literacy performance reports

3C-19: Accreditation Interim Report of Windward Community College 10/ 07/02, p.4
http://www.wcc.hawaii.edu/facstaff/Assessment/report2002.pdf

3C-20: Academic Computing Coordinator spreadsheet, November 2005

3C-21: Student Planning Committee data

Standard III.D Financial Resources - Themes

Institutional Commitments: To fulfill its mission, support its programs and provide quality service, the College strives to secure federal, state and local funding (III.D.1.b). It prioritizes needs and upholds high standards of fiscal responsibility (III.2.d, III.D.2.e, and D.2.f). It follows a well-defined and inclusive financial planning process that is integrated with the Strategic Plan and the College mission (III.D.1.a). The distribution (III.D.1.a) and management (III.D.2.b) of financial resources reflect its commitment to its mission, goals and priorities.

Evaluation, Planning and Improvement: The College has improved its financial planning process. The development of planning policies and timelines and the creation of the Strategic Planning Committee and the Budget Committee are described in III.D.1.a. The College continually updates its Strategic Plan priorities to reflect current needs and priorities (III.D.1.c). It plans for maintaining reserve funds for emergency situations (III.D.2.c). As discussed in III.D.2.d and III.D.2.g, external audit procedures agreed upon between the University of Hawai'i and the ACCJC are expected to complete the cycle of planning, evaluation and improvement. The continual evaluation of the fiscal management system (FMIS) is described in III.D.2.b and III.D.2.g.

Student Learning Outcomes: Financial resources are distributed based on program needs (III.D.1.b and III.D.2.e) that are linked to student learning outcomes. Funds for student services, curriculum development and assessment and technology are allocated based on the results of program reviews.

Organization: The organizational structure for financial resource allocation is well established. Department Chairs and the Program Coordinators prepare annual assessment reports of their respective departments or programs. The department assessment reports or program reviews, along with other budgetary requests, are submitted to the dean or director in charge of the department/program. The deans or directors summarize the various reports for their areas of responsibility and submit their reports or department/program reviews to the Strategic Planning Committee. The Strategic Planning Committee prioritizes the various requests and sends its revised plan to the Budget Committee. The Budget Committee reviews the priorities and sends its recommendations to the Chancellor who prepares the budget. All constituencies of the institution are represented on the Budget Committee and the Strategic Planning Committee. The College has made commendable improvement in making budget planning inclusive, collaborative, transparent, and reflective of its current mission and priorities (III.D.1.a and III.D.1.d).

Dialogue: All sectors participate in the college-wide process of program review, strategic planning and budget planning. The collaborative budget development process works because there is reliable budget information and timely dissemination of intra-department budgetary information (III.D.1.c) including expenditures to appropriate constituencies through the computerized fiscal management (FMIS) system (III.D.2.b). There is also communication between the administration and the committees involved in fiscal planning and management (III.D.I.a). Furthermore, the dissemination of the budget policies,

approved budget, and updated budget online has made the budget process transparent to all stakeholder groups throughout the College (III.D.2.b).

Institutional Integrity: In the area of financial planning and management of resources, the integrity of the College is reflected in the budget development process (III.D.1), the multi-committee system of collaborative financial planning, the dissemination of financial information online, the use of a secure financial management system (III.D.2.b), the emphasis on financial stability (III.D.2.c), the effective use of resources (III.D.2.d and III.D.2.e), and sound contractual relationship with funding agencies (III.D.2.f). All of these endeavors are consistent with the mission of the College.

Standard III.D Financial Resources

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.

III.D.1 The institution relies upon its mission and goals as the foundation for financial planning.

III.D.1.a Financial planning is integrated with and supports all institutional planning.

Descriptive Summary:

The College is committed to an open and collaborative budget development process that uses the College mission, Strategic Plan and program reviews for prioritization of all discretionary expenditures. The guidelines and timeline of the College Budget Policy are followed in developing three types of budgets: the annual operating budget, biennium budget (latest 2006-2008) and supplemental budget (2007). The policy was described in the Accreditation Progress Report dated October 15, 2005 (Ref. 3D-1) and published online (Ref. 3D-2). The College has now completed one cycle of budget planning under the new policies and in May 2006 adjusted the planning schedule based on this experience (Ref. 3D-3).

The Budget Committee, originally formed in October 2004 (Ref. 3D-4), was expanded in November 2005 to 17 members from all College sectors, including the Student Government (Ref. 3D-5). It makes resource allocation recommendations for the annual operating budget, the biennium budget, and the supplemental budget (Ref. 3D-6) (Ref. 3D-7).

In developing the annual operating budget, the deans and directors identify budget items for the upcoming year. These items are based on demonstrated need, as shown in annual assessments or five-year program reviews completed in November, strategic priorities, and emergency circumstances. In December the Strategic Planning Committee uses these reports to review the Strategic Plan and prioritize budget requests. All requests for additional funding are submitted to the Director for Administrative Services who prepares the initial draft of the budget.

In March/April the Budget Committee reviews all requests based on the Strategic Planning Committee priorities. The Budget Committee prioritizes requests and sends them to the Chancellor, who with the Director for Administrative Services prepares the final budget. Although the Chancellor ultimately decides on all budget matters, there is an understanding that the Chancellor will explain to the Budget Committee and/or the Strategic Planning Committee the reason for any changes.

Using the resource needs prioritized by the Strategic Planning Committee, the Budget Committee also recommends the requests for the biennium budget (See Timetable for Biennium Budget Request Development 2006-2008) (Ref. 3D-8).

In most supplemental budget years, colleges are instructed by the UH system administration that only health and safety items may be requested. When additional requests are allowed, the Director of Administrative Services prepares a detailed list of unfunded Program Change Requests from the biennium request that meet the supplemental criteria. Beginning 2006, the Budget Committee reviews that list and recommends priorities based on the Strategic Plan and available program information. Ultimately, the Administration will finalize the request and share it with the campus via the listserv and Website.

Self-Evaluation:

The College meets this standard. It has developed clearly defined guidelines and policies for financial planning and budget development. The use of the Strategic Plan and mission statement to develop the current biennium budget and annual operating budget demonstrates that financial planning is integrated with institutional planning. The inclusion of program reviews or annual assessment reports (Ref. 3D-9) by all units and programs in the yearly revision of the Strategic Plan by the Strategic Planning Committee, and the participation of the Budget Committee demonstrate that the financial planning process is all-inclusive. The online dissemination of the budget and the procedures for budget development attest that the financial planning process is transparent. The budget serves to meet the expressed goals of the College.

Planning Agenda:
None.

III.D.1.b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Descriptive Summary:

The Strategic Plan, developed in 2002, updated in 2004 with campus wide participation, and revised in 2006 by the Strategic Planning Committee, contains priorities, strategies, and goals, including infrastructure and staffing. This document is widely disseminated (Ref. 3D-10) and is used by all budget managers as the basis for budget item requests. The Director of Administrative Services provides the Budget Committee with information on fixed and anticipated costs. The Budget Committee uses this information and the recommendations of the Strategic Planning Committee to revise the annual operating budget.

For the past several years, the College had difficulty implementing new initiatives since the major sources of funds, the state general fund and tuition fees could not meet the steady increase in essential costs of operation (Ref. 3D-11). In order to develop new initiatives, the College was compelled to develop strategies for getting additional financial resources. Federal grants, such as Title III, USDA, NASA, NOAA, BRIN (NIH) and other grants (Ref. 3D-12) have been procured to enhance teaching and services in Hawaiian Studies, the Natural Sciences, and the Office of Continuing Education. These funds helped provide for facilities (i.e. Lanihuli Observatory, NASA Lab, Plant Biotechnology Lab), instruments, laboratory equipment, supplies, new course offerings (i.e. Plant Biotechnology), and summer internships. Title III, TRIO and Ifuku Family Foundation grants provided tutoring services to increase student retention. The Pew Charitable Trust through the National Center for Academic Transformation provided funds to increase technology in high-enrolled courses (i.e. Psych 100) (Ref. 3D-12).

The guidelines for application and review of grants and contracts approved in April 2004 require that grant proposals fit the College mission (i.e. focus on instruction versus research). Grant proposals must undergo departmental and administrative review for consideration of long-term effects (Ref. 3D-13).

Self-Evaluation:

The College meets this standard. For budgeting purposes, the Director of Administrative Services provides information on funds and budget commitments to the administration and Budget Committee on a quarterly basis. Funding priorities have been established based on needs and goals specified in the College mission, the Strategic Plan and program assessment. The College has been successful in procuring external funds to improve student learning and academic programs. In an attempt to insure transparency, the Chancellor presented the annual operating budget for AY 2005-06 at the Fall 2005 Convocation and distributed the updated budget through the listserv.

Planning Agenda:

The College will seek additional funds for its increasing operational costs.

III.D.1.c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.

Descriptive Summary:

The College must have a balanced budget by the end of the year. For the annual operating budget, provisions are made for a base budget as well as requests for additional funds. The base budget for each department is calculated on the following: 1) full funding for all filled positions including collective bargaining increases, 2) allocations for student help, 3) minimum needs for lecturers and overload, and 4) minimum needs for operating expenditures. The budget consists of the following: 1) funding allocations for each unit, 2) a reserve for contingencies and emergencies, and 3) a priority list of projects to be funded in case of surplus.

In the past, the College did not have a plan to cover electricity in new buildings and computer replacement costs and this affected short-term planning. To remedy the situation, these items were included in the latest update of the Strategic Plan (items 5.0 B and 5.0 D, respectively). In Spring 2006, the College received funding from the Hawaii State Legislature to help cover increased electricity costs. The College has a balanced budget and has no long-term obligations or liabilities.

Self-Evaluation:

The College meets this standard. The existence of the Strategic Plan and the implementation of the annual operating budget development procedure (see III.D.1.a.) demonstrate that the institution considers its long-range financial priorities when making short-range financial plans.

Planning Agenda:
None

III.D.1.d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Descriptive Summary:

As stated in III.D.1.a, the College has well-defined policies for financial planning and budget development that provide opportunities for all constituents to participate. The budget development policy was formally presented at a campus meeting on

October 7, 2005, and is also available online (Ref. 3D-2). Included in the procedure for budget preparation is a calendar that states the dates for the submission and completion of budget documents. Information such as FTE, essential costs, etc. is provided to all budget managers and Budget Committee members. As noted previously, the current annual operating budget was presented at the Fall 2005 Convocation in August 2005 and is available online (Ref. 3D-14). The updated budget (January 2006) was distributed through the listserv.

Self-Evaluation:

The College meets this standard. Prior to the implementation of the budget development policy, surveys (WCC Staff Institutional Survey and WCC Faculty Institutional Survey) reveal that both faculty and staff felt that they needed to be more involved in determining the budget. When queried on overall involvement of staff in the budgeting process, 16% found the process satisfactory, 68% found the process unsatisfactory, and 16% were unable to judge (Ref. 3D-15).

When queried on overall involvement of faculty in the budgeting process, 45% found the process satisfactory, 43% found the process unsatisfactory and 12% were unable to judge (Ref. 3D-16).

Planning Agenda:

The College will monitor future institutional faculty/staff surveys to determine if personnel feel involved in the new budget planning process.

III.D.2 To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision-making.

III.D.2.a Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Descriptive Summary:

The seven community colleges in the UH system have never had independent annual external audits. Previous financial and compliance audits done by PricewaterhouseCoopers covered the entire University of Hawaii system but did not include any findings/recommendations specific to Windward Community College or any other community college in the system. In July 2005 the University of Hawai'i received guidance from the ACCJC regarding the level of financial audits required to adequately meet accreditation standards and will implement these over the next two years (Ref. 3D-17) (Ref. 3D-18) (Ref. 3D-19)

(Ref. 3D-20). The effectiveness of the documentation provided by these procedures will be reviewed after two years.

In addition to the proposed audit procedure, the State Legislative Auditor also periodically reviews the institution's funds and expenditures. The next scheduled legislative audit for the College will be for FY 2006.

Self-Evaluation:

The College does not meet the standard as written. However, in a memorandum dated August 9, 2005 the Associate Vice President for Community College Administration indicated that an agreement with ACCJC had been reached with regard to the type of audit ("…the presentation of a combined balance sheet and income statement of the community college system as supplemental information to the University's consolidated financial statements with an opinion on such supplemental information…") that will be accepted as documentation of financial integrity (Ref. 3D-20). This type of audit will be incorporated in the PricewaterhouseCoopers contract for the FY2005 audit and beyond.

Planning Agenda:

The College will follow the ACCJC's advice on external audit procedures starting with FY 2005-06.

III.D.2.b Appropriate financial information is provided throughout the institution.

Descriptive Summary:

Providing and distributing financial data is the responsibility of administration. Yearly expenditure reports are published on the College Website (3D-13).

The College and UH system use Fiscal Management Information System (FMIS) (Ref. 3D-21) to provide financial information. Department and project principal investigators have access to their own financial information at all times on-line, aiding in budgetary planning and control. Additionally, the fiscal officer provides hard copy financial statements to budget managers on a quarterly basis and upon request. Department chairs are provided printed copies of their financial statements monthly by the Office of the Dean of Instruction. All purchases and financial transactions have a system of checks from the initiator to campus administrator to system analysts. Official forms are available online (Ref. 3D-22) and at the Office of the Dean of Instruction.

Since 1996, the College, as part of the consolidated UH System, has used the Financial Management Information System (FMIS), an on-line and real time (data entry/viewing/editing) system with capability for integrated web-based applications. The system is effective in managing FTE data, purchases, account status, payrolls, etc. While this system is continuously upgraded to meet user needs, the UH System will be replacing FMIS with

the Kuali financial management system. The Kuali accounting system, developed in part by the University of Hawaii, "includes a base system of Chart of Accounts, General Ledger, Transactions, Reporting, and Workflow. Additional modules that can be implemented as a school identifies a need include: Accounts Receivable, Budgeting, Capital Assets Management, Endowment, Enhanced Decision Support/Reporting, Labor Distribution, Purchasing/ Accounts Payable, Pre- and Post-Award Research Administration" (Ref. 3D-23).

Self-Evaluation:

The College meets this standard. The College is the only institution in the University of Hawai'i system that provides its annual operating budget on its Webpage.

Formal training for FMIS and Kuali (a new accounting system to be adopted by the UH system), including fiscal guidelines, is necessary for principal investigators and budget managers. the College should explore the availibility of online tutorials.

Planning Agenda:

The College will provide training, which might include online tuturials, for FMIS and Kuali systems.

III.D.2.c. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.

Descriptive Summary:

The College's annual operating budget ranged from $6.4 M to $9.3 M over the last five years. The bulk of its financial resources come from state general funds and tuition revenues. The College has no long-term liabilities and is required to end each year with a balanced budget.
According to the "2005-2006 Annual Operating Budget":

> "The balanced budget takes care of critical needs, but leaves many expenditures that deferred until January when an update will be made based on actual fall semester revenues and expenditures. If there are additional funds, or cuts that need to be made, then the changes will be prioritized based on the Strategic Plan, and available reports and data" (Ref. 3D-14).

The College is funded primarily by the State of Hawaii, tuition, and grants. Requests for funding are made on a biennium basis (2 years) and supplemental basis (1 year), with the requests traveling first to the UH Administration, then to the Board of Regents, then to the Governor, and finally to the Legislature. The budget can be adjusted at any of the levels of review.

The College has adequate cash flow. Most of the college funds (general, tuition, grants) are provided in a timely manner. All State funds (general) are appropriated to the College by the Legislature prior to the start of fiscal year and tuition fees are collected at the beginning of the semester.

Financial emergencies and unforeseen occurrences during the fiscal year are handled on a case-by-case basis via requests submitted to the chancellor (Ref. 3D-24). The College strives to maintain a 3% reserve with an understanding that an additional 2%, (in order to meet the recommended 5%) will be covered by the UH System (Ref. 3D-25). To limit liability, and to protect itself and the State of Hawai'i from claims and suits for personal injury, death, and property damage, the College, in accordance with Executive Policy E8.207, participates in the UH System Risk Management Program (Ref. 3D-26). The College is a state agency and the State is self-insured.

Self-Evaluation:

The College meets this standard. The College does not have cash flow problems and ends with a balanced budget each year. However, because of the dramatic increase in electricity costs and budget constraints, the College has been forced to defer spending on certain needs to future periods. With the state's economy improving, the College received funding from the Hawai'i State legislature in Spring 2006 to help meet these electricity costs. The College will use its budget process to prioritize its needs according to the Strategic Plan and be ready should any additional funding be forthcoming.

Risks are effectively managed at the College and under the UH System. Procedures are in place to meet financial emergencies and unforeseen occurrences.

Planning Agenda:
None

III.D.2.d. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Descriptive Summary:

All funds of the College are recorded and managed within the Office of Administrative Services and the Business Office.

Federal, state, and local student financial aid grants are recorded in separate funds, as required by law. The Financial Aid Office determines student aid eligibility. The Business Office generates and distributes the grant checks.

The bookstore is a UH Manoa operation and is self-supporting. The campus cafeteria is an Employment Training Center program that is partly supported by training grants and is partly self-supporting. Student clubs, student government, and campus publications, such as the Ka 'Ohana and Rain Bird, are funded by student activity fees.

Externally funded projects are managed separately by respective principal investigators. The Business Office charges the extramural grant accounts for employee and faculty assigned time costs.

The FMIS, as mentioned in III.D.2.b, provides fiscal management for all types of funds mentioned.

Self-Evaluation:

The College meets this standard. The FMIS system is and has been used effectively at the College, with training available upon request.

Planning Agenda:
None

III.D.2.e. All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.

Descriptive Summary:

All grant and fund-raising activities are linked to the mission and goals of the institution. Grants have been secured for retention of students, program and curriculum development, academic support services, and early college awareness, among other things. The College has received federal grants totaling $1.6 M for FY 2005 (Ref. 3D-12).

To assure financial integrity, appropriate control mechanisms for all funding streams are imbedded in the financial management system (FMIS). Policies and procedures for review and authorization of purchases are in place to meet the funding agreements/contracts. A principal investigator is assigned to every funding stream and that individual is the responsible party to review all purchases and authorize all personnel hires within the scope of the contract and/or grant. A second review by the fiscal officer is required. At least two signatories are required for all transactions. Egator files periodic reports as required and stipulated in their contracts (quarterly, semi-annual, and annual) to the funding agency.

As discussed in III.D.2.a, The College does not presently have an external independent audit, but has been advised by the ACCJC as to appropriate audit policies.

Self-Evaluation:

Sound procedures for managing financial resources are in place, and with the adoption of audit procedures agreed upon with the ACCJC in July 2005, the College meets this standard.

Planning Agenda:

The College will heed recommendations arising from the new audit procedures to ensure sound management of financial resources.

III.D.2.f. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.

Descriptive Summary:

The University of Hawaii system has several contractual agreements that are governed by institutional policies and contain appropriate provision to maintain the integrity of the institution.

A Memorandum of Understanding (MOU) generally refers to partnerships without any binding agreement and establishes a broad context for institutional cooperation. It does not spell out specific commitments; a specific program will not be implemented without a specific agreement.

A Memorandum of Agreement (MOA) generally is not binding and has no financial commitments but details specific arrangements for a program of exchange including basic expectations between divisions, departments, colleges, universities or private/public agencies.

Contracts are binding with specifics as to what the division or college is expected to do. They generally include financial commitment and/or resources.

Grants are binding according to the Requests for Proposals. The college must meet the obligations of the intent of the grant. Modifications are allowable provided they are submitted in writing and approved by the funding agency.

Contractual agreements, Memoranda of Agreements, Memoranda of Understanding, Cooperative Agreements, lease agreements, contracts, and grants exist at the College and are consistent with the institutional mission and goals. All contracts, grants, MOAs, and MOUs are reviewed and signed by the principal investigator, usually a dean or director. This review considers whether a project is appropriate and will support the College's mission and goals. The document is then forwarded to the fiscal officer for another campus analysis for fiscal acuity, soundness, and accuracy. The chancellor will examine and may

authorize the project for the campus. In addition to the campus reviews, the document is forwarded to the University of Hawaii's Office of Research Services (ORS) for a final examination. The ORS Director is the authorized signatory for external grant funds for the University of Hawaii.

In addition to ORS, there is another central office at UH Manoa, the Office of Procurement and Real Property Management (OPRPM) that does final reviews of lease agreements, large purchases, etc. The OPRPM has the signature authority for designated levels of contracts with the University.

Policies and procedures are in place and advertised on bothWebsites for ORS and OPRPM (Ref. 3D-27) (Ref. 3D-28). Both ORS and OPRPM insure that contracts and grants contain provisions to terminate contracts that do not meet the required standards of quality.

Contractual agreements are consistent throughout the UH system, for legal support and contract advisement are centralized.

Self-Evaluation:

The College meets this standard. Internal campus reviews and external reviews at the University of Hawaii system level insure that contracts maintain the integrity of the institution. All grants must be consistent with the mission of the College.

Planning Agenda:
None

III.D.2.g The institution regularly evaluates its financial management processes and the results of the evaluation are used to improve financial management systems.

Descriptive Summary:

As discussed in III.D.2.a, the College will be following audit procedures agreed to with the ACCJC in July of 2005. As discussed in III.D.2.b, FMIS is the fiscal management system used system-wide. It is continuously reviewed and updated. Plans are in place to upgrade the current financial management system.

Self-Evaluation:

FMIS disseminates dependable and timely information for sound decision-making and it is continuously being reviewed and updated. After the implementation of new audit procedures, the College will receive impartial audit recommendations on improving its financial management.

Planning Agenda:
None

Standard IIID References

3D-1: Accreditation Progress Report, October 15, 2005, pp. 7-13
http://www.wcc.hawaii.edu/facstaff/Assessment/ACC101505.PDF
3D-2: Budget Development Policy
http://www.wcc.hawaii.edu/cat/admin/Policies
3D-3: Strategic Plan Committee, Minutes of Meetings
3D-4: Budget Committee, Directive
http://www.wcc.hawaii.edu/cat/admin/Committee/Directives/Budget_com_directi_ve.doc
3D-5: Budget Committee, Membership
http://www.wcc.hawaii.edu/cat/admin/Committee/Membership/Budget.htm
3D-6: Strategic Planning Committee, Minutes of Meetings
3D-7: Strategic Planning Policy, Paragraph D, Timeline
http://www.wcc.hawaii.edu/cat/admin/Policies/4_2.htm
3D-8: Biennium Budget Request Development 2006-2008, Timetable
3D-9: Program Reviews and Annual Assessments
http://www.wcc.hawaii.edu/cat/admin/ProgramPlans/default.htm
3D-10: Strategic Planning Policy
http://www.wcc.hawaii.edu/cat/admin/Policies/4_2.htm
3D-11: Budget Committee, Minutes
3D-12: Extramural Funds 2000-2006
3D-13: Grants, Guidelines for Review, April 2004
3D-14: Windward Community College Operating Budget
http://www.wcc.hawaii.edu/facstaff/Aug15/operbudg.htm
3D-15: WCC Staff Institutional Survey, Fall 2005
http://www.zoomerang.com/reports/public_report.zgi?ID=L22FFYSQZJPN
3D-16: WCC Faculty Institutional Survey, Fall 2005
http://www.zoomerang.com/reports/public_report.zgi?ID=L22F362Q3YHU
3D-17: Accreditation Annual Fiscal Report, 2003-2004
3D-18: PricewaterhouseCoopers, LLP, Letter, March 4, 2005
3D-19: ACCJC,Letter from Barbara Beno, Executive Director, July 19, 2005
3D-20: Memo on financial audit from Michael Unebasami to chancellors, August 9, 2006
3D-21: Fiscal Management Information System
www.fmo.hawaii.edu/fmis
3D-22: Fiscal Management Information System, Forms
www.fmo.hawaii.edu/fmis/formfair.html
3D-23: Kuali System, News Article
3D-24: Windward Community College Fiscal Year Budget Procedure
3D-25: UH Community College Unrestricted Fund Reserve Policy, 4/19/05
3D-26: Risk Management Policy
http://www.svpa.hawaii.edu/svpa/ep/e8/e8207.pdf
3D-27: Office of Research Services (ORS) Website
http://www.hawaii.edu/ors/policies.html
3D-28: Procurement and Real Property Management, Office of
http://www.hawaii.edu/svpa/ep/ep.html & http://www.hawaii.edu/svpa/apm/sysap.html

STANDARD IV LEADERSHIP AND GOVERNANCE

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

Governance Boards and Committees

Convened by the Board of Regents:

Board of Regents
Public meetings
President, VPs, senior staff and Chancellors attend
1 time per month, rotate among campuses

Board of Regents- Committee on Community Colleges
Five members of BOR, President, VPs, senior staff and Chancellors attend
4 times per year
****
Convened by the President of the University:

President's Vice President/Senior Staff
Includes VPCC and 4 CC chancellors, Oahu chancellors rotate
2 times per month

Senior Management Team
1 time per week

Council of Chancellors
President, Chancellors and senior staff
1 time per month

All Campus Faculty Senate Chair Council
President, Senior Staff, Faculty Senate Chairs
1 time per month

Student Caucus
President, Student Caucus members
1 time per month

Pukoa Council
President, College Pukoa representatives
****

267

Council of Community College Chancellors
VPCC, Asst. VPs, CC Chancellors
1 time per month

Community Colleges Faculty Senate Council
VPCC, Asst. VPs, Faculty Senate Chairs
1 time per month
****
Convened by Windward CC Chancellor:

Chancellor's Staff
Chancellor, Deans and Directors
2 times per month

Faculty Senate Chairs
Chancellor, Dean of Instruction, Director VCE, Faculty Senate Chairs
1 time per month

Strategic Planning Committee
Chancellor, representative membership
Frequency varies by need

Budget Committee
Administration, representative membership
Frequency varies by need

****
Convened by Deans and Directors:

Dean of Instruction:
Department Chair Meeting
Deans, Department Chairs
1 time per month

Enrollment Management Committee
Deans, Faculty
Frequency varies by need

Director of Vocational and Community Education:
Coordinators Meeting
ETC and OCET administration and program coordinators
1 time per month

Dean of Students:
Staff Meeting
Dean and all SS staff
As needed

Director of Administrative Services:
Staff Meeting
Director and staff
As needed

Note: Personnel Committees are convened by deans and directors as needed.
****
Convened by Faculty and Staff:

Faculty Senate
Representative membership
1 time per month during academic year

Department Meetings
Department chair and faculty
Frequency varies

Various College Committees
Including Curriculum, Staff Development, Aesthetics, Marketing, Commencement,
Technology Vision
****
Convened by Students:

Associated Students of the University of Hawaii
Student president and senators
1 time per month

Board of Publications
Representative membership
1 time per month

Various clubs and organizations
Including Phi Theta Kappa, Ku Pono, Japanese Club, and others
Governance Boards and Committees

Standard IV.A Decision-Making Roles and Processes - Themes

Institutional Commitments: The leadership of the College is committed to ongoing campus-wide planning that fulfills the mission of the College and supports student learning. This commitment is reflected in the shared governance of the college through a strengthened committee and council structure that encourages participation in decision-making (IV.A.1, IV.A.2, and IV.A.3).

Evaluation, Planning and Improvement: The College has made significant progress in implementing a systematic cycle of evaluation based on assessment, which is then tied to planning for staffing, budget development and program expansion or reduction. This addresses a key ACCJC concern (Recommendation 6 – Standards 4.A.1, 4.D.2, and 4.D.6, 1996 Standards of Accreditation) that the College should demonstrate further progress in this area.

This cycle progresses from the department level through to the Strategic Planning Committee and the expanded Budget Committee. Their recommendations and decisions are shared publicly at key points in the process. The College is working to improve the process by which information is communicated at various levels (IV.A. 2).

The College has developed a schedule of program reviews based on a 5-year cycle as well as annual assessment reports. The College has completed the first year of this cycle.

Student Learning Outcomes: The College's Institutional Effectiveness Committee is a prime example of faculty and staff providing leadership in this important area of student learning outcomes. This committee worked to ensure that all courses offered in Fall 2006 developed SLOs by the end of Spring 2006 and scheduled a series of workshops to train faculty in assessment tools for data gathering (IV.A.1, and IV.A.2).

In response to a recent ACCJC recommendation, the IEC shortened the time schedule for compiling the SLOs for courses. The IEC is also working on a schedule for assessing these SLOs. The IEC scheduled workshops on assessment throughout the 2005-06 academic year and conducted its own training workshops at the Fall 2005 and Spring 2006 convocations. The Staff Development Committee also sponsored assessment-oriented workshops.

The ETC has established its leadership role in the development, compilation and assessment of SLOs. Discussion will continue within the credit program to clarify where this leadership role resides.

Organization: The College has made substantial progress in clarifying the roles of its various committees/councils and their role in supporting student learning. The College has recently re-examined the membership in these committees and councils to verify that their composition reflects the major stakeholders, who can then provide input or communicate decisions as they affect students, faculty, staff and community members (IV.A. 1, IV.A.2, and IV.A.3).

More use is being made of the campus listserv, Website, and email as well as direct, department-level presentations and College forums to ensure as many people as possible are brought into the process. Committee directives, memberships and other key documents are posted on the College's Website. Issues pass up to appropriate committees that comprise representatives from all areas of the campus, including the student body. Student learning outcomes for courses will be available so those registering will know in advance what to expect.

Dialogue: Dialogue is ongoing within the College's active assessment, planning and budgeting cycle as well as in other areas of the College involving students, faculty, staff and community members. As demonstrated from this first year of the planning cycle, dialogue at the College is becoming an integral part of planning, evaluation and modification (IV.A.3).

Institutional Integrity: The College makes every effort to practice institutional integrity. Official campus publications strive to honestly present the College and its governance structure. Board of Regents meetings and their discussions of the College are made public through minutes. The College adheres to all privacy rights of students as stated in the Family Educational Rights and Privacy Act of 1974. The College governance structure adheres to and responds to all ACCJC directives and is open and honest in its dealings with this agency (IV.A .4, and 5).

The College's institutional integrity is reflected in a leadership and governance structure that is evaluated with every accreditation self-study; individual administrators and department chairs who are evaluated annually (IV.A. 5); a committee and council structure governed by clear directives posted on the College's Website as a standard by which they can be measured (IV.A.1, and 2); and active involvement by stakeholders in the program review, planning and budgeting process (IV.A.2, and 3).

Standard IV.A Decision-Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

IV.A.1 Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

Descriptive Summary:

Following the College's Self Study in 2000, it was given the following recommendation:

Recommendation #5: The College should formalize, implement, and publicize a process for establishing its standing committees, and a list of such committees designating membership and responsibilities should be periodically disseminated. The college needs to assure that students, as well as all segments of the college community, participate in the institution's governance and decision-making.

The College practices shared governance involving faculty, staff, students, clerical staff and operations and maintenance staff. It has instituted two primary groups — committees and councils — to provide for the involvement of faculty, administrators, staff, and students in deliberations regarding day-to-day and long-range planning and policies for the College.

The campus policy on committees and councils, as well as the membership and responsibilities of these groups, is delineated and publicized in documents posted on the College Website http://www.wcc.hawaii.edu/cat/admin/Policies/2_2.htm (Ref. 4A-1) and College policy handbook (Ref. 4A-2). A complete list of committees and councils along with an annotated template for all committee and council directives is included in that reference.

Councils act as advisory groups by providing consultation and advice about a broad range of issues involving the management of the College. In some cases, council membership consists of the staff members within an administrative unit. In other cases, council members are appointed or elected. Council membership lists are posted on the College Website and disseminated through various outlets, email lists and announcements. At least once per year, in October, those lists are updated by the Chancellor's office.

Councils assist the Chancellor and/or administrators in the operations and governance of the College. Councils allow for campus input in the decision-making process. They are also used as a communication tool to keep the campus informed of issues, events,

processes, and opportunities to provide College service. The following are the College's councils:

Academic Support Coordinators
Administrative Services Staff
ASUH-WCC (Konohiki Council)
Chancellor's Staff
Department Chairs
ETC Coordinators
Faculty Senate Council
Student Services Staff

Committees are established to investigate, consider, report and take action on a specific subject matter. Committees generally conduct their own investigation of the issue under consideration, while council discussions are based on input from additional sources.

There are two types of committees that provide for different levels of involvement in College governance. Students, faculty and staff are encouraged to actively participate in governance by volunteering for committees.

Standing Committees deal with long-term and/or ongoing college-wide issues. The following committees generally have campus representation of faculty, staff, and students.

Aesthetics
Budget
Commencement
Credit Curriculum and Academic Affairs Committee (a standing committee of the Faculty Senate)
ETC Curriculum Committee
Enrollment Management
Institutional Effectiveness
Marketing
Strategic Planning
Student Publications Board
Staff Development
Technology Vision

Ad Hoc Committees are temporary committees created as needs arise, such as meeting new initiatives or responding to one-time only issues. These follow the same policies and procedures as standing committees. An ad hoc committee with longevity beyond two years may become a standing committee.

Accreditation Steering
Academic Grievance
Common Book

Department Personnel
Excellence in Teaching Award Nomination
Sabbatical
Screening Committees for Hiring
Student Conduct
Student Grievance

Committee vacancies are announced as they occur. Announcements are made via campus-wide media such as the College listserv, announcement at convocation, or memorandum. For committees needing full representation, department chairs or division heads recruit members from their units at the beginning of each school year. Student representatives are recruited via the student government organization.

To ensure that everyone interested in volunteering for a committee has the opportunity, each volunteer is normally assigned a two-year term. Terms are rotated to insure stability and continuity of the committee. Once an individual completes a term, that individual may volunteer again for the committee and serve two or more consecutive terms.

Committee membership lists are posted on the College Website and disseminated through various outlets, email lists and announcements. At least once per year, in October, those lists are updated by the Chancellor's office.

Each committee elects its committee chair and recorder. Minutes/proceedings are to be recorded and submitted to the responsible administrator to insure a formal process for sharing information and recommendations. The administrator is to keep a record of the proceedings on file (Ref. 4A-1). Committees may establish alternative procedures as needed to optimize effectiveness.

The College's organizational chart is updated annually in July. This chart includes only legislatively budgeted positions. Unbudgeted temporary positions and positions funded through federal grants do not appear on this chart.

The College currently does not have a committee governance chart. A table of Governance Boards and Committees prepared by the Chancellor's office provides a list of meetings convened, attendees and frequency of those meetings. The document includes meetings convened by the Board of Regents, the President of the University of Hawai'i, the Vice President for Community Colleges, the College chancellor, College deans and directors, faculty and staff, and students (Ref. 4A-4).

Self Evaluation:

The College meets this standard and has addressed Recommendation 5 from the previous self-study. Since its last reaccreditation visit in 2000, the College has made substantial progress in clarifying the roles of committees and councils in governance and

encouraging college-wide participation in improving the institution. The College needs to continue to involve new students, faculty and staff in governance.

The self-study committee for Standard IV.A: Decision-Making Roles and Processes undertook an 18-month review to examine existing institutional structures to ensure timely dissemination of information and collaborative decision-making procedures. This examination was also in direct response to recommendations and findings from earlier accreditation team visits in 2000 and 2003 (Ref. 4A-5) to establish a formal, publicized process for establishing campus committees and councils as well as statements on the role of students and staff in institutional governance. The recommendations also focused on "involving all stakeholders in decision-making," "better communication," and "involving more students in governance" (Ref. 4A-5).

 The ultimate goal was to evaluate all councils and committees on three levels:

Protocol: the existence of well-defined, published directives establishing the committee's charge, line of authority, leadership and membership, decision-making nature and procedures, and method(s) for recording and disseminating discussions and decisions. This examination was carried out during the 2004-05 academic year and continued through Fall 2005.

Practices: the actual practices employed by the committee in undertaking its decision-making or consultative responsibilities. This latter assessment briefly examined whether the protocol was being followed.

Perceptions: how the College community believes these practices are being carried out. This assessment was conducted via surveys of faculty and staff in Fall 2005.

The following findings were made:

Most of the directives for the committee and councils have been updated and are currently on file in the Chancellor's Office, the accreditation office, and on the College Website (Ref. 4A-1). These directives specify the committee's charge, leadership selection, membership composition and term of service, lines of authority and responsibility, decision-making capacity (advisory in nature, informational, or decision-making body), and committee category (standing or ad hoc) and the termination date if ad hoc.

The College's organizational chart is updated annually in July and is awaiting Board of Regents approval. However, it is a University system practice that charts include only legislatively budgeted positions. Unbudgeted temporary positions (such as Institutional Researcher and temporary Interim Assistant Dean of Academic Support) and positions funded through federal grants do not appear on this chart.

The Employment Training Center (ETC) is sometimes used incorrectly to refer to the entire division under which it resides. In May 2006 the name of the unit, which includes the

Employment Training Center (ETC) and Community and Continuing Education (CCE) officially became Vocational and Community Education (VCE).

While a system of committees and councils that includes broad representation from faculty, staff, and students now exists, faculty and staff perceive involvement differently. In the College's Fall 2005 institutional surveys (Ref. 4A-6) (Ref. 4A-7), when asked about the overall attitude of campus administration toward their involvement in decision-making, 61 percent of the faculty rated this attitude "excellent" or "satisfactory," while only 32% of the staff agreed with this assessment. In the same survey, faculty rated "overall involvement of faculty in campus decision-making" at 74% "excellent" or "satisfactory" compared with the staff's 28% "satisfactory."

While Policy 2.2 on committees and councils states, "minutes/proceedings are to be recorded and submitted to the responsible administrator to insure a formal process for sharing information and recommendations," this is not the general practice. As a change in policy, this needs to be effectively publicized so that all committees are aware of their new responsibility.

The faculty perception of student involvement was rated at only 40% "excellent" or "satisfactory" with another 28% "unable to judge." However, student groups such as the student government have taken the initiative to propose and implement ideas for College improvement. The student government has taken the lead in planning events for the Student Activity Center and issuing student identification cards as well as sponsoring campus wide events through the Associated Students of the University of Hawai'i–WCC and the Interclub Council (Ref. 4A-8).

Planning Agenda:

Although the College meets this standard, the following would improve the College's policy on decision-making structure:

The College will provide footnotes to its budgeted organization charts to reflect unbudgeted temporary positions and federally funded positions that exist on campus.

The College should establish an ad hoc committee to review decision-making lines of communication and provide a flow chart that reflects these lines of communication.

The College will publicize and promote correct usage of the official names VCE, ETC and CCE.

The College will ensure that minutes/proceedings are submitted to the appropriate administrator in charge.

The College will encourage staff involvement in substantive committee work and taking the initiative to improve programs and services.

IV.A.2 The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

IV.A.2.a Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

Descriptive Summary:

As noted in Standard IVA.1., the College has written committee and council policies that provide for significant faculty, staff, administration, and student participation in the areas of planning and budget. These roles are defined through several committees that make recommendations to guide the College in its program review, planning and budgeting. The membership of these committees includes the major stakeholders affected by the decisions. The results of their decisions are communicated to their constituencies and made available through the College listserv.

The College has initiated its planning and budgeting cycle (Ref. 4A-9) that has received wide distribution through campus convocations, the College Website and other forums. It takes the College through regular program reviews, strategic planning and the budgeting process. The College completed its first annual cycle in the 2005-2006 academic year.

The Strategic Planning Committee, made up of student, faculty, staff, and administration representatives, is responsible for identifying the College's needs and direction. The process is an annual undertaking couched within a five-year cycle of program review which solicits and incorporates ideas from the various programs and constituencies of the College. The Strategic Planning Committee makes recommendations to the Budget Committee, which also includes a broad representation of students, faculty, staff and administrators.

Self Evaluation:

In response to concerns raised by the ACCJC in 2004 related to its planning and budgeting process, the College implemented a cycle of strategic planning and budgeting based on program review data. Based on the Fall 2005 survey, 54% of the faculty gave an "excellent" or "satisfactory" rating in areas such as "overall involvement in setting campus priorities." In the same survey, 45% of faculty gave "excellent" or 'satisfactory" ratings for "overall involvement in the budgeting process. In related areas of the survey, faculty gave even higher ratings. Excellent or satisfactory ratings were given as follows: "overall involvement in scheduling of course offerings" (64%) "program review" (70%), and "curriculum approval" (78%) (Ref. 4A-6).

The staff survey showed a lesser degree of satisfaction in similar categories. In "overall involvement in budgeting," 44% answered "less than satisfactory" compared with 16% "satisfactory." In "setting campus priorities," 48% replied "less than satisfactory" compared with 24% "satisfactory" (Ref. 4A-7).

Although the College has used its Strategic Plan as a guide for program planning and resource allocation (Ref. 4A-10), the accreditation commission pointed out in October, 2005 that the College still needed more program review data on which to base decisions (Ref. 4A-11). The College has made significant progress in communicating the importance of such data based decision making to faculty, but more needs to be done to ensure full involvement by staff.

Issues surrounding the use of facilities or property by outside groups are not currently addressed through a formal process. In the past, the College has been presented with projects from outside (e.g., a charter school, child care center, and NOAA complex) that had campus-wide implications for physical facility use. Currently, there is no systematic process to ensure that campus constituencies have a chance to review such proposals and determine their appropriateness.

The Planning Agenda for Standard III.B.2.a states that the College will establish a Master Plan Committee to review and update the Master Plan. Such a committee should also deal with issues involving the use of the College's site and physical plant, while the Strategic Planning Committee would be involved with programmatic issues.

Planning Agenda:

The College will form a Master Plan Committee that will be charged to work with the Strategic Planning Committee to jointly consider programmatic issues of the Master Plan.

IV.A.2.b The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

Descriptive Summary:

Credit curriculum decisions are made by the departments and the Faculty Senate (with its Credit Curriculum and Academic Affairs Committee). Department Chairs are nominated by their respective departments and appointed by the Chancellor. The Faculty Senate is elected by the faculty and operates independently with a line of authority that originates from the faculty. The Chancellor and University President have authority only to approve or disapprove its constitution. By constitution, the Credit Curriculum and Academic Affairs Committee (CCAAC) is a standing committee of the Faculty Senate.

The Enrollment Management Committee consists of appointed faculty and administrators and is a standing committee under the Dean of Instruction. The department chairs and

EMC overlap in the responsibility for scheduling of classes. The departments submit their proposed course schedules, and the EMC takes this input in developing a schedule that provides for a balance of course offerings to meet student demand.

ETC has its own Curriculum Committee for non-credit programs.

Self Evaluation:

Study of the coordinated roles between the department chairs and EMC is warranted. Some concern regarding the overlap of responsibilities of these academic decision-making bodies has been raised.

Planning Agenda:

The College will examine the coordinated roles of the department chairs and EMC and the coordinated roles of the department chairs and CCAAC.

IV.A.3 Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.

Descriptive Summary:

In terms of on-campus governance, the College has established processes to provide for input from major constituent groups. The major committees for Institutional Effectiveness, Strategic Planning and Budgeting all have student, faculty, staff and administrative representatives to facilitate cooperation and communication.

As a relatively small institution, the College has had a reputation for its 'ohana or family spirit of cooperation and was rated among the best small colleges in the nation for student-faculty interaction and learning, according to results from the Community College Survey of Student Engagement (CCSSE) (Ref. 4A-12). The College's close ties to the community, rural character, and close relationships with students have helped to foster communication.

Self Evaluation:

The College meets this standard. Surveys of the faculty staff, and students were conducted during Fall 2005 to determine the perceived level of faculty and staff involvement in the decision-making process and the effectiveness of the leadership and communications structures. The results of those surveys are tabulated below (Ref. 4A-6) (Ref. 4A-7). There appears to be a disparity between faculty and staff perception in College committee effectiveness, although there was closer agreement on communication effectiveness.

In terms of overall effectiveness of committees, 72 % of faculty rated them "excellent" or "satisfactory." Some 52 % also rated communication channels as "excellent' or "satisfactory."

The staff rated the effectiveness of staff committees at 40 % "excellent" or "satisfactory." However, a greater percentage, 48 %, rated communication channels as "excellent" or "satisfactory."

The results of the faculty, staff, and student surveys on involvement in campus decision-making are compiled in the following tables.

Faculty Survey

10. Faculty/Student Involvement in Campus Decision-making					
	1 **excellent**	**2** **satisfactory**	**3** **less than satisfactory**	**4** **poor**	**5** **unable to judge**
1. Overall involvement of faculty in campus decision-making	12% 8	62% 40	14% 9	9% 6	3% 2
2. Overall involvement of students in campus decision-making	3% 2	37% 24	18% 12	14% 9	28% 18
3. Overall involvement of faculty in the budgeting process	8% 5	37% 24	32% 21	11% 7	12% 8
4. Overall involvement and the role of faculty in setting campus priorities	8% 5	46% 30	25% 16	11% 7	11% 7
5. Overall involvement of faculty in the campus hiring process	26% 17	48% 31	12% 8	3% 2	11% 7
6. Overall involvement of faculty in the scheduling of course offerings	18% 12	46% 30	14% 9	8% 5	14% 9
7. Overall involvement of faculty in the curriculum approval process	29% 19	49% 32	9% 6	2% 1	11% 7
8. Overall involvement of faculty in the program review process	15% 10	55% 36	11% 7	2% 1	17% 11

Staff Survey

8. Staff Involvement in Campus Decision-Making					
	1 **excellent**	**2** **satisfactory**	**3** **less than**	**4** **poor**	**5** **unable to judge**
1. Overall involvement of staff in campus decision-making	0% 0	28% 7	56% 14	12% 3	4% 1
2. Overall involvement of staff in the budgeting process	0% 0	16% 4	44% 11	24% 6	16% 4
3. Overall involvement and the role of staff in setting campus priorities	0% 0	24% 6	48% 12	20% 5	8% 2
4. Overall involvement of staff in the campus hiring process	4% 1	40% 10	28% 7	24% 6	4% 1
5. Overall involvement of staff in the program review process	8% 2	28% 7	44% 11	4% 1	16% 4
6. Adequacy of efforts to communicate with staff and keep them informed of campus developments	4% 1	36% 9	40% 10	20% 5	0% 0

Student Institutional Survey [includes 322 WCC students and 77 ETC students] (Ref. 4A-14):

14. Student Involvement					
The top percentage indicates total respondent ratio; the bottom number represents actual number of respondents selecting the option	**1** **excellent**	**2** **satisfactory**	**3** **less than satisfactory**	**4** **poor**	**5** **unable to judge**
1. Overall level of student involvement in the campus decision-making process	15% 59	36% 143	14% 57	4% 15	31% 124
2. Role of students in setting campus priorities	15% 60	36% 142	14% 54	4% 16	32% 126
3. Level of student involvement in scheduling	18% 73	37% 148	12% 48	4% 15	29% 114
4. Opportunity to interact with faculty	43% 173	35% 140	11% 43	3% 11	8% 33
5. Opportunities to participate in campus activities and student government	28% 112	34% 136	11% 45	4% 16	23% 91

The College should identify sources of dissatisfaction by the staff as reflected in the surveys and plan how to address them. The College should investigate whether the larger percentage (approximately 30%) of "unable to judge" responses by the students reflects a need to increase student awareness of the various opportunities for them to become involved in campus decision-making.

Planning Agenda:

The College will solicit suggestions from staff regarding improving communication, and staff participation in planning and decision-making.

The College will solicit suggestions from students regarding improving awareness of opportunities for student involvement in campus activities and decision-making.

IV.A.4 The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self-study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

Descriptive Summary:

The College has shown good faith in complying with the reports requested by the Accrediting Commission. All reports (interim 2002, mid-term 2003, progress 2004, progress 2005 and progress October 15, 2005) were submitted at or prior to their respective deadlines. The visiting ACCJC team noted on October 15, 2005 that the College had responded in a timely fashion by producing three major documents: a budget plan and timeline, a program review cycle, and the strategic plan with updates (Ref. 4A-11).

The College interacts through short and long-term relationships with other external agencies. Among these are various federal and private granting institutions involving student and instructional funding. Evidence in the form of timely and accurate submissions of benchmarks and final reports demonstrates that the College has faithfully complied and continues to comply with its award obligations. Among the external agencies with which the College interacts are the U.S. Department of Education (including Pell grants) (Ref. 4A-8), numerous banks and lending institutions, student loan guarantors and auditors (such as PricewaterhouseCoopers). Further evidence is gleaned from the Completion Report for Achieving Standards, Program Improvement and Leadership Strategies and Projects as recently submitted by the Employment Training Center (ETC) (Ref. 4A-14) and the Final Report for the recently completed Title III (1999) award (Ref. 4A-15). The Kaneohe Business Association has also attested to the valuable partnership it enjoys with the College (Ref. 4A-16).

Self Evaluation:

The College meets this standard. The ongoing success for renewal and awarding of new grants and loans constitutes evidence that the College is deemed by outside agencies to be acting with honesty and integrity to its obligations to and dealings with those agencies.

Planning Agenda:
None

IV.A.5 The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Descriptive Summary:

Annual opportunities exist to evaluate department chairs, deans, directors and the chancellor, but the method and degree of participation depends on the position involved.

As outlined in the Description of Duties and Responsibilities of Department Chairs in Credit Instruction, department chairs are evaluated by colleagues in their department and may also solicit additional evaluations by staff external to, but closely working with, the chairperson (Ref. 4A-17).

As currently practiced, this policy excludes any Administrative/Professional/Technical (APT) employee, who works within the department, from reviewing the performance of his/her department chair. Results of department chair evaluations are shared privately with the individual, but not with the College as a whole.

Department Chairs are appointed for a two-year term. Appointments are made by the Chancellor based on the Dean of Instruction's recommendations, which in turn is based on the recommendations submitted by the individual departments. The process by which a department's recommendations are disseminated and used by the Office of the Dean of Instruction has recently become an issue.

Administrators (directors, deans, and the chancellor) are annually evaluated using the 360 EM Assessment coordinated by the University of Hawaii System, Office of Human Resources. Evaluators are picked by the person to be evaluated and the chancellor, who has final selection privileges, and are divided into three groups: subordinate, constituent, and peer. All evaluations are shared with the person evaluated and are private. However, campus-wide opportunities to evaluate leadership occur when the College engages in self study for reaccreditation.

Self Evaluation:

The practice of excluding APT's from the evaluation of Department Chairs has led to a concern about the ability of all staff within the department to participate in that evaluation.

The process by which a department's recommendations for Department Chair are disseminated and used by the Dean of Instruction has recently become an issue. Additional concern has also been raised regarding the election procedures of the Department Chairs as outlined in Description of Duties and Responsibilities of Department Chairs in Credit Instruction. As a result, incoming Department Chairs have asked that this issue be put on the agenda for the coming year.

In the Fall 2005 institutional surveys, the faculty and staff were asked to evaluate the overall effectiveness of the UH Board of Regents and UH administrative structure, College administration effectiveness and the availability of opportunities to evaluate College governance and decision-making.

For faculty, the majority of responses fell in the "excellent' and "satisfactory" categories with the exception of the category of "overall effectiveness of articulation agreements/processes within the UH system." However, a lesser number (47%) found the availability of opportunities to evaluate leadership satisfactory (Ref. 4A-6).

For staff, the reviews were more mixed, but the majority was generally satisfied with leadership on campus. However, they expressed less satisfaction with the overall community college system structure, the campus administrative organization, and the availability to evaluate governance and decision-making (Ref. 4A-7).

The results of the faculty and staff surveys on leadership are compiled in the following tables.

Faculty Survey

11. Leadership					
	1 **excellent**	**2** **satisfactory**	**3** **less than satisfactory**	**4** **poor**	**5** **unable to judge**
1. Overall effectiveness of the UH Board of Regents in governing WCC and other community colleges	3% 2	46% 30	20% 13	8% 5	23% 15
2. Overall effectiveness of the current community college system administrative structure	8% 5	46% 30	25% 16	6% 4	15% 10
3. Overall effectiveness of articulation agreements/processes within UH system	2% 1	22% 14	42% 27	18% 12	17% 11

11. Leadership					
4. Overall effectiveness of the UH system President	25% 16	58% 38	5% 3	2% 1	11% 7
5. Overall effectiveness of the WCC Chancellor	20% 13	45% 29	18% 12	9% 6	8% 5
6. Overall accessibility of the WCC Chancellor to faculty	32% 21	45% 29	14% 9	5% 3	5% 3
7. Overall effectiveness of the Dean of Instruction	38% 25	35% 23	12% 8	3% 2	11% 7
8. Overall effectiveness of the Assistant Dean of Instruction	32% 21	35% 23	15% 10	5% 3	12% 8
9. Overall effectiveness of the Assistant Dean of Academic Support	22% 14	45% 29	8% 5	2% 1	25% 16
10. Overall effectiveness of the Dean of Student Services	26% 17	40% 26	14% 9	2% 1	18% 12
11. Overall effectiveness of the Director of Administrative Services	15% 10	57% 37	11% 7	2% 1	15% 10
12. Overall effectiveness of the Director of Vocational and Community Education	48% 31	31% 20	5% 3	0% 0	17% 11
13. Overall effectiveness of the campus administrative organization	11% 7	52% 34	20% 13	5% 3	12% 8
14. Overall effectiveness of Faculty Senate leadership	18% 12	46% 30	18% 12	9% 6	8% 5
15. Overall attitude of campus administration toward faculty involvement in decision-making	18% 12	43% 28	17% 11	9% 6	12% 8
16. Overall effectiveness of communication channels to resolve problems	12% 8	40% 26	26% 17	12% 8	9% 6
17. Overall effectiveness of college committees	12% 8	60% 39	14% 9	6% 4	8% 5
18. Overall effectiveness of Faculty Senate committees	11% 7	58% 38	12% 8	6% 4	12% 8
19. Overall availability of opportunities to evaluate college governance and decision-making process	12% 8	35% 23	28% 18	11% 7	14% 9

Staff Survey

9. Leadership					
	1	**2**	**3**	**4**	**5**
	excellent	**satisfactory**	**less than satisfactory**	**poor**	**unable to judge**
1. Overall effectiveness of the UH Board of Regents in governing WCC and other community colleges	0% 0	40% 10	36% 9	12% 3	12% 3
2. Overall effectiveness of the current community college system administrative structure	0% 0	28% 7	32% 8	24% 6	16% 4
3. Overall effectiveness of the UH system President	0% 0	64% 16	16% 4	0% 0	20% 5
4. Overall effectiveness of the WCC Chancellor	12% 3	36% 9	36% 9	12% 3	4% 1
5. Overall accessibility of your Administrator to staff	28% 7	48% 12	12% 3	12% 3	0% 0
6. Overall effectiveness of the Dean of Instruction	28% 7	32% 8	28% 7	12% 3	0% 0
7. Overall effectiveness of the Assistant Dean of Instruction	28% 7	28% 7	20% 5	20% 5	4% 1
8. Overall effectiveness of the Assistant Dean of Academic Support	16% 4	44% 11	24% 6	4% 1	12% 3
9. Overall effectiveness of the Dean of Student Services	24% 6	36% 9	24% 6	8% 2	8% 2
10. Overall effectiveness of the Director of Administrative Services	8% 2	68% 17	20% 5	4% 1	0% 0
11. Overall effectiveness of the Director of Vocational and Community Education	20% 5	52% 13	12% 3	0% 0	16% 4
12. Overall effectiveness of the campus administrative organization	0% 0	40% 10	40% 10	16% 4	4% 1
13. Overall attitude of campus administration toward staff involvement in decision-making	4% 1	28% 7	40% 10	20% 5	8% 2

14. Overall effectiveness of communication channels to resolve problems	4%	44%	32%	12%	8%
	1	11	8	3	2
15. Overall effectiveness of staff committees	4%	36%	32%	8%	20%
	1	9	8	2	5
16. Overall availability of opportunities to evaluate college governance and decision-making process	0%	24%	40%	16%	20%
	0	6	10	4	5

Students were also asked about their opportunity to express complaints (Ref. 4A-13) **WCC Student Institutional Survey** (2006) [includes 322 WCC students and 77 ETC students]

14. Student Involvement					
The top percentage indicates total respondent ratio; the bottom number represents actual number of respondents selecting the option	**1** **excellent**	**2** **satisfactory**	**3** **less than** **satisfactory**	**4** **poor**	**5** **unable to** **judge**
6. Availability of channels for expressing student complaints	19%	35%	15%	6%	25%
	77	141	58	23	99

While the College already has a system for evaluating personnel, it has no formal way of evaluating the integrity and effectiveness of its governance and decision-making structures. The ad hoc committee suggested in IVA.1 could be involved in this process.

The Department Chair Council should review and evaluate the current policy for evaluating and electing the Department Chairs.

The College should investigate whether the larger percentage (25%) of "unable to judge" responses by the students reflects a need to increase student awareness of the various channels currently available for them to seek assistance regarding student complaints.

Planning Agenda:

The Department Chair Council will review and evaluate the policy for evaluating and electing department chairs.

The College will inform students about the channels available for expressing student complaints.

Standard IVA References

4A-1:   Committees and Councils Policy (revised 10/12/05)
    http://www.wcc.hawaii.edu/cat/admin/Policies/2_2.htm
4A-2:   Policy binder, "Directives"
4A-3:   Windward Community College Organizational Chart of legislatively budgeted
    positions (Self Study: Organization of the Institution)
4A-4:   Governance Boards and Committees, Table
4A-5:   Accreditation "Interim Visit Findings–Nov. 2003"
4A-6:   Windward Community College Faculty Institutional Survey, Fall 2005
    http://www.zoomerang.com/reports/public_report.zgi?ID=L22F362Q3YHU
4A-7:   Windward Community College Staff Institutional Survey, Fall 2005
    http://www.zoomerang.com/reports/public_report.zgi?ID=L22FFYSQZJPN
4A-8:   Standard IVA Sources of Evidence binder
4A-9:   Program Review, Strategic Planning and Budgeting Cycle
    http://www.wcc.hawaii.edu/facstaff/Aug15/PlanningCycleRev0506.pdf
4A-10: Accreditation Progress Report, Oct. 2004 p. 6
4A-11: Accreditation Progress Report, Oct. 2005 p. 7
4A-12: CCSSE 2004 profile, Windward Community College
    http://www.ccsse.org/survey/public-profile.cfm?ipeds=141990&source=2004
4A-13: Windward Community College Student Institutional Survey, Fall 2005
    http://www.zoomerang.com/reports/public_report.zgi?ID=L22GSS6C4U6V
4A-14: Completion Report for Achieving Standards, Program Improvement and Leader-
    ship Strategies and Projects
4A-15: Title III Grant, Final Report (1999)
4A-16: Description of Duties and Responsibilities of Department Chairs
4A-17: Agreement between UHPA and the Board of Regents of the University of Hawaii,
    2003-2009
    http://www.uhpa.org/uhpa-bor-contract

Institutional Commitment: The College is committed to fulfilling its mission. The mission statement guides the direction and emphasis of its programs and is central to its strategic planning and decision making process. The administration has posted the mission statement in many places on campus. It is prominently displayed on the College Website and will be printed in future editions of the Schedule of Courses. The current mission statement was developed with campus wide participation and the Chancellor has established a mission statement review policy to ensure that the mission statement remains congruent with the day to day operations of the College.

Evaluation, Planning and Improvement: In Fall 2005, in response to recommendations from the ACCJC, the College adopted three new policies to address Program Review, Strategic Planning and Budget Development and created a structure to implement them. These policies were drafted by the Chancellor, circulated to all faculty and staff for discussion, comment, and input, and then revised and signed by the Chancellor. Once adopted, the policies were posted on the College Website and became part of the Windward Community College Policy Manual. The policies are used to assess progress toward achieving the goals and mission of the College and to make decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation.

Student Learning Outcomes: The administration has committed resources to the development and assessment of Student Learning Outcomes. The Institutional Effectiveness Committee, established in 2004, was charged by the Chancellor to:

> "plan and oversee an institutional schedule to ensure a systematic, comprehensive, and on-going assessment of the credit programs (liberal arts and certificate programs), non-credit programs (Employment Training Center vocational programs), and other identified units. Another function of the committee is to develop and sustain a culture of assessment throughout the institution and to provide, through workshops, presentations, and activities, the necessary training and skills for units to assess themselves."

With members from all units and departments of the College the IEC, in cooperation with the administration, has created a culture of student learning. The College has also effectively used its planning/budgeting process and federal Title III grants to augment the counseling staff to help students attain their goals.

Organization: Since the last Self Study the decision making structure of the College has been transformed to accommodate the new program review, strategic planning and budgeting policies. All programs and support units now conduct annual assessments and five year program reviews to discover their strengths and weaknesses and determine the resources necessary to improve student learning. These assessments provide the data for decisions made by the new Strategic Planning and Budget committees. This review

process combined with the activities of the Institutional Effectiveness Committee, ensures that student learning will remain at the center of all activity at the College.

Dialogue: The administration of the College believes in open dialogue. To ensure that the planning and budgeting process is transparent, minutes of all Strategic Planning and Budget Committee meetings and the resulting operating budget are posted on the College Website. In the past year the College has conducted surveys of staff, faculty, and students and published the results on the College Website. As part of the new policy on committees, all committees are to submit copies of their minutes to the administration for record keeping, and increasingly committees are distributing these minutes to faculty and staff on the College listserve. The creation of a Board of Regents Committee for Community Colleges and establishing the Office of Vice President for Community Colleges should also improve the dialogue between the College and the University of Hawai'i system.

Institutional Integrity: The College adheres to policies established by the University of Hawai'i for academic freedom, affirmative action, and conflict of interest. It has published policies for student honesty and conduct. All public representations of the College are carefully checked for accuracy before publication. The positive results of faculty, staff and student surveys done in Fall 2005 confirm that institutional integrity is seen as a hallmark of the College.

Standard IV.B Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

Leadership and Governance: A Brief History (Ref. 4B-1)

In 1907, the University of Hawai'i was established on the model of the American system of land-grant universities created initially by the Morrill Act of 1862. In the 1960s and 1970s, the University was developed into a system of accessible and affordable campuses.

These institutions currently include:

A research university offering a comprehensive array of undergraduate, graduate, and professional degrees through the doctoral level, including law and medicine.

A comprehensive, primarily baccalaureate institution at Hilo, offering professional programs based on a liberal arts foundation and selected graduate degrees. An upper division institution at West O'ahu, offering liberal arts and selected professional studies.

A system of seven open-door community colleges spread across the islands of Kaua'i, O'ahu, Maui, and Hawai'i, offering quality liberal arts and workforce programs. In addition to the seven colleges, outreach centers are located on the islands of Molokai and Lanai (administered by Maui CC), on the island of Hawai'i in Captain Cook (administered by Hawai'i CC), and in the Waianae/Nanakuli area of O'ahu (administered by Leeward CC).

The University of Hawaii Community College system, led by the Vice President for Community Colleges, is located on the UH Manoa campus on O'ahu.

The University of Hawaii System has undergone several administrative reorganizations since the 2000 comprehensive visit. The following briefly outline the major events:

University System Reorganization - 2002

As part of a University system administrative reorganization, the University of Hawai'i Board of Regents (BOR) received a proposal in November 2002 that included the elimination of the Office of the Chancellor for Community Colleges and reassigned the functions of the office to various system-level vice presidential offices and to the community colleges. This reorganization proposal was approved by the BOR in December 2002. The reorganization changed the title of the college chief executive officer (CEO) and the reporting relationship between the CEOs of the individually accredited community colleges and the University system. Each newly titled community college chancellor assumed the responsibility and authority previously delegated to the Chancellor for Community Colleges including, within the scope of BOR and University Executive policies: making faculty and staff appointments, approving faculty promotions and tenure, approving out-of-state travel, approving campus budget requests and external grant applications, executing the campus annual expenditure plan, approving Certificates of Completion, approving internal staff and fiscal re-allocations, etc. UH Community College coordination was facilitated through designated Community College Associate Vice Presidents reporting to the UH System Vice Presidents for Academic Affairs and Administration.

The reorganization created a Council of Chancellors reporting directly to the President. The council included the chancellors of each of the ten individual campuses within the UH system. Four additional key decision making/consultative groups were established: President's senior staff, The University Executive Council, the President's Advisory Council, and the Council of Chief Academic Officers. Existing policy guidance provided to the campuses through the Community Colleges Chancellor's Memorandum (CCCM) were to be evaluated by the Community Colleges Executive Council (composed of CC Chancellors, Vice Chancellors and Deans, and Associate Vice Presidents) to determine which to continue so as to provide a core of common practices across the community college campuses.

The BOR approved reorganization was sent forward to the Accrediting Commission for Community and Junior Colleges (ACCJC) in compliance with the Commission's Substantive Change approval process in January 2003. In Spring 2003, the ACCJC gave conditional approval to a Substantive Change Request.

Change in University System Leadership - 2004

As noted in the Accrediting Commission for Senior Colleges and Universities Special Visit (March 2004) to the UH System Office, the "relationship between the Board and the President had deteriorated significantly, and in turn, had affected other elements of the University." The BOR rescinded authority to the President in several areas related to budget and personnel. In the summer of 2004 the President resigned from the University and an Interim President was named by the BOR.

University System Reorganization - 2004

The Interim President requested and the BOR approved a reorganization of the President's office reducing the number of direct executive reports and re-describing other executive positions. The UH Council of Chancellors, which is not an administrative unit, continued to report directly to the President and met on a regular basis to provide advice on strategic planning, program development and other matters of concern. The Vice President Academic Planning and Policy convened the Council of Chief Academic Officers, and the agenda included items of system-wide academic concern. The delegation of authority from the BOR to the President and the President's designees that began immediately after the appointment of the Interim President has continued.

Community Colleges System Reestablished - 2005

In granting its approval with reservations to the 2002 reorganization of the University of Hawai'i system, the ACCJC acted to require the UH Community Colleges to provide reports to the Commission in August and November 2003, and in April 2004. The November and April reports were followed by a team visit to validate the reports and examine the degree to which the University of Hawaii Community Colleges had developed effective administrative systems to allow it to meet accreditation standards, and to insure the University of Hawaii system had adequate means to support the mission and operation of the community colleges.

As a result of the series of reports and visits from the ACCJC, it became increasingly clear that the new organization presented significant challenges in the colleges' ability to continue to meet the Commission's standards in a number of areas.

Following a review of several alternative organizational models and discussion and consultation, the Interim President recommended a reorganization that reestablished a community colleges system administration.

In June 2005 the BOR approved a reorganization of the community colleges including the creation of a Vice President for Community Colleges who is responsible for executive leadership, policy decision-making, resource allocation, development of appropriate support services for the seven community colleges, and also called for the re-consolidation of the academic and administrative support units for the community colleges (June 2005 President's System Level Reorganization -- Community Colleges). A dual reporting relationship was created whereby the community college chancellors report to the Vice President for Community Colleges for leadership and coordination of community college matters, and concurrently report to the President for University systemwide policymaking and decisions impacting the campuses. The dual reporting relationship preserves previous BOR action which promoted and facilitated campus autonomy in balance with systemwide academic and administrative functions and operations. College chancellors retained responsibility and control over campus operations, administration, and management.

The June 2005 reorganization created no other organizational or functional changes to the system wide offices. All ten chancellors continue to report to the President and collectively meet as the Council of Chancellors to advise the President on strategic planning, program development, and other matters of concern. The community college chancellors meet as the Council of Community College Chancellors to provide advice to the President and Vice President for Community Colleges on community college policy issues and other matters of community college interest.

BOR Committee Reorganization - 2005

At its September 16, 2005 meeting, the BOR enlarged the community college standing committee and clarified its duties to allow the BOR to address ACCJC standards without affecting the other business of the BOR in its governance of the University system and the baccalaureate campuses. The newly reorganized committee increased the number of members to six and adopted quarterly meetings independent of the full BOR meetings.

IV.B.1 The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

IV.B.1.a The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

Descriptive Summary:

Governance of the University of Hawaii is vested in a 12-member Board of Regents (BOR) appointed by the Governor of Hawaii, confirmed by the State Senate. Membership on the BOR is controlled by State Law (Ref. 4B-2). Hawai'i Statutes 304-3 state that the "affairs of the university shall be under the general management and control of the Board of Regents." That statute indicates that the members of the BOR are appointed by the Governor of the State of Hawai'i, and also indicates the size of the BOR, member selection, terms of office, and when the BOR is expected to meet.

Board of Regents By-Laws and Policies define the duties and responsibilities of the Board and its officers and committees. The BOR is responsible for setting policy regarding the internal organization and management of the University, including, but not limited to, establishing the general mission and goals of the system and approving any changes to them; adopting academic and facilities planning documents for the system and the campuses; adopting broad policy that guides all aspects of University governance; appointing and evaluating the President; establishing the administrative structure and approving major administrative appointments; approving all major contractual obligations of the University; approving new academic and other programs and major organizational changes; reviewing all fiscal audits of University operations; and approving the University budget, long-range financial plans, and budget requests for state funding.

In November 2000, the citizens of Hawai'i approved a constitutional amendment giving greater autonomy to the University of Hawai'i. Although the Constitution had previously granted the BOR of the University authority to manage the University, a clause "in accordance with law" had been interpreted to mean that the BOR could not take action unless legislation specifically permitted the action. The constitutional amendment removed that clause (Ref. 4B-3). The BOR and administration are currently working with external and internal constituencies to establish and carry out the principles that will guide the changed relationship the University seeks with the state government.

The BOR elects its own officers and hires its own staff. Currently, the BOR has two professional staff members (the Executive Administrator and Secretary to the BOR and the Executive Assistant) and three secretaries. System administrative staff also provides support to the BOR as needed.

BOR Policy Chapter 9, Part III addresses recruitment and appointment of Executive and Managerial personnel. BOR Policies, Chapter 2 details the evaluation of the President (Ref. 4B-4).

In accord with the State's Sunshine Law (Ref. 4B-5), all meetings are public, except those involving discussion of personnel and legal matters. Board of Regents By-Laws and Policies—as well as agenda and minutes of meetings—are publicly available at the BOR's Website (Ref. 4B-6).

Self Evaluation:

The BOR Website does not list the dates when minutes and notices of agenda were posted. Anecdotal evidence suggests the time between the posting and the actual meeting does not always give enough time to plan for and attend important meetings. Additionally, posting of minutes on the BOR Web site lags by two or three months.

Planning Agenda:

The College will urge publication of BOR minutes on a timely basis—no later than thirty days after the meeting, in accordance with the State of Hawaii Sunshine Law.

The College and the OVPCC will work with the BOR to make every effort to post agendas of special meetings well in advance, at least a week, to allow for timely planning.

IV.B.1.b The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

Descriptive Summary:

BOR policies are implemented through administrative policies and procedures and delegations of authority published and promulgated by means of the University of Hawai'i System-wide Executive Policies and the University of Hawai'i System-wide Administrative Procedures Manual. These documents are available on the Web at Systemwide Administrative Procedures (Ref. 4B-7).

BOR Policy Chapters 4 and 5 detail BOR planning and evaluation policies (Ref. 4B-4). At the September 2005 BOR meeting, the BOR changed its committee structure to more fully address ACCJC's concerns raised during the series of reports and visits from Commission staff following the 2002 reorganization. The reorganized and expanded Community College Standing Committee (BOR CC Committee) (Ref. 4B-8) conducts quarterly meetings in addition to the full BOR meetings. The meetings are designed to focus on the following areas:

- The broad community college mission (November 4, 2005)
- The financial health of the community colleges (April 21, 2006)
- Program review and assessment (July 21, 2006)
- Planning directions for the next year (August 25, 2006)

The University of Hawai'i Community Colleges Strategic Plan 2002-2010, adopted by the BOR on November 22, 2002 (see BOR Meeting Minutes Nov 2002) (Ref. 4B-9). The plan states that within the overall mission of the University of Hawai'i, the Community College, have as their special mission:

- Access: To broaden access to postsecondary education in Hawai'i, regionally, and internationally by providing open-door opportunities for students to enter quality educational programs within their own communities.
- Learning and Teaching: To specialize in the effective teaching of remedial/developmental education, general education, and other introductory liberal arts, pre-professional, and selected baccalaureate courses and programs.
- Work Force Development: To provide the trained workforce needed in the State, the region, and internationally by offering occupational, technical, and professional courses and programs which prepare students for immediate employment and career advancement.
- Personal Development: To provide opportunities for personal enrichment, occupational upgrading, and career mobility through credit and non-credit courses and activities.
- Community Development: To contribute to and stimulate the cultural and intellectual life of the community by providing a forum for the discussion of ideas; by providing leadership, knowledge, problem-solving skills, and general informational services; and by providing opportunities for community members to develop their creativity and appreciate the creative endeavors of others.
- Diversity: By building upon Hawai'i's unique multi-cultural environment and geographic location, through efforts in curriculum development, and productive relationships with international counterparts in Asia and the Pacific, UHCC students' learning experiences will prepare them for the global workplace.

Self Evaluation:
The College meets this standard.

Planning Agenda:
None

IV.B.1.c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

Descriptive Summary:

The descriptive summary for Standard IV.B.1.b. described the BOR's responsibility for educational quality. Regarding legal matters and financial integrity, the BOR is responsible for the internal organization and management of the University. Increased autonomy granted to the University by the Legislature over the past decade guarantees that the

University has the right to determine where budgets will be cut or reallocated when state appropriations are reduced. Implementation of BOR policies is the responsibility of the President and the Executive and Managerial team.

Upon approval by the BOR, the University's operating and Capital Improvement Projects (CIP) budget requests are submitted simultaneously to the Governor for review and incorporation into the executive budget request for the State and to the Legislature for informational purposes. The executive budget request for the State is submitted to the Legislature in December for consideration in the regular session of the Legislature in January. Appropriations by the Legislature (General or Supplemental Appropriations Act) are usually passed in May and transmitted to the Governor for approval. Upon approval by the Governor in June, allocation notices are transmitted to all state agencies, including any restrictions imposed on Legislative appropriations. The Governor can impose restrictions at any time of the year based on economic conditions.

Legislative appropriations for operating funds are specifically designated by fund type for major organizational units (UH-Manoa, UH-Hilo, West Oʻahu, Community Colleges, Systemwide Programs, etc.). State law allows the Governor to withhold or restrict Legislative appropriations. General fund allocations are made to each major organizational unit less any restrictions imposed by the Governor. The President is authorized to determine distributions of general fund restrictions as well as reallocations between major organizational units. The Vice President for Community Colleges and the Community College Chancellors determine the general fund allocations to the individual Community Colleges, normally maintaining established levels of current service funding.

Each campus now pays a pro rata share of certain costs that are administered on a systemwide basis. These costs include the risk management program costs (including legal settlements), private fundraising costs, and workers' compensation and unemployment insurance premiums.

In terms of financial integrity, external auditors audit the University of Hawaiʻi annually. University financial statements are prepared in accordance with generally accepted auditing standards and Government Accounting Standards (GASB) principles. In July 2005, with changing auditing standards, the ACCJC accepted "the presentation of a combined balance sheet and income statement of the community college system as supplemental information to the University's consolidated financial statements with an opinion on such supplemental information in relation to the University's consolidated financial statements taken as a whole" as documentation of audit requirements for the University of Hawaiʻi Community Colleges (Ref. 4B-10).

Self Evaluation:
The College meets this standard.

Planning Agenda:
None

IV.B.1.d The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Descriptive Summary:

The BOR maintains a Website on which the bylaws, policies, and meeting minutes are regularly posted. All of the policies mentioned in Standard VI.A are published on this site (Ref. 4B-6).

Self Evaluation:
The College meets this standard.

Planning Agenda:
None

IV.B.1.e The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

Descriptive Summary:

BOR minutes are maintained and published following each meeting and are available on the BOR Website (Ref. 4B-6). BOR policy does not include a system for evaluating and revising its policies on a regular basis. The administration submits recommendations for policy and policy revisions as necessary. The most recent comprehensive BOR policy review was conducted in October 2002.

In the October 2004 BOR self study workshop, the BOR suggested regular review of its own performance.

There are many instances of BOR actions that conform to this standard. Following are a few examples of such situations:

- In October 2002 the BOR approved an amendment to its policies "in light of the University's autonomy and to add clarity as well as to update the current BOR policies following the separation of the President and Manoa Chancellor's office" (Ref. 4B-11).

- In May 2005 the BOR approved a change in its policy regarding University employees working at the Legislature. In particular, this new policy "provides that University employees working at the Legislature shall comply with applicable Executive Branch policies." (Ref. 4B-12).

When the BOR decides not to follow its own policies, it identifies it as an exception to policy.

- For example, on October 22, 2004 the BOR approved, as an exception to policy on graduate programs, the establishment of a College of Pharmacy at University of Hawai'i at Hilo (Ref. 4B-13).

Self Evaluation:

The suggestion that the Board of Regents regularly review its own performance is an excellent idea, and should also be accompanied by a regular review of its policies and procedures.

Planning Agenda:

The College and the OVPCC will urge the BOR to establish guidelines for a regular review of BOR policies and practices.

IV.B.1.f The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Descriptive Summary:

Governance of the University of Hawaii is vested in a 12-member BOR appointed by the Governor of Hawaii, with the approval of the State Legislature. Hawaii Revised Statutes - §304-3 Hawai'i Statutes sets the term of office as four years for all members (except the student member, whose term is two years). The statute does not specifically provide for "staggered terms of office" but it does ensure that new BOR members will be selected whenever a term expires (Ref. 4B-2).

That statute does not describe a program for "BOR development" or "new member orientation." At the September 2, 2004 regular meeting, the BOR was presented an overview of an "Orientation Manual" (Ref. 4B-14). The developer of the manual explained that the manual is primarily designed for new Regents.

The President conducts an annual briefing for new Regents. The briefing involves the UH System Vice Presidents and uses the BOR Orientation Manual, Nov 1, 2004, as the foundation (Ref. 4B-15).

Self Evaluation:

With the establishment of the BOR Standing Committee on Community Colleges, it is important that a mechanism exists to orient new Board members to the College's unique programs and needs.

Planning Agenda:

The College and the OVPCC will work with the BOR to formalize its orientation procedures for new regents.

The College will assist the BOR in creating a comprehensive overview of College programs and directions for BOR member development and new member orientation.

The College will provide the BOR with information on changes at the College so that the BOR Orientation Manual will remain current.

IV.B.1.g The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

Descriptive Summary:

Although BOR policy does not appear to call for regular self-evaluation, at its October 2004, self study workshop, the BOR agreed to self study on a three-or-four year cycle.

Self Evaluation:

The Board has expressed a commitment to assess its own performance but has not yet implemented these plans.

Planning Agenda:

The College will work with the BOR to develop and implement a clearly defined process for evaluation and assessment of BOR performance.

IV.B.1.h The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

Descriptive Summary:

BOR Policy, Article X, and HRS Chapter 84 address the BOR's stated process for dealing with unethical behavior (Ref. 4B-16).

Self Evaluation:

The College meets this standard. The policy and statutes clearly state the consequences of violations.

Planning Agenda:
None

IV.B.1.i The governing board is informed about and involved in the accreditation process.

Descriptive Summary:

In response to ACCJC Recommendation No. 7 the BOR expanded the Community College Standing Committee and adopted quarterly meetings. The Standing Committee will include training and information about the accreditation process at their quarterly meetings (see IV.B.1.c). At the November 4, 2005 meeting the BOR was provided a binder and presentations on the accreditation process. In addition, the Standard IVB workgroup (composed of representatives from all seven colleges and staff from the Office of the VPCC) in attendance at the meeting reviewed the standards and engaged in discussion with the BOR on the accreditation process.

Self Evaluation:

Although the BOR Community College Standing Committee has held its first three quarterly meetings further evidence is required to fully evaluate BOR involvement in the community college accreditation process.

From the meeting held in November 2005, it appeared that members of the BOR were not yet fully informed of all ACCJC standards and issues facing the community colleges. However, the community colleges have appropriate channels to continue to communicate with the Board and seek their involvement regarding accreditation.

Planning Agenda:

The College will work with the BOR to assist the BOR in becoming more involved and informed with the accreditation process.

IV.B.1.j The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively.

In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.

Descriptive Summary:

The President of the University of Hawaii System has full responsibility and authority for execution of the policies authorized and established by the BOR. BOR Policy Chapter 2

provides for the duties and evaluation of the President of the University of Hawaii System.

The BOR approves the appointment of the Vice President for Community Colleges who is evaluated by the President of the University System.

The BOR approves the appointment of each college chancellor who is evaluated by the Vice President for Community Colleges. The chancellors have dual reporting to the President of the University of Hawaii, who evaluates the chancellors.

Self Evaluation:
The College meets the standard.

Planning Agenda:
None

IV. B. 2 The Chancellor has primary responsibility for the quality of the institution she leads. She provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

IV.B.2.a The Chancellor plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. She delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Descriptive Summary:

The Chancellor is the Chief Executive Officer of the College and "the Office of the Chancellor is responsible for the orderly and proper functioning of Windward Community College. The Office is responsible for directing all aspects of the administration and development of the College in order that the College fulfills its mission"(Ref. 4B-17).

In the Discussion Draft of Organizational Principles, the Vice-President for Community Colleges states that "by accreditation standards and to remain effective, the Chancellors of each community college must have the authority to operate as the CEO with full responsibility and authority for the operation of their College, within the framework of University and Community College system policies" (Ref. 4B-18).

The Chancellor has dual reporting lines: to the Vice President for Community Colleges and to the President of the University of Hawaii. She provides overall leadership and coordination for planning, overseeing, and evaluating the administrative structure and personnel needs of the campus.

Functional statements for each administrative unit of the College may be found in the Organization Charts updated on July 1, 2006 (Ref. 4B-19):

The Office of the Chancellor is responsible for the orderly and proper functioning of Windward Community College. The Office is responsible for directing all aspects of the administration and development of the College in order that the College fulfills its mission.

The Office of the Dean of Instruction is directly responsible for all of the functions concerned with credit instruction, academic support services, and related extramural grants.

The Office of the Dean of Student Services is responsible for planning, implementing, and evaluating those supportive student services which are designed to complement the instructional programs of the College (excluding the Employment Training Center, which is staffed with specialized program counselors and support positions) thus enabling students to benefit more fully from their college experiences.

The Office of the Director for Administrative Services administers, coordinates, and supervises various administrative support services and activities of the College.

The Office of the Director of Vocational and Community Education develops, promotes, and implements all non-credit and special credit instructional programs and college community activities.

The most significant recent change in the organization of the College was the structural and functional merging of the Employment Training Center (ETC) with Windward Community College in 2002. The rationale for the consolidation is cited in the Executive Summary, Reorganization Proposal for the Consolidation of the ETC and Windward Community College (Ref. 4B-20) The University of Hawaii Board of Regents approved the consolidation on January 18, 2002. A Substantive Change Report concerning the merger was approved by the ACCJC in January 2004 (Ref. 4B-21).

Self Evaluation:

The current administrative structure appears to be adequate in regard to the institution's purposes, size, and complexity. The Chancellor delegates authority to campus administrators and others consistent with their responsibilities. However, in her annual assessment report for Academic Year 2004-2005 the Chancellor noted, "When the community college provosts became chancellors in 2003, their external role greatly expanded. One result of the extended Chancellor's role has been additional responsibilities for the deans and directors. Since the College already operated with a minimal management staff, this added load has created an untenable workload, particularly for the deans" (Ref. 4B-22).

Since the last Self Study there have been discussions on campus concerning reorganization of the administrative structure of the College, but no changes have been made. The Chancellor has indicated that she will work with faculty and staff to research and propose a reorganization of administrative structure. She noted in her annual report that "one important aspect of that reorganization will be looking at the management structure of the college." (Ref. 4B-23).

In an interview with the Standard IVB self study members, the Chancellor indicated two challenges of leadership in an academic environment: doing what's "right" for the College and communicating and consulting with campus stakeholders. She indicated support for a collegial leadership model that places a premium on communication and respect for faculty interests (Ref. 4B-22).

Responses from the Fall 2005 WCC Faculty Institutional Survey (Ref. 4B-24) indicate that 74% of the respondents believed that faculty involvement in campus decision-making was satisfactory or excellent, and 54% believed that the overall involvement of faculty in setting campus priorities was satisfactory or excellent. Regarding faculty perceptions of the Chancellor's leadership qualities, 65% indicated that the overall effectiveness of the Chancellor was satisfactory or excellent. In addition, 77% reported that overall accessibility of the Chancellor to faculty was satisfactory or excellent. Furthermore, 52% of faculty respondents indicated that overall effectiveness of communication channels to resolve problems was satisfactory or excellent, while 38% indicated that communication channels were not satisfactory or poor. Based on these faculty perceptions, it is apparent that the majority of faculty support the Chancellor's leadership approach and style, but had some concerns about communication.

On the other hand, the Fall 2005 WCC Staff Institutional Survey (Ref. 4B-25) completed by professional, clerical, and other staff members indicated that 68% of the respondents believed the overall involvement of staff in campus decision-making was less than satisfactory or poor. In addition, 68% believed that the overall involvement and the role of staff in setting campus priorities were less than satisfactory or poor. Staff perception on the overall effectiveness of the Chancellor was split 48% satisfactory or excellent and 48% less than satisfactory or poor. Furthermore, 60% of the staff respondents stated that adequacy of efforts to communicate with staff and keep them informed of campus developments was less than satisfactory or poor. Clearly, there is a dichotomy of perceptions regarding the overall effectiveness of the campus administrative organization and performance; 63% of faculty respondents rated it satisfactory or excellent, and 56% of the staff rated it less than satisfactory or poor.

Planning Agenda:

The Chancellor will consult with faculty and staff to determine if a reorganization of the College's administrative structure is needed.

IV.B.2.b The Chancellor guides institutional improvement of teaching and learning environment by the following:

Establishing a collegial process that sets values, goals, and priorities.

Ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions.

Ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes.

Establishing procedures to evaluate overall institutional planning and implementation efforts.

Descriptive Summary:

The Chancellor has encouraged and supported a collegial process to set values, goals, and priorities. An example is the current College Mission Statement. In 2001, the Chancellor convened an all-campus retreat at Heeia State Park to discuss the mission of the College. Following this, the Faculty Senate agreed to lead the effort to write a new mission statement. In 2002 a new mission statement, vision statement and core values were approved. The Chancellor has also supported numerous workshops and opportunities for faculty and staff to define and refine discipline, department, and College goals.

The Chancellor has guided institutional improvement of the teaching and learning environment by supporting assessment efforts, encouraging innovation, seeking opportunities for external resources to fund faculty projects and travel, and by creating a mechanism, the Institutional Effectiveness Committee, to improve institutional effectiveness (Ref. 4B-22).

In Fall 2003, the Budget Committee was charged "to review, evaluate, prioritize and make recommendations to the Chancellor regarding the use of resources in the college's operating budgets, and regarding resource requests for future college funds" (Ref. 4B-26). In Fall 2005, this committee was enlarged to include both stakeholders and administrators.

In Spring 2004, the Institutional Effectiveness Committee was created to lead the effort in the assessment of student learning outcomes and the creation of a systematic program review process. An extensive listing of accomplishments may be found in the committee's annual reports (Ref. 4B-27). The College Institutional Researcher, who is part of the Chancellor's office, is a member of this committee.

In January 2004, the Academic Development Plan Task Force was reconvened and given the charge to prioritize goals and strategic directions for the College. After campus-wide consultation and effort, the final report of the committee's findings was sent to the Chancellor, and in Spring 2004 this became the College's Strategic Plan for 2002-1010. (Ref. 4B-28).

In 2005, the Chancellor created policies covering program review, strategic planning and resource allocation. These were circulated by email, posted on the College Website for discussion and comment, and then approved.

As a result of these actions, the College now has a systematic process of assessment, program review, strategic planning, and budget creation that integrates academic activities with planning and the allocation of resources and will allow the College to meet its priorities and attain its goals. (This process is discussed in detail in Standard I.B.3.)

Self Evaluation:

The College meets this standard. Under the structure created by the efforts of the administration, faculty and staff the College has finished its first full cycle of program review, strategic planning and resource allocation. In May 2006, the process was evaluated at a meeting called by the Chancellor. Revisions were made to ensure adequate time was available for the Strategic Planning Committee to consider program reviews and annual assessments, and the role of the IRO in the process was clarified.

Planning Agenda:
None

IV.B.2.c The Chancellor assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

Descriptive Summary:

The College follows all statutes, regulations, and University of Hawai'i Board of Regents policies in its day-to-day operations. As noted in Standard I.A., all employees and staff are aware of the College Mission Statement and it is central to the institutional practices of the College.

Self Evaluation:
The College meets this standard.

Planning Agenda:
None

IV.B.2.d The Chancellor effectively controls budget and expenditures.

Descriptive Summary:

The Chancellor, campus administrators, faculty and staff have established a process of budget formulation and implementation. The College has completed the first year of the

new program review, strategic planning and budget cycle. The College ends its year with a balanced budget.

Self Evaluation:

The transparency of the new budget policies has resulted in a better understanding of the budget creation process. There is also an understanding that the actual amount of discretionary funds available for distribution on campus is minimal. Different units and programs now clearly prioritize their needs based on program review. There is an increased sense of shared governance because all units have input in the decision making process.

Planning Agenda:
None

IV.B.2.e The Chancellor works and communicates effectively with the communities served by the institution.

Descriptive Summary:

The Chancellor indicated in the interview with the Standard IVB self study group (Ref. 4B-22) that she has spent much time and effort in developing and enhancing relationships and connections to community organizations, specific client groups served by the college, and significant leaders in the community. She cited her concerted efforts to reach out to the community by working with and meeting with such organizations as:

> Kaneohe Business Group
> Kailua Chamber of Commerce
> Windward Hoolaulea Committee
> Department of Education (DOE) K-12
> DOE Community School for Adults
> Hawaii Literacy's Run and Read Program
> Windward Arts Council
> Awareness and Growth through Education (AGE) for Seniors
> Native Hawaiian Education Association

The Chancellor indicated that the addition of new campus facilities such as the Paliku Theater, Gallery 'Iolani, and the Imaginarium have served as popular venues to attract community members to the campus. In addition, the meeting rooms in Hale Akoakoa have provided numerous community groups and non-profit agencies with the opportunity to utilize these facilities at affordable rates (Ref. 4B-22).

Significant college-community relationships include the WCC Ambassadors, composed of approximately 30 community and business leaders who serve as important links to Windward area organizations and communities. Kokua Paliku has been formed by community volunteers to help raise funds for theater operations and programming. Finally, the College with the assistance of a 17-member steering committee has successfully

conducted annual fundraising campaigns to support a general scholarship fund for students, to provide resources for the Hawaii Music Institute, and to solicit donations for the faculty/staff development fund (Ref. 4B-23).

Self Evaluation:

Extensive and successful college-community relationships and connections have been developed and enhanced resulting in greater awareness, appreciation, and tangible support for the College's programs, services, and special events. As acknowledgement of the College's role and efforts in developing cutting edge research and instruction, the Harold K.L. Castle Foundation awarded the College two major gifts: $200,000 to help build the Lanihuli Observatory and $225,000 to initiate the Pacific Center for Environmental Studies (PaCES) which will promote environmental awareness through education, outreach and training for undergraduate, high school students, and the general public (Ref. 4B-29).

The annual Windward Hoolaulea serves as an excellent model of college-community collaboration. This highly successful event attracts thousands of community members to the campus. It provides free entertainment and other activities and also serves to showcase the College's programs and services.

Perhaps the most striking evidence of the College's success in garnering community support is the decision of the 2006 Hawai'i State Legislature to appropriate more than $3.5 million for design funds for a new library. Key legislators have attributed the funding to the effective lobbying conducted by students, faculty and staff, and community supporters of the College (Ref. 4B-30).

Planning Agenda:
None

IVB.3 In multi-college districts or systems the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.

IVB.3.a The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the college and consistently adheres to this delineation in practice.

Descriptive Summary:

The University of Hawaii Community College system (UHCC) includes the seven community colleges. Colleges are located on the main Hawaiian islands of Hawaii, Kauai, Maui, and Oahu. The islands of Lanai and Molokai are served by Education Centers staffed and operated by Maui Community College. The UHCC office is located on Oahu

at a central site independent of the seven colleges. The seven colleges of the system form an interdependent network that is nested within the ten-institutions of the University of Hawaii system.

The BOR approved a reorganization of the University of Hawaii system-wide administration on June 21, 2005 (Ref. 4B-31) creating the position of Vice President for Community Colleges (VPCC) (Ref. 4B-32) and outlining the roles and responsibilities of the President of the University of Hawaii, the Vice President for Community Colleges, and the community college chancellors (Ref. 4B-33). Community College chancellors have dual reporting to the President of the University of Hawaii system for university system-wide policy making and decisions affecting the campuses and to the Vice President for Community Colleges for leadership and coordinating of community college matters. The dual reporting relationship is designed to preserve BOR actions promoting and facilitating campus autonomy in balance with systemwide academic and administrative functions and operations. The 2005 reorganization responded to ACCJC concerns regarding the substantive change in 2002.

The Office of the VPCC functional statement and the position description for the VPCC include descriptions of the executive leadership work of the Vice President who provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the community college system and assures support for the effective operation of the community colleges with staff support. The functional statement also makes clear that the Community College Chancellor has full responsibility and authority to implement and administer delegated system policies and is accountable for the operation of the college. The 2005 organization expands the authority and responsibility of the Chancellor (e.g. personnel decisions).

Through a series of meetings in Spring 2006, the VPCC, the seven community college chancellors, and senior staff from the VPCC Office developed and agreed upon a Functional Roadmap delineating the operational responsibilities and functions of the University of Hawaii System Offices, the UHCC System Office, the BOR, the State of Hawaii, and the colleges (Ref. 4B-34).

There also exists a number of UH system-wide committees/workgroups and UHCC system-wide committees/workgroups where discussion, information sharing, and consultation take place to advise/inform/recommend to the Chancellors and Vice President and the leaders of the system as appropriate.

At the February 2006 BOR meeting and in testimony presented before the Hawaii legislative Higher Education Committee March 30, 2006, the President outlined his Devolution Initiative in which the System will work with the campuses to locate more resources at the campuses, closer to the students they serve. As part of that initiative, all System level positions and functions are being reviewed, from vice-presidents on down, to assess which functions should be conducted at the system level, and which at the campus level. (Ref. 4B-34) In April 7, 2006 comments to the Council of Chief Academic Officers the

Associate Vice President Academic Planning and Policy provided an update on the activity to evaluate the roles/functions and number of personnel at the system level in terms of cost effectiveness, efficiency and consideration of system versus campus operations. UH system VPs were asked to review their units and Chancellors were asked to provide feedback to the system about the system VPs responses by early May 2006.

Self Evaluation:

The UH system 2005 reorganization supported by the functional statement of the UH President, the Vice President for Community Colleges and the Chancellors are more in line with current ACCJC standards. The Vice President for Community Colleges allows the community colleges to be heard as one voice rather than seven separate campuses. This one voice creates a united front for community colleges within the University of Hawaii System. The Functional Roadmap (Ref. 4B-34) delineates the responsibilities and functions of the chancellors within the system. As the organization is new, an assessment of its effectiveness has not occurred.

Planning Agenda:

The College will work with the OVPCC to assess the effectiveness of the new organizational system of responsibilities and make changes as necessary.

IV.B.3.b The district/system provides effective services that support the colleges in their missions and functions.

Descriptive Summary:

The Office of the Vice President for Community Colleges provides centralized support services in the areas of Administrative Affairs and Academic Affairs. The Associate Vice President for Community Colleges Academic Affairs (AVPCCAA) is responsible for providing leadership in internal operational policy making that has impact on the development and implementation of community college systemwide academic plans, goals, objectives, and assessments. The office provides leadership, assistance, and coordination in the areas of 1) Academic Support Services, 2) Academic Planning, Assessment, and Policy Analysis, 3) Career and Technical Education, 4) Student Affairs, and 5) Workforce Development (See June 2005 Reorganization Functional Statement) (Ref. 4B-33). The Office of the Associate Vice President for Community Colleges Administrative Affairs (AVPCCADA) is responsible for facilitation and coordination in all aspects of administrative affairs for community colleges including budget, human resources, facilities planning and management, and equal opportunity employment/affirmative action. The office provides leadership, assistance, and coordination in the areas of 1) Physical Facilities, Planning and Construction, 2) Budget and Planning, 3), Finance and Operations, 4) Human Resources, and 5) Equal Employment Opportunities/Affirmative Action. The University of Hawaii Capital Improvements Projects (CIP) is managed at the System level by the Office of Capital Improvements. The BOR established the Office of Capital

Improvements in 2002 to manage major CIP projects on University campuses. Overall community college repair and maintenance and capital improvement are under the AVPC-CADA. Colleges have responsibility for routine maintenance, and health and safety issues. Colleges work with consultants to develop Long Range Development Plans (LRDP) which are used by the system to develop capital improvement plans (See June 2005 Reorganization Functional Statement) (Ref. 4B-33).

In addition to the creation of the Council of Chancellors, which discusses issues of policy and personnel for the system, the Council of Chief Academic Officers (CCAO) was developed. The CCAO is composed of the Deans of Instruction from the community colleges, the Vice Chancellors for Academic Affairs at Hilo and Manoa, and a designate from West Oahu. The CCAO reviews academic policies, practices, and issues that span the multiple campuses (Ref. 4B-35). The CCAO, which meets monthly to review and discuss new and provisional programs and articulation matters, serves as "an advisory, recommending body" to the Vice President of Academic Affairs (CCA) (Ref. 4B-36).

The VPCC is codifying best working practices into University of Hawai'i Community College Policies (UHCCP) policies which are posted to the newly created a community college website with links to meeting minutes, systemwide initiatives and other resources (Ref. 4B-37).

Self Evaluation:

Currently, there are no systematic assessments, other than individual personnel evaluations of administrators, which measure the effectiveness of an office in meeting its functional responsibilities. The UH system Devolution Initiative is still in a draft stage.

Planning Agenda:

The College will work with the OVPCC to develop methods for evaluating the UHCC System offices.

IV.B.3.c The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.

Descriptive Summary:

In accordance with State law, the University submits a biennial budget request, program, and financial plan, and program performance reports to the Governor and Legislature for consideration by the Legislature when it convenes in regular session in every odd-numbered year. A supplemental budget request to amend any appropriation for the current fiscal biennium my also be submitted to the Legislature for approval when it convenes in regular session in even-numbered years. Operating and Capital Improvement Projects (CIP) funds for the University are appropriated by major organizational units (UH Manoa, UH Hilo, UH West O'ahu, UH Community Colleges, Systemwide Support, etc).

The statutes governing the State of Hawaii budget preparation process are primarily reflected under Chapter 37 of the Hawaii Revised Statutes, Hawaii Budget Preparation Statutes (Ref. 4B-38).

The UHCC system office coordinates the budget development and request process for the UHCC system, which is viewed as a single unit in the University of Hawaii budget. The budget process is grounded in the strategic plans of the University of Hawaii system, the UH Community College System, and the individual College strategic plan. The Community College Strategic Planning Council (SPC) is the primary body for assuring system-wide participation in the UHCC strategic planning process. The membership of the SPC consists of the Chancellor, Faculty Senate Chair, and Student Government chair from each college, and the Vice President and Associate Vice Presidents for the community college. The SPC develops a planning context that identifies system budget request categories/clusters by UHCC Strategic Plan goals and objectives. The Community College Strategic Academic Planning Process is codified in UHCCP 4.101. (Ref. 4B-39).

The development process of the College budget request is described earlier in the self study in Standard III.D.1.d.. At the UHCC system level, the seven community college chancellors with support from the Associate Vice Presidents and their staff collaboratively review, categorize, and prioritize the individual college budget requests. Although budget details are maintained at the individual college level, the Community College budget is summarized and consolidated at the University of Hawaii Community College system level.

All major organizational units participate in the University's Stocktaking process and present budget proposals to the UH Biennium Budget Committee (Ref. 4B-40). The "Stock-Taking" process provides periodic status and progress reports on the community colleges planning and budget development process. The VPCC and Chancellors give a Stock-Taking presentation that is designed to explain how the UHCC system/college is aligning their mission and strategic, academic, and budget plans The last presentations addressed four questions: How can you better meet State needs? How can you increase student participation and success? How will you know when you have succeeded? How will you fund new initiatives? 2007-2009 presentations are posted on-line at Stocktaking Presentations (Ref. 4B-41). The Biennium Budget Advisory Committee formulates and submits recommendations to the University Executive Budget Committee. The University Executive Budget Committee formulates a draft systemwide budget proposal, subject to consultation on a systemwide basis, and then submits a recommended biennium budget proposal to the President for consideration. The President reviews the budget proposal, and then submits the recommended budget proposal to the BOR for final approval. The University's final BOR approved budget is presented to the Governor and Legislature for consideration and approval. At their discretion, the Governor and Legislature may add budget items to address high priority areas of concern of the State.

Although position counts and funding are appropriated by the Legislature at the University's major organizational level (Community College System), details on decisions related

to individual campus budget requests are provided on Legislative worksheets. The practice of the UHCC system has been to appropriate college funds in accordance with Legislative Intent. While State general funds provide the most significant funding resource for the colleges, other funding resources (e.g. Special funds, Revolving funds, Extramural Funds, UH Foundation, etc.) are also generated and retained by each college.

The VPCC, in consultation with the Council of Community College Chancellors, has begun discussions on how to allocate UHCC system resources based on program review. In the current legislative session, the University of Hawaii Community Colleges requested funds and positions to directly support accreditation program review/ assessment process at the campuses. The request was partially funded and these funds and positions were allocated across the colleges according to the needs identified in the program review process (See UHCC Legislative Request Jan 2006) (Ref. 4B-42)

Self Evaluation:

The Vice President for Community Colleges has functional responsibility for providing a fair distribution of resources that are adequate to support the effective operations of the community colleges. The President reviews the Vice President's work for results and effectiveness.

The UHCC planning and resource allocation process has broad systemwide participation and is grounded in the various levels of strategic planning. While maintaining campus appropriations based Legislative intent, the UHCC system is considering equitable processes and alternatives for the allocation of limited resources based upon program review.

Planning Agenda:

The College will work with the OVPCC to ensure that limited resources are allocated on the basis of program review.

IV.B.3.d The district/system effectively controls its expenditures.

Descriptive Summary:

The statutes governing the State of Hawaii budget execution process are primarily reflected under Chapter 37, Hawaii Budget Preparation Statutes (Ref. 4B-38). As required by State law, the University implements the budget execution process as provided in the Governor's Budget Execution Policies (available in the Office of the VPCC). While the University is exempt from some of the special requirements set forth in the instructions, the primary fund allocation and control processes are maintained as required. The maintenance of allocations, ceilings, quarterly allotments, Form A-19 approval process, etc., provide appropriate monitoring, controls, and safeguards in the budget executive process.

The Financial Management Information System (FMIS) of the University of Hawaii was implemented on July 1, 1996 and provides the basic mechanism to monitor and control the financial resources of the University of Hawaii. FMIS assures observance of legal requirements, aids in the exercise of budgetary and management controls, and provides financial information pertaining to the various functions of the University FMIS is designed to adhere to Federal, State, and University requirements, address management information needs, and comply with accounting principles for colleges and universities. ((Ref. 4B-43). The quarterly allotment (Form A-19) monitoring and control requirements are programmed in FMIS with transactions edit rejections currently maintained at the campus/fund level. A separate project based, expenditure category, contracts and grants module is in place to administer these types of funds. Other funds (e.g. endowments, agency, bond, financial aid) are also maintained and controlled as appropriate under FMIS.

The VPCC has functional responsibility for ensuring that the community college system effectively controls its expenditures. The President reviews the Vice President's work for results and effectiveness.

Self Evaluation:
The College meets this standard.

Planning Agenda:
None

IV.B.3.e The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without the chancellor's interference and holds them accountable for the operation of the colleges.

Descriptive Summary:

The 2005 reorganization of the President's office, the creation of the Office of the Vice President for Community Colleges, and the realigning of functions established a new organizational infrastructure for the University of Hawaii system of community colleges while retaining the integrity of the individually accredited colleges. In the June 2005 presentation to the BOR the President stated, "the new Vice President for Community Colleges will be responsible for community college-related system policies, resource allocation within the community colleges, and central service and support for the seven community colleges." When asked who would control the funding at each of the community colleges, the President responded, "funding would be influenced by the Vice President's decision but campus operations and management would be the responsibility of the Chancellors. The decision as to how the money is distributed to each of the campuses ultimately would rest with the University President." (Ref. 4B-31)

Community College chancellors have authority and leadership responsibility for the immediate operation, management, administration, and governance of their campuses within BOR governing and Presidential administrative policy (Ref. 4B-44).

The position description of a chancellor (GE102) gives full responsibility and authority to the chancellor for all administrative and academic matters of the campus. (Ref. 4B-45)

The Vice President for Community Colleges has functional responsibility ensuring that community college chancellors have full responsibility and authority to implement and administer delegated system policies without interference and holds the chancellors accountable for the operation of the colleges. The Vice President evaluates Community College Chancellors (Ref. 4B-33). The President reviews the Vice President's work for results and effectiveness.

Self Evaluation:

The College meets this standard. The policies and procedures of the university give full responsibility and authority to the chancellor to implement and administer delegated district/system polices without interference and holds the chancellor accountable for the operation of the College.

Planning Agenda:
None

IV.B.3.f The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.

Descriptive Summary:

The Office of the Vice President for Community Colleges acts as liaison between the community colleges and the BOR (Ref. 4B-32) (Ref. 4B-33). The VPCC serves as an Administrative Representative to the BOR Community College Standing Committee. When presentations regarding the community college system are made to the standing committee or to the full BOR, it is the VPCC who speaks for the system (November 2005 and April 2006 BOR Standing Committee minutes, full BOR minutes) (Ref. 4B-6). Items forwarded to the BOR for approval, such as College Strategic Plans and College Self Study are forwarded under the signature of the VPCC. The Functional Roadmap provides more detail (Ref. 4B-34).

The VPCC is a member of the President's executive council as well as a member on the 10-campus Council of Chancellors. The VPCC convenes regular meetings of the seven-campus Council of Community College Chancellors (Ref. 4B-47).

Self Evaluation:

By position description and functional organization, the Office of the VPCC acts as liaison between the community colleges and the BOR.

Planning Agenda:
None

IV.B.3.g The district/system regularly evaluates district/system role-delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

Descriptive Summary:

The newly reorganized community college system is compiling best practices and processes into UHCC Policies, which are posted to the community college Website (Ref. 4B-47). Written policies are aligned with BOR and system executive level polices and provide for regular review and assessment of the policies

The VPCC and the Chancellors have made public a Functional Roadmap (Ref. 4B-34). One of the system's first polices on the Community College Council of Faculty Senate Chairs delineates the role of faculty governance and defines its advisory role to the VPCC in UHCCP 1.102 (Ref. 4B-47).

A policy on Strategic Academic Planning, UHCCP 4.101, became official in May 2006. It provides for a process and establishes the community colleges' Strategic Planning Council (SPC) as the primary body for assuring systemwide participation in the UHCC strategic planning process. The policy identifies roles and responsibilities and includes the relationship to and responsibility of campus academic planning (Ref. 4B-47).

Self Evaluation:

The Office of the Vice President for Community Colleges is developing, defining and publishing new governance and decision-making structures and processes. The development of these policies and the provisions for regular review and assessment of the policies is seen as good progress toward meeting the standard.

Planning Agenda:

The College will continue to help the OVPCC develop, make public, and regularly review structures, policies, and procedures.

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     A9.325, Political Activity
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