

**Self-Evaluation of Educational Quality  
and Institutional Effectiveness  
for Windward Community College**

**2012**



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



UNIVERSITY of HAWAII  
**WINDWARD**  
COMMUNITY COLLEGE



# Windward Community College

## Self-Evaluation Report of Educational Quality and Institution Effectiveness

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### **Support of Reaffirmation of Accreditation**

Submitted by:

**Windward Community College**

45-720 Kea‘ahala Road

Kāne‘ohe, Hawai‘i 96744

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

August 15, 2012



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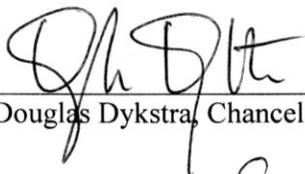
July 16, 2012

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

From: Douglas Dykstra, Chancellor  
Windward Community College  
45-720 Kea`ahala Road  
Kāne`ohe, Hawai`i 96744

This Self Evaluation of Educational Quality and Institutional Effectiveness is submitted with the purpose of assisting in determination of the institution's accreditation status.

We certify that there has been broad participation by the campus community, and we believe the Self Evaluation of Educational Quality and Institutional Effectiveness accurately reflects the nature and substance of this institution.



Douglas Dykstra, Chancellor, Windward Community College



Dr. M.R.C. Greenwood, President, University of Hawai`i



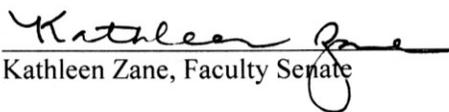
Dr. John Morton, Vice President for Community Colleges



Jan Lubin, Accreditation Steering Committee Chair



Mariko Kershaw, Documentarian



Kathleen Zane, Faculty Senate



July 19, 2012

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

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

This Self Evaluation of Educational Quality and Institutional Effectiveness is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

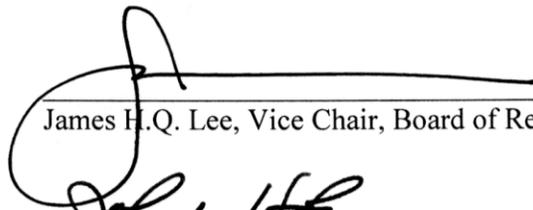
We certify we read the final Institutional Self Evaluation Report and that we were involved in the Self Evaluation process.



Eric K. Martinson, Chair, Board of Regents



Carl A. Carlson, Jr., Vice Chair, Board of Regents



James H.Q. Lee, Vice Chair, Board of Regents



John C. Holtzman, Chair, Committee on Community Colleges



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# Introduction

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## History and Description of the College

Windward Community College (Windward CC ) is located in Kāneʻohe on the island of Oʻahu at the base of the Koʻolau mountain range. The College primarily serves residents from Waimānalo and Kailua to the south up to Kahuku to the north, although its offerings appeal to students throughout the University of Hawaiʻi System (UH System), and its online classes are available to students everywhere. Established in 1972, the College is situated on approximately 64 acres of land and is composed of 10 primary buildings that are either renovated former Hawaiʻi State Hospital buildings or part of the College's newer construction projects. The most recent building, the Library Learning Commons, will open in Fall 2012 and promises to be the core of the College's educational activities.

The College is governed by the Board of Regents of the University of Hawaiʻi (BOR), a state-appointed board that governs all 10 campuses in the UH System. The daily operations of the College are directed by the Windward CC Chancellor, who is directly responsible to the Vice President of Community Colleges (VPCC) and the President of the UH System.

As shown in Table 1 below, the College is made up 159 full-time employees, including six administrators; 28 Administrative, Profession, and Technical positions, 44 civil servants, 54 instructional faculty and 27 non-instructional faculty. There are also over 50 lecturers and people hired in temporary capacities, including grant-funded positions.

The governance structure of the College is based on a commitment to shared governance and transparency, balancing the need for broad input and for effective administrative oversight and responsibility. In the last year, the committee structure has been evaluated and is in the process of being reformed to make the institution more effective. A culture of assessment has gradually extended throughout the College. For instance, the Planning and Budget Council now uses program reviews as a basis for its decisions. Likewise, non-instructional units are evaluating their effectiveness based on perception surveys and other data.

By State law the College has an open-door policy that includes, but is not limited to, residents who have completed high school or who are 18 years of age or older ([Ref. I-1, p. 7](#)). The College also participates in programs that extend access to the College to high school students, non-resident members of the military, and non-residents. Outreach efforts are focused on the Windward CC side, with special attention paid to underserved and minority populations.

According to enrollment figures ([Ref. I-2](#)) provided by the UH System Institutional Research Office, the College's enrollment has expanded considerably in the last decade, moving from a headcount of 1,554 students in Fall 2001 to a headcount of 2,705 in Fall 2011.

**Table 1: 2010 Faculty/Staff Diversity**

WIN	Total		Exec/Mgr		Admin, Prof & Tech		Civil Service		Instruct Faculty		Other Faculty	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
All Employees	159		6	3.8	28	17.6	44	27.7	54	34.0	27	17.0
Asian and Pacific Islander	69	43.4	1	0.6	13	8.2	22	13.8	24	15.1	9	5.7
Chinese	10	6.3			3	1.9	2	1.3	4	2.5	1	0.6
Filipino	9	5.7					8	5.0	1	0.6		
Indian Subcontinent	1	0.6							1	0.6		
Japanese	44	27.7	1	0.6	10	6.3	10	6.3	17	10.7	6	3.8
Korean	2	1.3					1	0.0	1	0.6		
Laotian												
Thai												
Vietnamese												
Other Asian	3	1.9					1	0.6			2	1.3
Hawaiian and Pacific Islander	33	20.8	1	0.6	4	2.5	14	8.8	7	4.4	7	4.4
Guam Chamorro												
Hawaiian/ Part Hawaiian	32	20.1	1	0.6	4	2.5	13	8.2	7	4.4	7	4.4
Micronesian												
Samoan	1	0.6					1	0.6				
Tongan												
Other Pacific Islander												
Mixed Pacific Islander												
Mixed Asian Pacific Islander												
Other Ethnic Groups	53	33.3	4	2.5	10	6.3	5	3.1	23	14.5	11	6.9
African American												
American Indian/ Alaska Native												
Caucasian	53	33.3	4	2.5	10	6.3	5	3.1	23	14.5	11	6.9
Hispanic												
Mixed												
No Response	4	2.5			1	0.6	3	1.9				
Gender												
Female	94	59.1	1	0.6	13	8.2	34	21.4	26	16.4	20	12.6
Male	65	40.9	5	3.1	15	9.4	10	6.3	28	17.6	7	4.4

Data Source: CC DIAD Fall 2010 – Table3xl

## Our Courses and Programs

The College's credit offerings combine a global approach to learning with a particular sensitivity to Hawaiian values that connects liberal arts with career exploration, technological skills and literacy, and community involvement.

The College offers three Associates degrees: an Associate in Arts (AA) degree ([Ref. I-1, p. 34](#)), which is the primary transfer degree for students moving on to four-year colleges, and an Associate in Science (AS) in Veterinary Technology, which was approved by the Board of Regents on February 23, 2012 ([Ref. I-3, p. 22](#)).

In addition to the Associate degrees, the College offers certificates of varying types:

Certificate of Achievement (24 to 45 credits):

- Veterinary Assisting ([Ref. I-1, p. 36](#))

Certificates of Completion (10 to 23 credits):

- Agricultural Technology: Plant Landscaping ([Ref. I-1, p. 37](#)).
- Agricultural Technology: Subtropical Urban Tree Care ([Ref. I-1, p. 38](#)).
- Marine Option Program ([Ref. I-1, p. 39](#)).

Academic Subject Certificates (12 credits or more):

- Art: Drawing and Painting ([Ref. I-1, p. 40](#));
- Bio-Resources and Technology: Bio-Resource Development and Management ([Ref. I-1, p. 41](#)).
- Bio-Resources and Technology: Plant Biotechnology ([Ref. I-1, p. 42](#));
- Business ([Ref. I-1, p. 43](#)).
- Hawaiian Studies ([Ref. I-1, p. 44](#)).
- Psycho-Social Developmental Studies ([Ref. I-1, p. 45](#)).

Certificates of Competence (4 to 10 credits):

- Information and Computer Science: Applied Business and Information Technology ([Ref. I-1, p. 47](#)).
- Geographic Information and Global Positioning Systems ([Ref. I-1, p. 46](#)).
- Information Computer Science: Web Support ([Ref. I-1, p. 47](#)).

Other programs on the horizon during the current Strategic Planning reporting period (2011-2015) include a Certificate of Achievement in Agripharmatech with two tracks: Plant Biotechnology and Ethnopharmacognosy, an AA in Hawaiian Studies, and an AS in Natural Sciences.

Windward CC has embraced pedagogical innovations, including learning communities ([Ref. I-4](#)), supplemental instruction, and online learning ([Ref. I-5](#)). The College has also sought to increase student persistence and retention rates by enhancing its tutoring ([Ref. I-6](#)), counseling ([Ref. I-7](#)), and student support ([Ref. I-8](#)) efforts. The College is part of the Achieving the Dream initiative, and it has a long-standing commitment to federal programs such as Upward Bound, Educational Talent Search, and Service Learning.

Windward CC has also expanded its online course offerings. In Fall 2006, The College offered one online class. In Fall 2011, that number had grown to 38. In addition, Windward CC students are eligible to take any distance learning class offered by the UH Community College 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 UH System's e-learn site ([Ref. I-9](#)). Data for online classes, including reports, are available via the page devoted to online learning ([Ref. I-10](#)) on the College's website.

Recognizing that our students could take over half of the courses needed for an AA degree online, Windward CC submitted a Substantive Change for the AA in Liberal Arts Distance Education Program, which was approved by the ACCJC in February 2011. All online classes are developed, implemented, and given the same rigor of assessment as on-site classes, including peer review, course curriculum review, and the use of institutional data to determine student success.

In August 2011, Windward CC and Leeward Community College (Leeward CC) launched a new non-credit initiative, Ready Set Grow Hawai'i (RSG-HI; [Ref. I-11](#)) a career and college readiness program designed to help improve reading, writing, computer and math skills. The program provides training that will help students succeed in an entry level career credentialing program. After successful completion of the RSG-HI program, students receive a Certificate of Participation and the National Career Readiness Certificate. In addition, students also receive help with placement into credit or non-credit workforce training programs, college, or jobs.

The Office of Career and Community Education (OCCE; [Ref. I-12](#)) offers a wide selection of educational and cultural programs that include courses in nursing, ocean safety, photography, computing, and creative writing.

Finally, the College is also closely connected to the community, offering many enrichment activities, including theatrical performances ([Ref. I-13](#)), the Star Poets project ([Ref. I-14](#)), art exhibitions ([Ref. I-15](#)), Common Book Program ([Ref. I-16](#)) and the Hawaiian Music Institute ([Ref. I-17](#)) as well as hosting the Windward community Ho'olaule'a ([Ref. I-18](#)) every year.

### **Student Learning Outcomes (SLOs)**

The College has developed SLOs ([Ref. I-19](#)) at various levels. By the end of Spring 2005, faculty created SLOs ([Ref. I-20](#)) for all certificate programs. Outcomes for the AA ([Ref. I-21](#)) degree were also created at that time. These were updated and approved by the campus in Spring 2006, and again revised in Spring 2012. By the end of the 2005-2006 academic year, all units identified for review had student or process outcomes.

By Summer 2006, approximately 80 percent of all courses on the Course Master List had SLOs. One-hundred percent of those listed in the 2011-2013 Course Catalog ([Ref. I-1, pp. 48-111](#)) have SLOs. All proposals for new courses must include clear, measureable Student Learning Outcomes.

The College is at various stages of assessing SLOs. Assessment of the AA degree started in 2000, using the six-step model by Nichols and Nichols. Assessment ([Ref. I-22](#)) has continued to be carried out annually, with a comprehensive Program Review every five years ([Ref. I-23](#)). Assessment of credit certificate programs ([Ref. I-24](#)) was merged into Departmental Reports in response to the Program Review Recommendation ([Ref. I-25](#)) of the ACCJC visiting team in 2007.

Additionally, the College's Non-Instructional Units and Developmental Education courses are also responsible for Annual Assessments and Five-Year Comprehensive Program Reviews. All assessment results are used to measure the achievement of SLOs and to improve student learning. The results are incorporated into the Department Annual Reports submitted to the unit's Vice Chancellor and the Planning and Budget Council (Ref. I-26). Course-level data is also used by departments to guide changes to courses and curriculum. The Math Redesign Project is one example of curriculum changes made as a result of SLO and program assessment, as discussed in Standard II of this report. These reports are incorporated into the Departmental Reports and every November are used as the basis for making recommendations by the Strategic Planning Committee (Ref. I-27) to the Budget Committee (Ref. I-28) prior to Fall 2009, and currently to the Planning and Budget Council (Ref. I-26) to make informed budgetary decisions.

The College's work on SLOs continues. In the past year, new General Education SLOs (GESLOs) were approved, and the College began aligning courses to those outcomes. Additionally, the AA degree outcomes were revised and approved during Spring of 2012. Over the next year, the College will also continue work on aligning its course-level SLOs to certificate and degree outcomes.

## **Our Students**

The student body at Windward CC (Ref. I-29) is a diverse, primarily local population composed of approximately 42 percent Native Hawaiian, 20 percent Caucasian, 17 percent Asian, 14 percent two or more races, 2 percent Pacific Islander, 3 percent Hispanic, 1 percent Black, 1 percent other or unknown, and 0.3 percent American Indian.

The majority of our students are younger than 22. However, while some students come directly to the College from high school, most seem to wait a few years before starting college. As shown in Table 2 below, one trend in the demographics is that the relative number of students who are between the ages of 25 and 49 has increased in the past five years.

**Table 2: Windward CC Community College Academic Year Enrollment**

Total	3343		3515		3801		4614		5058	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
	1309	2034	1280	2235	1377	2424	1550	3064	1750	3308
<b>Age</b>										
Recent High School Graduates	169	93	191	82	212	99	227	86	243	85
Other< 22 Year Olds	802	704	764	801	812	866	858	1136	946	1140
22-24	154	337	146	385	134	389	170	526	190	571
25-49	174	728	171	789	209	854	279	1099	334	1273
>49	10	172	8	178	10	216	16	217	37	239
Age Not Reported										
<b>Race/Ethnicity</b>										
American Indian or Alaska Native	8	6	6	9	9	6	5	12	6	6
Asian	273	525	255	540	257	546	246	700	213	654
Black or African American	12	24	18	18	17	24	17	29	19	40
Hispanic/Latino of Any Race	29	66	38	53	34	57	46	83	28	86
Native Hawaiian	433	568	440	675	513	783	628	1029	848	1293
Other Pacific Islander	52	66	62	91	56	74	67	106	40	78
White	284	479	253	507	259	566	290	626	336	687
Two or More Races	199	273	190	310	218	339	225	433	244	441
Unknown/Other	19	27	18	32	14	29	26	46	16	23
<b>Gender</b>										
Female	756	1295	722	1446	811	1559	884	1913	976	2062
Male	553	739	555	788	562	857	663	1148	751	1230
Not Reported			3	1	4	8	3	3	23	16
<b>Socio Economic Status (Pell)</b>										
Received Pell	364	354	393	459	470	640	729	983	901	1237
Did not receive Pell	945	1680	887	1776	907	1784	821	2081	849	2071
<b>Distance Completely On-Line Courses (DCO)</b>										
Student Took No DCO	1309	2034	1233	2,170	1,333	2319	1438	2736	1,492	2482
Student Took 1 or More DCO			47	65	44	105	112	328	258	826
AtD Cohort	Cohort 2006		Cohort 2007		Cohort 2008		Cohort 2009		Cohort 2010	
AtD Cohort Entering Year	280	216	301	220	296	236	335	262	368	280

Data Source:

ODS - IRAO Freeze Tables - IRO\_BASE, CENSUS

ODS - OVPCC Demographic Table - OVPCC\_DIAD\_SEMESTER

When comparing Windward CC’s demographics with those of Honolulu County ([Ref. I-30](#)), we find that they are representative albeit a bit higher for some ethnicities and a bit lower for others. On average, 61 percent are female while 39 percent are male, and 32 percent received Pell Grants indicating a lower socio-economic status.

Moreover, approximately 57 percent of the population within the county is between the ages of 18 and 65, and 15 percent are 65 or older. These are potential Windward CC students. The Windward CC data shows that only approximately 7 percent of the students are recent high school graduates, while 43 percent are under 22 years old and going back to school after a hiatus, and 50 percent are 22 years old or above.

A large proportion of Windward CC’s students are working (Table 3). Therefore, it is not surprising that 36 percent of Windward CC’s students enroll in 12 or more credits per semester while 64 percent enrolled in less than 12 credits per semester. Many may opt to work immediately after completing high school rather than starting college immediately. The demographics of the Kāne‘ohe area ([Ref. I-31](#)) indicate an older population, one of the reasons why Windward CC has a majority of students over 22 years old.

**Table 3: Number of WINDWARD CC Students Who Work**

	2005-2006		2006-2007		2008-2009		2009-2010		2009-2010	
Response	N	%	N	%	N	%	N	%	N	%
Full-time	44	37.77	35	26.3	32	28.8	31	25.2	37	29.6
Part-time	79	64.23	98	73.7	79	71.2	92	74.8	88	70.4

Data Source: Graduate Leavers Survey 2005-2009

Persistence from semester to semester is an important factor when measuring the success of an educational institution. Part-time student persistence increased by 9.1 percent from 2006–2009, but dropped 3.7 percent in 2010 for a total percent change of 5.4 percent, while persistence for full-time students increased by 9.9 percent during the reporting period for a total net increase in persistence of 7.3 percent (see Table 4). The same trend can be seen in the data for the Achieving the Dream (AtD) Cohort. Although from 2009-2010, Windward CC’s part-time enrollment (Table 2) increased by 7 percent, many of these students opted not to enroll in the following semester. The largest decrease, 19.9 percent, was for those 49 and older, while the second highest decrease was 6.1 percent for recent high school graduates.

**Table 4: WINDWARD CC Persistence – Spring to Fall Enrollment**

	2006-2007		2007-2008		2008-2009		2009-2010		2010-2011	
Total Percentage	55.1%		57.6%		61.7%		58.0%		61.9%	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
	64.9%	47.8%	66.1%	52.1%	70.3%	55.9%	64.9%	53.8%	67.2%	58.2%
<b>Age</b>										
Recent High School Graduates	70.6%	59.1%	50.0%	53.8%	77.8%	39.1%	57.1%	29.4%	73.3%	42.1%
Other< 22 Year Olds	64.7%	50.8%	66.4%	51.1%	71.5%	53.1%	64.5%	52.9%	63.8%	57.3%
22-24	59.4%	37.8%	67.2%	48.1%	49.2%	51.5%	60.9%	45.4%	66.7%	54.5%
25-49	66.7%	47.0%	65.8%	52.2%	75.5%	61.2%	68.2%	57.0%	73.7%	60.3%
>49	100.0%	53.6%	60.0%	63.8%	100.0%	56.7%	80.0%	66.7%	94.4%	65.1%
Age Not Reported										
<b>Race/Ethnicity</b>										
American Indian or Alaska Native	50.0%	50.0%	75.0%	33.3%	75.0%	0.0%	100.0%	25.0%	33.3%	100.0%
Asian	74.0%	47.7%	70.4%	62.1%	75.5%	58.7%	72.7%	60.7%	74.7%	57.6%
Black or African American	60.0%	54.5%	71.4%	85.7%	25.0%	18.2%	55.6%	60.0%	66.7%	69.2%
Hispanic/Latino of Any Race	73.3%	47.8%	44.4%	22.2%	83.3%	47.6%	77.8%	47.8%	45.5%	59.4%
Native Hawaiian	67.7%	45.7%	65.6%	49.6%	68.8%	60.4%	65.7%	51.9%	65.1%	58.8%
Other Pacific Islander	56.5%	66.7%	61.9%	46.3%	62.5%	48.5%	50.0%	50.0%	52.9%	53.6%
White	53.7%	45.6%	68.4%	49.7%	63.4%	48.9%	60.5%	53.8%	70.7%	53.6%
Two or More Races	68.2%	51.7%	66.7%	53.6%	79.6%	58.2%	65.6%	53.0%	68.6%	63.8%
Unknown/Other	42.9%	46.2%	33.3%	50.0%	71.4%	66.7%	45.5%	47.6%	77.8%	44.4%
<b>Gender</b>										
Female	66.3%	46.6%	68.2%	50.7%	71.6%	57.3%	65.4%	56.0%	68.1%	60.2%
Male	62.8%	49.8%	63.1%	54.7%	68.4%	53.2%	63.9%	49.6%	66.2%	55.2%
Not Reported			100.0%		50.0%	66.7%	100.0%	100.0%	63.6%	42.9%
<b>Socio Economic (Pell)</b>										
Received Pell	67.9%	52.9%	64.3%	59.2%	71.7%	57.4%	67.6%	55.3%	69.1%	60.3%
Did not receive Pell	63.5%	46.4%	67.1%	49.2%	69.3%	55.0%	61.7%	52.5%	64.6%	56.0%
<b>Distance Completely On-Line Courses (DCO)</b>										
Student Took No DCO	64.9%	47.8%	66.8%	52.0%	70.2%	55.9%	64.3%	55.1%	67.2%	58.9%
Student Took 1 or More DCO			50.0%	53.8%	70.8%	55.6%	72.0%	41.0%	67.5%	56.0%

Data Source:

ODS - IRAO Freeze Tables - IRO\_BASE, CENSUS; ODS - OVPC Demographic Table - OVPC\_DIAD\_SEMESTER: Table population is from IRO\_BASE with Pell and DCO groupings based off of MTT\_ACCOUNT\_DETAIL and IRO\_REGS; ODS - OVPC Achieving the Dream Tables - OVPC\_ATD\_STUDENT, OVPC\_ATD\_GENERAL

An examination of the data on ethnicity shows the following increases in persistence for part-time students from 2009-2010: Asian, .4 percent; Black, 3.1 percent; and Pacific Islander, 13.5 percent. However, these increases were offset by decreases of 16.7 percent for American Indian/Alaska Native, 9 percent for Hispanic, 4.5 percent for Native Hawaiian, 7.6 percent for Caucasian, 4.0 percent for those claiming two or more races, and 41.7 percent for races unknown or other.

Moreover, there was also an increase in the percentage of full-time students who were American Indian/Alaska Native, 66.7 percent; Hispanic, 22.3 percent; and Caucasian, 3.2 percent. These were offset by decreases of 1.5 percent for Asian, 1.4 percent for Black, 1.4 percent for Native Hawaiian, and 0.4 percent for Other Pacific Islander. All the Unknown or Other Race who were attending full-time persisted.

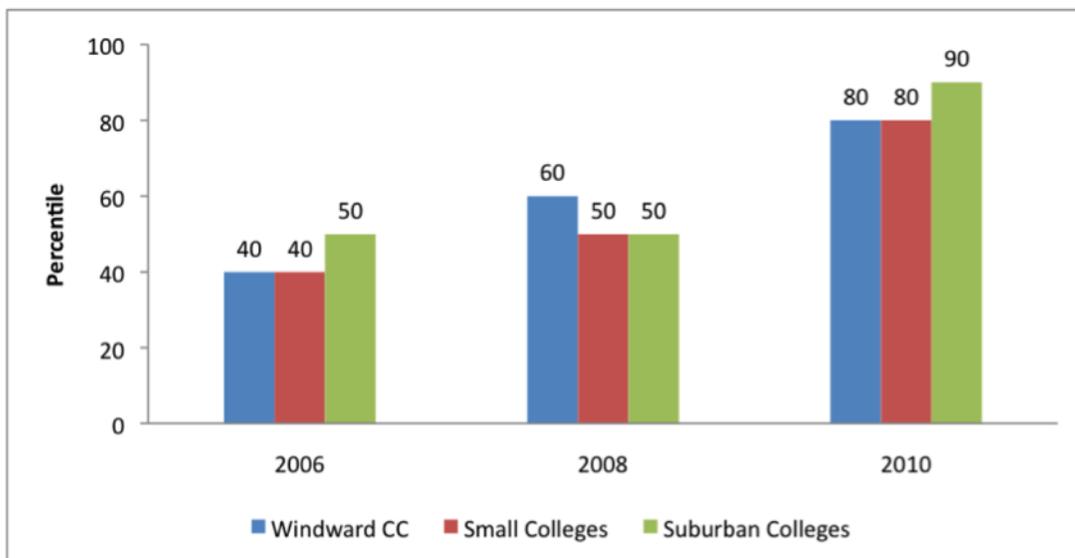
From 2009-2010, there was a net increase in persistence for part-time males of 1.2 percent, and net decrease for females of 6.9 percent. Furthermore, during the 2006-2010 reporting period, there was a net decrease of 11.2 percent for females and 7.4 percent for males. Therefore, although Windward CC's enrollment increased by 51 percent during the reporting period as shown in Table 2, 19.6 percent of those students did not persist to the next semester. The same trend is shown by the data for students of lower economic status and those taking at least one course only online.

### Student Satisfaction

Windward CC has participated in the Community College Survey of Student Engagement (CCSSE) survey in 2006, 2008, 2010, and 2012. However CCSSE has not released the data from the 2012 survey yet. Perception surveys were also administered in 2005 ([Ref. I-32](#)) and 2011 ([Ref. I-33](#)).

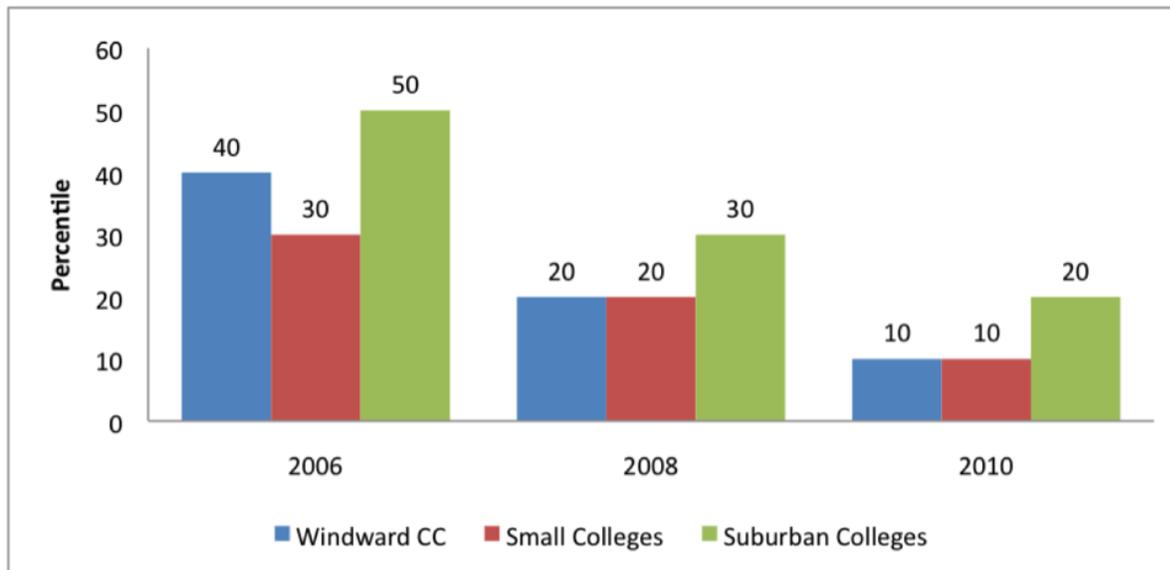
As seen in Figure 1, which summarizes the CCSSE data for the last three surveys, students' positive perception of how much active and collaborative learning occurs in Windward CC classrooms has doubled from 2006-2010. The graph also indicates that Windward CC is equal or above small colleges in the comparison group and just below suburban colleges for all years.

**Figure 1: Active and Collaborative Learning CCSSE Percentile Comparison Colleges**



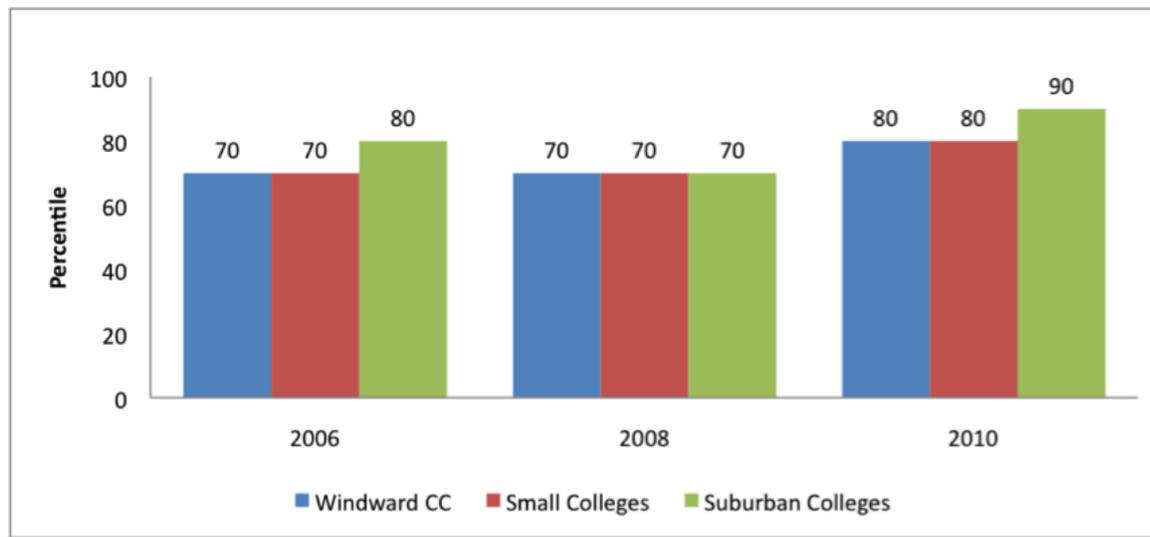
In Figure 2, data of students' perception of their own effort in the classroom is shown. The data shows that students perceive that the effort put forth in the classroom has degraded over the three CCSSE administrations. The same trend expressed above exists again, when Windward CC is compared with small and suburban colleges whose students also have perceived a lessening of effort in classrooms.

**Figure 2: Student Effort CCSSE Percentile Comparison Colleges**



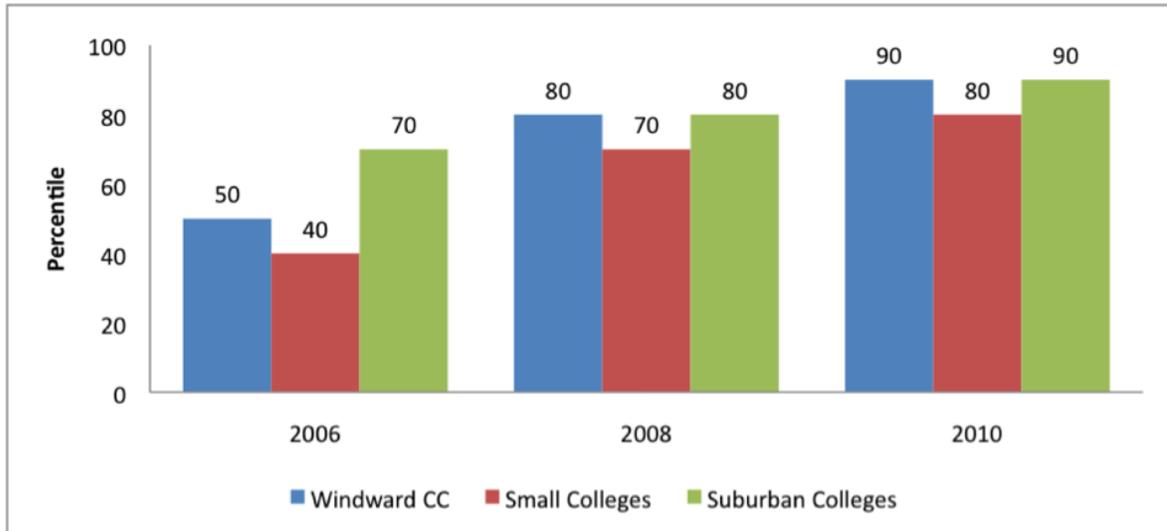
Although students perceive a lack of effort on their part in the classroom, they perceive that Windward CC's classes are academically challenging, as summarized in Figure 3. The academic rigor in Windward CC classes is equal or just a little below other national small and suburban colleges.

**Figure 3: Academic Challenge CCSSE Percentile Comparison Colleges**

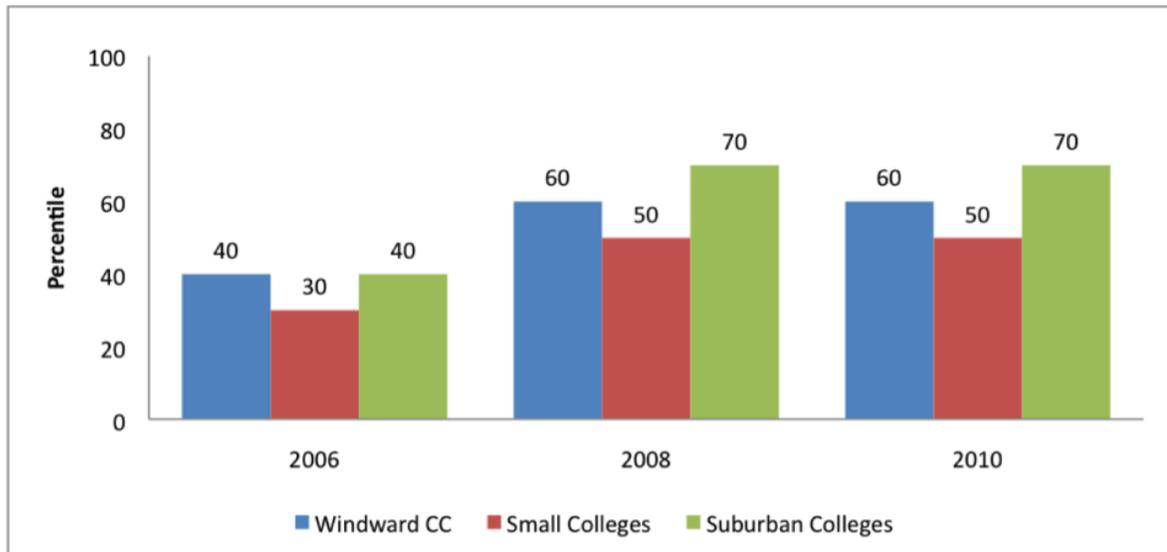


Students also perceive that faculty interact well with them, as shown in Figure 4. Faculty/Student interaction increased from the 40<sup>th</sup> percentile in 2006 to the 60<sup>th</sup> percentile in 2008 and 2010. When compared with small colleges, Windward CC is 10 percentile points above comparison schools, and when compared against suburban colleges, it is 10 percentile points below or at the same level. The same trend exists for support for learners as seen in Figure 5, but to a greater extent. Student perception increased from the 50<sup>th</sup> percentile in 2008 to the 90<sup>th</sup> percentile in 2010, suggesting that the interventions and changes in policy that are discussed in Standard II and Standard III have made an impact on students.

**Figure 4: Student-Faculty Interaction CCSSE Percentile Comparison Colleges**



**Figure 5: Support for Learners CCSSE Percentile Comparison Colleges**



Student perception surveys thus indicate that students are generally engaged with the College and that the College has responded effectively to the data to improve overall student engagement. The one exception is student effort, which the College recognizes as a problem that must be addressed in the future.

## Degrees and Certificates Awarded

The total number of degrees that Windward CC confers has increased from 132 in Fiscal Year 2006 to 165 in Fiscal Year 2010 (see Table 5 below). Windward CC's sole degree program in 2010 was an AA in Liberal Arts. As discussed in Standard II.A, students could also earn an Academic Subject Certificate (ASC) in addition to their AA degree or as a stand-alone certificate. These certificates are not reviewed by the UH Board of Regents, and thus do not appear in Table 5.

**Table 5: Windward CC Associate Degrees Awarded**

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
<b>Total</b>	123	130	131	148	156
<b>Age</b>					
Recent High School Graduates					
Other < 22 Year Olds	50	37	53	52	55
22-24	28	33	29	33	30
25-49	41	57	41	58	65
>49	4	3	8	5	6
Age Not Reported					
<b>Race/Ethnicity</b>					
American Indian or Alaska Native	1	1			
Asian	28	27	29	28	28
Black or African American	1	1	1	4	1
Hispanic/Latino of Any Race	3	7	1	4	4
Native Hawaiian	41	40	43	54	60
Other Pacific Islander	2	7	1	3	2
White	26	29	36	33	30
Two or More Races	20	18	20	22	31
Unknown/Other	1				
<b>Gender</b>					
Female	91	90	77	101	102
Male	32	40	53	47	54
Not Reported			1		
<b>Socio Economic (Pell)</b>					
Received Pell	43	50	39	55	66
Did not receive Pell	80	80	92	93	90
<b>Distance Completely On-Line Courses (DCO)</b>					
Student Took No DCO	123	117	115	113	86
Student Took 1 or More DCO		13	16	35	70
<b>AtD Cohort</b>					
AtD Cohort Entering Year	37	47	61	62	80

Data Sources:

ODS - IRAO Freeze Tables - IRO\_BASE, CENSUS

ODS - OVPCC Demographic Table - OVPCC\_DIAD\_SEMESTER: Table population is from IRO\_BASE with Pell and DCO groupings based off of MTT\_ACCOUNT\_DETAIL and IRO\_REGS

ODS - OVPCC Achieving the Dream Tables - OVPCC\_ATD\_STUDENT, OVPCC\_ATD\_GENERAL

Moreover, in 2009, Windward CC saw the first Certificate of Achievement graduates in the newly established Veterinary Assisting program, the only such program in the State (see Table 6 below). The BOR has approved a new AS degree in Veterinary Technology, which will augment the training started in this program. A substantive change for AS degree has been initiated and will be received by the Commission prior to the team's visit.

**Table 6: Windward CC Certificates of Achievement Award**

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
<b>Total</b>				5	9
<b>Age</b>					
Recent High School Graduates					
Other < 22 Year Olds				1	4
22-24				1	2
25-49				3	3
>49					
Age Not Reported					
<b>Race/Ethnicity</b>					
American Indian or Alaska Native					
Asian				1	2
Black or African American					
Hispanic/Latino of Any Race				1	
Native Hawaiian				3	2
Other Pacific Islander					1
White					3
Two or More Races					1
Unknown/Other					
<b>Gender</b>					
Female				4	9
Male				1	
Not Reported					
<b>Socio Economic (Pell)</b>					
Received Pell					2
Did not receive Pell				5	7
<b>Distance Completely On-Line Courses (DCO)</b>					
Student Took No DCO				5	2
Student Took 1 or More DCO					7
<b>AtD Cohort</b>					
AtD Cohort Entering Year				2	5

Data Source:

ODS - IRAO Freeze Tables - IRO\_BASE, CENSUS

ODS - OVPCC Demographic Table - OVPCC\_DIAD\_SEMESTER: Table population is from IRO\_BASE with Pell and DCO groupings based off of MTT\_ACCOUNT\_DETAIL and IRO\_REGS

ODS - OVPCC Achieving the Dream Tables - OVPCC\_ATD\_STUDENT, OVPCC\_ATD\_GENERAL

## Student Transfer

As a two-year community college, one of Windward CC's primary goals is to prepare students to transfer to baccalaureate institutions.

According to the National Clearinghouse data (Table 7), Windward CC transfers out more students than it graduates. Most students transfer to 4-year campuses within the UH System or out-of-state institutions. Other students are known to transfer to Hawai'i-based private institutions such as Chaminade University and Hawai'i Pacific University. Unfortunately, Hawai'i Pacific University, which is one of our main transfer universities, is not a member of the Clearinghouse where transfer numbers are concerned, so this data is not systematically collected.

**Table 7: Windward CC Transfer Numbers and Rates**

Last Term Attended	Total Number of Grad/Leaver Records	Total Transfers		Transfer to UH 4-Year Institutions		Transfers to a UH Community College		Transfers to Hawai'i Private Institutions		Transfer to Out of State Institutions	
		N	%	N	%	N	%	N	%	N	%
Fall 2007	381	165	43.3	56	33.9	44	26.7	8	4.8	57	34.5
Fall 2008	405	181	44.7	77	42.5	50	27.6	7	3.9	47	26
Fall 2009	467	179	38.3	62	34.6	53	29.6	11	6.1	53	29.6
Fall 2010	678	116	17.1	51	44	13	11.2	9	7.8	43	37.1
Spring 2008	447	229	51.2	95	41.5	58	25.3	12	5.2	64	27.9
Spring 2009	493	202	41	78	38.6	63	31.2	5	2.5	56	27.7
Spring 2010	704	251	35.7	116	46.2	49	19.5	16	6.4	70	27.9
Summer 2008	46	40	87	21	52.5	5	12.5	1	2.5	13	32.5
Summer 2009	71	34	47.9	13	38.2	5	14.7	3	8.8	13	38.2
Summer 2010	119	50	42	21	42	7	14	2	4	20	40

Source:

- 1) National Student Clearinghouse
- 2) Operational Data Store (ODS)

In its 40 years, Windward CC Community College has grown from a small collection of aging buildings that were once the home of the State Hospital into a vibrant community college that meets the educational needs of its students, specifically in terms of degrees and transfers, and reaches out to the community. Our students reflect the diversity of Windward O'ahu and our institutional mission and values mirror the communities that we serve.

The College has committed to continuous improvement based on a variety of feedback measures and a commitment to shared governance.

## **Information Regarding an External Independent Audit**

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 UH Community College System as supplemental information in relation to the University’s consolidated financial statements taken as a whole.” The University implemented this policy and the effectiveness of the documentation provided by these procedures has been reviewed by the Commission and the UH Community Colleges.

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. Respective principal investigators manage externally funded projects separately. The Business Office charges the extramural grant accounts for employee and faculty reassigned time costs.



## Abstract of the Report

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### Institutional Commitments

As part of the preparation for this Self Evaluation, the College underwent a systematic review of the mission statement. The review took place in the fourth year following the 2006 Self Study. The new mission statement emphasizes Windward CC's commitment to Hawai'i and its indigenous population:

Windward Community College offers innovative programs in the arts and sciences and opportunities to gain knowledge and understanding of Hawai'i and its unique heritage. With a special commitment to support the access and educational needs of Native Hawaiians, we provide O'ahu's Ko'olau region and beyond with liberal arts, career and lifelong learning in a supportive and challenging environment — inspiring students to excellence.

The mission statement delineates the general educational commitments of the College, which is a liberal arts transfer institution and a cultural center for the larger community, to provide access to higher education and support for the educational needs of Native Hawaiians throughout the State. The goals of the institution are aligned with the goals of the University of Hawai'i (UH) and the University of Hawai'i Community College (UHCC) Systems.

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 ([Ref. I-34](#)) and staff ([Ref. I-35](#)) conducted in September 2011, 98 percent of faculty and 91 percent of staff respondents were aware of the mission statement, and when evaluating its adequacy in describing the College's function, 92 percent of faculty and 85 percent of staff respondents said it was either excellent or satisfactory. In a survey of students ([Ref. I-33](#)) done simultaneously, 80 percent of 280 respondents were familiar with the mission statement. Moreover, 90 percent of the respondents said that it accurately described their experience at the College.

The mission statement is posted in many places around campus, is prominently displayed on the College's website, and is printed in the Course Catalog and Schedule of Courses. Additionally, from 2006 on, the mission statement has been part of all course outlines or syllabi.

The College mission statement signifies institutional commitments by guiding the direction and emphasis of its programs and is central to its strategic planning and decision-making process. Since 2002, the College has established a formal, cyclical system of program review, strategic planning and resource allocation. This began with the creation of the Windward CC Strategic Plan 2002-2010 ([Ref. I-36](#)) which was revised in 2008 when the UH and UHCC Systems revised their respective strategic plans to meet the educational needs of the State. These plans align with Windward CC's Strategic Plan 2008-2015 ([Ref. I-37](#)) to provide a blueprint for fulfilling the College's mission and achieving the College's goals.

All departments prepare annual assessments, and programs and support units prepare annual assessments and five-year comprehensive program reviews based on empirical data and assessment of SLOs. These are then used by the Planning and Budget Council to update the College Strategic Plan and to make biennium and supplemental budget recommendations to the Chancellor. If the Chancellor does not implement or accept the Council's recommendation, the Chancellor will provide a written explanation to the Council. At all stages of this process the Mission Statement and Strategic Plan are the guiding documents. Thus, this process assures that the entire institution participates in reviewing performance and student learning outcomes.

## **Evaluation, Planning and Improvement**

In Fall 2005, the College adopted three new policies to cover Program Review ([Ref. I-38](#)), Strategic Planning ([Ref. I-39](#)), and Budget Development ([Ref. I-40](#)). 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. In 2009, with the merging of the Strategic Planning and Budget Committees into the Planning and Budget Council (a result of the Chancellor's evaluation of the Governance Perception Survey of the Institutional Effectiveness Committee [GSIEC; [Ref. I-41](#)] results), the posted policies were replaced with the policies and procedures of the Planning and Budget Council ([Ref. I-42](#)).

The Planning and Budget Council Policies and Procedures were passed by the Faculty Senate and vetted in open forums on the campus before becoming official. They are currently 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 that examine department, program, and unit outcomes, in order to create assessment plans, collect data, and implement plans using this data. Furthermore, each unit, department, or program is responsible for filing the Planning and Budget Council Summary Sheet ([Ref. I-43](#)) for each budgetary item requested and attaching it to the Annual Assessment/Program Review. Both the Planning and Budget Council Summary Sheet and Annual Assessment/Program Review are then posted on the Planning and Budget Council website.

Between November and March, the 22 members of the Planning and Budget Council review the Planning and Budget Council Summary Sheets, and the Annual Assessments/Program Reviews for all programs and hear related testimony to support them. Then in late March, early April, all Planning and Budget Council member ratings are submitted via electronic survey. In mid-April, results are tabulated and prioritized and these recommendations ([Ref. I-44](#)) are given to the Chancellor. By the end of April, the Chancellor determines the budget allocations and the Planning and Budget Council receives the Chancellor's Report and rationale. If the Chancellor does not implement or accept the Council's recommendation, the Chancellor will provide a written explanation to the Council.

The College receives updates for its Strategic Plan Measurable Outcomes ([Ref. I-45](#)) from the Office of the Vice President of Community Colleges (OVPCC) in mid-April. Previous to that the UHCC System's Strategic Planning Council meets once a month from September to March to discuss strategic planning issues. A copy of the updated Strategic Plan Measurable Outcomes is posted on both the OVPCC and Windward CC websites and is distributed to the Planning and Budget Council. Discussions on the Strategic Plan take place from August to November, and appropriate modifications are made, if necessary, based on the annual and five-year assessments and the updated performance measures.

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 2011 academic year. These covered all aspects of campus life and learning. The faculty and staff surveys were computer generated. The results are posted on the College's Institutional Research Office website and were used in the Self Evaluation to create planning agendas.

The College also surveyed all students in September 2011 concerning their plans for the coming semester. This survey, created by the Accreditation Steering Committee, has provided necessary student perceptions of their experiences at Windward CC. The results of this survey are available on the College's Institutional Research Office website and on the College's Accreditation page ([Ref. I-46](#)).

In summary, the College 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 and tied to planning and budget.

### **Student Learning and Process Outcomes**

The commitment to quality education at the College is demonstrated by the development of Student Learning Outcomes within all programs and Process Outcomes in Non-Instructional units at the College. All courses, programs, degrees and support units now have either Student Learning or Process Outcomes.

The process of formal assessment of instruction began in May 2000. Social Sciences faculty presented the document "AA Degree Assessment at Windward CC Community College: Some Considerations and Recommendations" ([Ref. I-47](#)) to the College administration, whereby 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 in Honolulu, Hawai'i.

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 Skills (CIL), 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" ([Ref. I-48, pp. 10-12](#)). As part of the process, changes were made in instructional methods and curriculum to improve instruction and student learning.

Thus, by the end of Spring 2005, faculty created Program-level Outcomes for all certificate programs and the AA degree. These were updated and approved by the campus in Spring 2006, and by Summer 2006, approximately 80 percent of all courses on the Course Master List had SLOs. At present, 100 percent of the courses in the 2011-2013 Course Catalog have SLOs listed ([Ref. I-1, pp. 48-111](#)). All proposals for new courses are required by the Credit Curriculum and Academic Affairs Committee Policy (CCAAC; [Ref. I-49](#)) to include clear and measureable student learning outcomes.

The AA degree outcomes ([Ref. I-21](#)) were reviewed and revised again in Spring 2012. These outcomes were vetted to the campus, approved by the Institutional Effectiveness Committee (IEC), and went through the formal approval process where they were approved by the CCAAC, the Faculty Senate, both division Deans, the Vice Chancellor of Instruction, and finally the Chancellor. They will be used for assessment of AA degree outcomes ([Ref. I-50](#)) in the future.

Until December 2010, the Employment Training Center (ETC), which merged with the College in 2002, offered non-credit vocational skills programs. ETC was involved in program assessment for its entire existence as ETC-wide SLOs were in place for many years. To measure achievement of the desired SLOs, ETC used competency ratings in Records of Training (ROT) documents. A systematic, ongoing process of course analysis was used to assess all competencies, lessons, classroom exercises and activities against ETC goals.

In Spring 2004, assessment was expanded to the College's non-instructional units and the Institutional Effectiveness Committee (IEC; [Ref. I-51](#)), initially called the Committee for Institutional Assessment, was created. The IEC's 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.

Through the review of assessment needs surveys and faculty and staff feedback, the IEC's Subcommittee on Professional Development in Assessment (SPDA) develops assessment related conferences and workshops.

Course-level and institutional-level data are collected by faculty, administrators, the College's Office of Institutional Research (OIR), the OVPCC Academic Data, Assessment and Policy Analysis (APAPA) Office, and the UH System's Institutional Research and Analysis Office (IRAO). Those data are used by faculty, staff, and administrators to determine trends, assess institutional needs, establish benchmark comparisons and track advancements in reaching the goals and objectives stated in the Strategic Plan, Windward CC's GESLOs, and Windward CC's AA degree SLOs.

Course assessments are conducted on a regular and ongoing basis by faculty. The course assessment schedule and course SLOs can be found on Windward CC's SLOs page ([Ref. I-19](#)). The course-level assessments are reported in the annual Departmental Program Reviews, which are reported online.

Department reports are used for department improvement and tracking departmental change. In addition to the course-level assessments provided by faculty, WINDWARD CC's OIR provides course and program level data for the Departmental Program Reviews. The Departmental Program Reviews are available to the public through Academic Year 2010 via WINDWARD CC's Course Assessment page ([Ref. I-24](#)). For Academic Year 2011, the results are available on the Windward CC Community College Planning and Budget Council page ([Ref. I-52](#)). The data access location has changed because the College has started using Departmental Program Reviews in the budgeting process described above. The departments are required to support their budget requests using the course and program-level data and analyses from their Program Reviews.

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. Currently 100 percent of courses listed in the Windward CC Course Catalog have printed SLOs. Thus, the College has done an excellent job of establishing and assessing SLOs. There has also been ongoing dialogue about assessment over the past five years, and the College is committed to continual assessment as a means of providing the highest quality education to students. Both the instructional faculty and administration are actively involved in on-going assessment.

## Organization

The efforts of the College in developing SLOs 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. SLOs appear in the College Course Catalog and were required on all course outlines or syllabi starting in Fall 2006. Annual assessments or Program Reviews are published on the College's 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 two new committees—Institutional Effectiveness, and Planning and Budget—using existing staff and resources. The College has also used 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. Furthermore, the Governance Sub-committee of the Institutional Effectiveness Committee (GSIEC; [Ref. I-53](#)) was established in 2008 to develop a mechanism for the assessment of College governance structures. As a result, surveys were developed and administered. The process allowed both members and non-members of each structure to provide evaluations of that structure in terms of its effectiveness as a decision-making structure. Each governance structure reviewed these surveys and provided self-assessments based upon the results. The survey results, as well as the self-assessments have been made available to faculty and staff, contributing to the College's ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

This process of assessing the College's governance structures went through an outside evaluation in 2012 ([Ref. I-54](#)). Results of that evaluation were posted on the College's Discussion Board and discussed in the Institutional Effectiveness Committee (IEC) and Faculty Senate. An IEC Sub-Committee was tasked to develop a recommendation on how the results of the evaluation should be implemented at the College. The committee's recommendation was vetted on the Discussion Board, in the IEC, and in the Faculty Senate. The recommendations ([Ref. I-55](#)) were modified with feedback from the process and include a new policy for assessing all governance structures on campus. This new policy was accepted by the IEC, Faculty Senate, and the Chancellor in April 2012, and will go into effect in Fall 2012.

## Dialogue

A word frequently used by students, employees of the College, and the public to describe Windward Community College is the Hawaiian word *'ohana*, which means family or extended family.

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. In 2012, the College is planning to add a fourth day in the fall dedicated to assessment.

Participation on committees provides a second venue for dialogue. Since the last accreditation Self Evaluation, 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 the Credit Curriculum and Academic Affairs Committee (CCAAC), the Planning and Budget Council (PBC), and the Institutional Effectiveness Committee (IEC) have

representatives from all academic units. There are seats for students on important committees, the PBC and IEC being two examples, although these are challenging to fill because of student time constraints. Every committee is to file its minutes with the administrator responsible for that committee, and minutes are posted on the College website. Review of the current committee structure will be ongoing in Fall 2012 based on the new Policy for Chartered Groups ([Ref. I-56](#)).

The IEC, with support of the administration, has sponsored well-attended academic planning sessions, speakers, and workshops. The committee uses the College electronic mailing list 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 and 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's website. These surveys conducted in May 2006 and September 2011 asked open-ended questions about how the College was meeting student, faculty, and staff needs and also what needs students, faculty, and staff felt were not being addressed. The results of this survey will be used by the College as it plans for the future.

The GSIEC surveys, mentioned above, provide another avenue of dialogue as each governance structure reviews them and provides self-assessments based upon the results. Then the survey results, as well as the self-assessments, are made available to faculty and staff, contributing to the College's ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

A final major avenue for self-reflective dialogue is this accreditation Self Evaluation. With approximately 109 faculty and staff having participated directly in the research, writing, and editing of this document it has provided a significant vehicle for participation and dialog in an assessment of where we have been and where we are going. Moreover, it has helped the Windward CC *'ohana* to identify its strengths and develop planning agendas to address any weaknesses.

### **Institutional Integrity**

College 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 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 CC Course Catalog and is also posted on the College website. 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.

In the non-credit area, up until its discontinuance in 2010, the Employment Training Center Course Catalog was on the College website and provided clear, accurate information about educational courses, programs. Currently the Office of Career and Community Education and Ready Set Grow Hawai'i Course Catalogs and links are on the College website and provide clear, accurate information about educational courses, programs as well as describing their purpose, content, requirements, and outcomes. Administration, faculty, and staff all participate in generating and organizing information for these Course Catalogs.

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 UHCC Policy #5.228 ([Ref. I-57](#)), which is based on the Carnegie unit formula in awarding credits for these courses, and information relative to awarding academic credit is published in the College Course Catalog. In the non-credit area, ETC programs formerly awarded contact hour credit rather than credit hours. Currently, some of the programs in Career and Community Education award contact hours rather than credits. Carnegie units are used to calculate conversion of these contact hours into credits consistent with generally accepted norms or equivalencies.

The College compiles an annual Affirmative Action Plan that reports the number of faculty, staff, and administrators, as well as 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 that 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 *2009-2015 University of Hawai'i Professional Assembly (UHPA) and the University of Hawai'i Board of Regents (BOR) Agreement* ([Ref. I-58, pp. 17-18](#)). Academic Freedom is also covered in University of Hawai'i Community Colleges Policy (UHCCP) #5.211 ([Ref. I-59](#)), 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 Course Catalog contains the Board of Regents of the University of Hawai'i (BOR) 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* ([Ref. I-60](#)). 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." The non-credit programs also maintain high standards relative to academic honesty. From 2006-2010, descriptions of academic dishonesty and its consequences were published in the ETC Course Catalog.

Institutional integrity is a hallmark of the College. Its long history of exemplary interaction among administrators, faculty, staff, and students was confirmed by the positive results of surveys done in Fall 2005, and Fall 2011.

### **Planning for the Future**

From its beginning 40 years ago, the College has been a “community” college in the true sense of the word. It has provided quality education for three 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 Evaluation will ensure that the College remains a vital center for the Windward O‘ahu community.

## Organization of the Self Evaluation of Educational Quality and Institutional Effectiveness

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- Jan Lubin, Instructor, Accreditation Liaison Officer, Accreditation Steering Committee Convener
- Douglas Dykstra, Chancellor
- Richard Fulton, Ph.D., Vice Chancellor Academic Affairs, editing
- Ardis Eschenberg, Ph.D., Vice Chancellor Student Affairs, editing
- Cliff Togo, Vice Chancellor Administrative Services, editing
- Kristine Korey-Smith, Interim Director OCCE, editing
- Brian Richardson, Ph.D., Dean of Division II, editing
- Ellen Ishida-Babineau, Dean of Division I, editing
- Jeff Hunt, Director, Institutional Research
- Robert Barclay, Assistant Professor, English, Editor
- Mariko Kershaw, Course Cataloging/Reference Librarian, Documentarian
- Alan Ragains, Professor, Speech/Frank Palacat, Assistant Professor, Psychology, Standard I Chairs
- Jean Okumura, Professor, Mathematics, Standard II Chair
- Michael Tom, Associate Professor, Computing Services Coordinator, Standard III, Chair
- Kathleen French, Assistant Professor, Sociology, Standard IV, Chair
- Ivan Wu, IT Specialist

### **Standard I – Institutional Mission and Effectiveness:**

Alan Ragains, Professor, Speech AY 2010/Frank Palacat, Assistant Professor, Psychology AY 2011, Chair

#### **Standard I.A: Mission**

- Peter (Kalawaia) Moore Ph.D., Instructor, Hawaiian Studies, Chair
- Ben Moffat, Professor, Theater (retired May 2011)
- Margaret Coberly Ph.D., Instructor, Psychology
- Snowden Hodges, Professor, Art
- Lisa Hayashi, Academic Support
- Geri Imai, Registrar
- Kahea Tani, Secretary to the Vice Chancellor of Administrative Services
- Toni Martin, Professor, Art/Coordinator ‘Iolani Gallery

#### **Standard I.B: Improving Institutional Effectiveness**

- Dave Krupp Ph.D., Professor, Biological and Marine Sciences, Chair
- Lisa Gillis-Davis, Director, Upward Bound
- Frank Palacat, Assistant Professor, Psychology (AY 2010)
- Pamela DaGrossa Ph.D., Instructor, Anthropology (AY 2011)
- Nalani Kaun, Institutional Analyst
- Kelikokauaikekai Hoe, Assistant Professor, Hawaiian Studies
- Mary Jane (MJ) Lewis, Lecturer, Speech
- Ivan Wu, IT Specialist

## **Standard II – Student Learning Programs and Services:**

Jean Okumura, Professor, Mathematics, Chair

### **Standard II.A – Instructional Programs**

- Sarah Hadmack, Instructor, Religion, Co-chair, AY 2010 + Fall 2011/ Ron Loo, Professor, Philosophy and Music, Co-chair Spring 2012
- Mary Segura, Instructor, Writing Lab Coordinator, Co-chair
- Clayton Akatsuka, Professor, Mathematics
- Ron Loo, Professor Philosophy and Music, AY 2010 +Fall 2011
- Sarah Hodell Ed.D., Assistant Professor, Counselor
- Ingelia White Ph.D., Professor, Botany and Microbiology
- Janine Oshiro, Instructor, English
- Ross Langston Ph.D., Instructor, Biology and Zoology
- Leslie Lyum, Professor, Language Arts (AY 2011)
- Young-A Choi, Instructor, Mathematics (AY 2010 – Fall 2011)
- Jerry Levinson, Manager, The Testing Center (retired 5/31/2011)
- Paul Nash, Professor, Ceramics
- Loke Kenolio, Peer Mentor Coordinator and Counselor
- Joe O'Brien, Instructor, Construction and Facilities Maintenance (retired 3/2011)
- Val Pedro, Secretary to the Director of Vocational and Career Education (retired 12/2010)
- Colleen Watanabe, Clerk Stenographer, Office of Academic Affairs
- Wendy Yamamoto, Secretary, Office of Career and Community Education
- Carla Rogers (Title III), Instructor, Counselor for Adult Learners
- Ivy Yagi (AY 2010)/Dorene Niibu, Secretary to the Chancellor (AY2011)

### **Standard II.B – Student Support Services**

- Tom Doi, Professor, Counselor, Co-Chair
- Wei-Ling Landers, Professor, Mathematics, Co-Chair
- Roy Inouye, Director, TRiO Support Services
- Lance Uyeda, Instructor, English
- Diane Teramoto, Library Circulation Manager
- Julie Oliviera Ed.D., Director, Educational Talent Search
- Lara Kong, Secretary to the Assistant Dean of Division II
- Kathleen Zane Ph.D., Counselor

### **Standard II.C – Library and Learning Support Services**

- Malia Lau-Kong, Instructor, History, Chair
- Janice Nuckols, Professor, History
- Jean Shibuya, Professor, English
- Kalani (Fred) Meinecke, Assistant Professor, Hawaiian Language
- Susan Ma, IT Specialist (AY 2010)
- Heather Aihara (AY 2010)

### **Standard III – Resources**

Michael Tom, Associate Professor, Computing Services Coordinator, Chair

#### **Standard III.A – Human Resources**

- Jane Uyetake, Office of Career Education and Technical Training, Coordinator, Co-chair
- Karen Cho, Personnel Officer
- Ellen Nagaue, Professor, Testing Center Coordinator
- Gus Cobb-Adams, Recruitment Specialist
- Tom Holowach, Palikū Theater Manager
- Kay Beach, Professor, Business Technology

#### **Standard III.B – Physical Resources**

- Bonnie Beatson, Director, Marketing and Public Relations, Co-chair
- Anne Lemke Ph.D., Disability/Admissions Counselor; Early Admit and Running Start Counselor, Co-chair
- Winston Kong, Assistant Professor, Counselor
- Wendy Mow-Tiara, College Planning Advisor, Educational Talent Search
- Mark Hamasaki, Professor, Art
- Jamie Boyd Ph.D., Assistant Professor, Certified Nursing Assistant Program
- Andy Li, Facilities Manager
- Steve Moulden, Agricultural Specialist
- Denice Rita, Financial Aid Office Assistant

#### **Standard III.C – Technology Resources**

- Gerri Kabei, Professor, Office of Career Education and Technical Training Coordinator, Co-chair
- Tara Severns, Associate Professor, Public Services Librarian, Co-chair
- Charles Whitten, Professor, Counselor AY 2010 + Fall 2011/ Patti Chong, Professor, Counselor, Spring 2012
- Emi Troeger, Professor, Business Technology
- Peggy Regentine, Professor, Information and Computer Science
- Elizabeth Ratliff, Associate Professor, Media Specialist
- Bryan Tokuda, IT Specialist

#### **Standard III.D – Financial Resources**

- Leticia Colmenares Ph.D., Associate Professor, Chemistry, Co-chair
- Elizabeth Young, Professor, Journalism
- Paul Briggs, Assistant Professor, Economics
- Dayna Isa, Financial Aid Officer
- Kevin Ishida, Fiscal Officer
- Kai Noa Lilly (Title III), Ka Piko Coordinator
- Floyd McCoy Ph.D., Professor, Geology, Geophysics, and Oceanography

## **Standard IV – Leadership and Governance:**

Kathleen French, Assistant Professor, Sociology, Chair

### **Standard IV.A – Decision-Making Roles and Processes**

- Pamela DaGrossa Ph.D., Instructor, Anthropology, Co-chair (AY2010).
- Ellen Ishida-Babineau, Interim Dean, Division I/Professor, English, Co-chair (AY2011)
- Paul Field, Professor, History (retired May 2011)
- Kristen Kong, Facilities Specialist, (AY 2011)
- Rick Murray, Safety and Security Manager (AY 2011)
- Joseph Ciotti Ph.D., Professor, Physics, Astronomy, and Mathematics
- Leslie Opulauoho, Counselor, Student Life Coordinator
- Stacie Sato, Personnel Officer

### **Standard IV.B – Board and Administrative Organization**

- David Ringuette, Professor, Agriculture, Co-chair
- Toshi Ikagawa Ph.D., Assistant Professor, Geography
- Elizabeth Hale, Admissions and Records Office Assistant
- Heipua Kaopua, Professor, Counselor (Fall 2010-Fall 2011)
- Shannon Lono, Cashier
- Erin Mattos, Secretary to the Vice Chancellor of Academic Affairs
- Sharon Nakagawa, Assistant Fiscal Officer
- Peter Owen, Graphic Designer
- Johnny Singh, Instructor, Mathematics

## Organization of the Institution

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Windward Community College is a semi-autonomous college in the University of Hawai‘i System. The College is subject to the authority of the Vice President of Community Colleges (VPCC), the University of Hawai‘i System (UH System) President, and the UH Board of Regents (BOR).

The Organization Charts for Windward CC were modified after the dissolution of the Employment Training Center (ETC) in December 2010. The new Organizational Charts include each major function and the title of the individuals holding each position.

Chart I ([Ref. I-61, p. \[1\]](#)) shows that the Windward CC Chancellor reports to both the President of the UH System and the Vice President of Community Colleges (VPCC). At the College-level, the Offices of Academic Affairs, Student Affairs, Administrative Affairs, and Career and Community Education report to the Chancellor. The administrators for these units comprise the Chancellor’s Administrative Advisory Council ([Ref. I-62](#)). They meet with the Chancellor every Monday and report to and advise the Chancellor on the governance of the College. The Chancellor takes the notes ([Ref. I-63](#)) of the meetings, which are posted on the website.

The units of the College that comprise the Chancellor’s Office are represented in Chart II ([Ref. I-61, p. \[2\]](#)). These units are the Office of Institutional Research (OIR; [Ref. I-64](#)), Office of Planning and Program Evaluation (OPPE; [Ref. I-65](#)), and the Office of Marketing and Public Relations. These offices support the faculty and staff of the College by reporting information about the College to both internal and external constituents.

The Office of Academic Affairs ([Ref. I-66](#)) comprises two Divisions: Division I and Division II as represented in Charts IIIA ([Ref. I-61, p. \[3\]](#)) and IIIB ([Ref. I-61, p. \[4\]](#)) respectively. Language Arts ([Ref. I-67](#)), Humanities ([Ref. I-68](#)), and Academic Support ([Ref. I-69](#)), which is composed of Computer Resources, The Testing Center, the Library, and the Media Production Center, are the departments that report to the Dean of Division I, while Social Sciences ([Ref. I-70](#)), Math and Business ([Ref. I-71](#)), and Natural Sciences ([Ref. I-72](#)) report to the Dean of Division II. Both the Deans report to the Vice Chancellor of Instruction for Academic Affairs and are on the Chancellor’s Advisory Council along with the Vice Chancellor of Instruction for Academic Affairs.

All the Departments hold regular Departmental Meetings that are convened by their Department Chairs ([Ref. I-73](#)), who have responsibility for assigning personnel to scheduled classes. The Department Chairs and the Deans attend the Vice Chancellor’s Advisory Council ([Ref. I-74](#)) and report and advise the Vice Chancellor about departmental concerns and issues. The notes ([Ref. I-75](#)) of these meetings are uploaded on the College’s website.

The College’s Student Affairs unit is headed by the Vice Chancellor of Student Affairs and is diagrammed in Chart IV ([Ref. I-61, p. \[6\]](#)). The unit is comprised of Admissions and Records ([Ref. I-76](#)), Guidance and Counseling ([Ref. I-7](#)), Financial Aid ([Ref. I-77](#)), and Special Student Services ([Ref. I-6](#)). These offices provide support services for students so that they can navigate the programs Windward CC has to offer and successfully transition to either employment within the community or further learning.

Many of the daily activities that take place regularly at Windward CC originate from the Office of Administrative Services ([Ref. I-78](#)). The Vice Chancellor of Administrative Services supervises the Business ([Ref. I-79](#)) and Human Resources ([Ref. I-80](#)), Safety and Security ([Ref. I-81](#)), and the Operations and Maintenance ([Ref. I-82](#)) Offices as shown in Chart V ([Ref. I-61, p. \[7\]](#)). These offices assure that the College has the quality of faculty and staff necessary to produce the quality of education necessary for students to achieve their educational goals, and that the school is fiscally responsible in doing so. It also assures the health and safety of all students, faculty, and staff on campus. The offices meet collectively and individually and the Vice Chancellor reports back to the Chancellor via the Chancellor's Administrative Advisory Council.

The last unit reporting to the Chancellor is the Office of Career and Community Education (CCE) represented in Chart VI ([Ref. I-61, p. \[8\]](#)). CCE ([Ref. I-12](#)) was the unit that was affected most with the dissolution of ETC. ETC personnel who elected to stay at Windward CC after the reorganization ([Ref. I-83](#)) were absorbed into other units within the College based on their academic credentials which has strengthened Windward CC's ability to provide quality services to students.

# Certification of Continued Compliance with Eligibility Requirements

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## 1. Authority

Windward CC Community College, in its 40<sup>th</sup> year of service, is accredited by the Accrediting Commission of Community and Junior Colleges (ACCJC; [Ref. I-84](#)) of the Western Association of Schools and Colleges (WASC; [Ref. I-85](#)), and is recognized as an accredited two-year community college by the University of Hawai‘i ([Ref. I-86](#)), the University of Hawai‘i System ([Ref. I-87](#)), the United States Department of Education (USDOE; [Ref. I-88](#)), and the Veterans’ Administration ([Ref. I-89](#)).

## 2. Mission

The College’s mission ([Ref. I-1, p. 2](#)) clearly defines its role as a degree-granting institution dedicated to providing higher education opportunities for local residents and beyond in a student-centered framework. The mission statement, in accordance with Windward CC Policy 4.5 ([Ref. I-90](#)) is reviewed in the fourth year following the Self Evaluation of Educational Quality and Institutional Effectiveness. Therefore, Windward CC began the process of reviewing its past mission statement in 2010. The mission statement below was approved by the University of Hawai‘i Board of Regents (BOR) on May 19, 2011 ([Ref. I-91, p. 12](#)).

*Windward Community College offers innovative programs in the arts and sciences and opportunities to gain knowledge and understanding of Hawai‘i and its unique heritage. With a special commitment to support the access and educational needs of Native Hawaiians, we provide O‘ahu’s Ko‘olau region and beyond with liberal arts, career and lifelong learning in a supportive and challenging environment — inspiring students to excellence.*

The mission statement is published in the College Course Catalog ([Ref. I-1, p. 2](#)), on the College Website ([Ref. I-92](#)), on all syllabi ([Ref. I-93](#)), and in various areas throughout the campus.

## 3. Governing Board

The UH Board of Regents (BOR; [Ref. I-94](#)) is appointed by the Governor of Hawai‘i and governs all six community colleges, UH Maui College, and the three baccalaureate institutions in the UH System ([Ref. I-87](#)). 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 Hawai‘i Revised Statutes (HRS) Chapter 304-3A ([Ref. I-95](#)). The BOR also serves as the State Board for Career and Technical Education ([Ref. I-96](#)). The policies and bylaws under which BOR operates can be found online ([Ref. I-97](#)).

The BOR is composed of 12 members appointed to staggered four-year terms. Regents serve as volunteers under guidelines set forth in HRS 84-14 ([Ref. I-98](#)). Biographies of the current BOR members are available online ([Ref. I-99](#)).

## 4. Chief Executive Officer

Douglas Dykstra ([Ref. I-100](#)) was appointed Chancellor, the Chief Executive Officer, of Windward CC Community College in 2009 ([Ref. I-101](#)). Prior to his official appointment, Mr. Dykstra served as Vice Chancellor of Academic Affairs at Hawai‘i Community College (2004-2009) and Interim Vice Chancellor of Academic Affairs at Leeward Community College (1998-2004). The affairs of Windward CC constitute his full-time responsibilities.

## 5. Administrative Capacity

The College's administrative staff consists of the Chancellor ([Ref. I-100](#)), the Vice Chancellor of Administrative Services ([Ref. I-102](#)), the Vice Chancellor for Academic Affairs ([Ref. I-103](#)), the Vice Chancellor of Student Affairs ([Ref. I-104](#)), the Dean of Academic Affairs for Division I ([Ref. I-105](#)), the Dean of Academic Affairs for Division II ([Ref. I-106](#)), and the Interim Director of Career and Community Education ([Ref. I-107](#)). Their units are described above in the Organization of the College section of this report (pp. 30-31).

The College maintains an administrative structure tailored to its mission and conducive to an effective learning environment as seen through the recorded minutes of its weekly Chancellor's Administrative Staff Council meetings ([Ref. I-63](#)). All administrators possess appropriate qualifications, training, and experience as seen by their individual biographies.

## 6. Operational Status

Approximately 2,700 students were enrolled in credit classes at the College in Fall, 2011, an increase of 3 percent from the previous year. Windward CC students attend for a variety of reasons, including transfer, degree and certificate attainment, skill building, and vocational training. Additionally, between 2007 and 2010, 134 students enrolled in the non-credit Certified Nursing Assistant program offered by ETC ([Ref. I-108, p. 7](#)). Current enrollment in the program now under the Office of Career and Community Education is 34 ([Ref. I-109](#)). Moreover, as of Spring 2011, about 750 community constituents took other non-credit courses ([Ref. I-110](#)). With the dissolution of ETC in December 2010, the College's non-credit student count has decreased 3.8 percent from 2010 and 35.5 percent from 2006 ([Ref. I-111](#)). Ready Set Grow Hawai'i currently has an enrollment of 40 students at Windward CC and 27 students at Leeward CC ([Ref. I-112, p. \[2\]](#)).

## 7. Degrees

As stated in the College Course Catalog, credit programs at the College can lead to an Associate in Arts (AA) Degree ([Ref. I-1, p. 34](#)), a Certificate of Achievement in Veterinary Assisting ([Ref. I-1, p. 36](#)), Certificates of Completion in Agriculture ([Ref. I-1, pp. 37-38](#)) and the Marine Options Program through UH Mānoa ([Ref. I-1, p. 39](#)), Certificates of Competence in Applied Business and Information Technology, Web Support, and Geographic Information and Global Positioning Systems ([Ref. I-1, pp. 46-47](#)) or Academic Subject Certificates in six areas ([Ref. I-1, pp. 40-45](#)). The courses in these various degree programs also offer preparation for transfer to baccalaureate institutions. Students enrolled in the aforementioned AA degree program constitute 68 percent of the credit student population.

Until 2010, ETC offered Certificates of Professional Development or Certificate of Competency. Ready Set Grow Hawai'i ([Ref. I-11](#)), a non-credit remedial education program of recent provenance offers a Certificate of Participation and the National Career Readiness Certificate (NCRC). The program is intended to meet the needs of the population formerly served through ETC.

With the new Reverse Transfer Policy ([Ref. I-113](#)), students who started at any of the seven community colleges within the UH System and subsequently transferred to any of the three four-year institutions in the System can earn a degree from the UHCC System even though they completed their degree requirements at one of the baccalaureates.

## 8. Educational Programs

Windward CC's Liberal Arts ([Ref. I-21](#)) degree program is consistent with its mission. The Credit Curriculum and Academic Affairs Committee (CCAAC; [Ref. I-114](#)), a standing committee of the Faculty Senate ([Ref. I-115](#)), ensures that the programs and courses are of appropriate content and length, and that they are conducted at levels of quality and rigor appropriate to an AA degree. Articulated agreements within the UH System ([Ref. I-116](#)) ensure transferability of courses. Articulated agreements through the University Partner's Program ([Ref. I-117](#)) also facilitate transfer to non-UH System four-year institutions.

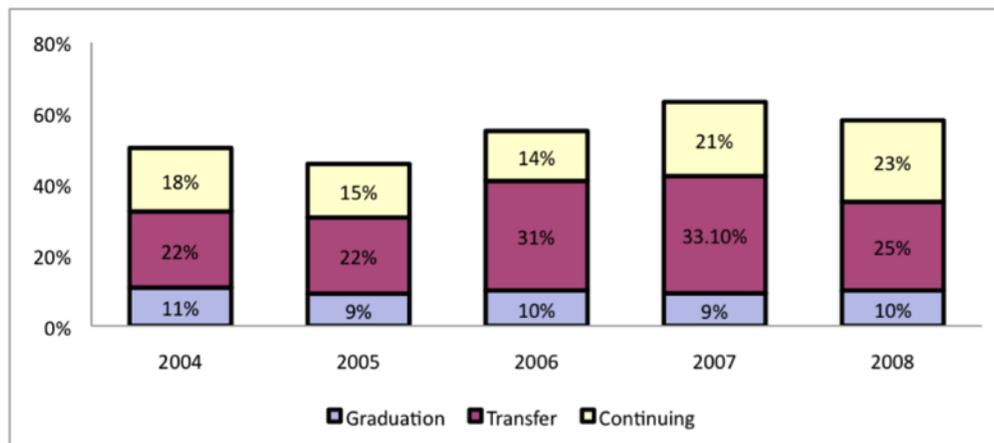
## 9. Academic Credit

The College uses the Carnegie unit formula in awarding credits as designated in E 5.228 ([Ref. I-57](#)). 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 accepting academic credits from other institutions is published in the College Course Catalog ([Ref. I-1](#), p. 24).

## 10. Student Learning Achievement

Windward CC defines, publishes, and states program objectives for all programs offered in the College Course Catalog ([Ref. I-1, pp. 34-47](#)) and on its website ([Ref. I-20](#)). Beginning in Fall 2006 ([Ref. I-118, pp. 38-Addendum p. \[6\]](#)), SLOs have been included in the Course Catalog ([Ref. I-1, pp. 48-111](#)) and in course outlines. These are assessed at the rate of 20 percent ([Ref. I-119](#)) of the courses in the department per year with changes made to the course and/or program based on these assessments. A more extensive discussion of student achievement is on pages 4-5 and 19-21 above. Figure 6 below shows the graduation, transfer, and persistence of Windward CC first-time full-time students.

**Figure 6: Windward CC First-Time, Students Three Years After Entering**



Source: IPEDS, SRTK – Graduation Rate Survey

## 11. General Education

Students earning an Associate in Arts degree (60 credits) at the College ([Ref. I-1, pp. 34-35](#)) must take 30 credits of General Education (GE) courses ([Ref. I-1, pp. 32-33](#)) that include Foundations and Diversification requirements ([Ref. I-1, p. 35](#)). These General Education courses are designed to give students a better understanding of themselves and the world around them, the ability to evaluate ideas, and the aptitude to apply their knowledge in order to enjoy creative and meaningful lives. Moreover the College enforces a graduation requirement for the AA degree of placement into Math 100 or completion of the requisite course work to qualify for Math 100. Upon completing their education at Windward CC Community College, students will be able to achieve the following outcomes:

- **Global and Cultural Awareness** - Develop the ability to perceive how people interact with their cultural and natural environments, through their own worldview and through the worldviews of others, in order to analyze how individuals and groups function in local and global contexts.
- **Critical Thinking and Creativity** - Make judgments, solve problems, and reach decisions using analytical, critical, and creative thinking skills.
- **Communication** - Use written, visual, and oral communication to discover, develop, and communicate meaning, and to respond respectfully to the ideas of others in multiple environments.
- **Information Literacy** - Identify information needed in a variety of situations, and access, evaluate, and use relevant information effectively and responsibly.

These outcomes were established during the Summer of 2011 by the General Education Task Force after reviewing the General Education Outcomes developed in 2006 ([Ref. I-1, p. 28](#)). Courses are reviewed by the Foundations ([Ref. I-120](#)) and Diversification ([Ref. I-121](#)) Boards following procedures that have been established for all modes of instruction. All General Education courses have stated SLOs that are assessed annually at the current rate of 20 percent ([Ref. I-119](#)) of courses within a department per year to help provide continuous improvement to the College.

## 12. Academic Freedom

The College adheres to policies regarding Academic Freedom as stated in the 2009-2015 University of Hawai'i Professional Assembly (UHPA) and BOR Agreement ([Ref. I-58, p. 17](#)). Academic Freedom is also endorsed in University of Hawai'i Community Colleges Policy (UHCCP) #5.211 ([Ref. I-59](#)), July 2006 – Statement of Professional Ethics (Faculty). The introductory paragraph of the College's Student Conduct Code ([Ref. I-122](#)) 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

As shown in the Course Catalog ([Ref. I-1, pp. 112-115](#)), the College employs 58 full-time faculty, and approximately 27 part-time lecturers. Of that total, 42 full-time faculty teach approximately 46 percent 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 SLOs is carried out at the course, program, and institutional-level in a comprehensive manner by all faculty whether they are full-time faculty or part-time lecturers with support of the Institutional Effectiveness Committee (IEC; [Ref. I-123](#)).

Minimum requirements for teaching in the disciplines are based on a new Executive Policy ([Ref. I-124](#)) accepted in May 2011. Roles and responsibilities of faculty members are clearly delineated in Chapter 9 of the BOR By-Laws and Policies ([Ref. I-125](#)) and the UHPA 2009-2015 Collective Bargaining Agreement ([Ref. I-58, Article III G., R-03](#)).

#### **14. Student Affairs**

Student Affairs provides credit students with comprehensive and accessible assistance. The services provided are based on students' needs and include those provided by Admissions and Records ([Ref. I-76](#)), Financial Aid ([Ref. I-77](#)), Academic Advising/Counseling ([Ref. I-7](#)), Career Exploration ([Ref. I-126](#)), and Student Life: Student Activities ([Ref. I-127](#)) and Student Government ([Ref. I-128](#)). Additional services include: Outreach/Recruitment ([Ref. I-129](#)), Early Admissions Counseling and Running Start ([Ref. I-130](#)), Transfer Information: Transfer Workshops ([Ref. I-131](#)), Program Sheets ([Ref. I-132](#)), Admissions Requirements ([Ref. I-1, pp. 7-9](#)), Veterans' Assistance ([Ref. I-133](#)), Transcript Evaluation ([Ref. I-134](#)) and Articulation Information ([Ref. I-116](#)), and Orientation ([Ref. I-135](#)) and College Success Workshops. For students with special needs, the College offers programs under the TRiO umbrella ([Ref. I-6](#)): Student Support Services ([Ref. I-136](#)), Educational Talent Search ([Ref. I-137](#)) and Upward Bound ([Ref. I-138](#)).

The TRiO Student Support Services (SSS) program is committed to providing support services that assist low income, first generation, and disabled students in improving their academic skills and transfer rates and increasing their retention and graduation rates.

Interventions of the Achieving the Dream (AtD; [Ref. I-139](#)) Initiative include the development of Learning Communities ([Ref. I-4](#)) and Supplemental Instruction (SI; [Ref. I-140](#)). In Fall 2010, learning communities tied a Student Success/Study Skills course, IS103, with one other course in Psychology, Biology, Hawaiian Studies, or Theater. These were targeted at entering freshman. Supplemental Instruction, wherein the student mentor sits in on the actual class and leads directed group study with students either directly before or after the class, has been successful, as indicated in the Title III Grant Summary ([Ref. I-141, pp. 11-12](#)). The College is currently further researching this, considering whether it proves more appropriate for certain disciplines and courses, as well as exploring what constitutes best practice for SI in our particular educational environment. The College expects to be able to report more detailed findings in the Supplemental Report to this Self Evaluation.

The Disabilities Coordinator facilitates and coordinates requests for accommodations by students with disabilities, as well as helps to keep the institution aware of areas of concern and best practices. The services provided by the Disabilities Coordinator are available online ([Ref. I-142](#)).

Funds from the College's Title III Grant ([Ref. I-141](#)) in 2005 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 worked with students on completing the programs they had begun. Both these positions were institutionalized in 2010. The current Title III Grant ([Ref. I-143](#)) is being utilized to provide the resources and capacity to create the new Ka Piko Center ([Ref. I-144](#)) in the Library Learning Commons ([Ref. I-145](#)) Building. Ka Piko will serve as a career and academic advising center, a tutoring center, and a writing and mathematics lab.

ETC collected student demographic information through Classware, an enrollment management system, and at orientation and registration from 2006-2009. At first, ETC had its own Student Services staff ([Ref. I-146](#)). These were merged for a time with the Windward CC Student Affairs staff, and then separated again prior to ETC's closing. Counseling was an integral part of each student's ETC program. Individual counselors were assigned to vocational programs and established regular, frequent contact with students throughout their training. Personal and academic counseling assisted students to overcome barriers and to succeed in their respective programs. Career counseling and job placement and retention

services helped students clarify and reach their employment and training goals. Students evaluated their respective program counselor at the conclusion of their programs. These evaluations were sent to the Director of Vocational Education's Office for statistical tabulation and evaluation.

When ETC closed its doors in December 2010, faculty and staff from ETC were interwoven throughout the College, providing needed human resource capacity to many departments and disciplines, such as Student Affairs, Academic Affairs, English, and Business.

## **15. Admissions**

Windward CC is a public, open-access institution. Admission is open to any person 18 years of age or older ([Ref. I-1, p. 7](#)). A special Early Admissions Program ([Ref. I-1, p. 7](#)) for high school students with outstanding academic records accommodates students on a space available basis. Enrollment of non-resident and international students is limited by BOR policy ([Ref. I-147, Section 5.11](#)). ETC ([Ref. I-148](#)) was authorized to take student's 16 years old or older. Ready Set Grow Hawai'i ([Ref. I-11](#)) is authorized to take students 16 years and older who test between the 6<sup>th</sup>-9<sup>th</sup> grade level on the TABE test. These requirements and more are/were stated in the Course Catalogs for the respective programs.

## **16. Information and Learning Resources**

The library ([Ref. I-149](#)) and other learning support services ([Ref. I-150](#)) provide intellectual, aesthetic, and cultural activities for the campus. Services include library services and resources, The Testing Center ([Ref. I-151](#)), computer laboratories ([Ref. I-152](#)), and learning technology development and training ([Ref. I-153](#)).

The library is currently located in a 7,800 square foot building with a seating capacity for 110 persons. It currently is an open-stack library, except for the Hawaiian and Closed Shelves collections, that is open 57 hours-per-week when classes are in session. The facility contains equipment for viewing audiovisual materials and Internet-connected PC and Apple computers. Its collection includes over 56,000 volumes, 164 active periodicals, and back issues of 47 inactive periodicals ([Ref. I-154](#)). Access to journal databases that include EBSCOHost, Science Direct, and CQ Researcher is provided on campus without a login. For off-campus access, a UH User ID and password are necessary. IntraSystem Loan services provide students and faculty with access to materials at other UH libraries and require a login to use.

From 2006 to 2009, The Learning Center provided testing areas, study areas, a computer lab, a resource teacher's desk, and the Math Lab in two buildings. Resource teachers conducted workshops and provided drop-in tutorial assistance. Moreover, walk-in placement testing and distance education testing services were available. In 2009, the Learning Center became The Testing Center, providing the testing services mentioned above, but none of the other services.

From 2006 to 2010, ETC had its own Learning Center at Honolulu Community College. It provided computer access to students as well as basic skills instruction. After ETC closed its doors, this center became part of Windward CC's Writing Center ([Ref. I-155](#)).

All these facilities are moving into the new Library Learning Commons ([Ref. I-145](#)) in 2012. This will allow the library to open its Hawaiian Collection to the public, have a classroom for library instruction sessions, as well as serve as a place on campus for students to congregate and study. The Library Learning Commons will house the library, the Ka Piko Center (including the Career Exploration Center ([Ref. I-156](#)), the Tutoring Center, and the Writing ([Ref. I-155](#)) and Math ([Ref. I-157](#)) Labs, the Media Center, and Computing Services. It is the first new building authorized on the Windward CC campus since 1999.

The College's computer labs provide students with access to PC and Apple computers for general purpose computing and Internet access in four locations: the library, the Ka Piko Center, the No'eau Computer Lab, and the Kuhina Computer Lab. These labs are maintained by the College's Computer Resources ([Ref. I-152](#)) staff, which is also in charge of classroom and faculty/staff office computer needs.

The Media Production Center ([Ref. I-158](#)) provides a range of services that include instructional design assistance, graphic design and production, audio and video recording, A/V equipment purchase and maintenance, and document duplication and binding. The Center also supports equipment setups for public events scheduled on campus.

## **17. Financial Resources**

The College's financial resources come from two major sources, the State's general fund and tuition and fees collected from students. Currently, general funds comprise approximately 48 percent of the College's operating budget with the remaining 52 percent from tuition and fees, grants, and other sources to support specific programs and activities ([Ref. I-159, p. 55](#)). With enrollment and tuition rate increases, this percentage has been shifting more towards tuition and fees.

The Program Review and Budget Cycle described on pages 5-6 of the Windward Community College Strategic Plan ([Ref. I-37](#)) has been modified to the procedure below ([Ref. I-160](#)) after it was vetted in the Planning and Budget Council due to changes in the timeline at the UH System-level.

Programs and units request additional funds as a result of program reviews ([Ref. I-24](#)) and program action plans via specific Program Change Requests (PCRs; [Ref. I-161](#)). These requests are submitted annually in January to the administration for funding consideration in the biennium or supplemental budget years. Funding requests are then forwarded to the Planning and Budget Council for review and recommendation to the Chancellor.

In February, the Planning and Budget Council reviews the Program and Unit Reviews for consideration in the College's biennium ([Ref. I-162](#)) or supplemental budget ([Ref. I-163](#)), PCRs ([Ref. I-161](#)) with prioritization and/or adjustments to ensure alignment with the current Strategic Plan ([Ref. I-37](#)) and finalizes the College's PCRs for recommendation to the Chancellor who then forwards the College's budget request to the Vice President of Community Colleges (VPCC).

From April to August, the College's budget request is reviewed and evaluated and adjusted as necessary to conform to System policies and guidelines. The College is kept informed, to the extent possible, on the status of the campus' budget request as the budget request is forwarded from the Office of the Vice President of Community Colleges (OVPCC) to the UH System President's Office. After further review, a UH System-wide budget request is then presented to the BOR in September/October for their review and consideration. The final BOR budget request is then transmitted to the Governor. The Governor submits an Executive Budget Request ([Ref. I-164](#)) to the Legislature in November/December prior to convening in January. After review and approval by the various legislative committees, the Legislature passes an appropriation bill ([Ref. I-165](#)) in May that determines the College's funding level. The disbursement of appropriated funds, including funded PCRs begins in July.

From March to May the Administration develops an Operational Expenditure Plan (OEP; [Ref. I-166](#)) for the following fiscal year beginning July. OEPs are prepared annually including newly appropriated PCR funds authorized by the legislature and allocated by the Governor. PCR items that were requested and approved should be expended accordingly and become part of the College's current base allocation. Reallocation of general funds and use of additional tuition revenue funds, if any, are determined

internally with prioritization and/or adjustments to ensure alignment with the current Strategic Plan. The College's equipment fund is also allocated annually based on program action plans tied to the Strategic Plan.

The OEP is shared with the Planning and Budget Council ([Ref. I-26](#)) at the beginning of each fiscal year and reflects the inclusion of newly funded PCR items. The beginning OEP is shared with the campus as a whole on the Windward CC website. The OEP works as a blueprint for the campus and does not deviate much unless unanticipated events occur. Revised OEPs are presented to the Planning and Budget Council as deemed necessary by the Chancellor.

In addition, the College has restructured the planning process by combining the Strategic Planning ([Ref. I-27](#)) and Budget ([Ref. I-28](#)) Committees. The Budget Committee was originally intended to review, evaluate, prioritize, and make recommendations to the Chancellor regarding the use of resources in the College operating budgets, and regarding resource requests for future College funds following the guidelines of Windward CC Policy 4.3 ([Ref. I-40](#)). The Strategic Plan Committee was designated as the de facto shared governance committee on campus, and was to formulate the College's Strategic Plan and refer budget-related items from Program Reviews to the Budget Committee. This became the Program Review-Planning-Budgeting Cycle of the College ([Ref. I-167](#)). Because of the time constraints mentioned above, and because Windward CC's budgeting process has become linked to the planning process, the combining of the two committees into the Planning and Budget Council ([Ref. I-26](#)) was logical and has provided a more effective, efficient process.

## **18. Financial Accountability**

Every fiscal year, the UH System conducts a financial audit of its financial statements in order to receive federal aid and contracts and grants. If there is a cost item that is questionable, then the auditing agency notes it under its Summary of Findings and Questioned Cost section. In that section, the questioned cost is noted as well as the source campus. The UH System then submits a Corrective Action Plan that addresses the questioned costs as listed in the audits. Most recently, the Financial and Compliance Audit as of June 30, 2011, was performed by Accuity LLP, CPAs ([Ref. I-168](#)).

ACCJC has accepted the University of Hawai'i's Consolidated Financial Statements in lieu of a separate audit report for Windward Community College since separate audit reports are not done for each of the UH campuses.

The Higher Education Act of 1965 ([Ref. I-169](#)) and Section 668.23 ([Ref. I-170](#)) of Title 34 of the Code of Federal Regulations require all institutions participating in the Federal Student Assistance Programs to have annual audits conducted by an independent auditor. While the audits are "System" implemented, auditors meet and review records for all ten campuses, but report their results as a whole for the "System." The A-133 report ([Ref. I-168](#)) is a cumulative report for all federal funds, i.e., grants, financial aid, etc. Please note that not all sources of funding at the College are audited. Funds such as tuition do not get audited unless it is called for by the UH Administration.

Fiscally, the College has been able to meet its financial obligations and has maintained adequate cash reserves. Although the College has never gone into deficit spending in any of the years since its last accreditation, it has been able to implement only some new initiatives suggested because of reductions and restrictions in the State general fund ([Ref. I-171](#)) allotment. The College has, therefore, developed strategies for finding additional funds through federal grants and other grant sources, such as Title III ([Ref. I-143](#)), USDA ([Ref. I-172](#)), NASA ([Ref. I-173](#)), and NOAA ([Ref. I-174](#)), to enhance teaching and services in Hawaiian Studies ([Ref. I-1, pp. 44-45](#)), the Natural Sciences ([Ref. I-175](#)), and the Office of Career and Community Education ([Ref. I-12](#)). The College also has the services of a fund developer through the auspices of the University of Hawai'i Foundation ([Ref. I-176](#)).

## **19. Institutional Planning and Evaluation**

The College's Strategic Plan has measurable outcomes for student success and achievement ([Ref. I-37, pp. 9-11](#)), economic contribution ([Ref. I-37, p. 12](#)), global competitive workforce development ([Ref. I-37, pp. 12-13](#)), and resources and stewardship ([Ref. I-37, pp. 13-14](#)). These outcomes were developed by the Strategic Planning Committee, reviewed by the Faculty Senate, and then by the faculty and staff as a whole. The Director of Planning and Program Evaluation monitors the implementation of the Strategic Plan modifications necessary to meet these strategic outcomes. It is also the Director's responsibility to keep abreast of any changes made to the UH System and UH Community Colleges (UHCC) Strategic Plans and to ensure that the College's Strategic Plan remains aligned with them.

For instructional programs, Windward CC's Institutional SLOs are its General Educational SLOs. With the review and modification of the Mission, Vision, and Core Values Statements ([Ref. I-1, p. 2](#)) of the College, a thorough review of the former General Education SLOs (GE SLOs) ensued ([Ref. I-1, p. 28](#)). Four new GE SLOs were presented to the faculty and staff at the Fall 2011 Convocation, and an open forum was held on September 14, 2011, eliciting comment from all campus constituencies and community Advisory Groups. This produced the current GE SLOs ([Ref. I-177](#)), the College's academic Institutional SLOs, which will be used in assessment activities.

Campus-wide dialogue occurred in two workshops provided by the IEC one on March 9, 2012 ([Ref. I-178](#)) using 2010-2011 assessment results ([Ref. I-179](#)), and one on March 16, 2012 ([Ref. I-180](#)), using the same results broken down by department ([Ref. I-181](#)) to show faculty the new General Education assessment process. This constituted the first explicit General Education Assessment for the College since 2005. The official first round of General Education assessment using this new process will be Fall 2012.

Previous to this, Windward CC has had a robust course assessment process with the Institutional SLOs ([Ref. I-1, p. 28](#)) aligned to the AA degree SLOs ([Ref. I-21](#)) and the Certificate of Achievement in Vet Assisting SLOs ([Ref. I-182](#)) so that the course SLOs also align to the institutional and program SLOs. Therefore, in assessing the courses that make up the degree or the certificate, the College has been assessing the program and institutional SLOs as well.

Furthermore, the College's non-instructional units reviewed previously established process outcomes or established new ones at a workshop conducted by Terri Manning on September 12 and 13, 2011. Prior to this workshop, these units produced Annual Assessments ([Ref. I-183](#)) of their units so that discussions could take place at the Strategic Planning and Budget Committee meetings (2006-2009) or the Planning and Budget Council (2009-present) for budget and planning purposes. Now, these more structured process outcomes are integrated into the assessment cycle, closing the loop in the planning and budget process for non-instructional entities on campus.

The College's Program Review Policy and Procedure ([Ref. I-38](#)) has been revised twice. Once in 2006 when the Academic Program Certificates ([Ref. I-1, pp. 40-45](#)) were moved from stand-alone assessments to assessments in the Department Annual Report, and again in 2010 when ETC was dissolved. One of the outputs from the promulgation of this policy was the establishing of Windward Community College's Program Review, Strategic Planning, and Budget Cycle ([Ref. I-167](#)). This cycle may need to be reviewed annually as UH System and UHCC System timelines change.

## **20. Public Information**

The College publishes a two-year Course Catalog. A one-year update is published online only in even years. The update contains minor revisions (e.g. additional courses approved, any calendar updates or changes). The two-year Course Catalog is carefully checked for accuracy and thoroughly updated every odd year. It includes the official name of the school, address, and telephone number, and Web URL ([Ref. I-1, p. \[iii\]](#)), the educational mission ([Ref. I-1, p. 2](#)), courses offered by the campus ([Ref. I-1, pp. 48-111](#)), programs offered by the campus ([Ref. I-1, p. 27](#)), degree offerings ([Ref. I-1, pp. 34-47](#)),

academic calendar ([Ref. I-1, p. \[i\]](#)), available student financial aid ([Ref. I-1, pp. 12-13](#)), available learning resources ([Ref. I-1, pp. 14-17](#)), names and degrees of administrators and faculty ([Ref. I-1, pp. 112-115](#)), and names of governing board members ([Ref. I-1, p. 6](#)).

The Course Catalog also lists information regarding admissions ([Ref. I-1, pp. 7-9](#)), student fees and other financial obligations ([Ref. I-1, pp. 10-11](#)), along with information pertinent to the AA degree and certificates offered ([Ref. I-1, pp. 34-47](#)), graduation requirements ([Ref. I-1, pp. 31-33](#)), and transfer ([Ref. I-1, p. 30](#)). Previous Course Catalogs can also be found at [http://Windward CC.hawaii.edu/Course Catalogs\\_Schedules/index.php](http://Windward CC.hawaii.edu/Course Catalogs_Schedules/index.php) ([Ref. I-184](#)).

Major policies on academic regulations ([Ref. I-1, pp. 24-26](#)), academic honesty ([Ref. I-1, pp. 20-21](#)), nondiscrimination ([Ref. I-1, pp. 3-4](#)), acceptance of transfer credits ([Ref. I-1, p. 24](#)), grievance and complaint procedures ([Ref. I-1, p. 21](#)), sexual harassment ([Ref. I-1, p. 5](#)), and refund of fees ([Ref. I-1, p. 11](#)) can be found in the Course Catalog. Relevant policy information is also provided in the Schedule of Classes ([Ref. I-185, p. 2](#)) and on the College's website ([Ref. I-186](#)).

An annual Schedule of Classes is published in the Spring, and contains key information concerning admissions, registration, financial policies, graduation rates, and crime statistics. The published Schedule is supplemented by an online Schedule that is kept updated throughout the year.

From 2006 to 2010, the Employment Training Center (ETC; [Ref. I-148](#)) published a separate Course Catalog describing its courses and policies. Career and Community Education (CCE) has a printed brochure ([Ref. I-187](#)) that is sent to the Windward community as well as posting changes on its website. Ready Set Grow Hawai'i has a website and brochure ([Ref. I-11](#)) which describes the program.

## **21. Relations with the Accrediting Commission**

With this Self Evaluation document, the College and the BOR 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.

# Certification of Continued Institutional Compliance with Commission Policies

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## Policy on Distance and on Correspondence Education

**Policy Element 1: Development, implementation, and evaluation of all courses and programs, including those offered via distance education must take place within the institution's total educational mission.**

All courses offered at the College, either off-campus or through distance learning, are courses that already existed as traditional lecture or lab courses. Faculty who wish to revise a current course so that it may be offered in another instructional mode must first receive approval from their department, the appropriate Dean, and the Vice Chancellor for Academic Affairs. Because courses offered through other instructional modalities are not new courses, but merely existing courses taught through a new mode, they need not be reviewed or approved by the College's Curriculum Committee. These courses meet the same SLOs and level of rigor as their counterparts delivered through traditional modality.

**Policy Element 2: Institutions are expected to control development, implementation, and evaluation of all courses and programs offered in their names, including those offered via distance education.**

The College's Dean of Division II has also taken on the role of Distance Learning Coordinator, training first time Distance Learning (DL) instructors in online strategies, ensuring that DL instructors:

- Include appropriate methods for assessing SLOs
- Understand the strengths and weaknesses of Lualaba, the UH System's course management system
- Can access and use appropriately online sites and technologies for supporting lessons
- Know best practices for online instruction
- Can use the institution's online class assessment form or eCafe, the online assessment tool used in face-to-face classes

In addition to providing solid training in online learning pedagogy, Windward CC is also stringent in the selection of faculty for teaching online courses. The faculty who have developed DL courses for Windward CC have all been either full-time faculty or long-term lecturers at the College. In one instance, a full-time faculty member from another community college was appointed to teach an on-line class when a Windward CC faculty member was unable to teach it. When this occurred, the off-campus faculty member applied for the position, and submitted all of the usual documents as well as interviewing with the appropriate personnel committee before being chosen for the position. The person who was hired had six years of successful online teaching experience with that class (Introduction to Sociology) at his home institution.

The DL Coordinator facilitates the evaluation of online courses and ensures that instructors receive results from the Institutional Online Class Assessment Form. Instructors receive eCafe results directly. As with traditional classes, such assessments are used in contract renewals, tenure/promotion decisions, and continued hire of lecturers. In the English department the Discipline Coordinator also registered in Lualaba in order to be able to evaluate the online offering of ENG 100 Expository Writing. Through this, she was able to help guide instructors in development and review of course online implementation.

**Policy Element 3: Institutions are expected to have clearly defined and appropriate student learning outcomes for all courses and programs, including those delivered through distance education.**

Because the teaching mode for DL courses has been adapted from already existing courses, all courses offered through DL have the same SLOs as courses taught through traditional modes. SLOs for DL courses are assessed on the same schedule as SLOs for traditional courses.

**Policy Element 4: Institutions are expected to provide the resources and structure needed to accomplish these outcomes.**

Windward CC has provided substantial resources to faculty (up to 3 credits of assigned time or an equivalent stipend as well as access to workshops and tutorials) to develop online courses. As noted in **Policy Element 2** above, the Dean of Division II has been assigned the responsibility of preparing faculty to teach effectively online. To this end, a teaching lab has been built in Hale A'o in which the Dean of Division II can hold scheduled seminars and workshops ([Ref. I-188](#)) on DL issues.

**Policy Element 5: Institutions are expected to demonstrate that their students achieve these outcomes through application of rigorous assessment.**

Student Learning Outcomes are initially submitted at the time the course is proposed to the Credit Curriculum Academic Affairs Committee (CCAAC). Upon submission to this committee, the Institutional Effectiveness Committee (IEC) Sub-committee on SLO Assessment reviews the SLOs. Course SLOs are reviewed for appropriateness, measurability, and other related factors for a given course without regard to the modality of instruction. Thus, students completing a given course will achieve the same outcomes whether it is taught online or through face-to-face interaction. Courses are assessed for SLO achievement on a five-year rotating schedule at Windward CC, in which 20 percent of courses are assessed per department per year. Online sections of courses follow this schedule in the same manner that traditional courses do. Achievement of SLOs in online courses can, therefore, be evaluated to the same level of rigor as in traditional courses and, indeed, compared with the corresponding traditional courses.

**Policy Element 6: Institutions are expected to provide the ACCJC reasons to believe that these outcomes will continue to be accomplished.**

Because the assessment of outcomes in these courses is integrated with outcomes assessment across the institution, the Commission can be assured the outcomes expressed in a DL course meet the same rigor as those of traditional courses and that both will be assessed at the same time.

**Policy Element 7: Institutions are expected to provide the ACCJC advance notice of intent to initiate a new delivery mode, such as distance education or correspondence education, through the Substantive Change process.**

The Substantive Change document submitted to and approved by the ACCJC in March 2011 is our notification that Windward CC is expanding significantly its use of the internet and new interactive technologies to enhance its instructional delivery modes.

**Policy Element 8: Institutions are expected to provide the ACCJC advance notice of intent to offer a program in which 50% or more of the courses are via distance education through the Substantive Change process.**

New courses offered in 2010-11 brought the total number of classes for the AA degree offered online to above 50 percent. Seven of 12 required core and diversification classes were available online. The Substantive Change document submitted to and accepted by the ACCJC in March 2011 is our notification to the Commission that Windward CC has moved past the 50 percent threshold. We will also be submitting the following Substantive Change documents to the Commission to review in Fall 2012: Mission, Associate of Science in Veterinary Technology, and Certificate of Achievement in Agripharmatech.

**Policy Element 9: Institutions have processes in place through which the institution establishes that the student who registers in a distance education course or program is the same person who participates every time. This requirement will be met if the institution verifies the identity of a student who participates in class or coursework by using, at the institution's discretion, such methods as a secure log-in and password.**

Windward CC adheres to the standard UHCC System requirement that all classes use Laulima as the course platform. All colleges in the UH System use the same process to authenticate students enrolled in courses. First, students must use their UH ID and password to access a Laulima Site. Students must also be enrolled in a course in order to access any materials in that course. They are only added to the site if they are registered or if an instructor manually adds them. The sites are as secure as any password-protected part of the UH System, and the sites themselves are as secure as physical classrooms. Second, at the discretion of the instructor, assessments in online classes can be proctored. This allows an additional authentication of students because they must produce photo ID and take their classes in a secure environment. Additionally, all students must have a secure, unique log-in and password to enter Laulima. Therefore, only the person who registers for the class can log in to the system.

### **Policy on Institutional Compliance with Title IV**

Windward CC has performed various internal audits during the past five years, mainly yearly audits on extramural funds. These extramural funds are generally funds received by the College from the federal government to run programs such as Financial Aid (i.e., Pell Grant and Title IV monies), Upward Bound, Student Support Services and Talent Search. Additionally, every fiscal year, the UH System receives an audit on all extramural funds. If there is a budget item that is questionable, then the auditing agency notes it under its Summary of Findings and Questioned Cost section. In that section, the questioned cost is noted as well as the source campus. The UH System then submits a Corrective Action Plan that addresses the questioned costs as listed in the audit.

### **Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status Policy**

#### **Element 1: Advertising, Publications, Promotional Literature**

The Marketing and Public Relations Office (MPRO) at Windward CC promotes public awareness and understanding of the College, its programs, policies, and services with internal and external constituencies, including prospective students, news media, community, potential donors, current students, faculty and staff. MPRO does this through developing and implementing an annual marketing plan with the support and input from the Marketing Committee consisting of a cross-section of campus constituents, promoting the Windward CC brand and sustaining a strong institutional image by regularly communicating College news and pertinent information to internal/external constituents through press releases, College announcements, newsletters, publications, website and other forms of communications, supporting Windward CC faculty/staff/administrators with marketing and public relations projects to help the College meet its goals and objectives in a timely, accurate, and cost-effective manner, while maintaining professional standards for College publications and communications.

Through MPRO's public relations efforts, approximately 90 press releases and media advisories were sent to various media resulting in free publicity valued at approximately \$250,000. News topics included Atelier Summer Art Workshop, Library Learning Commons groundbreaking, Waikalua Loko Fishpond Day, Chemistry Forum, Hawaiian Music Workshops, Common Book, Scholarship Aha, Women's History Month, and grants received to name a few. Other strategies for targeting nontraditional and traditional students included:

- Advertising - Full-page print ads promoting Areas of Excellence, Scholarship Aha, Vet Assisting, CNA, Music Workshops, supported by some radio in targeted dates before registration.
- Newsletters - Fall & Spring issues of *Malamalama o Ko‘olau* mailed to 15,000 residents.
- Internet-based Promotion - Collegeview.com ([Ref. I-189](#)) resulting in 41 students enrolling.
- Brochures were completed for Atelier, Nursing Pathway, Sub-Tropical Tree Care, Drama @ Windward CC, among others.
- Posters, Postcards, and Flyers were produced for Palikū Theatre, Language Arts, Continuing Education, Vet Assisting, Music Workshops, Talk Story Series, and Gallery ‘Iolani.
- Events in which MPRO participated in and produced promotional documents for including: Library Learning Commons groundbreaking, Scholarship Aha, *West Side Story*, *Velveteen Rabbit*, Windward CC Ho‘olaule‘a, College and Career Fair, Imaginarium Re-Opening, Gallery ‘Iolani openings and various College recruitment activities.

MPRO also produces the College Academic Course Catalog and the Schedule of Classes (SOC). In both cases, MPRO works diligently with the Vice Chancellor of Academic Affairs and the Vice Chancellor of Student Affairs to streamline the production process. This effort is ongoing with the key goals being to ensure the accuracy of information contained in the documents by establishing editorial oversight for each section and to improve efficiency of production by converting to a digital, rather than paper-based work flow.

### **Policy Element 2: Student Recruitment for Admissions**

The Institution’s Admissions Policy complies with the UHCC System Admissions Policy that a student needs to be 18 years of age or a graduate from high school. Another avenue that a student may use to enter Windward CC is to receive a Graduation Equivalence Diploma (GED). The Running Start (DOE/UHCC) dual high school and college credit program is a collaborative partnership between the State of Hawai‘i Department of Education and Windward CC where students enrolling at the College get dual credit as long as they produce a signed form from their respective high school administrator. The Early Admissions program is similar to Running Start, but is for non-Department of Education high school students. It provides these students the opportunity to get dual credit at both the private high school and Windward CC, which helps facilitate a successful transition to college. Students from both the Department of Education and non-Department of Education schools must apply through their high school counselor and are required to re-apply after each session attended.

Financial Aid Outreach seeks to provide students the financial means of attending the institution. Windward CC has a “One-Stop” office located at Windward Mall Shopping Center, which is open during the week to provide admissions and financial aid assistance to potential new students and is manned by the staff of the Office of Admissions and Records and Financial Aid. In 2006, 34 percent of Windward CC students were on financial aid. By 2009, this number had increased to 56 percent of the total student body. The “One-Stop” office at Windward Mall has thus increased Windward CC’s visibility to the population in the Ko‘olau regions of O‘ahu.

### **Policy Element 3: Representation of ACCJC Accredited Status**

The mission statement and information on accreditation are included in the first few pages of the Course Catalog. Specific information on the accrediting agency, such as contact information for complaints, etc., is not currently listed in the College Course Catalog, but will be provided in future Course Catalogs to comply with new Department of Education (USDOE) regulations.

## **Policy on Institutional Degrees and Credits**

### **Policy Element 1: Academic program of sufficient content, breadth, and length.**

Windward CC's programs and certificates are described in detail in Standard II.A. of this report and in the Course Catalog. All programs have been developed to meet the standards set forth by the Commission. All credit courses are constituent to either an AA in Liberal Arts or one of the Certificates offered by the College. All CCE courses are offered to provide life-long learning opportunities for the Ko'olau regions of O'ahu and beyond.

### **Policy Element 2: Levels of rigor appropriate to the programs and degrees offered.**

Windward CC offers one degree, the AA degree in Liberal Arts, which has been approved by the UH Board of Regents (BOR), and is equal in rigor to the other community colleges within the UH System. The College will offer a new Associate of Science (AS) degree in Veterinary Assisting, which has been approved by the BOR and will start in Fall 2012. This degree and the BOR approved Certificate of Achievement in Veterinary Assisting have been vetted and approved by an Advisory Board, and are structured to meet Veterinary licensing standards. The Academic Subject Certificates (ASCs) give students the ability to specialize in content areas as well as meeting the lower division major prerequisites when students transfer to four-year institutions or subject-specific schools in the future.

### **Policy Element 3: Statements of student learning outcomes relevant to disciplines.**

All active courses have established SLOs that have been defined as meeting the level of performance at the introductory, developmental, or proficiency level. The SLOs are printed in the Course Catalog and also appear on all course syllabi. They are assessed at the rate of 20 percent of courses within a department per year. The GE SLOs in Global and Cultural Awareness, Communication, Critical and Creative Thinking, and Information Literacy are also listed in the Course Catalog. Key assignments for each course have been established and assessment is usually done in the Fall semester with campus-wide discussion in the Spring.

When a department wants to initiate a new course, the SLOs must be presented to and approved by the SLO Sub-Committee of the Institutional Effectiveness Committee (IEC), prior to going through the Credit Curriculum and Academic Affairs Committee (CCAAC) procedure. This assures that the SLOs are properly constructed prior to any curriculum action.

### **Policy Element 4: Assessment results which provide sufficient evidence that students are achieving key institutional and program learning outcomes.**

Windward CC has had a robust course assessment process with the new ([Ref. I-177](#)) and old ([Ref. I-1, p. 28](#)) institutional SLOs aligned to the new ([Ref. I-50](#)) and old ([Ref. I-21](#)) AA degree SLOs and the Certificate of Achievement in Vet Assisting SLOs ([Ref. I-182](#)), so that the course SLOs also align to the institutional and program SLOs. Therefore, in assessing the courses that make up the degree or the certificate, the College has been assessing the program and institutional SLOs as well. Evidence for this can be found on the College's Assessment ([Ref. I-24](#)) and Planning and Budget Council ([Ref. I-52](#)) pages.

### **Policy Element 5: The credits are appropriate for higher education or for pre-collegiate education, and are defined as such.**

Windward CC adheres to BOR Policy E.5228 ([Ref. I-57](#)) that establishes that a credit hour is approximately one hour of direct faculty instruction and a minimum of two out-of-class-hours of student work each week for approximately 15 weeks for one semester or the equivalent amount of work over a different period of time or at least an equivalent amount of work for other academic activities including online instruction, laboratory work, internships, practica, studio work and other work that earns

academic credit. Courses appropriate for College-level credit are evaluated by faculty committees and other institutions in the UHCC System for sufficient depth and rigor, and are numbered above 100 in the Course Catalog. Courses evaluated at Pre-College or Developmental Education levels are numbered below 100.

## **Policy on Integrity and Ethics**

### **Policy Element 1: An accredited institution will uphold and protect the integrity of its practices.**

The College upholds the integrity of its practices by reaffirming its mission, vision, and core values in accordance with Windward CC Policy 4.5 ([Ref. I-90](#)). Minutes are taken for most committee meetings and are posted in the documents section for that committee on the Windward CC website. The Course Catalog and Schedule of Classes are reviewed prior to publication to be as accurate as possible. In even-numbered years, if updates are made to the two-year Course Catalog, they are immediately posted on the web so students will know the changes being made. Administrative and advisory committees use the College's website extensively to communicate practices in an attempt to make processes as transparent as possible.

### **Policy Element 2: An institution applying for eligibility, candidacy or extension of candidacy, accreditation or reaffirmation of accreditation, or responding to Commission requests for information or reporting requirements, such as the annual reports, provides the Commission with information that is readily available, current, complete, and accurate, including reports of other accrediting agencies, licensing and auditing agencies. This includes any information on matters that may affect an institution's integrity.**

Windward CC has produced Annual Reports and Financial Reports for the Commission between 2006 and 2011 and uploaded the results to the Commission's Website. The College has also produced Follow-Up Reports, Progress Reports, Mid-Term Reports, and previous Self Evaluation Reports which are posted on the College's Accreditation page ([Ref. I-46](#)).

### **Policy Element 3: The institution assures the clarity, accuracy and availability of information provided to all persons or organizations and related to its mission statement; its educational programs; its admissions requirements; its student services; its tuition and other fees and costs; its financial aid programs; its policies related to transcripts, transfer of credit and refunds of tuition and fees. The institution reports accurately to the public its accreditation status.**

Precise, accurate, and current information is provided in the College Course Catalog, available both in print and online ([Ref. I-184](#)). The Course Catalog contains current, accurate information about courses, programs, degree and certificate offerings, and learning resources. An updated academic calendar, including program length information, is also included. Admission requirements, financial information regarding tuition, fees, refund policies, and financial aid, as well as graduation and transfer information are also outlined. Furthermore, major policies such as academic regulations, including academic honesty, non-discrimination, acceptance of transfer credits, sexual harassment, and grievance and complaint procedures are provided.

### **Policy Element 4: The institution has policies to ensure academic honesty, policies to assure integrity in the hiring processes, and policies and procedures to prevent conflict of interest throughout the organization, including governing board decision-making and contracting, and policies that provide due process protections. Such policies are reviewed regularly and are widely available to institutional staff, students, governing board members and the public. The institution is able to provide evidence that it upholds its policies.**

The Code of Student Conduct ([Ref. I-1, p. 20](#)) provides processes aimed at ensuring academic honesty. Policies and procedures ensuring bias-free hiring are overseen by the College's Office of Human Resources. Windward CC follows the Executive Policy E5.214, Conflicts of Interest ([Ref. I-190](#)), which

requires that all University of Hawai'i employees annually file Part I of the UH Disclosure Form. Part II must be completed if any of the questions in Part I are answered "yes." The completed forms are due by the end of April every year and should be submitted to the appropriate Vice Chancellor or Director's office. The disclosures are to reflect activities in the time period since the last disclosure was filed.

**Policy Element 5: The institution demonstrates integrity and honesty in interactions with students and prospective students in all academic, student support and administrative functions services as well as statements and other information provided about its accredited status, its transfer of credit policies, and whether successful completion of its courses qualify students to receive, to apply, and/or to take licensure examinations or non-governmental certification.**

Major policies such as academic regulations, including academic honesty, non-discrimination, acceptance of transfer credits, sexual harassment, qualification for licensure certification and grievance and complaint procedures are provided to students via the Course Catalog.

Files on formal student grievances are kept in the Office of Student Affairs and the Office of Academic Affairs, depending on the type of grievance, and are readily available to authorized persons. Files include grievances from all Windward CC students, traditional and Distance Learning (DL). All Windward CC policies, procedures, and fees apply to both traditional students and DL students; the College does not differentiate between traditional and DL students. Basic information on DL has been provided in all Course Catalogs and Schedules of Classes ([Ref. I-184](#)) dating back to 2001 ([Ref. I-1, p. 23](#); [Ref. I-185, p. 25, p. 56](#)), with more detailed information recently becoming available on the College's ([Ref. I-5](#)) and the UH System's ([Ref. I-191](#)) websites.

**Policy Element 6: The institution establishes and publicizes policies ensuring institutional integrity that contain clear statements of responsibility for assuring integrity and describes how violations of integrity are to be resolved.**

The College follows guidelines of academic professionalism and intellectual honesty outlined in the current bargaining agreement between the University of Hawai'i Professional Assembly (UHPA) and BOR. All faculty and administrators are provided with the UHPA/BOR Contract, which clearly defines the intellectual standards of honesty and tolerance in teaching and research. The full text of this is provided on the UHPA website ([Ref. I-58, p. 17](#)). These guidelines 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.

**Policy Element 7: The institution, in its relationship with the Commission, cooperates in preparation for site visits, receives evaluation teams or Commission representatives in a spirit of collegiality, and complies with the Eligibility Requirements, Standards, and Commission policies. The institution maintains an openness and commitment to external evaluation and assists peer evaluators in performing their duties.**

Windward CC is preparing for the Commission Team visit now. Preparations are occurring campus-wide through the Accreditation Steering Committee, which is charged with the oversight of the Self Evaluation of Educational Quality and Institutional Effectiveness.

After our last ACCJC site visit, the team had this to say:

The team room was well prepared with lap top computers in a wireless environment, office supplies, shredder and a copier. A secure room was provided for the team and each of the members was issued a swipe key to gain entry. The secure Team Room adjoined the evidence and assessment room where the documents were clearly labeled and a CD was provided to team members that wanted to view the evidence provided on line.

## **Policy and Procedures for the Evaluation of Institutions in Multi-College/Multi-Unit Districts or Systems**

**Policy Element 1: While the Commission accredits individual institutions, the district/system holds a fundamental role and responsibility in the analysis and evaluation of district/system structures and how these structures assist the institutions to achieve and adhere to all the Eligibility Requirements, Standards, and Commission policies and gain and sustain accredited status.**

The current UH System organization is a result of the June 2005 BOR approved reorganization of the community colleges which included the creation of a Vice President for Community Colleges (VPCC; [Ref. I-192](#)). At this time, a dual reporting relationship was created. The Community College Chancellors report to the VPCC for leadership and coordination of community college matters, and concurrently report to the UH System President for University and System-wide policymaking decisions impacting the campuses. College Chancellors retain responsibility and control over campus operations, administration, and management. All ten chancellors continue to report to the UH System 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 UH System President and VPCC on community college policy issues and other matters of community college interest.

**Policy Element 2: Institutions have the responsibility to describe and delineate clearly the particular way functions are distributed in their unique multi-college organization. The distribution of these functions is to be evaluated. There must be evidence of ongoing communication between the institution and the district/system regarding the distribution of these functions. The Commission will use this evidence to identify the locus of responsibility for the institution's ability to meet Accreditation Standards.**

The VPCC, the Community College Chancellors, and senior staff from the VPCC Office developed and agreed on a functional roadmap delineating the operational responsibilities and functions of the UH System Offices, the UHCC System Office, the BOR, the State of Hawai'i, and the colleges. The functions are regularly reviewed by the Council of Community College Chancellors and updated as needed. Following a major review in the spring of 2011, functions were delegated to the President, Vice President, and UHCC Chancellors as seen on the following UHCC Functional Road Map ([Ref. I-193](#)) during the 2011-2012 academic year.

**Policy Element 3: When serious inadequacies in a district/system function are verified, such deficiencies could jeopardize the accreditation of one, some, or all of the district/system institutions. Both the district/system and the institution in question are responsible for correcting these deficiencies.**

The UHCC system includes six community colleges (UH Maui College is now accredited by WASC Senior) that form an interdependent network that is nested within the ten-institution University of Hawai'i System. The colleges are located on the main Hawaiian islands of Hawai'i, Kaua'i, Maui, and O'ahu. The islands of Lāna'i and Moloka'i are served by Education Centers staffed and operated by UH Maui College. The UHCC System office is located on O'ahu at a central site independent of the seven colleges. The chancellors of the community colleges report both to the President of the UH System for university System-wide policy making and decisions and to the VPCC for leadership and coordinating of community college matters ([Ref. I-194](#)).

**Policy Element 4: The Commission reserves the right to initiate direct interaction with district/system officers regarding the ability of institutions to demonstrate that they meet or exceed the Standards. When district/system officers are contacted regarding an institution, the institution(s) will receive the same communication.**

During their Fall 2012 visit, Commission representatives will be meeting with district/system officers as well as campus constituents.

**Policy Element 5: A district/system may make a special request to evaluate the effectiveness of its central functions in conjunction with scheduled educational quality and institutional effectiveness reviews (formerly comprehensive reviews). This activity is limited to issues related to the ability of institutions to demonstrate that they meet or exceed the Standards. The outcome of this activity does not result in any “accredited” status for the district/system.**

This document serves as our scheduled Self Evaluation of Educational Quality and Institutional Effectiveness review for the years 2007-2011.



## Responses to Recommendations from the Most Recent Comprehensive Evaluation

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On January 31, 2007 ([Ref. I-25](#)), a letter from the ACCJC made recommendations based on the Self Study ([Ref. I-195](#)) and the Team Evaluation Report (attached to letter). It stated that the Commission had removed Windward CC from warning and reaffirmed its accreditation status. The letter outlined five recommendations that were to be addressed in a Progress Report by October 15, 2007, to be followed by a visit in November 2007. The recommendations were:

- To evaluate institutional effectiveness, the College should continue to improve its strategic planning processes by developing measurable performance indicators for setting institutional goals and strategic directions.
- To improve student learning and success, the team recommends that the College complete its cycle of program reviews and incorporate into these program reviews the assessment of SLOs at course, program, and degree levels.
- The College should define the at-risk population, develop and implement strategies for addressing the needs of the at-risk population, and create mechanisms for the continuous assessment and improvement of services to this population.
- In the interest of improvement beyond the standard, the College should act diligently to secure funding which will ensure the construction of the proposed future library facility.
- The team recommends, to ensure appropriate participation and input, that the College refine its current governance structure policies by including written definitions of the roles and responsibilities for all constituent groups and formalize processes and structures for clear, effective communication and reporting relationships. In addition, the College should implement an annual evaluation process to assess the effectiveness of leadership and decision making which leads to institutional improvement.

Based on the report of the Follow-Up Team, in a letter dated January 31, 2008 ([Ref. I-196](#)), Windward CC was found in compliance with Recommendations 2, 3, and 4 above, but was told that if Recommendations 1 and 5 were not met by March 2009, as shown by the March 15, 2009 Progress Report (renamed Follow-Up Report), that sanctions would be taken. The Follow-Up was accepted on June 9, 2009 ([Ref. I-197](#)), with no sanctions imposed.

**Recommendation 1: *To evaluate institutional effectiveness, the College should continue to improve its strategic planning processes by developing measurable performance indicators for setting institutional goals and strategic directions. (Standard 1.b.7)***

The Strategic Planning process at the College has undergone major transformation since the November 2007 Progress Report ([Ref. I-196, p. \[1\]](#)) and visit. As the following description illustrates, this has been due to factors both internal and external to the College.

In response to Recommendation 1, in November 2006 ([Ref. I-198](#)), a meeting was held which included broad faculty, staff, and student participation to decide on membership for a larger, more inclusive Strategic Planning Committee. In addition to recommending additional members, the group also recommended how to appoint members. By December 2006 ([Ref. I-199](#)) most new members were in place.

The enlarged committee focused on updating the Strategic Plan, especially what had been accomplished so far as well as adding strategic priorities from Program Reviews and Annual Assessments. The plan itself was modified to include measurable success indicators and percentage of completion. The “Resources Needed” and “Responsibility” columns were updated in January 2007, and budget priorities

were set for a joint meeting with the Budget Committee on February 20, 2007 ([Ref. I-200](#)). At this meeting, the Committees reviewed the Strategic Plan and Budget Process, discussed how decisions would be made, and discussed previously established priorities.

The Strategic Planning and Budget Committees met together again in March 2007 ([Ref. I-201](#)), and updated the plan to include measures and benchmarks. However, at this time, new information became available on the updating of the UH System and UHCC System Strategic Plans, so the April 2007 meeting was used for “planning to plan” rather than anything substantive.

In July of 2007 ([Ref. I-202](#)), the College began reworking its Strategic Plan with planning consultant Dr. Julie Slark who had been recommended by the 2006 Visiting Team. In October 2007 ([Ref. I-203](#)), Dr. Slark and approximately 35 of Windward CC’s faculty, staff, and administrators spent three days dissecting the existing plan and came to the following conclusions: First, the College’s current Strategic Plan also included the College’s Operational Plan, Budget Plan, and Staffing Plan, and these needed to be separated if the College was to plan more effectively. Second, the College needed to make sure that the Strategic Plan had an over-arching vision statement. Third, the College needed to establish goals with measurable outcomes that had established timelines, assigned responsibilities, and monitoring mechanisms. The College immediately set out to accomplish these items.

During the Fall 2007 semester, while Windward CC was reworking its Strategic Plan, the UH System ([Ref. I-204](#)) and the UHCC ([Ref. I-205](#)) modified their System Strategic Plans. The original UH System ([Ref. I-206](#)) and UHCC plans ([Ref. I-207](#)), which ran from 2002 to 2010, were supplemented by strategic outcomes documents with performance measures set to run from 2008 to 2015. The documents contained initiatives committing the University System to participate in Achieving the Dream (AtD; [Ref. I-208](#)) and enhance the output of Science, Technology, Engineering, and Math (STEM) students for the state’s workforce.

AtD is a national initiative that was created to help more community college students, particularly low-income and minority populations, succeed. Success is defined as the completion of courses, certificates, and degrees. It is built on the belief that broad institutional change should be informed by student achievement data. Participating colleges, including the UHCCs, have agreed to use data to drive strategies, monitor progress, and evaluate outcomes; develop strategies to close performance gaps among students; involve their faculty, students, staff, and communities in their efforts; report data and outcomes broadly, both on and off campus; form partnerships with their communities, local businesses, and others; and advocate for state and national policy changes as needed. The initiative, therefore, helps member colleges to focus on a student-centered vision, build a culture of evidence, and promote the twin goals of equity and excellence.

In light of the UH System initiative, the UHCC System Strategic Planning Council ([Ref. I-209](#)) began to evaluate and propose UHCC Strategic Outcomes and Performance Data ([Ref. I-205](#)) that would conform to the UH System Strategic Outcomes and Performance Measures, 2008-2015 ([Ref. I-204](#)). The Vice President for Community Colleges (VPCC) visited each college to review benchmarks, baseline data, and suggested performance targets. The colleges were asked to review the proposals and agree or suggest new targets. The Office of the VPCC compiled the responses and established the UHCC System Strategic Outcomes and Performance Measures, 2008-2015 ([Ref. I-45](#)) for each college. The Performance Measures for 2008-2015 became the Strategic Plan Action Outcome measures for the updated 2008-2015 Windward CC Strategic Plan ([Ref. I-37](#)).

To coordinate its strategic planning activities, the College hired a Director of Planning and Program Evaluation in December 2007. The Director convened the Strategic Planning ([Ref. I-210](#)) and Institutional Effectiveness ([Ref. I-123](#)) Committees and sat on the Budget Committee ([Ref. I-211](#)) from 2008 to 2010, and now sits on the Planning and Budget Council ([Ref. I-26](#)) and convenes the Institutional Effectiveness Committee. At Convocation on January 8, 2008, after reviewing the UH System and UHCC Strategic Plans, the Director led an activity ([Ref. I-212](#)) in which both non-credit and credit faculty and staff participated in developing the over-arching vision of the new Strategic Plan.

The Director then made appointments to participate in a follow-up activity with individual departments during the Spring 2008 semester. For Instruction, this activity was based on each department's Annual Assessment or 5-Year Program Review ([Ref. I-24](#)) and culling out data pertinent to the Strategic Plan. Unfortunately, soon after the Convocation, the Director of Planning went on medical leave, so a faculty member on the Strategic Planning Committee visited each of the academic departments and worked with them on the follow-up activity ([Ref. I-213](#)).

At this time, The Chancellor, the Dean of Administrative Services (now Vice Chancellor of Administrative Services), the Dean of Students (now Vice Chancellor of Student Affairs), and the Director of Vocational and Continuing Education (now Interim Director of Career and Community Education) met with their constituencies and developed new outcomes as well. These were presented to the Strategic Planning Committee for review and comment. This modified version of the 2008 -2015 Strategic Plan, using comments and suggestions from the Committee, was used for the Biennium Budget Stocktaking ([Ref. I-214](#)) presented by Chancellor Meixell on April 28, 2008, and for the Legislative Budget Requests submitted to the VPCC's Office on June 1, 2008.

Right before Chancellor Meixell presented her stocktaking report to the University President, the OVPCC Office of Academic Planning, Assessment, and Policy Analysis (APAPA; [Ref. I-215](#)) sent the performance outcome measures ([Ref. I-45](#)) agreed to by Windward CC Administration and the OVPCC for the College through the year 2015. These outcome measures became the College's Strategic Outcome Objectives, which were reviewed and revised by the Strategic Planning Committee, and then posted on the web for review by the entire campus prior to the end of the Spring 2008 semester. The revised outcomes were available for Campus comment until the middle of September 2008.

After feedback was received from the entire College, the Strategic Plan was discussed thoroughly and modified once again at the first meeting of the Strategic Planning Committee in October 2008. This modified plan and its performance measures ([Ref. I-37](#)) was presented to the Faculty Senate and approved on November 18, 2008 ([Ref. I-216](#)).

The Strategic Planning Committee reviewed the expected outcomes with the actual outcomes based on census and end-of-term data beginning in September 2008 and continuing through the end of the Spring 2009 semester. The Strategic Planning Committee reviewed the Strategic Plan Outcomes and provided feedback on the meeting/non-meeting of expectations at the Convocation ([Ref. I-217](#)) at the beginning of the Fall 2009 semester.

The feedback as well as the procedures and policies instituted to meet the performance expectation were addressed in the organizational structures Annual Assessment or 5-Year Program Review due on November 1, 2009, and from the newly administered Governance Perception Surveys ([Ref. I-218](#)) administered by the Governance Sub-Committee of the Institutional Effectiveness Committee (GSIEC; [Ref. I-53](#)). Due to the GSIEC Survey assessment, the Strategic Planning Committee and the Budget Committee were combined into the Planning and Budget Council in the Fall of 2009. The timeline for the Planning and Budget Council has been set as the following:

- The Council will review all program reviews and annual assessments to prioritize items for budget consideration and for modifying the Strategic Plan.
- The unit, department, or program is responsible for filling in the Planning and Budget Council Summary Sheet for each budgetary item requested and attaching them to the Annual Assessment/Program Review by the November deadline.
- The Planning and Budget Council Summary Sheet and Annual Assessment/Program Review will be posted no later than one week after the submittal date on the Planning and Budget Council Website.
- Between the date of posting and middle of January, Planning and Budget Council members will review the Planning and Budget Council Summary Sheets, and the Annual Assessments/Program Reviews for all requests.
- On the first Friday in February and for every other Friday until the middle of March, the Planning and Budget Council reviews and scores the budget requests and allocations using a rubric.
- At the end of March, the Planning and Budget Council prioritizes the budget requests and allocations and submits them to the Chancellor.
- After Spring Break, the Chancellor determines the budget allocations and the Planning and Budget Council receives the Chancellor's Report and rationale as stipulated under Authority in the Planning and Budget Council Policies and Procedures.
- During the summer, a Task Force of Planning and Budget Council members is formed to deal with last minute budget decisions.
- From September through the end of October, the Planning and Budget Council will meet once a month to review/modify the Strategic Plan based on data reported for the past year.

The Council discussions, recommendations, and decisions will be documented by the Chancellor's secretary via minutes ([Ref. I-219](#)) and via PBC memos ([Ref. I-220](#)) to the Chancellor and will be posted on the Windward CC Website.

As the narrative above illustrates, through a collaborative process, Windward CC has developed strategic institutional goals and budgeting procedures based on those goals that are aligned with the UH and UHCC Systems. It has also developed measurable performance indicators to determine if the goals have been met. The Director of Planning and Program Evaluation will monitor the implementation of the Strategic Plan modifications necessary to meet strategic outcomes and continue to assure that budgetary decisions are aligned with them. It is also the Director's responsibility to keep abreast of any changes made to the UH System and UHCC Strategic Plans and to ensure that the College's Strategic Plan remains aligned.

**Recommendation 2: *To improve student learning and success, the team recommends that the College completes its cycle of program reviews and incorporates into these program reviews the assessment of SLOs at course, program, and degree levels.***

In February 2005, the College was placed on warning for failure to adequately meet the recommendation regarding carrying 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. Since then, the College has created a Strategic Planning Policy ([Ref. I-39](#)), a Budget Development Policy ([Ref. I-40](#)), and Program Review Policy ([Ref. I-38](#)) and procedures.

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 CC 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 ([Ref. I-221, p. 6](#)).

Annual Assessment Reports and Program Reviews ([Ref. I-24](#)) are conducted on all academic programs and support units to provide data on which planning and budgeting decisions can be based ([Ref. I-167](#)). 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.

In response to the January 31, 2007, ACCJC Report ([Ref. I-25](#)), in Windward CC's October 15, 2007, Report ([Ref. I-222](#)), the Dean of Instruction at that time responded that the AA degree and Academic Subject Certificates (ASC) Program Reviews had been successfully completed on the credit side. This included assessing SLOs at the course-level. It was also determined that after two years of assessing the ASCs that Windward CC offers in Art ([Ref. I-1, p. 40](#)), Plant Biology ([Ref. I-1, p. 41](#)), Botany ([Ref. I-1, p. 42](#)), Business ([Ref. I-1, p. 43](#)), Psychology ([Ref. I-1, p. 45](#)) and Hawaiian Studies ([Ref. I-1, pp. 44-45](#)) as stand-alone programs, these subsets of courses which comprise a certificate would be better evaluated as part of the Annual Department Review in Humanities ([Ref. I-223](#)), Natural Sciences ([Ref. I-224](#)), Business/Math ([Ref. I-225](#)), and Social Sciences ([Ref. I-226](#)). This change was instigated because most of the resources for the ASCs come from the departments in which the certificate is housed. Therefore, from the 2007-2008 academic year on, analyses of quantitative data and assessment of SLOs for the ASCs became part of the planning and budget requests generated by each department through their departmental reports.

Because, at this time, Windward CC was a liberal arts college with one degree program—the AA degree ([Ref. I-1, p. 34](#))—course and certificate assessments provided important information for determining how well the College was meeting the learning needs of its students. The College has defined the expected learning outcomes for 100 percent of the courses on its Master Course List ([Ref. I-227](#)) and requires that each new course present SLOs to the SLO Sub-committee of the IEC ([Ref. I-123](#)) and the Credit Curriculum Academic Affairs Committee (CCAAC; [Ref. I-114](#)) for validation. The CCAAC, then forwards the SLOs of new courses to the IEC Chairperson, who adds the course to the Master Course List, and submits the new SLOs to the Vice Chancellor of Academic Affairs for inclusion in the current Course Catalog ([Ref. I-1, pp. 48-111](#)). Every Fall, the IEC Chairperson submits a revised Course Assessment List ([Ref. I-228](#)) to each of the Department Chairs for updating. This assures that all new courses and those that have been either archived or deleted are added or removed from the Assessment Plan, which calls for assessing 20 percent of the courses from each department over a five-year cycle.

Each course on the Master Course List is aligned with AA degree (Program) and General Education (Institutional) outcomes ([Ref. I-19](#)). Therefore, assessing at the course-level also provides the data for assessments of Institutional and Program SLOs. The results of these assessments are found in the Departmental Annual Reports ([Ref. I-229](#)) and are uploaded to the Planning and Budget Council webpage ([Ref. I-230](#)) to determine budget allocations for the Biennium and Supplemental Budget Requests of the College.

***Recommendation 3: The College should define the at-risk population, develop and implement strategies for addressing the needs of the at-risk population, and create mechanisms for the continuous assessment and improvement of services to this population.***

The Employment Training Center (ETC; [Ref. I-148](#)) was unique within the UHCC System in that it offered short-term, non-credit courses of study to an at-risk population that prepared this population for entry-level jobs. Therefore, the terms “course” and “program” were synonymous. ETC courses all had a well-defined list of competencies with the general education component embedded in the vocational curriculum. Each instructor completed a detailed assessment of the course’s competencies for each student, documented it, and reported it to the referring agency. Faculty revised and upgraded their curriculum and teaching strategies in response to changes in technology and advancements in their field.

Moreover, to be consistent with the credit side of the College, ETC defined SLOs for 100 percent of its courses to go along with their existing competencies. These were reviewed annually and were incorporated into Windward CC’s Annual Assessment/Program Review Cycle ([Ref. I-23](#)).

Students were referred to ETC from private and governmental agencies and the State of Hawai‘i Department of Education (DOE). These agencies’ counselors collaborated with ETC’s Student Services counselors and staff to provide appropriate support for each individual.

Prior to enrollment in ETC courses, all students took the Test for Adult Basic Education (TABE; [Ref. I-231, p. 38](#)). Based on their scores, students were counseled to do one of two things: take Essential Skills classes to improve their ability in basic Math and English and then enter a vocational program, or, if they were deemed prepared, enroll in a vocational course that included integrated academics customized to that field. All students received an orientation session at the start of their programs.

Throughout their time at ETC, each student was assigned a counselor who was equipped to support their needs. ETC’s Student Services ([Ref. I-232](#)) had one counselor specifically designated to work with students with disabilities, and a second who was charged with serving non-traditional students. These counselors were an integral part of a team approach to addressing each student’s needs. Faculty and counselors consulted on a designated day every week.

Students of Hawaiian ancestry are generally recognized as at-risk, and ETC served a significant number of them. The unit received funds from the Office of Hawaiian Affairs ([Ref. I-233](#)) to integrate Hawaiian healing methods into the standard Certified Nurse’s Aide (CNA; [Ref. I-234](#)) curriculum. This grant also provided tuition waivers, free uniforms and supplies to Hawaiians who take the class. The CNA program also has received a grant from Kamehameha Schools ([Ref. I-235, p. 8](#)) that serves as a pathway to the RN degree. Students meeting specified criteria are eligible for tuition and supplies at Kapi‘olani Community College’s Nursing Program ([Ref. I-236](#)). This program has continued after the decision to terminate ETC based on assessment results, and is now under Career and Community Education (CCE).

ETC collected and analyzed the quantitative data required by the federal Perkins Guidelines for Vocational Courses ([Ref. I-237](#)). Analysis of that data resulted in changes to staffing, facilities, equipment, and/or special support services. ETC had also developed a template that reflects ETC’s character, yet meets the mechanisms approved and used by credit programs at Windward CC to assess SLOs that were established. The Annual Assessments and Program Reviews for ETC programs are posted online ([Ref. I-24](#)). Based on these Annual Assessments and because of the lack of funds and referrals to ETC from private and governmental agencies and the State of Hawai‘i Department of

Education (DOE), the program was terminated in December 2010. Two programs, the CNA program mentioned above (still active) and the Introduction to Construction program (now inactive), which was certified as a “green” program, continued under CCE after ETC was dissolved ([Ref. I-12](#)). After ETC was dissolved in December 2010, the College initiated the Ready Set Grow Hawai‘i ([Ref. I-11](#)) program, which serves low-skilled adult learners who would have originally been served by the ETC.

Additionally, the College has identified four distinctive at-risk groups for student success for students taking credit courses: incoming high school students, first generation students, students with disabilities, and students with a cumulative GPA below 2.0.

Incoming high school students are considered at-risk by virtue of transition from a prescriptive learning environment into one that is more developmental. The College has implemented the following strategies to address the needs of incoming high school students.

Effective Fall 2007, all recent high school graduates entering the College must attend New Student Orientation ([Ref. I-135](#)). They cannot register until they attend. The original three-hour workshop included an introduction to Windward CC, strategies for success, a campus tour, introduction to campus support services, faculty interactions and academic advising. During the semester, Peer Mentors would contact these students and monitor how they are doing. If students were experiencing difficulties, the Peer Mentors would notify a counselor who would intervene to assist the student. Based on assessment data, this process has been revised. Currently, New Student Orientation is a one-hour workshop, which focuses on what steps a student must take to register (including a mandatory visit with a counselor and the need to balance work and coursework), “How do I pay for college” (financial aid), and a campus tour. Incoming freshman are required to participate in a two-day Frosh Camp prior to the start of the semester. Frosh Camp focuses on student success and engagement with the campus and faculty. It builds students’ critical thinking skills in college-going related areas and provides them with a better understanding of resources available to them.

Statistics confirm that first generation students are less likely to complete degree programs than their peers. Students with declared disabilities require special assistance to accommodate their special needs to overcome obstacles they may face while attending school. Therefore, the College solicited federal funds to address the needs of first generation students and students with disabilities. The College also established the Student Support Services Program (SSS; [Ref. I-136](#)). This program serves approximately 300 students who self-declare as first generation and/or students with a disability. SSS provides students with tutoring, intensive counseling, access to a computer lab, and disability services. The College has also hired a full-time general funded Disability Counselor who works closely with the SSS program. SSS compiles an annual performance report that tracks the success of their clients. The annual outcome measures for the program are 80 percent persistence, 70 percent retention, and 65 percent graduation. These measures will be used to assess the effectiveness of the strategies used to assist first generation students and students with disabilities.

Lastly, the College has defined students who have a GPA below 2.0 as at-risk. Intervention strategies for these students include mandatory advising and reduced course load. In addition, the campus has utilized a three tiered academic warning policy. The policy allows for consistent intervention on the part of the College and allows students to reflect on their desire to pursue a college education. The Success Counselor is responsible for the monitoring of the College’s academic warning policy and conducts an annual assessment and evaluation of the strategies for this at-risk population.

**Recommendation 4: *In the interest of improvement beyond the standard, the College should act diligently to secure funding which will ensure the construction of the proposed future library facility.***

In the area of capital construction, the College is following its Master Plan ([Ref. I-238](#)). In May 2007, after extensive efforts by the College to secure funding, the Hawai'i State Legislature ([Ref. I-239, p. 3](#)) appropriated and the Governor released \$41,579,000 for the construction of the new Library Learning Commons ([Ref. I-145](#)) building. In addition, \$1,578,000 was appropriated for general purpose furnishings which became available to the College as of July 2010. The following time line has been followed:

- October 2009: Construction bids solicited.
- January-March 2010: Construction starts.
- July 2010: \$1,578,000 for general purpose furnishings will be available.
- July 2010-August 2011: Specifications, bid, delivery, and installation of general furnishings, equipment, etc.
- March 2012: Construction completed and the LLC is open for move-in.
- August 2012: LLC open for the beginning of fall semester.

**Recommendation 5: *The team recommends, to ensure appropriate participation and input, that the college refine its current governance structure policies by including written definitions of roles and responsibilities for all constituent groups and formalize processes and structures for clear, effective and reporting relationships. In addition, the college should implement an annual evaluation process to assess the effectiveness of leaders and decision-making which leads to institutional improvements. (Standard IV.A.1, A.2, A.3, and A.5)***

The first part of Recommendation 5 ([Ref. I-240](#)) was completed before the Team Visit in November 2008. In the Spring 2008 semester, Instructor Kathleen French wrote an in-depth analysis on the second part of Recommendation 5. The French Report ([Ref. I-241](#)) stressed that the second part of Recommendation 5 needed to be understood as three equally important parts. First, Windward CC had to develop an evaluation process to assess the effectiveness of its leadership and decision-making structures. Second, the College had to identify one group as the monitor of the evaluation process, with the responsibility of widely communicating the results of the study to the campus community, and then use the results to make suggestions for improvements. Finally, the College had to act on these suggestions to implement needed institutional improvements.

The French Report also stated what other colleges did in order to satisfy the Standard IV.A.5 ([Ref. I-242, p. 24](#)) requirement. Most conducted some form of perception survey. The difference between what these colleges did compared to what Windward CC had previously done to evaluate governance was that the questions on the surveys done by the other colleges were better aligned with Standard IV.A ([Ref. I-242, pp. 24-25](#)). Some even measured leadership and governance at the level of individual offices, departments, and committees. In addition, these other colleges also utilized their survey results to help them make changes in their governance structures and processes.

Therefore, in order for Windward CC to develop a valid survey, the questions needed to align with Standard IV.A's four themes: (a) *encouraging initiatives*; (b) *systematic participative processes*; (c) *assessment/evaluation*; and, (d) *institutional improvement*. Indeed, the Recommendation states "...the college should implement an annual evaluation process to assess the effectiveness of leaders and decision making which leads to institutional improvements" ([Ref. I-196, p. \[i\]](#)). In order to measure The College's effectiveness of its governance structures and processes as described in Standard IV.A, a survey had to be created that was directly aligned with each of the four themes.

In addition to aligning the questions with the Standard, the survey needed to allow people to respond based on different contexts—i.e., a faculty member who teaches political science would take a survey for the Social Science department, as well as for the various committees to which they belong—same questions, different context. Moreover, in measuring constituent satisfaction of governance structures and processes, all peoples' views are important. Therefore, it is not only essential to ask the members of

the governance structure about whether they feel encouraged to bring forth ideas to the group, but non-members need to feel encouraged as well ([Ref. 241, pp. 6-7](#)). The process of measuring the particular parts of the College, along with the various viewpoints, not only provides data that is more meaningful, but also provides a more thorough understanding of the entire governance structure, allowing the College to better utilize the results for institutional improvements.

As stated in the November 2007 Progress Report Visit document, “The College needs to determine whether the structures and policies developed and implemented are effective and lead to institutional improvement over time. Also, one group needs to be identified as the monitor of the evaluation process which has the responsibility to make recommendations based on what is learned from that evaluation” ([Ref. I-196, p. 9](#)). It became clear that institutional assessment of the effectiveness of leaders and decision-making would require a team of people whose job it is to refine and properly administer the survey instruments each year, gather and analyze the data, and put the data into some meaningful format to facilitate communication and suggestions for improvement.

Based on the recommendations in The French Report ([Ref. I-241](#)), the IEC formed a Survey Sub-committee that reviewed the member and non-member survey instruments included in The French Report and made modifications to them. Simultaneously, a Proposal on Recommendation 5 ([Ref. I-243](#)) with a flow chart ([Ref. I-244](#)) showing the process and timeline of when each governance structure and the leader of that structure would be evaluated. These documents were presented to the Faculty Senate, the Administration, and the IEC, and were modified to the documents that appear on the GSIEC website ([Ref. I-245](#)).

The first series of surveys ([Ref. I-246](#)) were taken by the campus as a whole in November 2008. These surveys assessed the Chancellor’s Office, the Instructional Services Office, the Administrative Services Office, the Student Affairs Office, the Vocational Education Office, and the Faculty Senate. The office as a whole and the leader of the office were assessed. For example, in the case of the Faculty Senate, all three Faculty Senate chairs and the Faculty Senate organization were assessed, and in the case of Instructional Services, the Vice Chancellor for Instruction, the Dean of Division 1 and Dean of Division 2, and the Vice Chancellor’s office were assessed.

The same surveys for the first group were also used to assess the committees deemed by Windward CC’s administrators, Faculty Senate chairs, and IEC as being instrumental in the governance of the College in March and April ([Ref. I-246](#)), and The Department Chairs, the ETC Coordinators, and the Budget, Strategic Planning, Enrollment Management, and Institutional Effectiveness Committees in April and May ([Ref. I-246](#)).

In accordance with the Proposal on Recommendation 5 and The French Report, the IEC established the Governance Sub-Committee of the Institutional Effectiveness Committee (GSIEC; [Ref. I-53](#)). The GSIEC has followed the yearly sequence established in the third revision of the Table ([Ref. I-247](#)) to administer, analyze, and present information from the “Leaders and Governance Structures Surveys” to facilitate institutional governance improvement in 2011. The GSIEC is convened by the Director of Institutional Research and consists of five senior faculty and staff.

The results of the surveys of leaders and governance structures are presented to the leaders and governance groups for their self-assessment, and the self-assessments and governance improvement statements are then returned to the GSIEC and used to assess governance improvements for the following year.

In 2011, an outside evaluator assessed the process and procedures. The evaluator recommended that the GSIEC evaluation process continue, and that there were deficiencies that needed to be addressed by all concerned, with recommended steps taken to address them. The issues included: redesigning of the survey instrument, providing adequate resources for institutional research support, increasing the commitment of senior administrators, and initiating a better communication of process results and associated action plans.

The IEC created a sub-committee to review the document and make recommendations that would be forwarded to the Chancellor for review. Subsequently, the sub-committee created a new policy for assessing governance structures on campus, which was vetted and approved by the College in Spring 2012. The implementation of the policy will begin in Fall 2012.

## Introduction Evidence

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- I-246. Table of Leaders and Governance Structures ([Archived Copy](#))  
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## Standard I: Institutional Mission and Effectiveness

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*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 and analysis 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

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

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#### Descriptive Summary:

##### Programs

The past and recently adopted mission and vision statements define the general educational purposes of Windward CC, which are a liberal arts transfer institution, the home of vocational and community education programs, and a cultural center for the larger community. As shown in Table 2 in the Introduction of this report, the diverse student population that includes recent high school graduates, returning students, a large Native Hawaiian population, and at-risk students demonstrates the College's commitment to an open-door admissions policy. Awareness of our College population and addressing the unique needs of our students are among the highest priorities expressed through our mission and vision statements ([Ref. 1A-1, pp. 2-3](#)). As such, a broad spectrum of student learning is emphasized in the College's mission statements and core values: career training, skills development, personal enrichment, and increased global and cultural awareness.

The commitment to an open door policy and the awareness of the needs of its population are carried over into all of Windward CC's instructional programs, from the AA degree in Liberal Arts ([Ref. 1A-1, pp. 34-35](#)) to the ASCs; ([Ref. 1A-1, pp. 40-45](#)) and Certificates of Completion ([Ref. 1A-1, pp. 37-39](#)). In the 2006 Self Study, the Dean of Instruction stated:

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, and in Hawaiian Studies. Those who take service-learning courses are directly contributing to their community. I think if you select any course in the Course Catalog, you will find that it meets the criteria set forth in our mission statement ([Ref. 1A-2, p. 77](#)).

Windward Community College offerings include:

- Degree Programs:
  - Associate in Arts Degree in Liberal Arts (Ref. 1A-1, pp. 34-35).
  - Associate in Science in Veterinary Technology (Ref. 1A-3, pp. 22-24).
  - Certificate of Achievement in Veterinary Assisting (Ref. 1A-1, p. 36).
- Academic Subject Certificates:
  - Art ([Ref. 1A-1, p. 40](#)).
  - Psycho-Social Developmental Studies ([Ref. 1A-1, p. 45](#)).
  - Business ([Ref. 1A-1, p. 43](#)).
  - Hawaiian Studies ([Ref. 1A-1, p. 44](#)).
  - Bio-Resources and Technology: Bio-Resource Development and Management ([Ref. 1A-1, p. 41](#)).
  - Bio-Resources and Technology: Plant Biotechnology ([Ref. 1A-1, p. 42](#)).
- Certificates of Completion:
  - Agricultural Technology: Plant Landscaping ([Ref. 1A-1, p. 37](#))
  - Agricultural Technology: Sub-Tropical Urban Tree Care ([Ref. 1A-1, p. 38](#))
  - Marine Option Program ([Ref. 1A-1, p. 39](#)).
- Certificates of Competence:
  - Information and Computer Science: Applied Business and Information Technology ([Ref. 1A-1, p. 47](#)).
  - Geographic Information and Global Positioning Systems ([Ref. 1A-1, p. 46](#)).
  - Information Computer Science: Web Support ([Ref. 1A-1, p. 47](#)).

Since Windward CC's mission was reviewed and modified in an extensive process described below, a Sub-committee of the IEC was formed to review and modify the current AA degree SLOs so they would align with the new mission and General Educational Outcomes of the institution. The following are the new AA Degree Themes, along with the SLOs attached to them, that the Committee recommended and that Windward CC adopted ([Ref. 1A-4](#)):

### **Global and Cultural Awareness**

*Develop the ability to perceive how people interact with their cultural and natural environments, through their own worldview and through the worldviews of others, in order to analyze how individuals and groups function in local and global contexts.*

Specific outcomes in Global and Cultural Awareness may include:

1. Analyze and empathize with the attitudes and beliefs of other cultures.
2. Identify instances where cultural norms affect cross-cultural communication.
3. Explore how various factors shape a culture's development and values and one's sense of place.
4. Takes an active role in the community (work, service, co-curricular activities).

### **Critical Thinking and Creativity**

*Make judgments, solve problems, and reach decisions using analytical, critical, and creative thinking skills.*

Specific outcomes in Critical Thinking and Creativity may include:

1. Identify challenges and problems and find solutions through creative exploration, scientific and quantitative reasoning, and other forms of inquiry.
2. Analyze complex ideas to arrive at reasoned conclusions.
3. Use creative processes to discover potential and to express ideas and beliefs.

## **Communication**

*Use written, visual, and oral communication to discover, develop, and communicate meaning, and to respond respectfully to the ideas of others in multiple environments.*

Specific outcomes in Communication may include:

1. Listen to, comprehend, interpret, analyze, synthesize, and evaluate ideas.
2. Present ideas in a variety of formats, including written, oral, and visual.
3. Convey ideas and facts to a variety of audiences in various contexts.

## **Information Literacy**

*Identify information needed in a variety of situations, and access, evaluate, and use relevant information effectively and responsibly.*

Specific outcomes in Information Literacy may include:

1. Determine the nature and extent of information needed in order to accomplish a goal.
2. Use appropriate resources and methods to access and acquire relevant information.
3. Critically evaluate information and its sources.
4. Organize, synthesize, and communicate information to achieve a specific purpose.
5. Apply ethical, legal, and social standards when using information and information technology.

In addition, all other BOR degree programs have SLOs attached to them. The Associate in Science degree in Veterinary Technology, which was approved in February 2012 ([Ref. 1A-3, p. 22-24](#)), has the following SLOs, which will be added to the current Windward CC Program Assessment Timeline:

- Effectively communicate with clients and veterinary staff
- Schedule appointments and generate invoices
- Demonstrate proper patient restraint and safety procedures
- Conduct routine physical exams and obtain patient histories
- Assist with surgical procedures and dental cleanings
- Calculate dosages and administer medications
- Collect blood samples and perform diagnostic laboratory tests

All school approved Academic Subject Certificates, Certificates of Achievement, Certificates of Completion, and Certificates of Competence also have SLOs, which are listed in the Course Catalog ([Ref. 1A-1, pp. 36-47](#)).

## **Services**

Windward CC offers a number of services that align with its purpose, character, and student population as expressed in the College's Mission, Vision, and Core Values statements. For example, the current mission statement stipulates that, "With a special commitment to support the access and educational needs of Native Hawaiians, we provide O'ahu's Ko'olau region and beyond with liberal arts, career and lifelong learning in a supportive and challenging environment" ([Ref. 1A-1, p. 2](#)). Toward fulfilling these provisions, the College held several community meetings in O'ahu's Ko'olau region. The result of these meetings indicated a substantial interest in classes offered on-site in the community, especially classes focused on Hawaiian language and Hawaiian Studies ([Ref. 1A-5](#)). Consequently, in the Fall of 2009, the College offered HWST 107, IS 103, and ENG 22 in Waimānalo, which has a large population of Native Hawaiian students who are at-risk and in need of intensive educational support. The class offerings have now expanded to include English, Math, Music, and College Skills. In addition to an increase in these on-site distance education courses, distance college support services were added which include academic and financial aid counseling ([Ref. 1A-5, Appendix A](#)).

From 2005 to 2010, the Employment Training Center (ETC; [Ref. 1A-6](#)) mission was “to serve the community by providing short-term, career-focused education and training in a flexible, learner-centered and supportive environment. ETC [was] committed to providing counseling services, hands-on employment, and basic skills training in individually responsive programs. ETC’s approach [was] particularly well adapted to serve students with special needs including individuals who are economically disadvantaged, unemployed, underemployed, academically under-prepared, persons with disabilities, and alienated high school youth” ([Ref. 1A-7, p. 4](#)).

However, in December 2010, because of significant declining enrollment and revenues, the majority of classes within ETC were either terminated or transferred to Career and Community Education (CCE; [Ref. 1A-8](#)). CCE’s mission statement is aligned with the College’s mission, which is to “support and challenge individuals to develop skills, fulfill potential, enrich their lives, and become contributing, culturally aware members of the community” ([Ref. 1A-8](#)).

CCE serves the Windward O‘ahu community as “a cultural and meeting center, a provider of health and fitness courses, a provider of business and computer skills training, a coordinator of personal enrichment activities, coordinator of Senior (Seniors 55+) programs, and as a designer and provider of customized training programs.” ([Ref. 1A-8](#)) The Interim Director of Career and Community Education is the supervisor for CCE ([Ref. 1A-9](#)), and a member of the Planning and Budget Council ([Ref. 1A-10](#)). CCE consists of three major programs:

1. Certified Nurse’s Aide (CNA; [Ref. 1A-11](#)).
2. Ready Set Grow Hawai‘i ([Ref. 1A-12](#)).
3. Continuing Education and Training ([Ref. 1A-13](#)).

Each program has SLOs aligned with the missions of the College and CCE. According to the former Director of Vocational and Community Education, “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-2, p. 78](#))

The Student Affairs Office provides students with a variety of services ([Ref. 1A-1, pp. 18-23](#)):

1. Academic and personal counseling ([Ref. 1A-14](#)).
2. Career counseling and testing ([Ref. 1A-15](#)).
3. Placement testing ([Ref. 1A-16](#)).
4. Services to students with disabilities ([Ref. 1A-17](#)).
5. TRiO/ Student Academic Achievement and Retention (STAAR) program ([Ref. 1A-18](#); For a full discussion of the College’s TRiO program see Standard II.B.3.c.).

The College also provides the following learning support facilities that help students in their studies in liberal arts and vocational courses ([Ref. 1A-1, pp. 14-17](#)):

1. Library ([Ref. 1A-19](#)).
2. The Testing Center (TTC; [Ref. 1A-16](#)).
3. Media Center ([Ref. 1A-20](#)).
4. Computer Lab ([Ref. 1A-21](#)).
5. Math Lab ([Ref. 1A-22](#)).
6. Writing Lab ([Ref. 1A-23](#)).
7. Hoa ‘Aina RS/GIS Center for Environmental Monitoring ([Ref. 1A-24](#)).
8. Hōkūlani Imaginarium ([Ref. 1A-25](#)).
9. Kuhi La‘au—Tropical Plant and Orchid Identification Center ([Ref. 1A-26](#)).
10. Water Quality Lab ([Ref. 1A-27](#)).
11. NASA Flight Training Aerospace Education Lab ([Ref. 1A-28](#)).

The College was awarded a Title III grant to cover the years 2005 through 2010. One portion of this grant focused on institutional success and funded an institutional researcher and a curriculum specialist. These positions provided services to faculty and staff, ensuring that all courses had SLOs and appropriate assessment measurements as well as help with online instruction and faculty training. Another part of the grant was geared towards student success, funding a Student Success Counselor and a Transition Counselor. The counselors' goals were to improve student retention and success and to help students as they transition in and out of the College. Finally, the grant provided funding for a clerk and counselor for the Advanced Degree Options Program. Under the Advanced Degree Options Program, (formally called the University Partners Program) the College worked with upper-level colleges and universities to offer junior and senior level courses at the campus ([Ref. 1A-29](#)).

The College has recently been awarded \$12.3 million for three new Title III grants ([Ref. 1A-30](#)). A five year institution-strengthening grant includes the development of a Student Support Center called “Ka Piko,” where students can receive tutoring as well as academic counseling. This center will be housed in the new Learning Library Commons currently under construction, and will constitute an expansion of the services offered currently in Hale ‘Ākoakoa 232. These will include the Writing Center, Supplemental Instruction Center, Math Lab, Speech Lab, and Career and Transfer Center ([Ref. 1A-31](#)). A second Title III grant is a collaborative project between Windward CC and the University of Hawai‘i at Mānoa. The project called “Hūlili” or *ladder* is intended to provide support services that facilitate a seamless transfer of students finishing an associate degree at Windward CC and transferring on to complete a baccalaureate degree at Mānoa ([Ref. 1A-32](#)). The third Title III grant is a renovation and curriculum development grant allowing for the expansion of the Hawaiian Studies building to provide space for the growing programmatic needs and course offerings relative to the emerging Hawaiian Studies AA degree ([Ref. 1A-33](#)).

The Community College Survey of Student Engagement (CCSSE) is administered every other year. The CCSSE “asks students about their college experiences—how they spend their time; what they feel they have gained from their classes; how they assess their relationships and interactions with faculty, counselors, and peers; what kinds of work they are challenged to do; how the college supports their learning; and so on” ([Ref. 1A-34](#)). The results of the data are used in the assessment of Windward CC’s General Educational Outcomes as described in Standard 2.2.c as well as in the planning of programs and facilities. For example, the last CCSSE indicated that a large number of Windward CC students felt that they did not have adequate access to student computing facilities. This year, faculty members were assigned to keep two instructional computing labs open in the afternoon. Initial student user counts indicate that as students become aware of the availability of the facilities they are using them more, and that having the facilities staffed by faculty members has been helpful as students try to navigate through unfamiliar software ([Ref. 1A-35](#)).

In 2009 the College engaged a professional survey group to help it survey O‘ahu’s Ko‘olau communities to find out how to better serve them ([Ref. 1A-36](#)). The College found from the survey that many people, both current and potential students, wanted more evening and/or weekend classes. Therefore, starting in the fall of 2010, the College increased its evening offerings by 33 percent and added more Saturday classes ([Ref. 1A-37](#)). The survey also indicated a strong desire for more classes and offerings in Hawaiian Studies. The College has responded by increasing offerings in Hawaiian Studies as well as pursuing an additional AA degree program in Hawaiian Studies, which was presented and passed by the UH Board of Regents in late Spring 2012 ([Ref. 1A-38](#)).

**Self Evaluation:**

The College meets this standard.

**Planning Agenda:**

None.

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

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**Descriptive Summary:**

The previous mission statement was voted on and approved by the College and the UH Board of Regents (BOR) on April 16, 2004. It was published in the College's Course Catalogs from 2005- 2010, on the College Website, and was prominently posted on campus and printed on all Windward CC syllabi as per the Windward CC Mission Policy ([Ref. 1A-39](#)).

The newly revised Mission, Vision, and Core Values were voted on and approved by the College and the UH System, and the BOR in May 2011 ([Ref. 1A-40](#); [Ref. 1A-41](#)). The new Mission, Vision, and Core Values have been published in the College Course Catalogs since Fall 2011, displayed prominently on the College website ([Ref. 1A-42](#)), are prominently posted throughout the campus, and have been printed on all of the College syllabi and documents.

To measure the perceived quality of the mission statement, as well as the level of awareness of College stakeholder groups, questions on the mission were included in staff, faculty, and student surveys conducted in Fall 2011. The surveys of faculty and staff showed that 98 percent of faculty and 91 percent of staff respondents were aware of the new mission statement. In evaluating the adequacy of the statement, 92 percent of faculty and 85 percent of staff respondents said it was either excellent or satisfactory ([Ref. 1A-43, Item 7-8](#); [Ref. 1A-44, Item 6-7](#)). These numbers clearly indicate that among faculty and staff, high percentages are both aware of the College's new mission statement and consider it appropriately representative of the College's focus ([Ref. 1A-40](#)).

A survey of Windward CC students was also conducted in Fall 2011, and 80 percent of 252 respondents were familiar with the mission statement. Additionally, after reading the mission statement in a subsequent question, 90 percent of the respondents said that it accurately described their experience at the College ([Ref. 1A-45, Item 10-11](#)).

**Self Evaluation:**

The College meets the Standard.

**Planning Agenda:**

None.

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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.*

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### **Descriptive Summary:**

In Spring 2006, the College established the “Windward Community College Mission Policy.” The policy states:

Windward Community College will review, and revise, as needed, the mission statement every six years in the fourth year following a Self Study for accreditation. Every year, the Strategic Planning Committee will affirm that the mission statement is still appropriate at the beginning of the strategic planning update. If they find that the mission statement needs revision before the scheduled four-year review, they will advise the administration accordingly and a comprehensive review will be scheduled ([Ref. 1A-39](#)).

In accordance with this policy, in February 2010 the Faculty Senate created a Mission, Vision, and Core Values Committee and began a process to review and revise the Mission, Vision, and Core Values statements of the College ([Ref. 1A-46](#)). The committee established a set of public meetings in February, April, and August specifically designed to accept revisions to the current Mission, Vision, and Core Values statements. The Faculty Senate also accepted feedback at its October and November meetings ([Ref. 1A-47](#)).

Several revisions of the Mission, Vision, and Core Values statements were posted on a Windward CC New Initiatives Website for review ([Ref. 1A-40](#)). Comments were recorded, including those of several community members who responded to a public website set up to solicit feedback ([Ref. 1A-48](#)). The Faculty Senate then reviewed the data and made recommendations to facilitate revision. Senators from each department took the recommendations back to their departments, along with multiple drafts of the statements. Each department voted on preferred drafts, the results of which were brought back to the Faculty Senate.

During this process, the faculty-staff electronic mailing list was used to inform faculty, administrators, staff, and student government of drafts under consideration. A final campus vote via Internet was completed by faculty, staff, administration, and student government leaders on January 20, 2011 ([Ref. 1A-40](#)). The results were discussed and incorporated into the Faculty Senate recommendation, which was submitted to the Chancellor, who then made his decision with his administrative team.

In January 2011, based on the recommendations from the Faculty Senate, and the campus-wide vote, the Chancellor forwarded the final revised Mission, Vision, and Core Values statements to the BOR for consideration. At their May 19, 2011, meeting, the BOR approved the new versions of Windward Community College’s Mission, Vision, and Core Values ([Ref. 1A-41](#)).

### **Self Evaluation:**

The College meets the Standard.

### **Planning Agenda:**

Review the current policies to replace “Strategic Planning Committee” or “Budget Committee” with “Planning and Budget Council.”

### **Descriptive Summary:**

The Mission Statement is used in planning course offerings, setting strategic directions for the College, grant writing, budgeting, and conducting program reviews. Administrators, faculty, and staff use the Mission, Vision, and Core Values of the College and the UHCC System to guide all stages of planning and decision-making.

During the Spring 2009 Convocation, copies of the Windward CC Strategic Plan Action Outcomes were distributed. The Strategic Plan Action Outcomes document states “recommendations are made linking the institutional mission, strategic plan, long-range development plan (LRDP or Master Plan), available funding, and programmatic priorities to the physical development, renovation, and space assignment of the campus.” ([Ref. 1A-49, p. 1](#))

Pursuant to this, and as a result of the Governance Sub-committee of the Institutional Effectiveness Committee (GSIEC) Perception Surveys ([Ref. 1A-50](#)), which suggested it would be beneficial to combine the Budget Committee ([Ref. 1A-51](#)) and Strategic Planning Committee ([Ref. 1A-52](#)) to connect program/unit reviews to the College wide planning and budgeting process, the Chancellor created the Planning and Budget Council (PBC) in November 2009 ([Ref. 1A-10](#)).

The PBC provides recommendations to the Chancellor in an advisory capacity. The primary mission of the PBC is to:

- Review, evaluate, and update the College Strategic Plan, at least once a year.
- Prioritize strategic actions based on program reviews, annual reports, and summary reports from the deans and directors.
- Review, evaluate, prioritize, and make recommendations to the Chancellor regarding the use of resources in the College budget, and regarding resource requests for future funding ([Ref. 1A-10](#)).

The Chancellor affirms this process: “The College's Mission in tandem with the Strategic Plan is the fundamental launching pad to do program reviews. Budget requests from program reviews are made to the Planning and Budget Council which has a commitment to make decisions consistent with the College's Mission, Vision and Core Values Statement” (D. Dykstra, personal communication, March 16, 2011).

In spring of 2011 the Chancellor, stated:

The Mission Statement speaks specifically to offering opportunities in liberal arts, developmental, vocational, and personal enrichment courses, and to providing a center for intellectual stimulation in Windward O‘ahu. The College is committed to reaching out to its public by offering classes at convenient times and places. Major new initiatives in the past three years speaking directly to the Mission Statement are:

- Meeting with residents of Waimānalo to assess the level of interest in and need for classes taught on site; as a result of information gleaned from an extensive community survey indicating local interest in evening classes.
- Offering a greatly expanded evening and weekend set of courses;
- Increasing the number of arts and science class sections by about a third to accommodate the increased number of students enrolling in Windward CC;
- Expanding the number of Developmental Education offerings, and experimenting with more effective ways of improving learning in those courses;
- Expanding the offerings in distance learning over three years from four to 73 classes in AY 2011-12;
- Developing certificate programs in such high-demand vocational areas as Veterinary Assisting, Urban Arboriculture, Biotechnology and Ethnopharmacognosy ([Ref. 1A-53](#)).

Additionally, the College also plans its class schedule based on current year enrollments and projections for the following year by tracking enrollments and fill rates to determine which new sections to offer and at what times. In the weeks leading up to each semester, enrollments are tracked by class to plan the ideal times for adding new sections of classes that will likely be filled. Recently, annual enrollment figures have increased by double digits, requiring the addition of sections of key courses the College tracks ([Ref. 1A-54](#)).

**Self Evaluation:**

The College meets this standard.

**Planning Agenda:**

None.

## Standard I.A Evidence

- 1A-1. Windward CC Course Catalog 2011-2013 ([Archived Copy](#))  
[http://windward.hawaii.edu/Catalogs\\_Schedules/WCC\\_Catalog\\_2011-2013.pdf](http://windward.hawaii.edu/Catalogs_Schedules/WCC_Catalog_2011-2013.pdf)
- 1A-2. Accreditation Self Study Report of WCC 2006 ([Archived Copy](#))  
[http://windward.hawaii.edu/Accreditation/Documents/2006/2006\\_Self\\_Study.pdf](http://windward.hawaii.edu/Accreditation/Documents/2006/2006_Self_Study.pdf)
- 1A-3. Board of Regents, meeting minutes, 2012/02/23 ([Archived copy](#))  
<http://www.hawaii.edu/offices/bor/regular/minute/20120223.regular.pdf>
- 1A-4. Associate in Arts of liberal Arts Program Learning Outcomes ([Archived Copy](#))
- 1A-5. Progress Report on WCC in Waimānalo ([Archived Copy](#))
- 1A-6. Employment Training Center ([Archived Copy](#)) <http://windward.hawaii.edu/ETC/>
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[http://Windward.hawaii.edu/people/kristine\\_korey-smith/](http://Windward.hawaii.edu/people/kristine_korey-smith/)
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- 1A-17. Disabilities Services ([Archived Copy](#)) <http://windward.hawaii.edu/Disabilities/>
- 1A-18. TRiO ([Archived Copy](#)) <http://www.wcc.hawaii.edu/Trio/>
- 1A-19. Library home page ([Archived Copy](#)) <http://library.wcc.hawaii.edu>
- 1A-20. Media Production Center and Duplicating Services ([Archived Copy](#))  
<http://windward.hawaii.edu/media/>
- 1A-21. Computing on Campus ([Archived Copy](#)) <http://www.windward.hawaii.edu/Computing/>
- 1A-22. Math Lab ([Archived Copy](#)) [http://windward.hawaii.edu/About\\_WCC/Math\\_Lab/index.php](http://windward.hawaii.edu/About_WCC/Math_Lab/index.php)
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<http://kaohana.windward.hawaii.edu/story.php?aID=723>
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[http://windward.hawaii.edu/Documents/Title\\_III/2010/T3%2010-15%20Developmental%20KakooKoolau%20Abstract.pdf](http://windward.hawaii.edu/Documents/Title_III/2010/T3%2010-15%20Developmental%20KakooKoolau%20Abstract.pdf)

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## Standard I.B 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.*

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

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### **Descriptive Summary:**

Since our 2006 Accreditation Self Study, the College has continued and expanded its dialogue about the continuous improvement of student learning and institutional effectiveness. The structure of this dialogue has been coordinated largely by the activities of the College's Institutional Effectiveness Committee (IEC; [Ref. 1B-1](#)), established in 2004 as an expansion of the College's Assessment Committee to include non-instructional areas, and its various Sub-committees (e.g., Governance Sub-committee of the Institutional Effectiveness Committee, GSIEC; Sub-committee for Professional Development in Assessment, SPDA; SLO Sub-committee; and the Non-Instructional Assessment Committee.). The charge of the IEC is as follows:

- To 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.
- To develop and sustain a culture of assessment throughout the institution.
- To provide the necessary training and skills for units to assess themselves.
- To maintain materials and reports related to all assessment activities ([Ref. 1B-2](#)).

In general, to accomplish these charges, the IEC consists of sixteen members representing the different academic departments, instructional support, administration, student government, and its chair, the Director of Planning and Program Evaluation. It has done the following:

- Developed and revised tools for course-level SLO assessment ([Ref. 1B-3](#)).
- Developed a schedule for course-level SLO assessment ensuring that 20 percent of courses are assessed each year ([Ref. 1B-4](#)).
- Developed and implemented survey instruments of the various campus governance structures and leaders ([Ref. 1B-5](#)).
- Developed and implemented a procedure and timeline for program assessments ([Ref. 1B-6](#)).
- Conducted numerous assessment workshops ([Ref. 1B-7](#)).
- Worked with the College's Office of Planning and Program Evaluation to determine the types of data to be collected for assessment purposes ([Ref. 1B-7](#)).
- Established websites for the posting of materials (e.g. meeting minutes, reports, surveys, etc.) relevant to its work ([Ref. 1B-1](#)).

The Sub-committees of the IEC help maintain an ongoing, collegial, self-reflective dialogue among faculty, staff and administration about the continuous improvement of student learning and institutional processes. These Sub-committees and their responsibilities are:

- Sub-committee for Professional Development in Assessment (SPDA): provide professional development workshops on assessments.
- Governance Sub-committee of the Institutional Effectiveness Committee (GSIEC): review and work with administration on governance assessments.
- Student Learning Outcomes Sub-committee: review and provide feedback on new and modified student learning outcomes for courses and programs.
- Non-Instructional Units Assessment Committee: assist and review assessments conducted by the non-instructional units.
- General Education Task Force: review and provide feedback on the current General Educational Outcomes and the assessment process.
- AA Degree Task Force: review and provide feedback on the current Associate in Arts Program Level Outcomes and the assessment process.
- Gen Ed Outcome Workshop Committee: work with SPDA in developing workshops that help faculty and staff understand the assessment timeline and process for assessing and reporting.
- Mongold Report Taskforce: review and provide feedback on the current administrative leadership and governance structure evaluations and assessments.
- Gen Ed /AA Rubric Committee: develop and review the General Education Outcome rubrics ([Ref. 1B-1](#)).

Through the review of assessment needs surveys and faculty and staff feedback, the IEC and SPDA developed the following assessment related conferences and workshops:

- January 4, 2007, Spring Convocation Assessment Workshops:  
Creating Student Learning Outcomes  
Using the Course Outline Template.
- August 16, 2007, Fall Convocation Course Assessment Poster Session
- March 5, 2010, WILD Day Assessment Workshops:  
Developing SLOs, Building Your Academic Subject Certificate Map and Guide Aligning  
Campus Efforts with Learning Outcomes
- August 19, 2010 Fall Convocation Assessment Workshops:  
Assessing Non-Instructional Programs  
Aligning Course, Program, and College-Wide SLOs with Embedded Assessment
- January 6-7, 2011, Spring Convocation Assessment Workshop:  
Student Learning Outcomes Assessment for Programs and General Education
- February 24, 2011: Creating SLOs and Assessment Tools
- March 4, 2011: Excellence in Education Assessment Workshops:  
Making Your Case: Using Assessment Results to Strengthen Your Budget Requests  
Data, Data, Data: What does it Mean?
- March 9, 2011: Refining Current SLOs
- March 10, 2011: A Workshop on Creating/Assessing Non-Instructional Unit Student Learning Outcomes
- March 16, 2011: Using the Course-Level Assessment Form
- March 30, 2011: Creating and Using Rubrics
- April 7, 2011: Analyzing Data and Making Changes
- April 29, 2011: Sharing Rubrics
- September 12-13, 2011: Non-Instructional SLO Workshop by Terri Manning
- November 21, 2011: Windward Community College GSIEC Self-Assessment Briefing to the IEC
- January 5, 2012: Spring Convocation Assessment Activity
- March 2, 2012: Wo Innovations in Learning Day Assessment-Related Workshops:  
Closing the Loop  
Self Study Forum  
Using Focus Groups
- March 9, 2012: Closing the Loop: From Course-Level Assessment to Institutional Planning
- March 16, 2012: Raising the Bar: Gen. Ed. Assessment at the Apex
- April 27, 2012: Discovering a Project: Finding and Attaching a Task to a General Education Outcome

The Governance Sub-committee of the Institutional Effectiveness Committee (GSIEC; [Ref. 1B-5](#)) was established in 2008 to develop a mechanism for the assessment of College governance structures. As a result, surveys were developed and administered ([Ref. 1B-8](#)). The process allowed both members and non-members of each structure to provide evaluations of that structure. Each governance structure reviewed these surveys and provided self-assessments based upon the results ([Ref. 1B-9](#)). The survey results, as well as the self-assessments have been made available to faculty and staff, contributing to the College's ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

In addition to discussions about assessment procedures, the IEC has worked to create a culture of assessment throughout the College by initiating discussions of various relevant topics. For example, recent discussion topics have included:

- Developing a Philosophy of Assessment ([Ref. 1B-10](#); [Ref. 1B-11](#)).
- A review of the College's General Education Core Competencies ([Ref. 1B-12](#)).
- A review of the College's AA degree SLOs ([Ref. 1B-13](#)).

Therefore, with the establishment of the College's Institutional Effectiveness Committee (IEC), along with its Sub-committees, the College has engaged in a vigorous dialogue regarding the improvement of student learning and institutional processes during the past five years. However, recognizing that assessment is a fluid process that needs to be continuously improved and refined, the IEC will continue in these efforts, identifying weaknesses and acting upon them. Areas where additional work needs to be done include analyzing and interpreting data, using assessment results to improve student learning and institutional processes, and connecting assessment to the planning and budgeting process.

### **Self Evaluation:**

The College meets the Standard.

### **Planning Agenda:**

The IEC will conduct workshops on analyzing and interpreting data, using assessment results to improve student learning and institutional processes, and connecting assessment to the planning and budgeting process.

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*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.*

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### **Descriptive Summary:**

The stated purposes of Windward Community College can be found in its Mission, Vision, and Core Values ([Ref. 1B-14, pp. 2-3](#)). These purposes link with the UH System ([Ref. 1B-15](#)), the UHCC System ([Ref. 1B-16](#)) and Achieving the Dream (AtD; [Ref. 1B-17](#)) outcomes. Furthermore, based on the recommendations of the ACCJC visiting team in 2006, Dr. Julie Slark assisted Windward CC's faculty, staff, and administration in analyzing its existing Strategic Plan ([Ref. 1B-18](#)), and the College's new Strategic Plan articulated the goals and objectives of its mission ([Ref. 1B-19](#)).

In December 2006, the Strategic Planning Committee was formed ([Ref. 1B-20](#)). The members of the Strategic Planning Committee consisted of a broad representation of faculty, staff and students ([Ref. 1B-21, p. 8](#)). This committee reviewed, evaluated and updated the College Strategic Plan, prioritized

strategic actions, made recommendations to the Chancellor and Budget Committee following the guidelines of the Strategic Planning Policy ([Ref. 1B-22](#)). The Strategic Planning Committee Minutes related to the College’s faculty, staff and students what had been accomplished and what strategic priorities were added ([Ref. 1B-23](#)). According to the Strategic Planning Committee Minutes on March 20, 2007, measurable goals and objectives were added to the Strategic Plan ([Ref. 1B-24](#)).

In Fall 2007, the UH and UHCC Systems updated their System Strategic Plans to run from 2008-2015 ([Ref. 1B-25](#); [Ref. 1B-16](#)). These plans included data elements from the AtD initiative that focused on the UHCC System outcome for Native Hawaiian Educational Attainment and Hawai‘i’s Educational Capital. These newly modified plans included performance measures and strategic outcomes. During Convocation on January 8, 2008, the new UHCC Strategic Plan was reviewed by faculty and staff, and developing the new Windward CC Strategic Plan began ([Ref. 1B-26](#)). All Windward CC departments participated in the activity to develop the new Strategic Plan. Each department collected its data from annual assessments, program reviews, or reports and submitted additions, modifications, or deletions to the Strategic Plan ([Ref. 1B-19](#)).

In May 2008, a modified Strategic Plan was posted on the web for the entire College to review and comment. In October 2008, the Strategic Planning Committee received feedback from the entire College, and then modified the Strategic Plan, before presenting it to the Faculty Senate on November 18, 2008 ([Ref. 1B-27](#)), which became the official College document stating Windward CC’s commitment to achieving identified goals.

The Strategic Planning Committee ([Ref. 1B-20](#)) along with the Budget Committee ([Ref. 1B-28](#)) were incorporated into the Planning and Budget Council in 2009 ([Ref. 1B-29](#)) based on responses that the College received on the Governance Surveys submitted to the GSIEC ([Ref. 1B-8](#)). As shown by the Planning and Budget Council Directives ([Ref. 1B-30](#)), the College uses program reviews, annual reports, and summary reports as criteria to prioritize strategic actions and make recommendations to the Chancellor regarding the use of resources. From 2007-2010, to monitor the implementation of its strategic outcomes, the programs and support units in the table below submitted their annual assessments and program reviews using the Program Review Timeline ([Ref. 1B-31](#)).

<b>5-Year Program Reviews</b>	<b>Annual Assessment Reports</b>
<b>Credit Programs</b>	<b>Support Units</b>
Associate in Arts Transfer Degree	Academic Support
Agricultural Technology	Administrative Services
Developmental Education	Office of the Chancellor
	Office of Continuing Education and Training
<b>Non-credit Vocational Programs</b>	<b>Student Affairs</b>
Business Technology, Office Skills, and OAT	<b>Academic Departments</b>
Career and Workforce Development	Humanities
Essential Skills	Language Arts
Health Occupations	Math and Business
Hospitality	Natural Sciences
Trades (Auto-body Repair, Construction Occupations, Culinary Arts, and Facilities Management)	Social Sciences
	Instructional Services (summary report)

According to the “Executive Summary Reorganization Proposal Request” report ([Ref. 1B-32](#)), the program reviews and annual assessments indicated that overall enrollment in ETC had been in serious decline since 2006. In December of 2010, Windward CC terminated the Employment Training Center and most of its programs including: Business Technology, Office Skills, Office Administration Technology (OAT), Essential Skills, Auto-body Repair, Culinary Arts, Facilities Management, and Hospitality in order to re-allocate the resources and budgets to other programs. The healthy programs, Health Occupations ([Ref. 1B-33](#)) and Construction Occupations were kept and folded into Career and Community Education (CCE: [Ref. 1B-34](#)). Unfortunately, due to the termination of grant funding, Construction Occupations has since ceased to exist.

### **Self Evaluation:**

The College meets this standard.

### **Planning Agenda:**

Revise the Program Review Timeline ([Ref. 1B-31](#)) to reflect the dissolving of ETC, and the addition of new programs.

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*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.*

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### **Descriptive Summary:**

The College uses ongoing and systematic evaluations to make improvements based on the College’s Mission, Vision and Core Values ([Ref. 1B-14, pp. 2-3](#)). Windward CC has an ongoing, cyclical planning process that engages faculty and staff. Department Chairs with input from faculty, Program Directors, and Vice Chancellors create funding requests for upcoming years based upon information detailed within their respective annual assessments and five-year comprehensive program reviews ([Ref. 1B-35](#); [Ref. 1B-36](#)). Budget requests must be tied both to program reviews and to the campus Strategic Plan, as is made clear on the Planning and Budget Council (PBC) Budget Request Form ([Ref. 1B-37](#)).

To support faculty and staff in strategic and operational planning activities, program assessment, accreditation, governance evaluation and closing the loop in the planning and budget process, the Windward CC Office of Planning and Program Evaluation was established in December 2007 ([Ref. 1B-38](#)). This office coordinates its activities with those of the Institutional Effectiveness Committee (IEC), the Strategic Planning Committee, and Budget Committee (until 2009) and now the Planning and Budget Council, the Office of Institutional Research, the Faculty Senate, and the Windward CC Administration.

Through a collaborative process Windward CC has developed strategic institutional goals ([Ref. 1B-19](#)) that are aligned with the UH ([Ref. 1B-25](#)), UHCC ([Ref. 1B-16](#)) Systems and the *Achieving the Dream* initiative ([Ref. 1B-17](#)). It has also developed measurable performance indicators to determine if these goals have been met ([Ref. 1B-39](#)). The Director of Planning and Program Evaluation monitors the implementation of the Strategic Plan modifications necessary to meet strategic outcomes. It is also the Director’s responsibility to keep abreast of any changes made to the System and Community College Strategic Plans and to ensure that the College Strategic Plan remains aligned with them.

In planning institutional effectiveness both quantitative and qualitative data are used as evidence for analysis. The College's Office of Institutional Research ([Ref. 1B-40](#)) maintains quantitative data such as student enrollment, CCSSE benchmarks, and five-year comparisons. It also provides access to UHCC System data ([Ref. 1B-41](#)). Additionally, this office coordinates campus-wide qualitative surveys of faculty, staff, administrators, and students at the request of the Institutional Effectiveness Committee ([Ref. 1B-5](#)).

The cyclical planning process of the College includes annual assessments by each of the academic departments and campus programs ([Ref. 1B-36](#)). Every year, the current assessment timeline has each department assessing twenty percent of its active courses using course-level assessment tools to promote continuous improvement ([Ref. 1B-4](#)). For example, several academic departments have made programmatic changes as a result of annual assessments. The Math Department redesigned its developmental curriculum into two tracks ([Ref. 1B-42](#)). Individual instructors made adjustments and improvements to courses based on feedback on annual course assessments. The action plans from the course-level assessment provide input into the planning and decision making process for the campus.

Educational effectiveness is a demonstrable priority in all planning structures and processes. Any budgetary request by a campus department must show evidence of supporting Student Learning Outcomes and the College Strategic Plan ([Ref. 1B-24](#)). Additionally, every five years a comprehensive Program Review is written. The latest Departmental Reports can be found on the College website for the Planning and Budget Council (PBC; [Ref. 1B-36](#)). The PBC has a flowchart and timeline for its annual series of planning meetings ([Ref. 1B-43](#)). At the end of 2010-2011 the PBC conducted a self-assessment and changed its request forms ([Ref. 1B-37](#)) and planning rubrics ([Ref. 1B-44](#)).

Prior to 2009, the College had two separate planning committees: the Budget Committee ([Ref. 1B-28](#)) and the Strategic Planning Committee ([Ref. 1B-20](#)). These committees were responsible for maintaining and developing the Academic Development Plan, now the Strategic Plan, and College budgeting. The College's Midterm Report submitted to ACCJC on October 15, 2009, ([Ref. 1B-21](#)), explains the process used to develop Windward CC's Strategic Plan that started with the UHCC System Office of Academic Planning, Assessment, and Policy Analysis (APAPA; [Ref. 1B-45](#)) providing the measurable performance outcomes to the Strategic Planning Committee to develop the College's Strategic Plan Outcomes. The Strategic Plan outcomes were then revised based on discussions with the Achieving the Dream campus leaders, the Strategic Planning Committee, the ETC, and other constituencies involved in achieving the College's goals. The process then continued with the Strategic Planning Committee conducting campus-wide discussions on whether the College met its intended outcomes. The results of these discussions were posted on the Windward CC website ([Ref. 1B-19](#)). This process has continued, with the Strategic Plan Outcomes ([Ref. 1B-39](#)) presented and discussed at the Planning and Budget Council ([Ref. 1B-46](#)). It will continue throughout the life of the current Strategic Plan.

Based on the recommendation of the 2006 ACCJC visiting team ([Ref. 1B-47](#)), a governance perception survey was developed ([Ref. 1B-8](#)). In 2009, the GSIEC Survey was administered for the first time. These surveys address administrative leadership and governance structure evaluations and assessments. Results are reviewed yearly by the GSIEC ([Ref. 1B-9](#)). For example, the GSIEC Survey results inspired the merger of the Strategic Planning and Budget Committees into the Planning and Budget Council, as it exists today, in 2009. Moreover, the same source of survey results inspired the re-structuring of the Master Plan and Space Allocation Committee (MaPSAC; [Ref. 1B-48](#)) to assure that its composition would be broadly representative of the constituent units of the College with formal procedures codified. The PBC Policy and Procedures explain the background and purpose, authority, procedures, timeline, and membership of the PBC ([Ref. 1B-46](#)).

The PBC Website clarifies the College’s decision-making criteria: “The PBC reviews all program reviews, annual assessments, departmental reports and other assessments to prioritize items for budget consideration and/or to modify the Strategic Plan” ([Ref. 1B-49](#)). Membership on the PBC is representative of the campus at large, ensuring transparency and shared governance.

By its directive, the PBC membership consists of ([Ref. 1B-50](#)):

- Administration
  - Chancellor (ex officio, non-voting)
  - Vice Chancellor of Academic Affairs
  - Vice Chancellor of Administrative Affairs
  - Vice Chancellor of Student Affairs
  - Director of Career and Community Education
- Faculty
  - Faculty Senate Member
  - Coordinator of Computing Services
  - Coordinator of Career and Community Education
  - Accreditation Liaison Officer
  - Department Chairs of the five Academic Departments,
  - Academic Support Member (dependent on member)
  - Student Affairs Member (dependent on member)
  - Director of Planning and Program Evaluation
  - Director of Institutional Research
- Staff
  - Operational Support Member
  - Institutional Support Member
  - Ke Kumu Pali Member (dependent on member)
  - Chancellor’s Secretary (non-voting, recorder)
- Students
  - WINDWARD CC-ASUH Members (2 members)

The College has established an ongoing process for evaluating itself and publishes the results. The institution has a comprehensive plan to improve institutional effectiveness, as evidenced by the creation in 2009 of the Planning and Budget Council. Through its Annual Departmental Assessments, Course Evaluations, GSEIC Surveys, and five-year Program Reviews, the College gathers and analyzes longitudinal data in both qualitative and quantitative forms. The Institution plans and effectively incorporates results of Annual Departmental Assessments and five-year Program Reviews into all areas of educational services: Instruction, Support Services, and Library and Learning Resources.

**Self Evaluation:**

The College meets this standard.

**Planning Agenda:**

None

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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 provides evidence that planning processes are broad based and open.

#### **Opportunities for input by appropriate campus constituencies:**

- Convocation - twice a year before classes begin all constituencies are invited to attend an informational meeting where campus issues such as State-of-the-College, Mission, Vision, and Core Values, and Student Learning Outcomes Assessment for Programs and General Education are discussed ([Ref. 1B-51](#)).
- The Institutional Effectiveness Committee (IEC) meetings are regularly scheduled. Information is sent to all constituencies to assure broad based input and to keep faculty and staff informed of committee decisions, upcoming meetings, workshops and events ([Ref. 1B-7](#)).
- Regularly scheduled Chancellor's Administrative Staff meetings ([Ref. 1B-52](#)), Vice Chancellor's Advisory Council meetings ([Ref. 1B-53](#)), and administrative and department meetings are held.
- Department chairs meet regularly with the Chief Academic Officer. Faculty Senate meets every other week ([Ref. 1B-54](#)).

#### **Allocation of necessary resources:**

- The Staff Development Committee provides resources for professional development and sponsors events such as Women in History Month ([Ref. 1B-55](#)).
- The Planning and Budget Council prioritizes and submits the biennium and supplemental budget requests for allocation by the Chancellor ([Ref. 1B-49](#)).
- Master Planning and Space Allocation Committee (MaPSAC) provides recommendation to the Chancellor on allocation of physical resources ([Ref. 1B-56](#)).

#### **Leads to Improvement of Institutional Effectiveness:**

- The IEC homepage lists important documents to assist in improving of Institutional Effectiveness ([Ref. 1B-7](#)).
- Participation in IEC academic planning sessions, workshops, and poster sessions is strongly encouraged.
- The Planning Budget Council prioritizes and submits Program Change Requests (PCRs), new programs associated with budget allocations to the legislature ([Ref. 1B-49](#)).
- The Credit Curriculum and Academic Affairs Committee (CCAAC) provides a venue for faculty to create, modify, and archive courses ([Ref. 1B-57](#)).
- Annual Assessments and Program Reviews are required for all units on campus to improve institutional effectiveness.

Students are encouraged to serve on all major committees. The Associated Student of the University of Hawai'i at Windward CC (ASUH-WCC; [Ref. 1B-58](#)) asks the students to serve on specific committees, such as one student representative on MaPSAC, one student on the Planning and Budget Council, and one on the Institutional Effectiveness Committee. However, it is difficult to recruit enough student representatives, as limited numbers of students are available, and meetings may not be held on a specific day and time. Students are also invited to participate in planning.

Representational membership in College committees, events, workshops and convocations provide ample opportunity for broad based involvement for the faculty and staff, provided by the Planning and Budget Council. The Planning and Budget Council webpage ([Ref. 1B-49](#)) includes evidence about procedures and department reports. Each department submits an Annual Department Review, which is the source of the budget. At every meeting notes are reviewed and approved.

**Self Evaluation:**

The College meets this standard.

**Planning Agenda:**

None

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

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**Descriptive Summary:**

Course-level and institutional-level data are collected by faculty, administrators, the College's Institutional Research Office (OIR; [Ref. 1B-40](#)), Office of the Vice President's Academic Data, Assessment and Policy Analysis (APAPA; [Ref. 1B-41](#)), and the University of Hawai'i System's Institutional Research and Analysis Office (IRAO; [Ref. 1B-59](#); [Ref. 1B-60](#)). Those data are used by faculty, staff, and administrators to determine trends, assess institutional needs, establish benchmark comparisons and track advancements in reaching the goals and objectives stated in the Strategic Plan ([Ref. 1B-19](#)), Windward CC's General Education Student Learning Outcomes ([Ref. 1B-12](#)), and Windward CC's Associate in Arts Degree Student Learning Outcomes ([Ref. 1B-13](#)).

Course assessments are conducted on a regular and ongoing basis by faculty. The Institutional Effectiveness Committee (IEC) is charged to "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; maintain material and reports related to all assessment activities" ([Ref. 1B-2](#)). The Course Assessment Schedule and Course SLOs can be found on the Windward CC Community College SLOs page ([Ref. 1B-4](#)). The course-level assessments are reported in the Annual Departmental Program Reviews which are reported online on the Assessment and Program Review ([Ref. 1B-35](#)) and on the Planning and Budget Council pages ([Ref. 1B-29](#)). The Departmental Program Reviews are discussed in more detail below.

The Department Reports are used for department improvement and tracking departmental change. In addition to the Course-Level Assessments provided by faculty, Windward CC's OIR provides course and program-level data for the Departmental Program Reviews. The Departmental Program Reviews are available to the public through Academic Year 2010 via Windward CC's Course Assessment page ([Ref. 1B-61](#)). For Academic Year 2011, the results are available on the Windward Community College Planning and Budget Council's page ([Ref. 1B-62](#)). The data access location has changed because the College has started using Departmental Program Reviews in the budgeting process. The departments are

required to support their budget requests using the course and program-level data and analyses from their Program Reviews. OIR also completes numerous customized data reports for interested constituents ([Ref. 1B-40](#)). Those reports are used by the requestor to answer questions on institution, program, and/or course effectiveness. Reports that do not have student identifiers are posted on the OIR Website for public use.

APAPA provides Annual Reports on Program Data and Strategic Plan data to the College ([Ref. 1B-41](#); [Ref. 1B-39](#)). The Strategic Plan data is presented to the College by the Vice President of Community Colleges (VPCC), and then e-mailed to the campus and posted online ([Ref. 1B-39](#)). Data is used by administrators to assess the institutional strengths, weaknesses and progress. The Annual Reports on Program Data ([Ref. 1B-41](#)) are posted online after all constituencies have completed their assigned sections. Because APAPA provides these data to all of the community colleges, these reports provide a comparable, longitudinal approach to data assessment between the community colleges because these data are queried in a similar manner across campuses.

In Fall 2011, the IRAO released a Data Access Portal (DAPIR) that provides access to enrollment, admissions, course, degree information ([Ref. 1B-60](#)). This system will replace IRAO's former data reports called Management and Planning Support (MAPS; [Ref. 1B-59](#)). DAPIR and MAPS reports are available to the public, and allow for simple access to reports on: Enrollment, Applications Processed, Course Registration Report, Course Detail Reports, Strategic Outcomes (2010), Complete College America, Achieving the Dream, Degrees and Certificates Awarded, Graduation and Persistence Rates, Expenditure Studies, STEM Majors, Academic Crossover, Courses, Curriculum, Enrollment, Faculty/Staff, Finance, Graduation and Persistence, Peer and Benchmark Groups, Planning Information, Projections, and Students. The Team will have access to most of these reports; however, a limited number require UH login for access. The reports provide a comparable, longitudinal approach to data assessment between the community colleges because these data are queried in a similar manner across campuses.

Campus committees, departments, and leaders are also reviewed on a regular basis. The GSIEC ([Ref. 1B-5](#)) has developed perception surveys ([Ref. 1B-8](#)) for all decision-making offices and committees on campus. Those results are given to the leader of the office or committee so the leader can make the appropriate modifications within their group. The results of those assessments are available to the Windward CC campus on the GSEIC Website.

### **Self Evaluation:**

The College meets this standard.

### **Planning Agenda:**

The Institutional Effectiveness Committee will create and implement an assessment tool to determine how effectively the College communicates with appropriate constituencies.

The Web Administrator will assess how comprehensive and accessible assessment documents are available on the College's Website.

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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.*

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### **Descriptive Summary:**

In November, 2009 after the submittal of the Mid-Term Accreditation Report ([Ref. 1B-21](#)) and based on an analysis of GSIEC results ([Ref. 1B-5](#)), the Budget ([Ref. 1B-28](#)) and Strategic Planning ([Ref. 1B-20](#)) Committees were superseded by the Planning and Budget Council (PBC; [Ref. 1B-30](#)). The new Council includes members from the faculty, staff, and student body, representative of the major organizational units of the College. The primary mission of the Planning and Budget Council is to:

1. Review, evaluate, and update the College Strategic Plan, at least once a year;
2. Prioritize strategic actions based on program reviews, annual reports, and summary reports from the Deans and Directors; and,
3. Review, evaluate, prioritize, and make recommendations to the Chancellor regarding the use of resources in the College budget, and regarding resource requests for future funding ([Ref. 1B-46](#)).

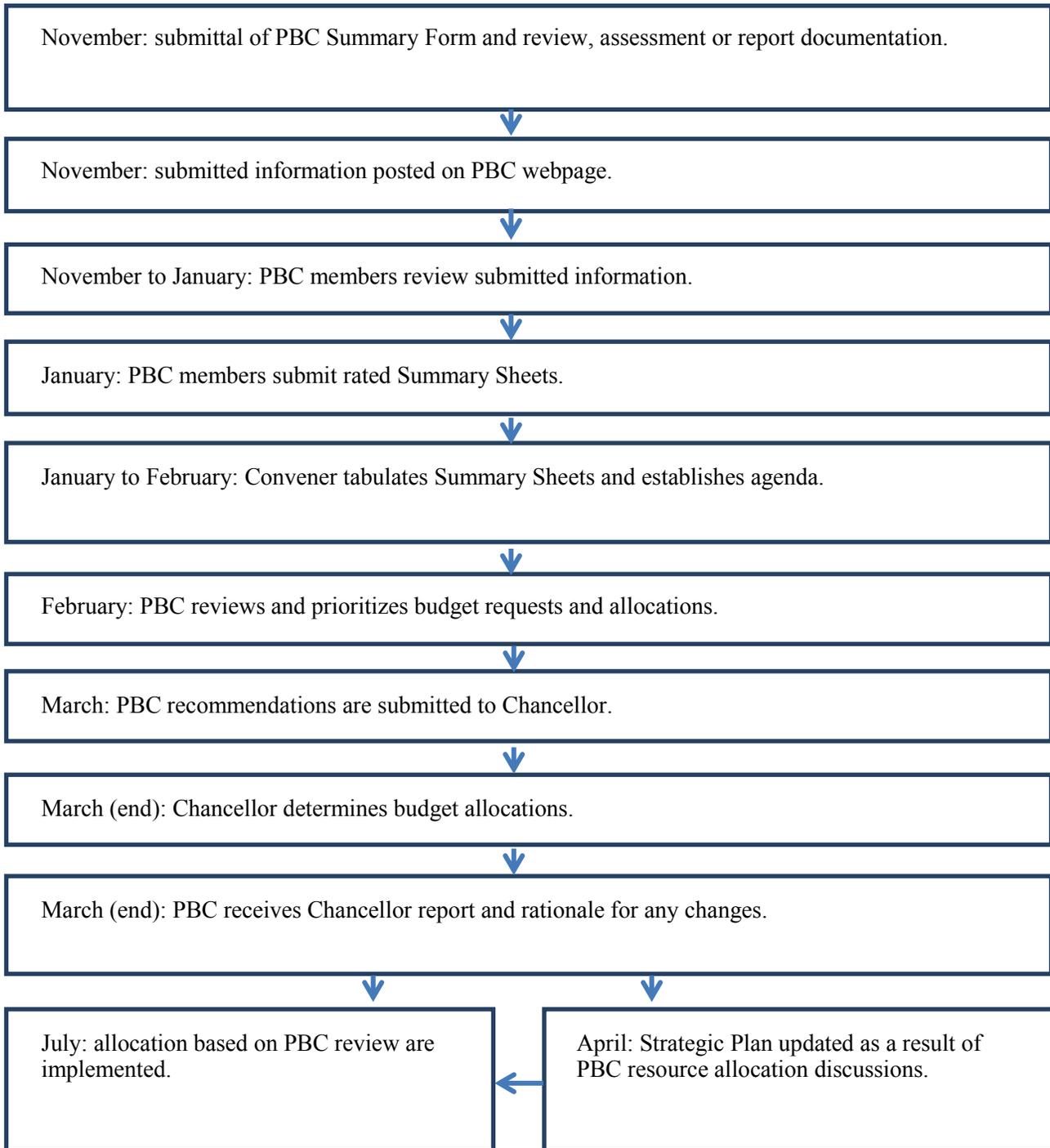
Since it was initially established in Fall 2009, the Planning and Budget Committee has evaluated, discussed, and voted on a number of budgetary and planning items based on Program Reviews from the different units, departments, and programs. The Program Reviews and Planning and Budget Summary Sheets are easily accessible via the web ([Ref. 1B-29](#)).

Since it was established, the processes for planning and resource allocation have been more clearly articulated and made more transparent. PBC meetings are not closed, so the recommendations and discussion behind the recommendations are accessible. This in itself has contributed to fostering trust in the decisions made.

In an Acceptance of Mid-Term Accreditation Report letter from Dr. Barbara Beno, dated January 29, 2010, Dr. Beno stated that “Windward CC Community College provided evidence that it has adequately responded to the recommendations for improvement relating to strategic planning, program reviews and annual assessment tied to planning and resource allocation...” ([Ref. 1B-63](#)).

Further documentation of this is the Planning and Budget Council process and procedure diagramed in Figure 7 below.

**Figure 7: Planning and Budget Council Row chart and Timeline**



One means for assessing the perceived effectiveness of the PBC is the GSIEC survey. Once GSIEC Survey results for the PBC and the accompanying self-assessment are made available, more can be said about campus satisfaction with this system. The most recent posted GSIEC Self-Assessment for the PBC is from 2009 when it was first created.

**Self Evaluation:**

The College meets this standard.

**Planning Agenda:**

The Planning and Budget Council will revise planning and resource allocation procedures as necessary.

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*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.*

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**Descriptive Summary:**

In the Fall of 2007, the College and the UH Community Colleges (UHCC) entered into the Achieving the Dream (AtD) initiative ([Ref. 1B-17](#)). The AtD initiative includes community colleges from across the United States, and helps colleges use data to improve student success. Participation in this initiative has helped Windward CC build a culture of assessment and data driven evaluation into its framework. It has also helped align the College with the UH System ([Ref. 1B-25](#)) and UHCC System ([Ref. 1B-16](#)) in the development of measurable strategic outcomes ([Ref. 1B-39](#)).

In December of 2007, the College hired the Director of Planning and Program Evaluation. From its inception, this position worked closely with the Strategic Planning ([Ref. 1B-20](#)), Institutional Effectiveness ([Ref. 1B-1](#)), and Budget Committees ([Ref. 1B-28](#)). The Strategic Planning and Budget Committees were combined into the Planning and Budget Council in 2009 ([Ref. 1B-30](#)) after analysis of the GSIEC Perception Surveys. The Director of Planning and Program Evaluation sits on that committee and convenes the IEC. Therefore, the position is central in coordinating the systematic review and assessment of the College's evaluation mechanisms, the Planning and Budget Council ([Ref. 1B-64](#)) and the Institutional Effectiveness Committee ([Ref. 1B-1](#)).

The College continues to develop its capacity to systematically review and assess its evaluation mechanisms. The primary mechanisms for evaluation of the College's effectiveness are the Annual Assessments and Program Reviews ([Ref. 1B-35](#); [Ref. 1B-36](#)). The Annual Assessments and Five-Year Program Reviews are generated from the various programs within the College including the academic departments in support of the Associate in Arts, Certificates of Achievement, and credit and non-credit Vocational Programs, the Chancellor's Office, Administrative Services, Academic Support, Online Learning, Student Affairs, and the Office of Career and Community Education for Non-Credit Programs. These Program Reviews are used in the strategic planning, budget, operations, and academic functions of the College. The review and assessment of Program Reviews are conducted by the Administration, the Planning and Budget Council, and the Institutional Effectiveness Committee.

**Self Evaluation:**

The College meets this standard.

**Planning Agenda:**

The Institutional Effectiveness Committee will complete a survey tool to assess the effectiveness of the evaluation mechanisms.

## Standard I.B Evidence

- 1B-1. Institutional Effectiveness Committee ([Archived Copy](#))  
[http://windward.hawaii.edu/Committees/Institutional\\_Effectiveness/index.php](http://windward.hawaii.edu/Committees/Institutional_Effectiveness/index.php)
- 1B-2. Institutional Effectiveness Committee Directives ([Archived Copy](#))  
[http://windward.hawaii.edu/Committees/Institutional\\_Effectiveness/Directives.php](http://windward.hawaii.edu/Committees/Institutional_Effectiveness/Directives.php)
- 1B-3. Student Learning Outcomes ([Archived Copy](#)) <http://windward.hawaii.edu/SLOs/>
- 1B-4. Windward CC Course Assessments Schedule 2010-2015 ([Archived Copy](#))  
[http://windward.hawaii.edu/SLOs/List\\_Active\\_Courses.php](http://windward.hawaii.edu/SLOs/List_Active_Courses.php)
- 1B-5. Governance Survey Information Page 2008-09 ([Archived Copy](#))  
<http://windward.hawaii.edu/ir/GIC/2008-9/GovernanceMenu.htm>
- 1B-6. Institutional Effectiveness Committee Timeline ([Archived Copy](#))  
[http://windward.hawaii.edu/Committees/Institutional\\_Effectiveness/Documents/Timeline.pdf](http://windward.hawaii.edu/Committees/Institutional_Effectiveness/Documents/Timeline.pdf)
- 1B-7. Institutional Effectiveness Committee Documents ([Archived Copy](#))  
[http://windward.hawaii.edu/Committees/Institutional\\_Effectiveness/Documents.php](http://windward.hawaii.edu/Committees/Institutional_Effectiveness/Documents.php)
- 1B-8. Governance Sub-committee of the Institutional Effectiveness Committee sample perception survey ([Archived Copy](#))  
<http://www.wcc.hawaii.edu/ir/Laulima/Examples/SurveyExample2-13-09.pdf>
- 1B-9. Governance Sub-committee of the Institutional Effectiveness Committee Policies and Procedures ([Archived Copy](#)) <http://www.wcc.hawaii.edu/ir/GIC/2008-9/PoliciesAndProcedures2-24-09.pdf>
- 1B-10. Windward CC Philosophy of Assessment ([Archived Copy](#))  
[http://www.wcc.hawaii.edu/Discussions/2011/Philosophy\\_of\\_Assessment/Windward\\_Philosophy\\_of\\_Assessment.pdf](http://www.wcc.hawaii.edu/Discussions/2011/Philosophy_of_Assessment/Windward_Philosophy_of_Assessment.pdf)
- 1B-11. Assessment and Program Review ([Archived Copy](#)) <http://windward.hawaii.edu/assessment/>
- 1B-12. General Education ([Archived Copy](#)) [http://windward.hawaii.edu/general\\_education/](http://windward.hawaii.edu/general_education/)
- 1B-13. Windward CC 2012 AA Degree Student Learning Outcomes ([Archived Copy](#))
- 1B-14. Windward CC Course Catalog 2011-2013 ([Archived Copy](#))  
[http://windward.hawaii.edu/Catalogs\\_Schedules/WCC\\_Catalog\\_2011-2013.pdf](http://windward.hawaii.edu/Catalogs_Schedules/WCC_Catalog_2011-2013.pdf)
- 1B-15. UH System Strategic Plan ([Archived Copy](#))  
<http://www.hawaii.edu/ovppp/stratplan/UHstratplan.pdf>
- 1B-16. UHCC Strategic Plan 2002-2010 Update, Strategic Outcomes and Performance Measures, 2008-2015 ([Archived Copy](#))  
[http://www.hawaii.edu/offices/cc/strategicplan/Update\\_2008\\_2015.pdf](http://www.hawaii.edu/offices/cc/strategicplan/Update_2008_2015.pdf)
- 1B-17. Achieving the Dream Implementation Plan, Updated 2009/08/11 ([Archived Copy](#))  
[http://windward.hawaii.edu/atd/Implementation\\_plan\\_Final.pdf](http://windward.hawaii.edu/atd/Implementation_plan_Final.pdf)
- 1B-18. Windward CC Julie Slark De-Brief for Outcomes of October 9, 10, 11, 2007 Planning Activities ([Archived Copy](#))  
[http://windward.hawaii.edu/Committees/Strategic\\_Planning/Documents/Planning\\_2007\\_10\\_20\\_Slark\\_Debrief.pdf](http://windward.hawaii.edu/Committees/Strategic_Planning/Documents/Planning_2007_10_20_Slark_Debrief.pdf)
- 1B-19. Strategic Plan Action Outcomes ([Archived Copy](#))  
<http://windward.hawaii.edu/ir/Planning/Plans/Strategic/StrategicPlan12-8-08.pdf>
- 1B-20. Windward CC Strategic Planning Directives ([Archived Copy](#))  
[http://windward.hawaii.edu/Committees/Strategic\\_Planning/Directives.php](http://windward.hawaii.edu/Committees/Strategic_Planning/Directives.php)
- 1B-21. Accreditation Midterm Report of WCC ([Archived Copy](#))  
[http://wcc.hawaii.edu/accreditation/Documents/2009/Midterm\\_Report\\_2009\\_Final.pdf](http://wcc.hawaii.edu/accreditation/Documents/2009/Midterm_Report_2009_Final.pdf)
- 1B-22. Windward CC Policy 4.2: Strategic Planning ([Archived Copy](#))  
[http://windward.hawaii.edu/Policies/4\\_2\\_Planning\\_Policy.pdf](http://windward.hawaii.edu/Policies/4_2_Planning_Policy.pdf)
- 1B-23. Windward CC Strategic Planning Committee Documents ([Archived Copy](#))  
[http://windward.hawaii.edu/Committees/Strategic\\_Planning/Documents.php](http://windward.hawaii.edu/Committees/Strategic_Planning/Documents.php)
- 1B-24. Strategic Planning Committee, meeting minutes, 2007/03/20 ([Archived Copy](#))  
[http://windward.hawaii.edu/Committees/Strategic\\_Planning/Documents/Planning\\_2007\\_03\\_20\\_Minutes.pdf](http://windward.hawaii.edu/Committees/Strategic_Planning/Documents/Planning_2007_03_20_Minutes.pdf)

- 1B-25. UH System Strategic Outcomes and Performance Measures 2008-2015 ([Archived Copy](#))  
<http://www.hawaii.edu/ovppp/uhplan/SOPM.pdf>
- 1B-26. Windward CC Convocation 2008 Visioning Activity Questions ([Archived Copy](#))
- 1B-27. Faculty Senate, meeting minutes, 2008/11/18 ([Archived Copy](#))  
[http://windward.hawaii.edu/Committees/Faculty\\_Senate/Documents/2008/FS\\_2008\\_11\\_08\\_Minutes.pdf](http://windward.hawaii.edu/Committees/Faculty_Senate/Documents/2008/FS_2008_11_08_Minutes.pdf)
- 1B-28. Windward CC Budget Committee Directives ([Archived Copy](#))  
<http://windward.hawaii.edu/Committees/Budget/Directives.php>
- 1B-29. Planning and Budget Council ([Archived Copy](#))  
<http://windward.hawaii.edu/ir/PBCouncil/PlanningBudgetMenu.html>
- 1B-30. Planning and Budget Council Directives ([Archived Copy](#))  
[http://windward.hawaii.edu/Committees/Planning\\_Budget/Directives.php](http://windward.hawaii.edu/Committees/Planning_Budget/Directives.php)
- 1B-31. Program Review Timeline ([Archived Copy](#))  
[http://windward.hawaii.edu/Assessment/Program\\_Review\\_Timeline.pdf](http://windward.hawaii.edu/Assessment/Program_Review_Timeline.pdf)
- 1B-32. Reorganization Proposal Request: UH WCC Vocational and Community Education ([Archived Copy](#))  
[http://windward.hawaii.edu/documents/governance/2011/2011\\_01\\_07\\_ETC\\_Reorganization.pdf](http://windward.hawaii.edu/documents/governance/2011/2011_01_07_ETC_Reorganization.pdf)
- 1B-33. Certified Nurse's Aide: Course Expectations ([Archived Copy](#))  
[http://windward.hawaii.edu/cna/course\\_expectations.html](http://windward.hawaii.edu/cna/course_expectations.html)
- 1B-34. Continuing Education ([Archived Copy](#))  
[http://windward.hawaii.edu/continuing\\_education/index.php](http://windward.hawaii.edu/continuing_education/index.php)
- 1B-35. Assessment Documents ([Archived Copy](#))  
<http://windward.hawaii.edu/assessment/Documents.php>
- 1B-36. Planning and Budget Council Documents ([Archived Copy](#))  
[http://windward.hawaii.edu/Committees/Planning\\_Budget/Documents.php](http://windward.hawaii.edu/Committees/Planning_Budget/Documents.php)
- 1B-37. Planning and Budget Council request form ([Archived Copy](#))  
[http://windward.hawaii.edu/ir/PBCouncil/2011/PBCForm\\_10-3-11.pdf](http://windward.hawaii.edu/ir/PBCouncil/2011/PBCForm_10-3-11.pdf)
- 1B-38. Office of Planning and Program Evaluation ([Archived Copy](#))  
<http://windward.hawaii.edu/ir/Planning/PlanningDefault.htm>
- 1B-39. Strategic Plan Goals and Outcomes 2012 ([Archived Copy](#))  
[http://www.hawaii.edu/offices/cc/strategicplan/WIN\\_CC\\_2012\\_Actuals.pdf](http://www.hawaii.edu/offices/cc/strategicplan/WIN_CC_2012_Actuals.pdf)
- 1B-40. Windward CC Office of Institutional Research ([Archived Copy](#))  
<http://windward.hawaii.edu/ir/>
- 1B-41. UHCC Annual Report of Program Data ([Archived Copy](#))  
<http://www.hawaii.edu/offices/cc/arpd/index.php>
- 1B-42. Windward CC Developmental Mathematics Two-Track Curriculum ([Archived Copy](#))
- 1B-43. Planning and Budget Council Flow Chart and Timeline ([Archived Copy](#))  
[http://windward.hawaii.edu/ir/PBCouncil/2010/PBCouncilFlowchartRevised\\_3-10-11.pdf](http://windward.hawaii.edu/ir/PBCouncil/2010/PBCouncilFlowchartRevised_3-10-11.pdf)
- 1B-44. Planning and Budget Council Rubric ([Archived Copy](#))  
[http://windward.hawaii.edu/Documents/Committees/Planning\\_Budget/2011/PBC\\_Rubric\\_2011.pdf](http://windward.hawaii.edu/Documents/Committees/Planning_Budget/2011/PBC_Rubric_2011.pdf)
- 1B-45. UHCC Academic Affairs ([Archived Copy](#)) <http://hawaii.edu/offices/cc/resources.html>
- 1B-46. Planning and Budget Council Policies and Procedures ([Archived Copy](#))  
<http://windward.hawaii.edu/ir/PBCouncil/2009/PBCPolicyAndProcedures11-3-09.pdf>
- 1B-47. ACCJC Letter and Evaluation Report 2007/01/31 ([Archived Copy](#))  
[http://windward.hawaii.edu/Accreditation/Documents/2007/2007\\_01\\_31\\_ACCJC\\_eval.pdf](http://windward.hawaii.edu/Accreditation/Documents/2007/2007_01_31_ACCJC_eval.pdf)
- 1B-48. Master Plan and Space Utilization Committee Charge from the Chancellor ([Archived Copy](#))  
[http://windward.hawaii.edu/committees/master\\_Planning/Documents/2009/Chancellor%27s\\_Charge.pdf](http://windward.hawaii.edu/committees/master_Planning/Documents/2009/Chancellor%27s_Charge.pdf)
- 1B-49. Planning and Budget Council Page 2011-12 ([Archived Copy](#))  
<http://windward.hawaii.edu/ir/PBCouncil/2011/PlanningBudgetMenu2011.html>
- 1B-50. Planning and Budget Council Membership ([Archived Copy](#))  
[http://windward.hawaii.edu/Committees/Planning\\_Budget/Membership.php](http://windward.hawaii.edu/Committees/Planning_Budget/Membership.php)

- 1B-51. Windward CC Convocation Week, Spring 2012 ([Archived Copy](#))  
[http://windward.hawaii.edu/Calendar/2012/Convocation\\_Spring/](http://windward.hawaii.edu/Calendar/2012/Convocation_Spring/)
- 1B-52. Chancellor's Administrative Staff Documents ([Archived Copy](#))  
[http://windward.hawaii.edu/Committees/Chancellor\\_Staff/Documents.php](http://windward.hawaii.edu/Committees/Chancellor_Staff/Documents.php)
- 1B-53. Vice Chancellor's Advisory Council Documents ([Archived Copy](#))  
[http://windward.hawaii.edu/Committees/Vice-Chancellor\\_Council/Documents.php](http://windward.hawaii.edu/Committees/Vice-Chancellor_Council/Documents.php)
- 1B-54. Faculty Senate Documents ([Archived Copy](#))  
[http://windward.hawaii.edu/Committees/Faculty\\_Senate/Documents.php](http://windward.hawaii.edu/Committees/Faculty_Senate/Documents.php)
- 1B-55. Windward CC Staff Development Committee Documents ([Archived Copy](#))  
[http://windward.hawaii.edu/Committees/Staff\\_Development/Documents.php](http://windward.hawaii.edu/Committees/Staff_Development/Documents.php)
- 1B-56. Master Planning and Space Allocation Committee Documents ([Archived Copy](#))  
[http://windward.hawaii.edu/Committees/Master\\_Planning/Documents.php](http://windward.hawaii.edu/Committees/Master_Planning/Documents.php)
- 1B-57. Credit Curriculum and Academic Affairs Committee ([Archived Copy](#))  
<http://windward.hawaii.edu/committees/CCAAC/index.php>
- 1B-58. Student Government ([Archived Copy](#))  
[http://windward.hawaii.edu/student\\_life/Student\\_Government/index.php](http://windward.hawaii.edu/student_life/Student_Government/index.php)
- 1B-59. UH Institutional Research and Analysis Office MAPS Reports ([Archived Copy](#))  
<http://www.hawaii.edu/iro/latest.php>
- 1B-60. UH Institutional Research and Analysis Office Data Access Portal ([Archived Copy](#))  
<https://www.hawaii.edu/institutionalresearch/home.action>
- 1B-61. Windward CC Assessment and Program Review Information ([Archived Copy](#))  
<http://www.windward.hawaii.edu/ir/Program%20review/ProgramReviewOptions.htm>
- 1B-62. Planning and Budget Council 2011-12 documents ([Archived Copy](#))  
<http://windward.hawaii.edu/ir/PBCouncil/2011/Units/Instruction/InstructionPBCMenu2011.html>
- 1B-63. ACCJC Letter and Acceptance of WCC's Midterm Report 2010/01/29 ([Archived Copy](#))  
<http://windward.hawaii.edu/Accreditation/Documents/2010/ACCJC.MidtermRecommendation.1-29-2010.pdf>
- 1B-64. Planning and Budget Council ([Archived Copy](#))  
[http://windward.hawaii.edu/Committees/Planning\\_Budget/index.php](http://windward.hawaii.edu/Committees/Planning_Budget/index.php)

## Standard II: Student Learning Programs and Services

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*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, aesthetic, and personal development for all of its students.*

### 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.

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*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.*

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*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.*

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### Descriptive Summary:

In the credit area, the College uses demographic information about its student population from Management and Planning Support (MAPS) reports, now called Data Access Portal for Institutional Research (DAPIR; [Ref. 2A-1](#)) reports, and from the Computerized Adaptive Placement Assessment and Support System (COMPASS) Placement Test demographic questionnaire to ensure that its offerings continue to serve the needs of its diverse student body. In addition, the demographics of the student population used in the compilation of the Strategic Plan 2008-2015 ([Ref. 2A-2](#)) include external factors such as global and local economic influences, and internal factors including student population demographics.

Student characteristics ([Ref. 2A-3](#)) and enrollment projections ([Ref. 2A-4, pp. \[61-66\]](#)) enable the College to make judgments and appropriately plan its offerings to ensure student needs are met. Data includes selected credit student characteristics such as headcount enrollment by programs, majors by program, gender and ethnicity, student semester hours, and course full time enrollment for both the fall and spring semesters. Course registration and average class size patterns ([Ref. 2A-5, p. 45](#)) are also used to project course offerings, including those offered in Windward CC's evening and summer programs.

Additionally, the College Office of Institutional Research (OIR) produces detailed information on the areas mentioned above for all credit academic departments. Departments utilize these quantitative indicators to assess whether the program functions as it should in regards to demand, efficiency, and effectiveness and presents annual department reports to the Vice Chancellor for Academic Affairs. These assessments are often directly related to Planning and Budget Council ([Ref. 2A-6](#)) requests for additional funds for instructional and programmatic needs.

From 2006 to 2009, the Enrollment Management Committee (EMC) and the Dean (now the Vice Chancellor for Academic Affairs) of Instruction's Office (now the Office of Academic Affairs) used data from Banner, the System-wide student information and registration system, to evaluate and review the scheduling of all courses. The Chancellor of the College, with the recognition that the committee had completed its mission, dissolved the EMC on December 3, 2009. Currently, the College has formal policies and procedure in place for the Creation of a Schedule of Classes ([Ref. 2A-7](#)), which are under the purview of the disciplines and/or departments.

### **Meeting the Needs of Indigenous Hawaiian Students**

The Demographic Information and Achievement Data (DIAD) are also used for the evaluation of educational quality and institutional effectiveness. 2010 data reveal a climbing percentage of Native Hawaiian students enrolled in the UHCC System overall. In 2010, 9,860 students were from Hawai'i's indigenous population vs. 5,652 students enrolled in UHCC System colleges in 2006 ([Ref. 2A-8, p. 9](#)). This represents a 74 percent increase.

Likewise, the number of Native Hawaiian students at Windward CC has risen. As of Fall 2010, 42.4 percent of the Windward CC student body was composed of Native Hawaiian students. This reflects a significant increase from 2006 when only 29.9 percent of the student population was Native Hawaiian. (ref: Table 2 in the Self Evaluation Introduction, pg. 6)

Acknowledging the importance of the host culture and the unique educational needs of people in the Ko'olau Region, the following Mission Statement ([Ref. 2A-9, p. 2](#)) was adopted by Windward CC in 2011:

Windward Community College offers innovative programs in the arts and sciences and opportunities to gain knowledge and understanding of Hawai'i and its unique heritage. With a special commitment to support the access and educational needs of Native Hawaiians, we provide O'ahu's Ko'olau region and beyond with liberal arts, career and lifelong learning in a supportive and challenging environment—inspiring students to excellence.

Early in 2009, Windward Community College contracted SMS Research to conduct a Windward Community Educational Needs Assessment ([Ref. 2A-10](#)) so decisions on providing appropriate services for Native Hawaiians would be data-based. SMS completed a telephone survey attaining 400 responses, a 35-40 percent response rate. Their data indicate that the Native Hawaiians wanted to earn a college degree as much as the non-Hawaiians surveyed, but have experienced more barriers.

While everyone surveyed reported barriers to attending a higher education institution, family and children were considerable barriers for Hawaiians, suggesting that Windward CC must address issues such as family care and child care for this population. Furthermore, although Native Hawaiians and non-Hawaiians equally reported financial issues as a barrier, Native Hawaiians were almost twice as likely as non-Hawaiians to be from lower income households, indicating a greater need for grants, tuition waivers, scholarships, and student loans. Additionally, a majority of Native Hawaiians reported needing evening classes, which is not surprising since nearly three fourths would have needed to continue to work while going to school. Clearly, for the Native Hawaiian population, more courses leading to a degree must be offered in the evening or online. In addition, not only were Native Hawaiians more likely than non-Hawaiians to be interested in Hawaiian Studies courses ([Ref. 2A-10, Figure 22](#)), they were much more likely to be interested in degrees leading to health care jobs such as nursing and public/human services degrees particularly those leading to teaching, social work, and counseling.

The foregoing findings indicated not only a need for more courses in Hawaiian Studies, but for expanding offerings related to primary and secondary education, counseling and social work. Furthermore, more effort should be expended to facilitate articulation agreements with four-year institutions offering such programs to ease the transfer process. The results of the survey were presented to all staff and faculty at the Excellence in Education program day, on March 6, 2009, ([Ref. 2A-11, p. \[2\]](#)) and again at the Fall 2009 Convocation ([Ref. 2A-12](#)).

To address the need for more courses in Hawaiian Studies, over the last three years approximately eleven new courses have been approved and offered to contribute to the richness of this academic program ([Ref. 2A-9, p. 44](#)).

HWST 115 Mo‘okūauhau: Hawaiian Genealogies  
HWST 130 Hula ‘Ōlapa: Traditional Hawaiian Dance  
HWST 131 Hula ‘Ōlapa ‘Elua: Traditional Hawaiian Dance II  
HWST 135 Kālai Lā‘au: Hawaiian Woodwork and Wood Carving  
HWST 136 Kālai Lā‘au II: Advanced Techniques in Hawaiian Carving  
HWST 222 Ma‘awe No‘eau: Hawaiian Fiber Work  
HWST 255 Introduction to the Hawaiian Kingdom  
HWST 270 Hawaiian Mythology  
HWST 275 Wahi Pana: Mythology of the Hawaiian Landscape  
HWST 275L Wahi Pana: Mythology of the Hawaiian Landscape Field Lab  
HWST 285 Lā‘au Lapa‘au I: Hawaiian Medicinal Herbs

The Credit Curriculum and Academic Affairs Committee (CCAAC) approved the Authorization to Plan (ATP) for a Certificate of Achievement in Kahua Ike Hawai‘i, Foundational Hawaiian Studies and approved the Authorization to Plan (ATP) for an Associate in Arts in Kahua Ike Hawai‘i, Foundation in Hawaiian Studies on April 26, 2011 ([Ref. 2A-13, p. \[3\]](#)). The Associate in Arts in Kahua Ike Hawai‘i, Foundation in Hawaiian Studies has been approved by all internal and external stakeholders and was approved by the BOR at their May 19, 2012, meeting for all UHCC System campuses.

Ke Kumu Pali ([Ref. 2A-14](#)) was established in 2003 to provide a voice and organization through which the Native Hawaiian faculty, staff, students and administrators can participate in the development and interpretation of campus policy and practice as it relates to Native Hawaiian programs, activities, and issues. Since Windward CC has one of the highest percentages of Native Hawaiian students within the UH System, Ke Kumu Pali was made a formal council to the Chancellor in 2005.

On January 21, 2009, a Community Meeting sponsored by Ke Kumu Pali was held in Waimānalo to get input on how Windward CC could assist with the community’s educational needs. The 60 community members who attended were asked to respond to the following questions:

- What are the educational needs of the Waimānalo community?
- What are the post-high school needs of the Waimānalo community?
- What did attendees wish Windward CC Community College would do in their community?

Two overarching themes were revealed: The need to change community norms/expectations with respect to higher education, and the need to overcome financial barriers for students to attend college ([Ref. 2A-15](#); [Ref. 2A-16](#)).

Meeting participants expressed a desire for more mentorship of their children using successful models utilized by UH Mānoa Kua‘ana Native Hawaiian Student Development Services ([Ref. 2A-17](#)) and PaCES (a description to follow); multi-generational education, and educational support services such as a community-based resource center and family day events. More importantly, financial barriers were identified as the primary barrier to pursuing higher education. To solve this barrier, participants requested more community-based workshops on financial aid and additional information on supplementary aid sources such as grants and scholarships ([Ref. 2A-18, Appendix b](#)).

Community suggestions for specific academic courses were taken into consideration, and the College conducted outreach interventions in Waimānalo in Summer 2009, offering two free non-credit courses: an abbreviated IS 103 Introduction to College and a Garage Band course. The Hawaiian Studies curriculum offered in Waimānalo grew from one HAWN 101 class and one HWST 107 class offered in Fall 2009 to four regular semester class offerings including the entire two-year sequence of Hawaiian language, HWST 107 and HWST 270, with the expectation of continued offerings. The overall intention is to introduce students to interesting classes that will lead them to choose Windward CC for their continued studies.

On February 24, 2011, a Ko‘olauloa Community Talk Story Meeting was held at Lā‘ie Elementary School. The purpose of this event was to pose the following questions to community members:

- What are the educational needs of Ko‘olauloa?
- What are the post-high school needs of Ko‘olauloa?
- What did attendees wish Windward CC Community College would do for them in their communities?

Two overarching themes were revealed: The need for development of programs at Kahuku High School to ensure that students would go on to higher education and the need for Windward CC to be directly active in the Ko‘olauloa community. An advisory group will be formed to guide Windward CC as the campus moves forward with appropriate community-based programming ([Ref. 2A-19; Ref. 2A-20](#)).

### **Addressing the Needs of Pre-College Students**

An example of a program initiated to meet a community need is the Pacific Center for Environmental Studies program (PaCES; [Ref. 2A-21](#)), which is housed within the Department of Natural Sciences. PaCES was originally funded by a grant from the Harold K.L. Castle Foundation and receives ongoing financial support from that particular benefactor, additional private foundations, leading industries, and federal grants. This multifaceted program encourages and supports environmental science education, research, and stewardship at Windward CC through the following activities: undergraduate environmental science enrichment through classroom instruction and research, workforce training, K-12 environmental science enrichment, teacher training, and community environmental science awareness. Each project is designed so that students:

- Gain understanding of how ecosystems function and the effect that human influences have on them;
- Enhance their own stewardship through wise and thoughtful management of our environment and natural resources;
- Look to traditional practices of the past which lead toward promising technologies of the future; and
- Recognize that the quality of human life is dependent upon the quality of our environment and our ability to sustain our humanity within this environment.

### **Addressing the Needs of TRiO-Eligible Students**

Participation in federal grants, such as Perkins, Title III, and TRiO ([Ref. 2A-22](#)) enables the College to support student progress towards meeting their goals through the funding of student and academic support services. The College must provide reports for these federal grants and must document student achievement.

The College has three federally funded TRiO programs. The first program, the College's Student Support Services (SSS; [Ref. 2A-23](#)) 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. TRiO SSS 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, Educational Talent Search ([Ref. 2A-24](#)), creates educational opportunity outreach initiatives designed to motivate and support students in grades 6-12 from disadvantaged backgrounds. The program provides academic, career, and financial aid counseling to its participants and encourages them to graduate from high school and continue on to the post-secondary school of their choice. It also uses traditional practices of the past, which lead towards promising technologies of the future, and recognizes that the quality of human life is dependent upon the quality of our environment and our ability to sustain our humanity within this environment.

The third TRiO program, Upward Bound ([Ref. 2A-25](#)), provides high school students with the opportunity to gain skills and motivation to finish high school and 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.

### **Title III Support of Indigenous Hawaiian Students**

As a Native Hawaiian-Serving Institution, Windward Community College was awarded three Title III grants in October 2010. \$12.3 million over the next five years will be used to support our Native Hawaiian and non-Hawaiian students by improving academic quality, institutional management, and fiscal stability, and by increasing our self-sufficiency.

Hūlili is a Title III Collaborative Grant ([Ref. 2A-26](#)) between UH Mānoa (UHM) and Windward CC to improve the transfer and success rates of Native Hawaiian students. Addressing the poor retention and graduation rates of Native Hawaiian students along with recognizing the large numbers of Native Hawaiian students attending Windward CC and UHM, the purpose of this project is to:

- Increase the number of Native Hawaiian students at Windward CC who transfer to UHM;
- Increase the retention rates of Native Hawaiian students at UHM; and
- Provide professional development opportunities for Native Hawaiian serving faculty and staff and transfer students.

This grant has enabled the College to establish interventions for Native Hawaiian students aimed at improving retention, graduation, and transfer, and funded the establishment of the Ka Piko Center.

The first cohort of students was formed in Fall 2011 and was given additional student support from a dedicated Hūlili cohort counselor. Additionally, enriched course content was provided through a newly developed student success curriculum, and further enhanced by a pilot program, based on the Accelerated Learning Project pioneered by the Baltimore School System, of creating multi-level English learning communities (ENG 22 and ENG 100) allowing students to move successfully from developmental English to college-level English more rapidly. Windward CC is utilizing this pedagogy

and adapting it to Native Hawaiian needs and culture, which, if successful, will eventually be able to impact our entire Native Hawaiian population ([Ref. 2A-27](#)).

The awarding of the second grant project, a Title III Renovation Grant ([Ref. 2A-28](#)) which supports the renovation of Hale A`o, the Hawaiian Studies building, as well as the expansion of the Hawaiian Studies curriculum, has had a positive impact on the College's capacity to serve Native Hawaiians. Through the support of this grant, the College has begun to show the community that it is a place that values Hawaiian knowledge, traditions, and the Native Hawaiian people. Over the past three years, Windward CC has surveyed the Ko`olau communities and the student body to see how best to serve the people in our region. Community members responded by saying that they wanted to see an expanded set of Hawaiian Studies offerings, and students surveyed said that in addition to expanded course offerings that they would like to see additional degree options in Hawaiian Studies.

Through funding from this Title III grant, the Hawaiian Studies curriculum has expanded as five new courses have been developed and offered to the community and students. This has included courses in traditional dance known as Hula, traditional herbal healing techniques known as La`au Lapa`au, traditional wood carving techniques known as Kālai La`au, an introduction to the study of our 19th century nation-state, the Kingdom of Hawai`i, and an introduction to the study of traditional and modern mixed forms of Hawaiian music. Many of these classes have been filled to capacity.

Word has spread through the community that Windward CC is serious about supporting Native Hawaiians. It is no coincidence that the number of Native Hawaiians attending the College has risen from 34 percent to close to 43 percent in just over a year. The number of students pursuing an Academic Subject Certificate in Hawaiian Studies has officially risen from 5 in 2009 to 32 at the close of the first year of this grant. Unofficially, the Hawaiian Studies faculty have the paperwork for over 89 students who are pursuing the current Academic Subject Certificate, over 60 of whom are waiting for the institutionalization of the Associate in Arts degree in Hawaiian Studies and plan to enroll in that degree program. This grant has also allowed Hawaiian Studies to renovate the space (Hale A`o) that it needs to support these new classes and greatly anticipated increase in student population ([Ref. 2A-29](#)).

The final grant project of the \$12.5 million Title III funding, Strengthening Student and Institutional Engagement Grant ([Ref. 2A-30](#)), will increase student persistence, retention, and graduation or transfer through more relevant and accessible academic offerings, as well as improved access, early intervention, and innovative student support services. This grant supports a Title III Assistant, Ka Piko Coordinator, Supplemental Instruction Coordinator, Financial Aid Assistant, Evaluator, and Non-Traditional Counselor. These positions are responsible for designing diversified programs that will:

- Increase Pell Grant participation.
- Increase the number of financial aid recipients making satisfactory academic progress.
- Reach underserved regions.
- Expand and enhance institutional research data collection and analysis for measuring student success, course and program outcomes, and institutional effectiveness.
- Increase the number of Native Hawaiians and non-Hawaiians that complete developmental reading, writing and math classes.
- Increase persistence of Native Hawaiians and non-Hawaiians enrolling from one semester to the next.
- Increase the number of Native Hawaiians and non-Hawaiians who receive degrees or certificates.
- Increase the number of transfers to UH System and non-system baccalaureate institutions.

### **Addressing the Needs of Non-Traditional Students**

Strategic Plan Outcome 4 ([Ref. 2A-2, p. 12](#)) meets the needs of a global competitive workforce by addressing critical workplace shortages and preparing students (undergraduate, graduate, and professional) for effective engagement and leadership in a global environment. Windward CC's commitment to this outcome is to increase the enrollment of 25-49 year-olds by three percent per year.

These non-traditional students are typically defined by the following characteristics: delayed/interrupted enrollment into post-secondary education, attending part-time, often working full-time while enrolled in college, financially independent of parents, having dependents other than a spouse, being single parents, and lacking a standard high school diploma. In Fall 2006, this population made up 25.9 percent of the total Windward CC student body. By Fall 2010, the count increased to 43.6 percent ([Ref. 2A-31, p. 8](#)).

The needs of this population vary greatly from traditional college students, e.g. 18-24-year-olds engaged in full-time study. They seek different kinds of information about their educational options. They look for institutional flexibility in curricular and support services, academic and motivational advising that is supportive of their life and career goals, and recognition of their life experience and work-based learning. The Non-Traditional Counselor (Counselor for Adult Learners), funded by Title III, is responsible for inviting students who have left Windward CC to return to complete their academic programs. The counselor also reaches out to potential non-traditional students, and works to increase the graduation and transfer success of our current non-traditional population. The counselor will work with administration and faculty to build flexibility and options into our programs to accomplish these goals.

### **Other Programs**

Other Windward CC venues meeting the varied educational needs of its students and communities include the College's Gallery `Iolani ([Ref. 2A-32](#)), which has several exhibitions of student and professional art, and the Palikū Theatre ([Ref. 2A-33](#)), which regularly produces shows that include student performers. Furthermore, the Academic Subject Certificate in Psycho-Social Development Services ([Ref. 2A-34](#)) incorporates cooperative education at designated field sites in partnership with a wide variety of social service agencies. Student Learning Outcome evaluation is accomplished in a three-fold manner: Observation by faculty via review of students' journals, students' reflection of the learning experience through completion of a capstone paper and survey, and site supervisors' end-of-service evaluations.

*Ka `Ohana*, Windward Community College's award-winning student newspaper, is a monthly publication that covers both campus and community news. Students in the Journalism 285 lab course produce the paper, with assistance from the Journalism 205 news writing class. It maintains a circulation of 2,000 copies from September to May during the academic year and reflects the views of only its student staff. The newspaper began in 1973 as a small publication shortly after Windward CC opened its doors and has grown to become an excellent training ground for student journalists. Over the years, *Ka `Ohana* has won 12 First Place national awards in the annual American Scholastic Press Association competition for college and university student newspapers, and former *Ka `Ohana* staff members have pursued successful print, broadcast, public relations and advertising careers in Hawai'i and on the Mainland. The launch of its website, KaOhanaOnline.org ([Ref. 2A-35](#)), is the newspaper's latest effort to provide a more far-reaching outlet ([Ref. 2A-36](#)) for its student writers, editors, photographers, page designers and web production staff.

*Rain Bird* is Windward Community College's award-winning literary and art journal. Students who register for Independent Study in English 199/English 299 produce the journal, and it publishes a book-quality collection of student art and writing annually. Since its inception in 1980, the *Rain Bird* has also won several First Place national awards from the American Scholastic Press Association, with several of them citing special merit.

## Research and Analysis

In the credit area, faculty engage in continuous assessment of SLOs in ways that complement the curriculum and student learning needs. The Institutional Effectiveness Committee (IEC) is a standing committee under the Chancellor with representation from various academic, support, and administrative units as well as a representative from the student governance organization. One of the institutional researchers from the Institutional Research Office is also a member. The committee reports to the Chancellor and is charged with the following tasks related to assessment:

- 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 the Associate in Arts degree General Education requirements 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 Computer Information Literacy (CIL) graduation requirements also participated in the assessment process. Thus, faculty who taught courses that satisfied these general education requirements have been reviewing, clarifying, and revising learning outcomes for their respective general education areas.

In Summer 2011, a General Education Learning Outcomes Task Force was established. This process entailed the re-writing of General Education Learning Outcomes ([Ref. 2A-37](#)). The work of this task force was presented to the College during Fall 2011 Convocation. An Open Forum was conducted and feedback from the forum and an online discussion board was then incorporated into a revised document. A campus-wide vote took place with the majority favoring the new General Education Learning Outcomes document ([Ref. 2A-38, p. \[2\]](#); [Ref. 2A-39, p. \[1\]](#)).

In Fall 2005, faculty began to convert course goals and/or objectives into SLOs. Currently, all credit courses have SLOs ([Ref. 2A-40](#)). The Credit Curriculum and Academic Affairs Committee (CAACC) did a final review before submitting the SLOs for publication in the Windward CC Course Catalog 2006-2007 ([Ref. 2A-41, pp. 39-Addendum p. \[6\]](#)). SLOs have also been included in course outlines since Fall 2006. Faculty developed assessment plans to ensure that course SLOs are being met, and the results are being used to improve instruction and learning. The Course-level SLO Assessment Reports are appended to the appropriate Annual Department Reports. Annual Reports for various units for a variety of years are available online ([Ref. 2A-42](#)). Documentation for the 2009-2010 through 2011-2012 reports for units are maintained on the Planning and Budget Council web page ([Ref. 2A-43](#)). The current 2011-2012 assessments are found online ([Ref. 2A-6](#)).

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, 2006, 2008 and 2010. This survey has enabled the College to view faculty expectations and perceptions of student engagement alongside actual student responses, thus enabling the College to identify areas of strengths and weakness. The following summarizes the 2010 ([Ref. 2A-44](#)) benchmarks and key findings used to assess student engagement:

- **Active and Collaborative Learning, score of 56.2 (improvement from 51.5 in 2008; [Ref. 2A-45](#)).**  
While the majority of students report that they often contribute to class discussions and work with other students in class, much smaller numbers report making class presentations and working with other students outside of class or in their communities.
- **Student Effort, score of 47.5 (a slight decrease from 48.1 in 2008).**  
Most students report spending time preparing for their courses outside of class and utilizing school computer labs, but many also report coming to class without completing reading or assignments and few take advantage of tutoring services.
- **Academic Challenge, benchmark score of 55.1 (improvement from 52 in 2008).**  
Most students report using complex critical thinking skills in their coursework and working hard to meet their instructors' expectations, yet many are neutral as to whether their exams challenge them to do their best work.
- **Student-Faculty Interaction, benchmark score of 53.3 (improvement from 51.9 in 2008).**  
While the majority of students have communicated with instructors through e-mail and received prompt feedback from instructors on their performance, most do not report having meaningful communications with instructors outside of the classroom.
- **Support for Learners, benchmark score of 57.5 (improvement from 54.4 in 2008).**  
The majority of students feel that Windward CC provides the support they need to help them succeed, yet smaller numbers use these support services. A significant number of students also feel that Windward CC does not offer support for non-academic, social and financial issues.

CCSSE data was also used in making systematic changes to the institution. The addition of the Writing Lab in 2011 was based on the CCSSE's indicator reflecting the need for increased computer labs in disciplines. The number of existing computer labs will be maintained by converting classrooms when Hale No'eau, where they are housed now, closes for renovation. This was a difficult decision as the College is so pressed for classrooms, but CCSSE helped drive this decision in the interest of addressing the needs of the students.

The outcome of the CCSSE "Support for Learners" benchmark mentioned above is supported by the Student Affairs Counseling Department's mission to assist students to define and accomplish personal, academic, and career goals. During the 2010 school year, counselors conducted 3214 student appointments, which is about 90 percent of the campus population. In 2005, the counselors saw approximately 700 students; and in 2009 the counselors saw approximately 2000 students ([Ref. 2A-46, p. \[8\]](#)); therefore, the increase in supporting students through counseling is significant.

### **Providing Support for Student Success**

Since Fall 2009 much effort has been invested in the First Year Experience (FYE; [Ref. 2A-47](#)), which helps students to become more actively engaged in their learning environments and, through this, to succeed at a greater rate. FYE is a multidimensional approach to student success which includes New Student Orientation (NSO; [Ref. 2A-48](#)), Frosh Camp ([Ref. 2A-49](#)), and specific learning communities ([Ref. 2A-50](#)) for Frosh Cohorts. The first two components, NSO and Frosh Camp, will be discussed

here, while Frosh Cohorts will be discussed in Standard II.A.1.b. Persistence was the highest (91 percent from Fall to Spring) for students who attended all the components of the First Year Experience ([Ref. 2A-51](#)). The First Year Experience Task Force is currently analyzing data to determine steps towards requiring FYE for all students.

Because the BANNER student information and registration system allows students to register online and self-select their courses, a concern has been that many of these students are able to register without using available counseling services. To address this concern, in Fall 2009, the College implemented a mandatory NSO for all recent high school graduates. At NSO, students make a counseling appointment as well as receive cursory information about the registration process, such as choosing classes, deadlines, etc. NSO lasts about 1.5 hours and is led by Windward CC's Peer Mentors. In Fall 2010 the net was cast wider to include all students "new to college," defined as students having no prior college experience.

For the past three years, before the start of the fall/spring semesters, Frosh Camp ([Ref. 2A-52](#)), which is also required of all recent high school graduates, provides an intensive two-day event designed around the themes of student success, college perceptions, and campus connections. The schedule includes a student panel on college perceptions, tips for student success, Campus Quest (an interactive campus "treasure hunt"), the sharing the story of Keahiakahoe to provide students with a sense of place, and Campus Connections where students choose three of ten 40-minute presentations presented by faculty members. Frosh Camp is mandatory for recent high school graduates and open for students "new to college." Additionally, Peer Mentors meet with students for assistance and refer students experiencing difficulties to counselors who will then intervene to assist the student.

According to the 2010-11 Student Affairs Annual Report ([Ref. 2A-46, p. \[8\]](#)), in 2008 New Student Orientation was made mandatory for all incoming high school students. During the 2010 school year 436 or approximately 80 percent of all new students attended a NSO session. In addition, all high school students were required to attend Frosh Camp during the 2010 school year, and 328 or approximately 60 percent of all new students participated in the Frosh Camp Experience. Formative data collected from these activities have shown that participants believe the components addressed at orientation help them be successful in college. In addition, the College has also collected summative data. It appears that NSO and Frosh Camp increase persistence among incoming high school students. Data also shows that when students attend both NSO and Frosh Camp, they were 61 percent more successful and 50 percent re-enrolled for classes in the semester following their initial enrollment. Student Affairs will continue to offer programs designed to encourage retention, persistence, and success such as these.

### **Dissolution of the Employment Training Center (ETC)**

One of the most significant changes to Windward Community College since the last accreditation visit was the dissolution of the ETC, a process that supports the idea that the College seeks to meet varied educational needs through the use of data. In this case, a generally commendable program was dissolved due to changes in the needs of students and the availability of funding.

ETC was established in 1964 as a Hawai'i Manpower Training Office, reflecting the national initiative set by the Manpower Development and Training Act. It was transferred to the UHCC System in 1968, and in 2002 it merged with Windward CC. Over much of its existence, the program had been adept in meeting the needs of its at-risk population, including the economically disadvantaged, unemployed, under-educated or under-prepared, retired, members of the community requiring state certification, rehabilitated individuals, the disabled, and alienated high school youth from 2007-2010. ETC operated within Windward CC's Office of Vocational and Community Education, now called Career and Community Education (CCE), until it was dissolved in 2010.

From 2006 to 2010, ETC offered Credit Recovery programs in Introduction to Culinary Arts, Facilities Maintenance, Facilities Maintenance and Construction Occupations, Essential Skills, Office Skills, Office Administration Technology, Introduction to Culinary Arts, Auto Body Repair and Finishing, Welding for Women at Honolulu Community College, and the Certified Nurse Aide program at the

Windward CC. Later, the Welding for Women program was relocated to the Women's Community Correctional Center in Kailua to offer incarcerated women the opportunity to learn basic welding before their release from prison. ETC's Kalaeloa campus offered instruction in Construction Occupations, Facilities Maintenance and Construction Occupations, and Auto Body Repair. ETC negotiated contracts with the Hawai'i National Guard to provide training in culinary arts and construction occupations for the Youth Challenge program. ETC also contracted with O'ahu Work Links (OWL; [Ref. 2A-53](#)) to provide Essential Skills-English as a Second Language instruction at its OWL-Waipahu site for those needing remedial workforce language instruction. All classes and programs, regardless of their site maintained the standards set by their divisions. Students needed to attain 80 percent of the competencies that the class or program offered to successfully complete the class or program.

ETC worked collaboratively with city, state, and federal agencies such as O'ahu Work Links, the State of Hawai'i Department of Education (DOE; [Ref. 2A-54](#)), and Division of Vocational Rehabilitation ([Ref. 2A-55](#)), which referred students after determining through an initial screening their appropriateness for ETC's programs. ETC tested each student with the Test of Adult Basic Education (TABE; [Ref. 2A-56, pp. 31-32](#)) to place students into appropriate programs, and used statistics, projections, and information from the Hawai'i State Department of Labor and Industrial Relations to determine educational services. ETC also worked contractually with the DOE to provide alternative education and training programs for high school students who were unsuccessful in the traditional academic settings. Upon completion of training, the DOE converted students' hours and competencies to credits toward graduation. Moreover, ETC, through its Facilities Maintenance and Construction Occupations program (FAMCO) partnered with the Department of Public Works at Army garrisons Fort Shafter and Schofield Barracks to offer internships to the students. Furthermore, clinical training at the Ann Pearl Retirement Home has provided the Certified Nurse's Aide students with hands-on, practical skills training.

ETC's flexibility enabled it to implement programs within a short time frame. The ETC Non-Credit Curriculum Committee (NCCC), an ad hoc committee, reviewed program curricula, competencies, and course outlines and evaluated existing programs on an ongoing basis. The committee monitored changes in curricula, suggested further improvements based on outcomes of the changes, and revisited ETC programs as necessary. The committee ensured that curricula adhered and corresponded to institutional learning outcomes and goals. ETC also used assessment data ([Ref. 2A-57](#)) to determine program demand, efficiency, and effectiveness.

Finally, ETC provided students with counseling, intervention, and support. Upon registration, ETC counselors, who were dedicated to specific programs, interviewed prospective students about their training and educational goals and advised them of available accommodations for training and special needs. Moreover, ETC provided counseling services and support services for students with disabilities in accordance with Section 84.4 of the Federal Rules and Regulations governing Section 504 of the Rehabilitation Act of 1973 ([Ref. 2A-56, p. 4](#)).

However, despite positive elements, the program faced declining enrollments and revenues as revealed through their Annual Assessments. In the reorganization, it was necessary to terminate the majority of the classes within ETC and transfer the Certified Nurse's Aide (CNA) program to Career and Community Education (CCE), formerly known as Office of Continuing Education and Training (OCET) where it has continued to enroll and instruct students on a career path toward a living wage ([Ref. 2A-57](#)). The decision, while difficult, was based on program review and data. The program was not functioning effectively, reforms to the program had not worked, and so the College dissolved the program and sought alternative ways of reaching the target populations.

### **Work-Force Development and Life-Long Learning Options**

To address the population that was formerly served by ETC, the UHCCs are using capacity building grant monies including the State Energy Sector Partnership (SESP; [Ref. 2A-58](#)) and the Trade Adjustment Assistance Community College Career Training (C3T), to develop workforce training programs in three sectors: Agriculture, Energy, and Healthcare. The credit and non-credit training programs are in various stages of development or implementation and are geared towards entry-level and incumbent workers.

For low-skilled adult learners desiring to enroll in the workforce training programs, the College developed Ready Set Grow Hawai'i (RSG-HI; [Ref. 2A-59](#)). The initiative ([Ref. 2A-60, p. 2](#)) was implemented in August 2011 at Windward CC and Leeward Community Colleges, and will be offered at all of the UHCCs in Fall 2012. RSG-HI is a career and college readiness program designed to help improve reading, writing, computer, and math skills. The program has three components: career planning, academic skill building, and workplace competency training. Upon successful completion of the program, students receive a Certificate of Participation and the National Career Readiness Certificate (NCRC). The RSG-HI program was developed to provide adults the first step in acquiring academic and work readiness skills to prepare them for success in higher education and/or a workforce training program that leads to a living-wage career. As the UHCCs develop credit and non-credit workforce credentialing programs for entry level workers, RSG-HI students will be able to enroll in those programs.

The Career and Community Education (CCE; [Ref. 2A-61](#)) unit uses enrollment data ([Ref. 2A-62, p. 8](#)) to track its courses such as Tai Chi as well as offering courses, workshops and seminars in the areas of health and fitness, community service, computers, professional development, cooking, photography, arts and crafts, such as Play in Clay, in response to community requests. CCE also offers Ocean Safety Educational and Recreational Thrill Craft Operators' Safety Education courses ([Ref. 2A-63](#)) that were requested by the Hawai'i Department of Land and Natural Resources.

These Ocean Safety Education courses ([Ref. 2A-63](#)) are offered to meet State laws for those who participate in sporting activities of tow-in surfing and jet skiing. The course for participants in the sport of tow-in surfing is typically offered as a two-day weekend (Saturday and Sunday) course from 8:30 a.m.–3:30 p.m. The course for Recreational Thrill Craft Operators Safety Education course is typically offered on a Saturday from 8:30 a.m.–3:30 p.m.

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, contract training success results, and recommendations from students or employers who have participated in CCE courses ([Ref. 2A-62, pp. 13-14](#)).

### **Self Evaluation:**

The College meets this standard.

### **Planning Agenda:**

None

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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.*

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### **Descriptive Summary:**

Many classes are taught using a traditional lecture/discussion modality, often with general classroom practices technologically enhanced. The new buildings (Hale `Ākoakoa, Hale Pālanakila, Hale `Imiloa) and those recently renovated (Hale Kuhina, Hale Mana`opono, Hale Alaka`i) have technology systems built into the classrooms. The older buildings (Hale No`eau, Hale Uluwehi) typically have audio-visual carts. Students are assessed using examinations, research papers, lab work, reports, portfolios, assignments, and projects. This traditional classroom instruction is often enhanced by the use of technology, field trips, and lab components. Examples of the various modes of delivery used for instruction are presented below.

**Hands-on Training** for vocational programs are an integral component. For example, the Certified Nurse's Aide (CNA; [Ref. 2A-64](#)) Program provides fifty hours of clinical instruction in a two-week training session.

**Computer-Aided Instruction** is the basis for the Mathematics Discipline's redesigned courses for developmental mathematics. MATH 19 ([Ref. 2A-65, p. 1, 7](#)), MATH 28 ([Ref. 2A-66, p. 1, 7](#)) and MATH 29 ([Ref. 2A-67, p. 1, 7](#)) utilize MyMathLab computer software in computer-based, independent-styled courses being piloted in Spring 2012. Since 2010, PassKey, an online instructional software, has been used in ENG 8, the integrated reading and writing basic skills course.

**Service-Learning Programs** are an option in as many as 57 courses in Spring 2012. For example, in CHEM 151 ([Ref. 2A-68, p. 3](#)), the Service-Learning option accounts for 10 percent of a student's grade. In place of a term paper on Chemistry in Everyday Life, students may opt for a Service-Learning project that relates to chemistry. Another example for the Service-Learning option is in a PSY 100 course ([Ref. 2A-69, p. 4](#)). Students may opt for a Service-Learning component in lieu of the annotated bibliography portion of the portfolio project. They must volunteer a minimum of 20 hours in the community, provide journal entries of daily activities, and submit a final paper describing their volunteer experience and its application to the course.

**An Internship Program** is the basis for the ANSC 190 ([Ref. 2A-70, p. \[2\]](#)) course. Students are expected to complete 60 hours of internship at two different veterinary facilities. Grading is based on performance in the facility and completion of check-off lists.

**Field Trips** are used in GG 103 ([Ref. 2A-71](#)) and GG 211 ([Ref. 2A-72](#)). In GG 211, students spend four days on the Big Island to study the geological structure and history of its five exposed volcanoes. There are four other field geology courses concerning the islands of O`ahu, Maui, Kaua`i, Ni`ihau, Moloka`i, Lana`i, and Kaho`olawe.

**Online Education**, a form of **Distance Learning**, allows students to take classes without coming to campus. Often, the courses are asynchronous, meaning that there is no specific time when students must be available, so the course allows for a more flexible schedule. Windward CC has an Online Learning Site ([Ref. 2A-73](#)) that includes a discussion of whether taking an online class is a good fit for the student, a student orientation for online learning, information to assist with purchasing books and supplies, testing procedures, and many other help aids and links. Help with online classes includes computer support from Windward CC and from the UH System and help from the Windward CC Library. E-mail addresses, phone numbers, general assistance, and Laulima help are also available.

In Spring 2009, Windward CC online course offerings included ENG 209, ICS 100, ICS 115 and MET 101. As an example, the course syllabus for ICS 100 ([Ref. 2A-74](#)) included SLOs, grading guidelines for course assessment tasks and their alignment with the SLOs, resources, course schedule, and information about discussion boards.

In Fall 2009, the number of online course offerings increased from the four courses the previous semester to 14, including a greater variety of courses such as laboratory courses and Writing Intensive courses. As an example, the MET 101 course syllabus ([Ref. 2A-75](#)) included information for an optional orientation meeting for the course and an optional field trip (extra credit) to the National Weather Service Forecast Office. Also included are the course SLOs, assessment tasks and grading information, course procedures, and a detailed course schedule with posted due dates.

The number of online course offerings continued to increase each semester: 13 courses in Spring 2010, 25 courses in Fall 2010, 26 in Spring 2011, 38 in Fall 2011, and 35 in Spring 2012. As an example, the syllabus for ANTH 200 ([Ref. 2A-76](#)), offered online in Fall 2011, listed SLOs and the assessment tasks for each SLO. In addition, the Associate in Arts degree outcomes directly supported by this course are listed, and the assessment tasks for each outcome are included. Teaching methodologies included “in-class” films followed by online discussions and accompanying worksheets to help students identify important information and facilitate online discussion. Knowledge surveys are also utilized before and after a unit to assess how much students have learned. The completed knowledge surveys are then used as study guides. A fieldwork project or a Service-Learning project is required. Another ANTH 200 ([Ref. 2A-77](#)) course taught as part of the regular course offerings was taught identically, but as a face to face class.

Courses taught at off-campus sites are another form of distance learning. As discussed in Standard II.1.a, after a Waimānalo Community Meeting sponsored by Ke Kumu Pali on January 21, 2009, was held, the College offered two free non-credit courses: an abbreviated IS 103 Introduction to College and a Garage Band course. Additionally, the Hawaiian Studies curriculum offered in Waimānalo has grown from one HAW 101 class and one HWST 107 class offered in Fall 2009 to four regular semester class offerings, including the two-year sequence of Hawaiian language, HWST 107 and HWST 270, with the expectation of continued growth in offerings. The overall intention is to introduce students to interesting classes that will lead them to choose Windward CC for their continued studies.

On February 24, 2011, a Ko‘olauloa Community Talk Story Meeting was held at Lā`ie Elementary School. Based on the suggestions made at that meeting, an advisory group will be formed to guide Windward CC as the campus moves forward with appropriate community-based programming ([Ref. 2A-19](#); [Ref. 2A-20](#)).

Yet another form of distance learning offered at Windward CC is cable TV courses. BIOL 100—Human Biology ([Ref. 2A-78](#)) and BIOL 171—General Biology ([Ref. 2A-79](#)) are examples of courses that are televised over the `Ōlelo channel on cable TV. The OLEO classroom on the campus has been discontinued, but not cable courses.

**Hybrid** classes are classes that blend face-to-face instruction with online learning. In many instances, if a 3-credit face-to-face course would normally meet twice a week for one hour and 15 minutes, then a 3-credit hybrid course would meet once a week for an hour and fifteen minutes face-to-face and the remaining time would be spent online. The offering of hybrid courses began in Fall 2011. Examples of hybrid courses are ICS 115—Advanced Microcomputer Applications ([Ref. 2A-80](#)) and MGT 120—Principles of Management ([Ref. 2A-81](#)).

**Supplemental Instruction** (SI) is a nationally recognized academic support program that uses peer-assisted study sessions to support classroom learning. SI sessions, which may be voluntary or required, are regularly-scheduled, peer-facilitated informal review sessions in which students compare notes, discuss readings, develop organizational tools, and predict test items. Students learn how to integrate

course content and study skills while working cooperatively. SI leaders are students who have previously been successful in the course and are recommended by the teacher. Leaders attend all class lectures, take notes, and act as model students. The purpose of SI is to reduce the attrition rate of Windward CC students and improve student grades within traditionally high-risk courses, resulting in student retention and success ([Ref. 2A-82](#)).

In Spring 2009, SI was piloted with three sections of Hawaiian Studies 107. In Fall 2010, SI was provided for two sections of MATH 20, four sections of MATH 22, two sections of MATH 24, three sections of MATH 25, two sections of MATH 100, two sections of MATH 103, and two sections of MATH 135. In Spring 2011, SI was provided for 27 sections of 20 different courses in six subject areas. By Fall 2011, the SI program grew to more than 30 sections of the same six subject areas. Students are provided Supplemental Instruction at no cost. Data from Spring 2010 suggests that SI significantly increases the pass rate for those students who attend at least two or more sessions. The data show that 90.2 percent of the students who attended SI received a C or better in their courses vs. 54.6 percent of the students who did not attend SI ([Ref. 2A-83, p. 9](#)). MATH 22 ([Ref. 2A-84, p. 2, 3, 5](#)) offered in Spring 2012 is an example of a course utilizing Supplemental Instruction and Laulima. MATH 135 ([Ref. 2A-85, p. 5](#)) is another such example.

**Frosh Cohort**, the third component of the First Year Experience described in Standard II.A.1.a, is a compilation of all the Achieving the Dream ([Ref. 2A-86, p. 7](#)) initiatives offered in one program. Frosh Cohort was first offered in Fall 2010. Initially offered to 100 perspective students, 82 students were enrolled in the first cohort. They took a combined thematic course (Biology 124, Psychology 100, Theatre 101 or Hawaiian Studies 107) with an IS 103 Introduction to College course. Students also enrolled in their respective English and Math courses according to COMPASS placement; these Math and English courses were offered with SI.

The data from the Frosh Cohort Learning Communities (LC) showed consistent improvement in student persistence but mixed results in regard to success (passing with C or higher). Students who participated in this activity persisted at a higher pass rate than those that did not. Students in two of the cohort sections, HWST 107 and PSY 100, also had much higher rates of success. However, the other two cohorts saw only an improvement in persistence. The two cohorts that worked together in a more integrated way, combining materials and sharing class time, produced better performance. Thus, having the same students enrolled together in multiple classes creates improved persistence, but utilizing LC best practice increases success.

In Fall 2011, five Frosh Cohort LCs were scheduled combining a thematic course (Psychology 100, Chemistry 100, Hawaiian Studies 107, Music 240 or English 22) with an IS 103 Introduction to College course. Other than the ENG 22/IS103 LC, there was no built-in connection to other English or Math classes although students were encouraged to take those required courses during their first year. LCs were promoted as a means to help students gain a deeper understanding of course content, get to know peers, engage in the learning process, and achieve college and life goals. Three of the original LCs were cancelled for various reasons: Chemistry 100 changed to a stand-alone offering; Hawaiian Studies 107 was cancelled due to a lack of a LC-trained instructor; and Music 240 did not fill. The final two, Psychology 100 and English 22, completed the semester. As 2011 is only the second year LCs have been included in the First Year Experience, our efforts continue to determine the best model that fits Windward CC students.

A sixth Frosh Cohort LC for Fall 2011 was a combination of Hawaiian Studies 107, IS 103, and either English 100 with another course (usually Math) or an accelerated learning (ALP) combination class of English 22 and English 100, depending on students' placement. This grouping was offered to 20 students entering the newly offered Hūlili Transfer Program, discussed in Standard II.A.1.a. Students in this program follow a prescribed two-year academic plan at Windward CC and attend a UHM Summer Bridge program, with the goal of transferring seamlessly to UHM for a degree of their choice. This initiative was developed in response to consistently low persistence, graduation, and transfer rates ([Ref. 2A-87](#)).

Due to an analysis of our data regarding student cohorts and learning communities, as well as a desire to implement national best practice and innovation to best serve students, Windward CC strengthened the Frosh Cohort in Fall 2012. Institutional data has shown that freshman enrolling in both Math and English in their first semester have decreased success in Math and level or decreased success in English when compared to those students who enroll in only Math or English in their first semester. However, our Fall 2010 data regarding the two successful Learning Communities shows that students enrolled in a successful Learning Community along with both Math and English did not have decreased success in Math. As a result of this, in Fall 2012, Windward CC will again offer Learning Communities (LCs) of a thematic course coupled with an IS 103 Introduction to College class. An emphasis will be placed on integration between the two instructors and subjects of the LCs to promote success. Furthermore, students will be required to enroll in a LC if they decide to take both Math and English in their first semester of college.

The Learning Community concept was greatly broadened and supported by the Learning to Learn Institute ([Ref. 2A-88](#)), an Achieving the Dream (AtD) initiative, in August 2010. Sixteen faculty members were selected to instruct students who had enrolled in a first-year cohort learning community. This team consisted of one faculty member each from Natural Sciences and Social Sciences, two Humanities faculty, four faculty each from English and from Math, and four counselors. The two-day institute was led by senior faculty and taught strategies to enhance students' skills in learning, discussed how student success strategies can be integrated into courses, and designed curricular modifications to increase student success through the application of learning/study skills.

According to the 2005 Academic Support Program Review ([Ref. 2A-89, p. 14](#)), beginning in July 2005, the College has operated a studio in its Hawai'i Interactive Television System (HITS) classroom to help students, staff, and community members be more involved in video production. The College had partnered with 'Ōlelo Community Television to create the 'Ōlelo Media Center to provide more opportunities for our faculty and students to use television as a tool to reach their educational goals.

Windward CC provided 'Ōlelo with two rooms, 'Ākoakoa 113 and 115. 'Ākoakoa 113 was used as an office, training facility, and studio. 'Ākoakoa 115 was sufficient as a post-production lab, but what they needed were separate small rooms for their production facility rather than one large room. Given campus space restrictions, in April 2010, 'Ōlelo initiated a move to dissolve the collaboration when they found more space at King Intermediate School. 'Ōlelo also desired a larger group of students interested in generating community programming as one of the goals of locating themselves in an educational facility was the promise of students generating programming for the 'Ōlelo broadcasting schedule. While Windward CC did collaborate with 'Ōlelo for one class offering, the amount of useable programming generated from this collaboration for 'Ōlelo was minimal. King Intermediate School has, as part of their curriculum, Student Video Newscasting, which held the promise of providing regular student generated programming that could be rebroadcasted on one of the 'Ōlelo community channels. The dissolution also made available the room vacated by 'Ōlelo for Windward CC instruction use. Currently, 'Ākoakoa 113 is being used as a classroom for Language Arts and Humanities classes.

Also important in delivery of instruction and curriculum are the various learning centers on campus where computers are available for instruction or open student use: Windward CC has computer labs in No`eau 123 and No`eau 124 for both classroom instruction and open lab times, a computer classroom in Mana`opono 103, a TRiO computer lab in Na`auau 146, and the Ka Piko computer lab in `Akoakoa 130.

Windows PCs and Apple Macintosh computers with Internet access are available for use by all Windward CC students in the Library, the Student Activities Center in `Akoakoa 232, and several other locations around campus, which will be discussed in depth in Standard II.C and Standard III.C. The software applications include the Microsoft Office suite (Word, PowerPoint, Excel, and Access) and various Adobe programs (Acrobat Professional, Contribute, Dreamweaver, Illustrator, InDesign, Photoshop Elements, and Photoshop Extended). A reasonable per-page fee is charged for black-and-white and color printing in the library, but free printing is available in TRiO Student Support Services and Ka Piko. This provides extended access to students facing financial constraints ([Ref. 2A-90](#)).

The traditional classroom is not the only means by which instruction occurs at Windward CC. The Center for Aerospace Education (CAE; [Ref. 2A-91](#)), which was established in 1986, supports Windward CC's credit and community outreach programs in aerospace science. The mission of the CAE is to inspire students to actively engage in scientific activities through informal experience and formal education, to explore career options in aerospace science and industry, and to become informed, contributing citizens by becoming science-literate. The CAE also sponsors teacher workshops and offers consultation to students and teachers on aerospace education and science projects.

The goals of the CAE are to ([Ref. 2A-92](#)):

- Help students develop high-tech skills to succeed in a knowledge-based economy;
- Increase enrollment and success of K–12 students in science, mathematics and technology courses in high schools;
- Generate greater interest in careers in science and help facilitate the successful transition of students from high school to post-secondary institutions; and,
- Increase the number of underserved students entering college who choose to major in science, technology, engineering and mathematics (STEM) and have the skills necessary to successfully complete their higher education.

The following facilities and services are offered by the CAE and discussed in detail below:

- Aerospace Exploration Lab
- Hōkūlani Imaginarium
- NASA Flight Training Aerospace Education Laboratory
- Lanihuli Observatory
- Hawai'i Space Grant-Windward

The Aerospace Exploration Lab (AEL; [Ref. 2A-9, p. 15](#)) provides instructional materials and services in astronomy, astronautics (rocketry), aeronautics (aviation), and atmospherology (weather and climate). Founded in 1989, this educational resource center acts as a “hands-on” science Exploratorium, assisting K–12 students and teachers in discovering scientific principles through low-tech experiential activities. School tours of the Aerospace Exploration Lab are available by reservation. Visitors can explore the world of science at the Discovery Pad, a hands-on Exploratorium, as well as view numerous displays depicting air and space exploration from early flight to the future. The AEL also houses a library of aerospace books, magazines, videos, posters, curricular programs, and demonstration models. The AEL is located in Hale `Imiloa 135. All services are free of charge. An example of how the AEL is utilized at Windward CC for the credit program follows.

Students enrolled in Astronomy 281—Space Explorations ([Ref. 2A-93, p. \[2\]](#)) are required to complete four of the following Microgravity scenarios that are located in the AEL:

- Biotechnology/Materials Sciences
- Fluid Physics/Combustion Science
- GPS/Satellite Tracking
- International Space Station Tour
- Living in Microgravity
- Robotics in Microgravity
- Remote Sensing
- Drop Tower

These are state-of-the-art, “hands-on/minds-on” activities that model real world challenges. Additionally, students must make a presentation to the class about a particular aspect of space exploration that they have found particularly interesting. The workstation activities and presentations are 20 percent of the students’ final grades for the course.

Windward CC is also a participating member of the Hawai‘i Space Grant Consortium (HSGC; [Ref. 2A-94](#)), which promotes student involvement in space science education. Each semester, a limited number of stipends are available to college students engaged in space-related projects. Students choose a topic under the guidance of a faculty mentor with whom they work throughout the semester. Each semester, students have the opportunity to present their work at the HSGC Fellowship Symposium. HSGC-Windward is located in Hale `Imiloa 112.

The Hōkūlani Imaginarium ([Ref. 2A-95](#)) is a high-tech, multimedia planetarium and scientific visualization theater. Dedicated in October 2001, the Imaginarium supports the College’s Astronomy, Polynesian Voyaging, and Geography curricula and community outreach efforts, as well as the College’s participation in HSGC described above. For example, in ASTR 110L ([Ref. 2A-96, p. 4](#)), a course offered in Spring 2012, activities to practice using maps and identifying stars and constellations have utilized the Imaginarium. Another example of this facility supporting curricula is found in IS160A/B ([Ref. 2A-97](#)) offered in Fall 2010 when the Imaginarium was utilized for course topics including Polynesian Cosmogony and Cosmology, Star Maps, Constellation ID, and Solar Motion.

The Lanihuli Observatory ([Ref. 2A-98](#)) is an astronomical and meteorological observatory that supports the College’s astronomy labs, HSGC student projects, K-12 outreach, and the outreach to the general public. This facility includes:

- The NOAA ([Ref. 2A-99](#)) weather satellite tracking station that provides real-time images of the weather and ocean conditions surrounding Hawai‘i as well as an on-site weather station.
- A Radio telescope operated in partnership with NASA Goddard Space Flight Center’s Radio Jove Project ([Ref. 2A-100](#)), which streams radio observations of Jupiter and the sun to students around the world via the Internet.
- A Solar telescope (heliostat) consisting of a 6-inch refractor capable of white light projection and direct H-alpha viewing.
- A 16-inch optical Schmidt-Cassegrain telescope under an automated 16-foot dome.
- A cosmic ray telescope in affiliation with Fermilab’s QuarkNet Project link, which includes a Visitor’s Gallery with Library and Earth/Space Science kiosks including a 24-inch Magic Planet display.

The Lanihuli Observatory is available for daytime school tours and to the general public after evening Imaginarium shows. It is used by students enrolled in the College's astronomy courses and Hawai'i Space Grant program, as well as the thousands of K-12 students who visit the Imaginarium and Aerospace Exploration Lab at Windward CC. For example, in ASTR 180 ([Ref. 2A-101](#)) taught in Fall 2009, students were given opportunities to engage in non-required activities such as evening observations at this facility. There is no charge to visit this facility.

The NASA Flight Training Aerospace Education Laboratory (AEL; [Ref. 2A-102](#)) located in Hale `Imiloa, was dedicated in 2002 in partnership with NASA's Glenn Research Center ([Ref. 2A-103](#)). This facility houses computer simulators designed for exploring careers in aerospace and supports the College's Astronomy curriculum, other STEM-related programs, and Hawai'i Space Grant students. The ASTR 281 ([Ref. 2A-93, p. \[2\]](#)) example described above shows how Windward CC students benefit from the facility. Another example of the support provided by the AEL is that Windward CC students can receive fellowship stipends to conduct space science-related projects. Three Windward CC students participated in the NASA Reduced Gravity Student Flight Opportunities Program ([Ref. 2A-94](#)) where they conducted zero-g experiences on board a NASA KC-135 aircraft.

Gallery `Iolani ([Ref. 2A-32](#)) is recognized as one of the finest exhibition sites in the State of Hawai'i, showing work from local, national, and international venues. A listing of past exhibitions from 1999–2008 can be found at <http://gallery.wcc.hawaii.edu/>. A selection of three exhibitions is highlighted for each year's exhibition schedule. It is the mission of Gallery `Iolani to promote exhibitions of cultural and educational significance. The gallery also serves as a classroom for students studying Gallery Design and Management at Windward CC. Students enrolled in ART 260-Gallery Design and Management ([Ref. 2A-104](#)) have the opportunity to apprentice under the Gallery Director to gain knowledge of appropriate gallery procedures about how to create and maintain a successful exhibition and to operate a gallery for practical job experience in any art-related employment. Gallery `Iolani is located adjacent to Palikū Theatre in the Hale Pālanakila complex.

The Palikū Theatre ([Ref. 2A-33](#)) is a state-of-the-art 300-seat theatre that provides theatrical opportunities to students, faculty, and the community while promoting cultural diversity in an educational setting. The theatre has been in operation since July 2002, and offers a unique, flexible and affordable performance venue for students and members of the community to showcase their talents. The theatre supports the various theatre classes at the College by providing theatrical training to Windward CC students and the community. This training includes acting, directing, lighting design, set building, and box office. For example, THEA 221-Acting I ([Ref. 2A-105](#)) and THEA 222-Acting II ([Ref. 2A-106](#)) are both performance classes. A Service-Learning option is available for both classes. This option is a way of using work in the community to enhance the students' in-class education. Students may opt to work a minimum of 10 hours in a Honolulu-area theatre, including Windward CC's own Palikū Theatre. In THEA 240-Introduction to Stagecraft ([Ref. 2A-107](#)) and THEA 241-Advanced Stagecraft ([Ref. 2A-108](#)), techniques of the technical process of theatre including lighting, sound, and rigging are covered with students focusing on the range of skills needed to work in convention, theatrical, concert, and dance applications.

The facility is also used as a venue for lectures, seminars, and special speaking engagements as part of the College's educational and community service programs as well as home to an in-house production company, which has successfully staged such popular productions as *Fiddler on the Roof*, *My Fair Lady*, *Big River*, *South Pacific*, *Miss Saigon*, *Oklahoma!*, and *Phantom of the Opera*.

The Kuhi La'au Plant and Orchid Identification Facility ([Ref. 2A-109](#)) is located in Hale `Imiloa. It was dedicated on February 9, 2000. The facility provides a free plant identification service, focusing on plants of Hawai'i, tropical plants of Asia and the Pacific, and orchids. Fresh samples of branches, flowers, or fruits can be sent to the facility for identification. Information regarding plant names and

ethnobotanical uses will be mailed to the sender within a week. Kuhi La‘au is one of four facilities at Windward CC where students can get hands-on experience. Students in the ASC Bio-Resources and Technology-Plant Biotechnology Program ([Ref. 2A-110](#)) apply what they have learned in the classroom during lab time at each of the facilities. Students learn to identify plants with the help of its director and the library of plant books available.

Another facility is the climate-controlled greenhouse ([Ref. 2A-111](#)) located next to the Hale `Imiloa building which was acquired through a grant from the Pacific Center for Advanced Technology Training (PCATT), and was dedicated on October 3, 2001. The greenhouse provides a controlled atmosphere accommodating the growth of propagated plants *in vivo* and *in vitro*. It also houses orchid species for identification purposes. It is one of four facilities serving the ASC in Bio-Resources and Technology: Plant Biotechnology Program, where students can get hands-on experience, applying what they have learned in the classroom.

A third facility is the Tissue Culture and Plant Biotechnology Laboratory ([Ref. 2A-112](#)), an aseptic room, also located in Hale `Imiloa is supported through grants from United States Department of Agriculture Cooperative State Research, Education, and Extension Service (USDA-CSREES), and was dedicated on February 5, 2003. As one of four facilities serving the ASC in Bio-Resources and Technology: Plant Biotechnology program, students can get hands-on experience, applying what they have learned about *in vitro* culture and gene transformation operations in the classroom.

The Bioprocessing Medicinal Garden Complex ([Ref. 2A-113](#)) is situated on about an acre of land opposite Hale `Imiloa. It consists of three elements: a plant garden, an aquaponic section for growing fish, and a processing plant to extract useful properties from plants. The garden has medicinal, nutritional, and farm plants from Asia, Pacific Islands, Hawai‘i and the continental United States. It is one of four facilities serving the ASC in Bio-Resources and Technology: Plant Biotechnology program, where students can get hands-on experience, applying what they have learned in the classroom. The College program, with its research garden, is positioned to play a role in developing medicinal products in Hawai‘i because students who use these plants could turn them into the next medical miracle or new economic engine. The garden can play a role in promoting research and has possible entrepreneurial opportunities.

The Water Quality Lab ([Ref. 2A-114](#)), located in Hale `Imiloa, is managed by the Pacific Center for Environmental Studies (PaCES), as discussed more thoroughly in Standard II.A.1.a and mentioned again below. The lab conducts collaborative projects with community agencies and is a learning center for students who wish to gain experience in sampling and analyzing water from streams, the ocean, or subsurface sources. Students may participate in the project for credit as an undergraduate Directed Research course (Independent Study) through the Marine Option Program (MOP; [Ref. 2A-115](#)), or through PaCES. Paid internships may be available for PaCES students.

As discussed more thoroughly earlier in Standard II.A.1.a, PaCES ([Ref. 2A-21](#)) encourages and supports environmental science education, research, and stewardship at Windward CC through the following activities: undergraduate environmental science enrichment through classroom instruction and research, teacher training, and community science awareness. In Spring 2007, a listing of courses supporting Environmental Science Studies included Biology, Geography, Meteorology, Geology, Botany, and Oceanography ([Ref. 2A-116](#)). Undergraduate environmental science enrichment and awareness are supported by providing students and the College community the opportunity to participate in various PaCES ([Ref. 2A-117](#)) projects such as He‘eia Stream Water Quality Monitoring, activities in the Greenhouse, Glasshouse and Kuhi La‘au Identification facilities, Ka‘elepulu Pond, and Waikalua Loko Fish Pond.

From 2007-2010, the Employment Training Center (ETC) as described in I.A.1.a. provided non-credit basic education and training programs to further participant education and preparation for entry-level workforce positions. ETC’s instructional programs were designed to address appropriate pacing,

educational materials, and pedagogy for its student population, which included program SLOs ([Ref. 2A-118](#)). ETC instructors provided competency-based instruction using a variety of instructional strategies including lecture, hands-on/lab, computer-assisted instruction, practicum/internship to ensure that students acquired the necessary skills for training, education, employment, and their personal lives. Assessment methods included classroom assessment techniques, knowledge surveys, portfolios, standardized testing (Test of Adult Basic Education), industry-driven assessments, and program and competency checklists.

The Career and Community Education (CCE; [Ref. 2A-61](#)) unit provides non-credit courses to meet the needs of the Windward community and workforce. It provides opportunities for personal enrichment and professional development by providing educational programming for:

- Career advancement or occupational upgrading
- State certification
- Personal enrichment, health/fitness, and cultural awareness
- Community service seminars and workshops

Instructors use a variety of delivery methods including lecture, online, and hands-on/lab.

The Ready Set Grow Hawai'i (RSG-HI; [Ref. 2A-59](#)) program described in Standard II.A.1.a uses a combination of face-to-face and online learning. Students receive individualized attention and support throughout their training from a team of instructors, staff, and tutors.

#### **Self Evaluation:**

The College meets this standard.

#### **Planning Agenda:**

None.

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*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.*

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#### **Descriptive Summary:**

The commitment to help all students to access higher education is part of the UHCC System mission, and it is a primary concern of all faculty members and staff at Windward CC. Faculty within a specific department are responsible for developing SLOs for their courses and for ensuring that these outcomes are in line with degree and program SLOs. The College provides faculty with information on SLOs ([Ref. 2A-40](#)) and provides links to resources on how to write SLOs or educational objectives and how to use Bloom's taxonomy to improve SLOs.

The College has also been engaged in the continual assessment of student learning and teaching effectiveness in ways that complement curriculum, programs, and student learning needs. It aligns SLOs with the College mission, the Associate in Arts degree, as well as with programs and certificates ([Ref. 2A-40](#)). Reviews of credit courses and programs are initiated by academic departments or requested by external agents, such as federal granting agencies. Any curriculum changes are subject to a formal approval process involving academic departments, the Institutional Effectiveness Committee (IEC), the Credit Curriculum and Academic Affairs Committee (CCAAC), the Faculty Senate, and the

administration ([Ref. 2A-119](#)). The CCAAC designated the SLO Sub-committee of the IEC to be responsible for checking that the SLOs are appropriate and measurable.

For credit courses, the College has defined the expected SLOs for 100 percent of the courses on its Master Course List and requires that each new course present SLOs to the SLO Sub-committee of the IEC and the CCAAC for validation. SLOs are included in all course outlines, the College's Course Catalog ([Ref. 2A-9, pp. 48-111](#)), and on the College's website under "Credit Courses" ([Ref. 2A-120](#)). An Assessment Plan, which calls for assessing 20 percent of the courses from each department over a five-year cycle, identifies which courses are being assessed each year. Faculty develop assessment plans, conduct assessment activities, review results, and use assessment results to make improvements to ensure SLOs are being met. The course-level SLO assessments are submitted to the College's departments for review and are included in the Annual Department Reports which are posted on the College's Website.

Course-level SLO reporting includes the assessment tasks and success criteria, assessment results and analysis, actions proposed and budget and resource implications. An example is the course-level assessment of MATH 100 and MATH 103 which were conducted in Fall 2003. Up to Fall 2003, Student Learning Outcome #2 "Select and apply appropriate modeling strategies that include arithmetic, algebraic, statistical, estimation, and inductive and/or deductive reasoning techniques" was addressed by the topic of lines which were introduced in MATH 24-Elementary Algebra I. MATH 25-Elementary Algebra II, the second half of the elementary algebra sequence, did not include material on lines. In MATH 100 and MATH 103, a quick review of the fundamentals of linear modeling is conducted and then applications are emphasized. A review of the assessment results of this SLO revealed that only 46 percent of the students met this learning outcome. In analyzing the situation, the department noted that the topic of lines was introduced in MATH 24, reviewed and assessed in MATH 100 and MATH 103. Students did not have the opportunity to practice and continue their work with lines in MATH 25.

The realization that the curriculum did not provide a good continuum for the reinforcement of skills for this major topic in mathematics resulted in the following curriculum change: it was decided to eliminate one topic in MATH 25 to allow a review and reinforcement of concepts dealing with lines. This change became effective in Fall 2004. Another assessment following the same processes was conducted in Fall 2005. The results validated the department's analysis and it was inferred that the curriculum change was effective. Students meeting this SLO increased from 46 percent before the curriculum change to more than 70 percent after the change. This result has been sustained over the ensuing years as evidenced by the assessment results conducted in Fall 2006, Fall 2007 and Fall 2008. The assessment reports are included in the department's Annual Reports ([Ref. 2A-121, pp. 59-70](#)), which are posted on the College's website.

Other examples of Course-level SLO assessment and the use of assessment results to make improvement can be found in Part III--Assessment Results for Department/Course SLOs of the various Department Annual Reports over the years. Some examples are:

**Humanities Department Annual Report 2010-2011 ([Ref. 2A-122, pp. 27-40](#))**

The THEA 222 Course-Level Assessment resulted in the following curriculum change: implement focus drills on how audiences perceive character dynamics. The assessment results for HIST 151 and HIST 152 would utilize supplemental instruction more fully. Increase grade incentives for group discussion, create video on course content to be available in the library, and modify the course schedule were revisions based on the assessment of PHIL 211.

**Social Science Department Annual Report 2009-2010** ([Ref. 2A-123, p. 14](#))

The Course-Level SLO Assessment for PSY 100 was conducted utilizing Pre- and Post-Knowledge surveys. The assessment resulted in the adoption of a new textbook and an addition of an online component to help students grasp concepts and ideas.

**Natural Science Department Annual Report 2008-2009** ([Ref. 2A-124, p. 22](#))

The assessment result for CHEM 161 resulted in the following analysis: To improve performance, recitation classes should be conducted to do more problem solving. It was proposed to blend in more online activities and redesign the online homework component to compel students to study independently (online) before coming to class.

**Language Arts Department Annual Report 2006-2007** ([Ref. 2A-125, Appendix C, p. \[4\]](#))

The assessment results for ENG 21 led to changes in the areas of comprehension and vocabulary to improve student learning. In the area of comprehension, the instructor was able to identify three areas that appear to cause students difficulty: context clues, patterns of organization, and fact/opinion/tone. It was decided to provide more practice in these areas. More interactive activities were utilized for those students who are more social, auditory, visual, and tactile learners. In vocabulary, the instructor identified a need to have students discuss or ask questions to enhance students' understanding of words.

**Natural Science Department Annual Report 2006-2007** ([Ref. 2A-126, p. 17](#))

The assessment results for ZOOL 142 led to the following plan of action by the instructor: (1) Follow a spiral curriculum; revisit body systems and core topics several times throughout the semester to increase retention; (2) Increase lecture coverage for endocrine system and lipid digestion; (3) Devise interactive activities to teach hormone functions; (4) Include a patient "case-study" with each lecture topic to show how illness disrupts homeostasis of the body system. Have students research medical treatments for each illness and discuss how the treatment restores homeostasis; (5) Hold wrap-up quiz sessions at the end of each lecture utilizing Smart-Room student remotes which will allow both instructor and students to assess learning on a day-to-day basis and adjust teaching style/learning habits accordingly; and (6) Construct a more detailed Knowledge Survey that can be given to students at the beginning and end of course.

Because until Spring 2012, Windward CC was a liberal arts college with one degree program, the Associate in Arts in Liberal Arts degree, course and certificate assessments have provided important information for determining how well the College is meeting the learning needs of its students. Every Fall, departments review the Master Course List for updating. This is to assure that all new courses and those that have been either archived or deleted are added or removed from the Assessment Plan, which calls for assessing 20 percent of the courses from each department over a five-year cycle. All new degrees, programs and courses that are generated will need to have SLOs established and annually assessed so they can be placed in the assessment cycle.

Assessment of General Education requirements of the Associate in Arts degree also began in 2001 with the assessment of SLOs for Written Communication (English 100) and Writing Intensive courses. Assessment of SLOs in Oral Communications, Quantitative and Logical Reasoning, Global and Multicultural Perspectives (World Civilizations), and Social Sciences followed the next year.

Over the following two years, assessment of the Computer Information Literacy (CIL) requirement was completed ([Ref. 2A-127, p. 11](#)). In addition to this, the library conducted an assessment of library research units ([Ref. 2A-89, p. 20](#)), which were required in English 22 and English 100 courses. In each assessment, results were used to modify instructional material and methods to meet the criteria set by assessors.

The assessment of General Education requirements of the Associate in Arts degree ([Ref. 2A-127](#)) continued in academic year 2006-2007 with the assessment of SLOs at the course-level in the Diversification Requirement areas of Arts (DA), Humanities (DH), Biological Sciences (DB), Physical

Sciences (DY), Social Sciences (DS), and in the Foundations Requirement of Global and Multicultural Perspectives (FG). This was followed by the SLO assessments in Symbolic Reasoning (FS) courses as well as other courses from the DA, DH, DB, DP, DY, and DS areas. The Course-Level SLO Assessments are available on the College's website within the respective Department Annual Reports. A sampling of courses assessed in a department and the Associate in Arts degree General Education area that it is aligned with is provided below:

**Humanities Department: 2006-07 Annual Assessment** ([Ref. 2A-128, Appendix C](#))

- In the Diversification Arts (DA) area: ART 105C, ART 107, THEA 211, THEA 221 and THEA 222.
- In the Diversification Humanities (DH) area: HWST 107, MUS 106, and PHIL 100.

**Natural Sciences Department: 2006-07 Annual Assessment** ([Ref. 2A-126, Appendix C](#))

- In the Diversification Biological Sciences (DB) area: BIOL 100, BIOL 171, BIOL 172, BOT 160, BOT 210, MICR 130 and ZOOL 142.
- In the Diversification Physical Sciences (DP) area: CHEM 151, CHEM 152, CHEM 161, GEOG 101 and PHYS 151.
- In the Diversification Natural Sciences Lab (DY) area: CHEM 151L, CHEM 161L, CHEM 162L, IS 201 and MICR 140.

**Social Sciences Department: 2007-2009 Assessment** ([Ref. 2A-129, pp. 18-19](#))

- In the Diversification Social Sciences (DS) area: ANTH 150, ANTH 200, ECON 130, ECON 131, PSY 100, PSY 170, PSY 202, PSY 240 and SOC 100.

**Mathematics and Business Department: 2008-2009 Assessment** ([Ref. 2A-121, pp. 40-70](#))

- In the Foundations Symbolic Reasoning (FS) area: MATH 100, MATH 103, MATH 135 and MATH 205.
- In the Diversification Social Sciences (DS) area: ICS 100.

The Mathematics discipline has conducted its AA degree General Education Assessment of MATH 100 and MATH 103 every year from Fall 2003 through Fall 2008. The assessment report from the academic year 2008-2009 is contained in the Mathematics and Business Department's 2008-2009 Annual Department Report ([Ref. 2A-121, pp. 59-70](#)). In early Spring 2012, the Math discipline conducted another AA General Education Assessment using Fall 2011 course offerings of MATH 100 and 103. This document will be turned in after an analysis of the data is completed and a departmental review of the report has been conducted. Math faculty as well as non-Math faculty utilized a scoring rubric in the assessment process. The MATH 100 and 103 Foundations Symbolic Requirement for the AA Degree Assessment Report will be contained in the 2011 Department Report.

In Fall 2011, the Language Arts conducted an AA degree General Education Assessment for ENG 100 utilizing a scoring rubric as well as Language Arts and non-Language Arts faculty. An overview of the process, procedures and results of the assessment was presented at the College's "Closing the Loop" workshop on the March 2, 2012, Wo Innovations in Learning Day. The Assessment Report was submitted in the 2010-2011 Language Arts Annual Department Report ([Ref. 2A-130, p. 26](#)).

**Academic Subject Certificate Assessment**

Outcomes for Academic Subject Certificates (ASC), and Certificates of Completion (CC) programs were defined in Spring 2005. The faculty, staff and administration formally instituted a program review process ([Ref. 2A-131](#)) that includes Annual Assessment Reports and a five-year program review timeline to ensure that high-quality education is being provided to students and that the College's mission is being achieved. Refer to the Final Report 2006-07 ([Ref. 2A-132](#)) from the IEC for a history of this process. SLOs for certificate programs are posted on the College's Website and in the Course Catalog:

- ASC in Psycho-Social Development Studies ([Ref. 2A-34](#))
- ASC in Art: Drawing and Painting ([Ref. 2A-9, p. 40](#))
- ASC in Business ([Ref. 2A-9 p. 43](#))
- ASC in Hawaiian Studies ([Ref. 2A-9, p. 44](#))
- Agriculture Technology Program which offers a Certificate of Completion in Plant Landscaping and/or Agricultural Technology and a Certificate of Completion in Subtropical Urban Tree Care ([Ref. 2A-9, pp. 37-38](#))
- ASC in Bio-Resources and Technology Bio-Resources and Management Option or Plant Biotechnology Option ([Ref. 2A-9, pp. 41-42](#))

The ASCs conducted annual assessments in 2005- 2006 and in 2006-2007. This included assessing SLOs at the course-level. After two years of assessing the ASCs as stand-alone programs, it was determined that these subsets of courses which comprise a certificate would be better evaluated as part of the Annual Department Review. Therefore, as of the 2007-08 academic year, analyses of quantitative data and assessment of SLOs for the ASCs became part the Annual Department Reports and have been used for Strategic Planning and Budget requests generated by each department. For example, in the 2008-2009 Windward CC Natural Sciences Departmental Report, analysis of the ASCs in Bio-Resources and Technology: Plant Biotechnology and in Bio-Resources and Technology: Bio-Resource Development and Management were included ([Ref. 2A-124, pp. 11-18](#)). However, in 2006-2007, both ASCs submitted assessments separate from the Department Annual Report ([Ref. 2A-133](#); [Ref. 2A-134](#)).

Some ASCs are generating additional non-BOR graduation counts at Windward CC. These counts are not reflected in the data presented in the Introduction under Student Achievement (p.13-14) as they are not recognized as BOR degrees or certificates. For example, the ASC in Bio-Resources and Technology-Plant Biotechnology has generated a total of 45 graduates, 38 percent of whom were Native Hawaiian. Of these, 42 percent of the graduates have entered the Agribiotech workforce, 76 percent have transferred and received higher degrees, and 24 percent have become Agri-Bioprocessing entrepreneurs (the total percentage exceeds 100 percent because different categories overlap). Therefore, the department has asked the College to replace its two ASCs with two Certificates of Achievements in Agripharmatech, one in Plant Biotechnology and another in Ethnopharmacognosy. The Certificate in Agripharmatech has passed the College Faculty Senate and the UH System Chief Council of Academic Affairs Officers (CCAAO), and was forwarded and passed by the BOR on May 17, 2012. A Substantive Change is forthcoming.

The Humanities Department Annual Assessment 2010-11 has also has stated goals to convert the ASCs in Art and Hawaiian Studies into two AA degrees, in Art and in Hawaiian Studies ([Ref. 2A-122, p. 2](#)). A proposal for an AA in Kahua Ike Hawai'i, Foundation in Hawaiian Studies, passed the College Faculty Senate and the CCAAO, and according to the February 21, 2012, Faculty Senate Minutes ([Ref. 2A-135](#)), the degree will be brought before the BOR in Spring 2012 so that the degree could be available beginning fall 2012. The AA in Hawaiian Studies for all UHCC System colleges was brought before the BOR and passed in May 2012; however, a Substantive Change has been deemed unnecessary by the ACCJC as all the courses were part of the ASC in Hawaiian Studies.

Beginning in Fall 2009 ([Ref. 2A-136](#)), after receiving Faculty Senate and BOR approval, Windward CC began offering a Certificate of Achievement (CA) in Veterinary Assisting. This is the first veterinary assisting program to be offered in Hawai'i. Since its initial offering, the Veterinary Technology Advisory Committee (made up of numerous community stakeholders such as practicing veterinarians and veterinary assistants, students enrolled in the program, faculty, and a Student Affairs counselor) has met continually to review and assess the program. A sampling of discussion of issues and resulting actions and curriculum modifications are located in the Advisory Committee meeting minutes for December 16, 2011 ([Ref. 2A-137](#)). By Fall 2011, the updated program description was posted on the College's website online ([Ref. 2A-138](#)). A complete listing of required courses as well as the SLOs for the program are listed on this site.

In Fall 2011, the program submitted an Authorization To Plan (ATP) for an Associate of Science in Veterinary Technology which was approved by the Faculty Senate on March 1, 2011 ([Ref. 2A-139, p. \[2\]](#)). The proposal also has already been vetted by the CCAAO. The proposed AS in Veterinary Technology was submitted and approved by the UH Board of Regents (BOR) on February 23, 2012 ([Ref. 2A-140](#)). The degree will be available beginning Fall 2012 and according to the Associate of Science in Veterinary Technology website ([Ref. 2A-141](#)), is awaiting AVMA accreditation. A Substantive Change for this program is forthcoming.

In addition to the academic assessments described above, outcomes were also re-defined, reviewed, and refined for non-instructional support areas of the College at the Teri Manning workshops held in October 2011. These areas are:

**Academic Affairs:** comprised of the Vice-Chancellor, Dean for Division I, Dean for Division II, and clerical staff.

**Academic Support:** comprised of the Library, The Learning Center, Media Center/Duplication Services and Academic Computing. Refer to Standard II.C for information.

**Student Affairs:** comprised of Admissions and Records, Counseling, Financial Aid, Student Life, Student Publications, Talent Search, Student Support Services, and Upward Bound. Refer to Standard II.B. for information.

**Computing Services:** comprised of Academic and Administrative computing services. Please see Standard III.C for information.

**The Chancellor's Office:** comprised of the Chancellor's Office, the Office of Institutional Research, the Office of Planning and Program Evaluation (since December 2007), and the Marketing and Public Relations Office.

**Administrative Services:** comprised of the Administrative Services Office, Operations and Maintenance, Business Office, Human Resources, and Safety and Security.

Prior to its closing in 2010, ETC, in its 2000 Self Evaluation as an independent campus within UHCC System, adopted 10 Student Learning Expectations (SLEs). These later became the program's SLOs. In Spring 2006, the program SLOs were modified to four SLOs as shown in the 2006-2007 ([Ref. 2A-142, p. 5](#)), and 2008-2009 ([Ref. 2A-143, p. 4](#)) Course Catalogs. In the 2009-2010 Course Catalog ([Ref. 2A-144, p. 3](#)), the original 10 program SLOs were reinstated. After ETC programs conducted their program mapping assessments in Spring 2010, the faculty decided to revise the program SLOs into three comprehensive SLOs which were listed in the Fall 2010 ETC Course Catalog ([Ref. 2A-56, p. 2](#)), and used to assess student learning and to determine the efficiency, effectiveness, and demand based on assessment data ([Ref. 2A-57](#)).

The Career and Community Education (CCE) unit has established goals ([Ref. 2A-62, p. 5](#)) and assesses these goals annually to ensure quality customer service for non-credit offerings and facilities use. In addition to its goals, CCE surveys students who attend its non-credit classes. In its 2010-2011 Annual Assessment ([Ref. 2A-62, p. 15](#)), CCE used the data it gathered from these surveys to evaluate the relevancy, demand, and interest for the non-credit classes that it offers.

The Ready Set Grow Hawai'i (RSG-HI) program as described in section II.A.1.a is designed to provide low skilled adults the first step in acquiring academic and work readiness skills to prepare them for success in higher education and/or a workforce training program that lead to a living wage career ([Ref. 2A-62, pp. 25-36](#)). RSG-HI has identified program outcomes ([Ref. 2A-62, p. 29](#)) which are articulated in its Annual Assessment for Fiscal Year 2010-2011. In addition to these program outcomes, RSG-HI has identified student learning goals ([Ref. 2A-62, pp. 33-34](#)).

### **Self Evaluation:**

The College meets this standard.

### **Planning Agenda:**

None

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*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 precollegiate courses and programs, continuing and community education, study abroad, shortterm training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.*

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*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*

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### **Descriptive Summary:**

Review of credit courses and programs is initiated by academic departments or requested by external agents, such as advisory boards, if applicable. Furthermore, credit departments complete Curriculum Review Reports for currency and relevancy of courses following a procedure for periodic review ([Ref. 2A-145](#)) that calls for review of courses in the years ending in 0 or 5. In 2010, a partial review of currency eliminating courses that had not been taught for over five years was conducted through the Office of Academic Affairs and the Office of Planning and Program Evaluation.

Part of the Credit Curriculum and Academic Affairs Committee (CCAAC) process requires that new and modified course SLOs are reviewed by the SLO Sub-committee of the Institutional Effectiveness Committee. As mentioned in the previous Standard I.B.1 discussion, workshops on creating SLOs have been offered. The Sub-committee for Professional Development in Assessment (SPDA) was formed in Fall 2010 to plan workshops such as these.

Also, as noted in Standard II.A.1.c, the College has established procedures ([Ref. 2A-146](#)) for proposing, approving and evaluating new credit instructional courses and programs. For proposing new certificates or degrees ([Ref. 2A-147](#)) the additional step of obtaining an Authorization to Plan is required. 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. In Fall 2010, changes in the Math and CIL graduation requirements were discussed, forums were held and voting occurred ([Ref. 2A-148](#); [Ref. 2A-149](#)).

All academic departments write Annual Assessment Reports for the year. These reports include quantitative data and, to some extent, reference course-level assessment results. The AA degree; Agriculture; Veterinary Assisting; and Developmental Reading, Writing, and Mathematics all complete UHCC System assessment templates, which are submitted to the Office of Academic Affairs, the Planning and Budget Council ([Ref. 2A-150](#)), and to the System. The reports include assessments of the CA in Veterinary Assisting, the CC in Agricultural Technology, the AA degree, and Developmental Education.

The Annual Assessment/5-Year Program review process for the AA in Liberal Arts degree begins with the writing of the Departmental Reports. Official data for these reports is submitted to Windward CC's Office of Institutional Research (OIR) by the UHCC Office of Academic Planning and Policy Assessment (APAPA) in August of each year. The OIR then distributes the data to the Department Chairs who determine the health of their departments using a template developed by all the Vice Chancellors of Academic Affairs within the UHCC System. These reports are then reviewed by the Deans of the respective divisions and revised by the Department Chair after dialog occurs between the Dean and the Department Chair. The reports then go back to the Dean who submits them to the Vice Chancellor of Academic Affairs for inclusion in the Liberal Arts assessment, which is submitted to the Office of the Vice President for Community Colleges (OVPC) via an online form. The Departmental Reports are then posted to the Planning and Budget Council site for discussion leading to the establishing of the biennium or supplemental budget.

For Windward CC's two Career and Technical Education programs: Agriculture Technology and Veterinary Technology and for Developmental Education courses, a similar process exists. Official data is submitted to Windward CC's OIR, in August, which then distributes the data to the Program Coordinators to include in their Annual Report of Program Data. The Program Coordinators confer with the Deans of Division I and II and the Vice Chancellor of Academic Affairs regarding the data before submitting it to the OVPC via an online form. Afterwards, these reports are also posted on the Planning and Budget Council site for discussion leading to the establishing of the biennium or supplemental budget.

When ETC was in existence, its non-credit Career and Technical Education program assessment process mirrored the process described above. Programs, standards, and student learning outcomes were developed and maintained over the years to meet market employment standards. Faculty designed specific record-of-training documents for each program in order to measure students' attainment of the program learning outcomes (Sample record-of-training documents [[Ref. 2A-151](#)] for programs prior to the close of ETC in 2010) The only ETC program still in existence is the Certified Nurse's Aide (CNA) program. The program encourages students on a path to a living wage beginning with training to become certified as a nurse aide. The CNA program performs annual assessments for the College. Additionally, since it receives funding from the Office of Hawaiian Affairs, it reports on goals that the grantor has identified ([Ref. 2A-152](#)):

- Number of Native Hawaiian students enrolled.
- Number of Native Hawaiian students completing the CNA course and receiving certificates.
- Number of Native Hawaiian students applying to take the American Red Cross certification exam.
- Number of Native Hawaiian students passing the certification exam.

The program's developer, coordinator, and instructor, Dr. Jamie Kamilani Boyd ([Ref. 2A-153](#)), received the Robert Wood Johnson Community Health Leaders Award in 2011.

As discussed in Standard II.A.1.c, CCE and RSG-HI complete Annual Assessments and Program Reviews for the College.

**Self Evaluation:**

The College meets this standard.

**Planning Agenda:**

None.

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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.*

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**Descriptive Summary:**

As noted in Standard II.A.1.a and c, faculty members have developed SLOs in their disciplines. Beginning in Fall 2006, instructors provided students with course outlines that included SLOs, and many have also included specific skills and competencies that address specific SLOs. Beginning with the 2006-2007 Course Catalog ([Ref. 2A-41, pp. 39-Addendum p. \[6\]](#)), most courses listed their SLOs. SLOs for all courses are listed in the 2011-2013 Course Catalog ([Ref. 2A-9, pp. 49-111](#)). SLOs for General Education ([Ref. 2A-9, p. 28](#)), the AA degree ([Ref. 2A-9, p. 28](#)), certificates ([Ref. 2A-9, pp. 36-47](#)), and courses are also listed in the 2011-13 Course Catalog. Each department assesses 20 percent of its courses per year. There are four new General Education SLOs that will be assessed. The first General Education SLO: Communication will be assessed in Fall 2012 followed by a campus-wide dialogue on the assessment results in Spring 2013.

The Information Computer Science (ICS) discipline conforms to the System-wide Program Coordinating Council (PCC) Guidelines and Standards. Whenever possible, course titles and course alpha/numbering systems as well as course competencies and evaluative measures follow the System-wide articulated recommendations of the PCC. The Accounting discipline also conforms to System-wide articulated standards in association with the Shidler College of Business at UH Mānoa.

The Agriculture Technology, Veterinary Assisting, and Hawaiian Studies programs have advisory committees ([Ref. 2A-9, p. 6](#)) composed of industry representatives and secondary faculty from state and private institutions who assist in identifying competencies as well as supporting the success of the students. The advisory committee for Veterinary Assisting meets annually while the Agriculture Technology and Hawaiian Studies advisory committees meet bi-annually. There is also a Tree Advisory Committee ([Ref. 2A-154](#)) that met frequently in 2008. Industry, via the representatives on the advisory committees, establishes the direction for the programs, and program SLOs are based on those directions.

All ETC programs consulted with advisory boards, which consisted of professionals in the training field, to assess and improve their programs and SLOs.

The CNA program has collaborated ([Ref. 2A-155](#)) with Kapi'olani Community College, Queens Medical Center, Kamehameha Schools, Ka Ola Mamo, and Kōkua Kahili Valley in developing the program. Additionally, the program meets semi-annually with an advisory panel ([Ref. 2A-152, p. 8](#)) of 17 professionals to assess the program.

The newly established Ready Set Grow Hawai'i program has an advisory board ([Ref. 2A-62, p. 30](#)), which consists of Windward CC administrators and faculty.

**Self Evaluation:**

The College meets this standard.

**Planning Agenda:**

Programs that have advisory boards or committees will provide minutes of advisory board meetings on their program website.

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

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**Descriptive Summary:**

To assure high quality instruction, continued peer reviews are obtained for credit faculty on probationary status, those seeking tenure, promotion, and post-tenure to insure faculty keep current in their fields and in teaching pedagogy. As with the credit side of the campus, ETC also required peer reviews for probationary faculty and for faculty members seeking promotion. The College required a personal five-year review for faculty members who had achieved the highest ranking and for those faculty members who were no longer seeking promotion.

As mentioned in Standard II.A.1.b. above, courses for the AA degree are offered so students can either attend day or evening courses to complete their program requirements. A continual review was conducted of these courses by the Enrollment Management Committee (EMC) to ensure that those students were receiving instruction from a variety of experienced and new faculty members until it was dissolved in December 2009. The EMC recommended ([Ref. 2A-156](#)) that larger issues associated with enrollment management (planning, publicity, public relations, advising, scheduling etc.) be regularly addressed by the appropriate bodies and staff members. With this recommendation, the Windward CC Chancellor dissolved EMC on December 3, 2009, with the recognition that the committee had completed its mission. The Office of Academic Affairs has assumed the responsibility for scheduling and cancellation of courses. Procedures for scheduling and cancelling classes can be found online ([Ref. 2A-157](#)).

The academic Deans and the Vice Chancellor for Academic Affairs review class schedules each spring to ensure that a sufficient number of diverse classes are offered in the afternoons, evenings, and online to ensure that non-traditional students will be able to earn a degree taking courses at non-traditional times through non-traditional venues.

Since Fall 2006, SLOs have been included in course outlines, which are housed in the Office of Academic Affairs where the public or students may view them. From Fall 2009, some course outlines (or syllabi) have been available to students and the public online. These documents are used in articulating courses with other colleges when students transfer within ([Ref. 2A-158](#)) or outside the UH System.

Each semester, instructors are required to submit ([Ref. 2A-159](#)) an updated course outline or syllabus for each course that indicates the course goals and SLOs, requirements, tentative schedule, and evaluation methods. These course outlines must be based on the original documents approved by the CCAAC. Via the Office of Academic Affairs, these approved course outlines are then posted on the Windward CC Website.

Each department reviews each course outline. If a course is being initiated, modified, or deleted, it undergoes a review process which begins at the department level followed by the appropriate Dean of Instruction, the Institutional Effectiveness Committee (IEC; [Ref. 2A-160](#)) the CCAAC, the Faculty Senate, the Vice Chancellor for Academic Affairs, and then the Chancellor. Faculty members have input at the department, IEC, CCAAC, and Faculty Senate levels.

Twenty percent of the courses in each department are assessed each year. Faculty submit course assessments to the Department Annual Report ([Ref. 2A-161](#)) which is used by the Planning and Budget Council to determine priorities for the College. Faculty members submit copies of course assessments and soon to be general education and degree assessments to the IEC which uses them for faculty dialog.

On August 25, 2006, the UH System President promulgated an updated Executive Policy E5.209 ([Ref. 2A-162](#)), University of Hawai'i System Student Transfer and Intercampus Articulation. The intent of this update was to affirm the UH System's commitment to make transfer a smooth and transparent process for students. This policy reaffirms the role of the University Council on Articulation (UCA) to oversee and coordinate the UH System articulation process, and adds multi-campus articulation agreements as another avenue for articulation and transfer among UH campuses. Furthermore, in May 2010, a Memorandum of Agreement ([Ref. 2A-163](#)) regarding Transfer of General Education Core Requirements revised executive policy E5.209 by expanding the conditions under which students' completion of general education core requirements transfer among UH System campuses.

Automatic admission and reverse transfer are two UH System initiatives designed to better serve students who transfer between the two- and four-year campuses. Automatic admission will admit a graduate from one of the seven community colleges to one of the three baccalaureate campuses. For community college students who transfer before receiving a degree, reverse transfer will lead to a credit review to determine if they have earned their AA degree ([Ref. 2A-9, p. 30](#)).

Further evidence that its courses meet the high-quality of instruction, breadth, depth, and rigor are the College's external articulation agreements with four-year institutions outside the UH System such as, Hawai'i Pacific University, and Chaminade University of Honolulu. (See Standard III.D for University Partners articulation agreements.) 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.

**Self Evaluation:**

The College meets this standard.

**Planning Agenda:**

None.

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

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### **Descriptive Summary:**

The DAPIR and MAPS Reports produce the demographic data found in the Introduction of this Self Evaluation, which 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 students are single parents. 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. As discussed in detail in Standard II.A.1.b, courses are offered as distance or online courses, as well as 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 has faculty who incorporate group processes into the teaching environment as well as laboratory experiences, field trips, and distance learning via Lualima. Please see Standard II.A.1.b for a detailed description of the various delivery modes and teaching methodologies used at the College.

The College's new classrooms have the capacity for sophisticated media presentations and all classrooms can support basic computer-assisted lectures using multimedia. The Library has a growing collection of documentaries, and UH Mānoa has an audio-visual library that is accessible to all colleges in the UH System. These resources provide the faculty with the capability of offering courses that meet a variety of student learning styles and needs.

A Service-Learning program ([Ref. 2A-164](#)) is also available for students to apply what they are learning in a directed learning project at a school or workplace. Students receive credit for this service. This program helps to meet the needs of students who want to connect to their communities as well as helping the community organizations they serve.

As noted in Standard II.A.1.a, the College participates in three federally funded TRiO programs to serve its diverse student body. For tutoring, students go to TRiO, the Ka Piko Center, and the Writing Center. Ka Piko encompasses the College's Study, Career, and Writing Centers ([Ref. 2A-9, p. 14](#)). The Study Center offers academic advising, tutoring services, and supplemental instruction with student Peer Mentors. The Study Center also provides free access to computers, printing, and a quiet place to study. The Career Center is for career exploration and employment assistance. Support is provided in resume reviews, interview preparation, and job research. Students are also invited to discover a possible major and career through assessments and counseling. The Writing Center invites Windward CC on-campus students, distance education students, and members of the community to consult with the Writing Center staff at various stages of the writing process (brainstorming, drafting, revising) to assist with their writing needs. Smarthinking, an online tutoring service in such disciplines in writing, chemistry, and accounting, is available to all students free of charge.

Student Affairs ([Ref. 2A-165](#)) provides the following services: counseling and advising on AA degree, certificate, and transfer planning; registration to fulfill requirements; making career and education choices; and, preparing for transfer to professional programs and four-year universities. It also provides disabilities services ([Ref. 2A-166](#)), Peer Mentors, placement testing via The Testing Center, Ka Piko Explorations (career and workforce help), and One-Stop at Windward CC Mall where prospective students can obtain free professional assistance with college admissions, financial aid applications and scholarship applications.

As discussed in depth in Standard I.A.1.b above, the College offers Supplemental Instruction (SI) for selected courses. SI is different from the usual tutoring in that instead of addressing high-risk students, SI addresses high-risk courses, those that have a pass rate of less than 70 percent. The SI program at Windward CC was created in Spring 2009 through a Title III grant, and it seeks to improve the success of disadvantaged students.

A program evaluation ([Ref. 2A-82, p. 22](#)) highlighted the creation of the SI program at the College and analyzed the impact of the program on student success in terms of pass rates, persistence rates, and student perception in the Spring 2010 and Fall 2010 semesters. Persistence rates of students enrolled in SI courses have increased dramatically over the persistence rates prior to the SI intervention. The researcher also found a significant relationship between attending SI sessions and earning a “C” grade or better. Student perceptions of the program and the SI leaders were overwhelmingly positive.

The College also hired a Disabilities Counselor in August 2006 whose role is to serve as a liaison, assisting faculty in planning appropriate accommodations for individual students. Windward CC’s Disabilities Counselor also directly counsels students with disabilities. Recently, the College applied for grant funding to create an Assistive Technologies Lab for students with disabilities. Preliminary approval has been given for this project, which will be implemented in Fall 2012. The College maintains a website with information about the College’s disability services.

In addition, students can have their diverse needs and learning styles met by attending individual math tutoring in the Math Lab, writing coaching in the Writing Center ([Ref. 2A-9, p. 14](#)), and assistance in the Speech Lab. Students with additional learning needs may also participate in logic study sessions, and participate in SI group tutorials offered for specific disciplines.

If students are interested in online classes, the College’s website details several offerings ([Ref. 2A-167](#)). There are also classes taught in Waimānalo, and the College is looking at providing the same type of services to the Kahuku area. There are also hybrid courses that combine face-to-face with online learning. Students taking distance learning (online, cable TV, and off-campus site) courses from Windward CC receive the same student services as those in face-to-face classes at Windward CC. They receive these services via e-mail and online documents.

**Self Evaluation:**

The College meets this Standard.

**Planning Agenda:**

None.

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*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.*

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**Descriptive Summary:**

Each year department/divisions conduct annual reviews that include reports of Course-Level (SLO) Assessments. In addition, all ASCs are assessed within the Departmental Reports ([Ref. 2A-150](#)). All degrees and programs conduct an Annual Assessment and Five-Year Program Review. Based on the results of these reviews, adjustments in the programs are made. Please see IIA.1.c. for examples of adjustments made to courses as a result of the course and program assessments.

In addition to Department/Division Annual Reviews, the Faculty Senate through its Credit Curriculum and Academic Affairs Committee (CCAAC) initiates reviews of courses or programs. In 2006, departments were asked to review courses for relevance and currency. Fifty-one courses were deleted as a result of that review ([Ref. 2A-168, p. 2](#)). In 2007, the CCAAC, together with the academic departments, conducted a review ([Ref. 2A-169, p. 3](#)) of all courses listed in the BANNER system primarily for the purpose of archiving courses that no longer were current. This procedure was carried out again in 2010, when the Office of Academic Affairs and the Office of Planning and Program Evaluation eliminated courses from the Course Catalog that had not been taught in five or more years.

On the program-level, in 2007, the CCAAC reviewed the Associate degree in Technical Studies and proposed ([Ref. 2A-170](#)) that the degree be abolished because the Academic Subject Certificates (ASC) within the AA degree met the needs of students who desired an occupation/pre-professional focus. Their review also found that since the establishment of the ATS, no advisory committee had been formed and that only one student ever applied for the degree, but never received it. The data implied that the degree was neither relevant nor needed by students. The Faculty Senate based on the program level assessment provided by the CCAAC approved ([Ref. 2A-171, p. 6](#)) the abolishment of the ATS program on March 21, 2007.

Certificates are also reviewed and requirements or approved courses for the certificate are revised as needed. For example, in April 2010 ([Ref. 2A-172, p. \[2\]](#)), Faculty Senate approved the deletion of ICS 121V and the addition of ICS 123 to the ICS Web Support Certificate of Competence.

Curriculum changes based on new policy decisions, such as Reverse Transfer ([Ref. 2A-9, p. 30](#)), have recently occurred. For community college students from the UH System who transfer before receiving a degree, the Reverse Transfer procedure will lead to a credit review to determine if they have earned their AA degree. This new policy generated a review of the two AA degree graduation requirements unique to Windward CC: the Computer Information Literacy (CIL) requirement and the Math requirement of placement into Math 100, or successfully completing Math 25 or higher with a grade of “C” or better. Faculty through their departments and through discussions in the Faculty Senate and campus-wide forums determined that students gained adequate computer knowledge through their courses and initiated the process of having the CIL requirement for graduation dropped in Spring 2011. However, with the same discussion and process, the faculty recommended retaining the Math graduation requirement for the AA degree even though it might affect the number of students who could get an AA degree through Reverse Transfer ([Ref. 2A-149](#)).

In 2006, all ETC programs, with the exception of the Office Administration and Technology (OAT) program, performed Annual Assessments, which indicated that the programs were overall either healthy or cautionary. These assessments included looking at indicators for demand, efficiency, and effectiveness, as well as Perkins Program Health Indicators. The following year, only Auto Body Repair and Finishing (ABRF) completed an Annual Assessment, indicating that its program status was cautionary, but other indicators were healthy. In 2008, all ETC programs, with the exception of the Workforce Development program, submitted Annual Assessments that indicated that the program’s health indicators were either healthy or cautionary once again. In 2009, a new template was developed through consultation between the Director of Vocational and Community Education and the Office of the Vice President for Community Colleges (OVPC). It was decided at this time that the Director of Vocational and Community Education would submit an Annual Assessment for ETC as a whole. The result of the assessment was that with the exception of the overall program outcome, all indicators listed ETC as cautionary. However, ABRF’s and Introduction to Construction Occupations’ (ICO) individual reports show that their programs were generally healthy. In 2010, only ICO ([Ref. 2A-173](#)) and the Certified Nurse’s Aide (CNA; [Ref. 2A-174](#)) program submitted five-year Program Reviews as all other programs were discontinued.

### **Self Evaluation:**

The College meets this standard.

### **Planning Agenda:**

None.

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*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.*

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### **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 with its SLOs approved by the IEC. Administrative reviews assure conformity with UH System numbering and course standards. Moreover, as a result of the IEC efforts, all Certificate of Completion and Academic Subject Certificate programs have identified SLOs assessing programs for effectiveness, efficacy, and currency. Academic departments are charged to write or revise SLOs for all courses each semester, submitting them to IEC for approval, and posting them on their syllabi. Finally, course outlines/syllabi are submitted to the Office of Academic Affairs for posting on the web. Currently, 100 percent of the listed courses have SLOs. Departments also review the curriculum for currency on a regular basis in years that end in 0 or 5 ([Ref. 2A-175](#)).

In the credit area, Annual Assessment Reports are submitted for the Certificate of Completion in Agricultural Technology, Plant Landscaping and Veterinary Assisting using the Carl Perkins Program Health Indicators. These reports, compiled by the faculty involved with the program and the Institutional Research Office (OIR), are sent to the Dean of Instruction for Division II for review. Annual Assessment Reports are also conducted for the AA degree by the Office of Academic Affairs. These annual assessment reports are sent to the Planning and Budget Council and posted at its website ([Ref. 2A-43](#)). They are also sent to the OVPC Office of Academic Planning and Policy Analysis (APAPA) and posted on the UHCC System website ([Ref. 2A-176](#)).

In these reports, certificates and programs are assessed for currency and achievement of program SLOs. Course-Level SLO Assessment Reports are included within Departmental Annual Assessments. Departments are responsible for conducting Course-Level SLO Assessments ([Ref. 2A-177](#)) for 20 percent of their courses each year. These Course-Level SLOs Assessments measure achievement of stated SLOs for courses and are used for determining biennium and supplemental budget proposals by the Planning and Budget Council. Please see Standard II.A.1.c for examples of Course-Level SLO Assessments and the improvements to student learning that were a result of those assessments. Furthermore, in 2011, the College began a systematic assessment and evaluation of General Education courses with the assistance of the IEC. Refer to Standard II.A.3.a for a detailed discussion of what has been done so far in the area of General Education.

Advisory committees, consisting of community leaders and faculty, are organized and consulted for Vocational/Career and Technical educational programs such as the Agriculture ([Ref. 2A-9, p. 6](#)), Veterinary Studies ([Ref. 2A-9, p. 6](#)), Hawaiian Studies ([Ref. 2A-9, p. 6](#)), and Ready Set Grow Hawai'i (RSG-HI; [Ref. 2A-62, p. 30](#)) programs. Such advisory committees assist faculty in maintaining the

currency and relevance of the curriculum to labor market needs. Advisory groups also are consulted on course content, selection of equipment, labor and employment needs, and assessment of program effectiveness.

### **Self Evaluation:**

The College meets this standard.

### **Planning Agenda:**

The IEC will provide in-service training for new and returning faculty who need assistance with writing and assessing student learning outcomes.

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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.*

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### **Descriptive Summary:**

Faculty members have established baseline competency levels for incoming students in the areas of mathematics and English. The College employs the Compass Placement instrument that is used on all UHCC System campuses. As an open-door policy exists at the College, this placement test is necessary to determine how much English and Math each student has mastered before entering. A student's level of mastery determines registration options for English, Math, and other classes such as Science and Speech. Results of free placement testing in mathematics, writing, and reading determine appropriate placement in mathematics and English courses. Students may retest for a fee of \$25.00 ([Ref. 2A-178, p. \[2\]](#)).

In the Math area, course examinations for Developmental Mathematics courses, as well as the delivery of these courses, are regularly reviewed to ensure student learning success. Methods such as multi-level self-paced Developmental Math ([Ref. 2A-179, p. \[6\]](#)), eight-week sections of Math classes back-to-back, as well as the traditional 15-week Math classes have been explored.

The mathematics discipline also uses departmental examinations for its developmental courses. As with any other courses, students with disabilities are provided accommodations for departmental exams, such as extended time or enlarged text, as required and specified by the disabilities counselor. Instructors of developmental courses are encouraged to provide unit reviews to assist students in successfully completing the department unit exams. The mathematics discipline provides a final exam review for developmental courses to assist students in successfully completing the departmental final exam. All these measures are taken to minimize test bias ([Ref. 2A-180](#)).

The test items for the exams are linked to SLOs for the course ([Ref. 2A-180](#)). Embedded course-level SLO assessment, usually using questions embedded in departmental final exams measure how well the SLOs have been met ([Ref. 2A-121, p. 41](#)). These assessments are discussed in discipline meetings to determine ways to improve student success. Additionally, in assessing its Symbolic Reasoning Foundation (FS) courses (Math 100 and Math 103,) in its Annual Departmental Report ([Ref. 2A-121, pp. 59-63](#)), embedded common questions are inserted in unit exams to assess success of the General Education SLOs.

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 SLOs. English 100 faculty use a common essay prompt to assess specific SLOs. Beyond English 100, students pursuing the AA degree must complete at least two “Writing Intensive” (WI) courses in which instructors adhere to UH System WI Hallmarks that define parameters of instruction that lead to student success ([Ref. 2A-181](#); [Ref. 2A-182](#)).

**Self Evaluation:**

The College meets the Standard.

**Planning Agenda:**

None

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*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.*

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**Descriptive Summary:**

The College uses the Carnegie unit formula in awarding credits for courses and conforms to UH Executive Policy 5.228 ([Ref. 2A-183](#)). 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 Course Catalog. According to the Windward CC 2011-2013 Catalog, “The number of credits of each course is indicated by a number in parentheses following the title of each course” ([Ref. 2A-9, p. 48](#)).

The UHCC System Office and the Office for Academic Affairs worked collaboratively to support the implementation of Curriculum Central as a curriculum management tool for all UHCC System colleges. Implementation ([Ref. 2A-184](#)) should be completed by Fall 2012. The Office for Academic Affairs and the Credit Curriculum and Academic Affairs Committee (CCAAC) developed a Windward CC clone “Curriculum Central” ([Ref. 2A-185](#)) in Fall 2011 to ease course planning and communication. This provides a reference for communication for faculty in designing courses. A new CCAAC ([Ref. 2A-175](#)) procedure has been implemented to assure that all constituents involved in the curriculum process know how to use this new management system.

The Faculty Senate upon the recommendations by the CCAAC must approve all courses. Following established guidelines cited above, the CCAAC evaluates new course proposals or modifications for relevance and appropriateness to the College’s mission and strategic plan for articulation to other UH System campuses. Furthermore, UH System-wide committees for Foundations, Writing Intensive, and Hawaiian, Asian, or Pacific (HAP) focus, with representation from each participating campus, approve campus participation in an articulation agreement that accepts the general education requirements in these areas for any participating campus. Any course that applies to be Writing Intensive, Foundations, or HAP focused must be carefully reviewed and approved by the respective Windward CC and CCAAC sub-committee review boards ([Ref. 2A-146](#)). Typically, course requirements and course credit assignments are consistent with similar classes across the UH System.

Also, articulation agreements remain in effect with Chaminade University of Honolulu, Brigham Young University-Hawai'i, and with Hawai'i Pacific University, the three major private universities in the State of Hawai'i ([Ref. 2A-186](#); [Ref. 2A-187](#); [Ref. 2A-188](#)). These agreements ease transfer of Windward CC students to these institutions. Printed copies of these agreements are in the College's Student Affairs office.

**Self Evaluation:**

The College meets this standard.

**Planning Agenda:**

None.

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

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**Descriptive Summary:**

For the credit area, the College states the requirements and program learning outcomes for degrees and certificates in its Course Catalog ([Ref. 2A-9, pp. 28, 34, 36-47](#)). Requirements are also available via program sheets ([Ref. 2A-189](#)) available on the College's Website. Currently, awarding of degrees or certificates is based on student grades, number of credits, and completion of designated program courses. The learning outcomes of the courses are in alignment with those of the overall degree program and the institution.

Each certificate program and Academic Subject Certificate (ASC) has learning outcomes on record in the Office Planning and Program Evaluation Office and online ([Ref. 2A-190](#)). The faculty who teach in certificate programs and ASCs also evaluate the appropriateness of the assessment tools used to measure these outcomes.

**Self Evaluation:**

The College meets the Standard.

**Planning Agenda:**

None

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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 Course 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.*

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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 arts, humanities and literature, the natural sciences, and the social sciences.*

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### **Descriptive Summary:**

Since 1995, the College has included a rationale for its General Education Core requirements for the AA degree in the Course Catalog ([Ref. 2A-9, p. 28](#)). The diversification requirements for the AA degree generally include 6 credits of coursework in each of the Arts, Humanities, and Literature, the Natural Sciences, and the Social Sciences areas ([Ref. 2A-9, p. 35](#)).

Historically, departments have been designated as responsible for particular AA degree General Education components as follows:

- Oral and Written Communications: Language Arts Department.
- Symbolic Reasoning: Math Department and Humanities Department (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 the Diversification or Oral Communication requirements. In 2011, all UHCC System colleges were mandated by Vice-President Morton to implement ([Ref. 2A-191](#)) Curriculum Central as part of a system-wide project to make our curriculum system more available to other campuses. As part of this process, the CCAAC and the Office of Academic Affairs initiated a process to more broadly clarify and revise the campus' curriculum policies and procedures. The proposed curriculum policy was presented and discussed in Faculty Senate in November 2011 ([Ref. 2A-192](#)), and a discussion board was posted in January 2012 ([Ref. 2A-193](#)). The policy was approved in February 2012 ([Ref. 2A-194](#)).

In Curriculum Central, one of the sections that must be completed is “Connections to Programs” where the applicant details how the course connects to specific certificates and/or programs. Therefore, if there is any connection to the Diversification or Oral Communication requirements for the AA degree, it would be listed in this section.

As mentioned in Standard I.A., based on the new Mission, Vision, and Core Values statements, in Summer 2011 the General Education Task Force of the IEC, revised Windward CC's ten previous General Education SLOs to the following four themes that have 14 possible General Education SLOs that need to be assessed ([Ref. 2A-195, p. \[2\]](#)).

The four learning themes ([Ref. 2A-37](#)) for general education and their attached outcomes are available at the Windward CC website and are:

- **Global and Cultural Awareness:** Develop the ability to perceive how people interact with their cultural and natural environments, through their own worldview and through the worldviews of others, in order to analyze how individuals and groups function in local and global contexts. Specific outcomes in Global and Cultural Awareness may include:
  1. Analyze and empathize with the attitudes and beliefs of other cultures.
  2. Identify instances where cultural norms affect cross-cultural communication.
  3. Explore how various factors shape a culture's development and values and one's sense of place.
- **Critical Thinking and Creativity:** Make judgments, solve problems, and reach decisions using analytical, critical, and creative thinking skills. Specific outcomes in Critical Thinking and Creativity may include:
  1. Identify challenges and problems and find solutions through creative exploration, scientific and quantitative reasoning, and other forms of inquiry.
  2. Analyze complex ideas to arrive at reasoned conclusions.
  3. Use creative processes to discover potential and to express ideas and beliefs.
- **Communication:** Use written, visual, and oral communication to discover, develop, and communicate meaning, and to respond respectfully to the ideas of others in multiple environments. Specific outcomes in Communication may include:
  1. Listen to, comprehend, interpret, analyze, synthesize, and evaluate ideas.
  2. Present ideas in a variety of formats, including written, oral, and visual.
  3. Convey ideas and facts to a variety of audiences in various contexts.
- **Information Literacy:** Identify information needed in a variety of situations, and access, evaluate, and use relevant information effectively and responsibly. Specific outcomes in Information Literacy may include:
  1. Determine the nature and extent of information needed in order to accomplish a goal.
  2. Use appropriate resources and methods to access and acquire relevant information.
  3. Critically evaluate information and its sources.
  4. Organize, synthesize, and communicate information to achieve a specific purpose.
  5. Apply ethical, legal, and social standards when using information and information technology.

These themes and their SLOs are now the College's Instructional Institutional SLOs and must be achieved by all students in any of Windward CC's degree programs.

Previously with the 10 General Education SLOs, course SLOs were aligned with General Education and AA degree/certificate SLOs. Each department completed a matrix that identified which AA/certificate SLO was addressed in their courses. An "M" indicated a major emphasis and an "I" indicated it was a minor or incidental outcome of the course. A sample matrix for Math courses is available in the 2009-10 Math/Business Department Annual Assessment ([Ref. 2A-196, p. \[72\]](#)). Department goals were also reviewed to ensure these skills are addressed. For example, a sample matrix connecting department goals with the General Education SLOs is available in the 2009-10 Natural Sciences Department Annual Assessment ([Ref. 2A-197, p. 153](#)).

The Foundations requirements for the AA degree are Written Communication, Symbolic Reasoning, and Global and Multicultural Perspectives. The Foundations Board ([Ref. 2A-198](#)), a sub-committee of the CCAAC is responsible for reviewing and approving courses that satisfy one of these Foundations requirements. Courses designated as satisfying a Foundations Requirement must meet the hallmarks for that requirement ([Ref. 2A-199](#)).

The Writing Advisory Board ([Ref. 2A-200](#)), a sub-committee of the CCAAC, is responsible for reviewing and approving courses as “writing intensive” (WI; [Ref. 2A-182](#)). The Board’s criteria for that designation come from the document, “Hallmarks of Writing Intensive Courses – University of Hawai‘i System” ([Ref. 2A-201, p. \[2\]](#)) with the following additional criteria ([Ref. 2A-201, p. 3](#)):

- The course must have ENG 100 as a pre-requisite.
- 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.

Course SLOs have been assessed at the rate of 20 percent of the courses per department per year since 2004. General Education assessment has been done explicitly once in 2005, and implicitly whenever a course was assessed through 2011. The first implicit assessment of General Education SLOs since 2005 occurred on March 16, 2012 (Forms 1-3; [Ref. 2A-202](#)), the results of which were shared with the Planning and Budget Council (Form 4; [Ref. 2A-203](#)). Through discussion, Forms 1 and 2 were combined into a new Form A, which was shown and discussed in a workshop presented by the IEC on April 27, 2012. This form will be revised based on this discussion and used at the Fall 2012 Convocation to determine courses that will be assessed for the first new General Education theme: Communication.

Students recognize the efforts of the College with regard to general education. The College uses the Survey of Community College Student Satisfaction and Engagement (CSSSE; [Ref. 2A-44](#)) to gauge student perception. After the workshop held on March 16, two members of the General Education Sub-committee of the IEC decided to follow the example of Palm State College in Florida and match certain CCSSE data with the General Education Themes described above.

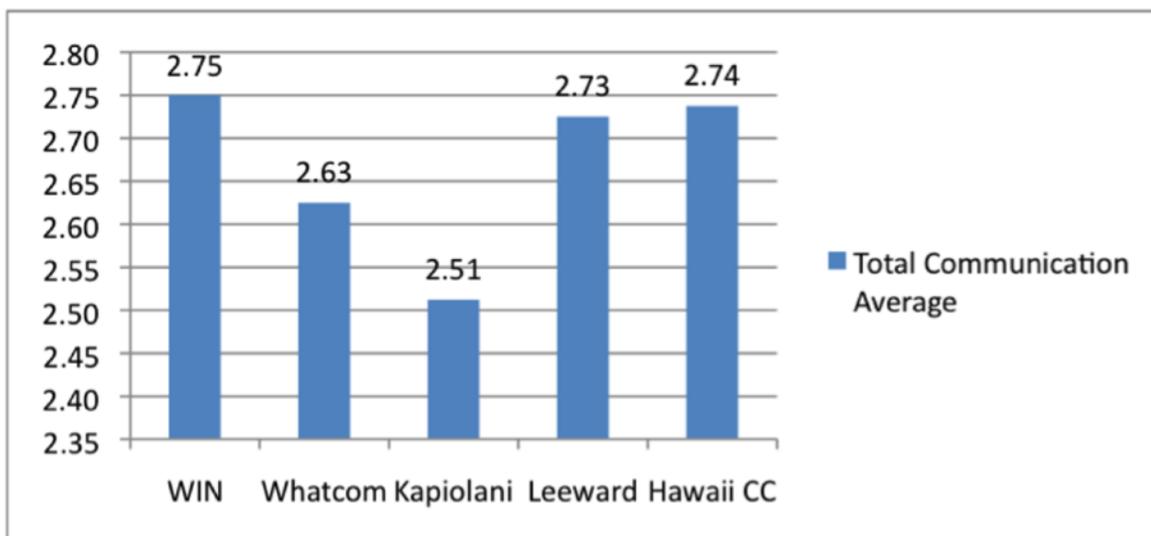
The following CCSSE questions were aligned to each theme, as well as to a fifth category, Personal Development. The averages of all these elements were compared with like colleges: Whatcom Community College in Washington state and Kapi‘olani Community College, Leeward Community College, and Hawai‘i Community College in Hawai‘i. The results are displayed below.

#### **Communication:**

- 4a. Asked questions in class or contributed to class discussions.
- 4b. Made a class presentation.
- 4c. Prepared two or more drafts of a paper or assignment before turning it in.
- 6a. Number of assigned textbooks, manuals, books, or book-length packs of course readings.
- 6b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment.
- 6c. Number of written papers or reports of any length.
- 12c. Writing clearly and effectively.
- 12d. Speaking clearly and effectively.

As seen in Figure 8, students' perception of their communication skills at Windward CC were higher than those of students at Whatcom Community College, Kapi'olani Community College, Leeward Community College, and Hawai'i Community College. Windward CC students perceive that they tend to make more presentations, write more papers, and contribute more in class than these like colleges.

**Figure 8: CCSSE Communication Perception Comparisons**

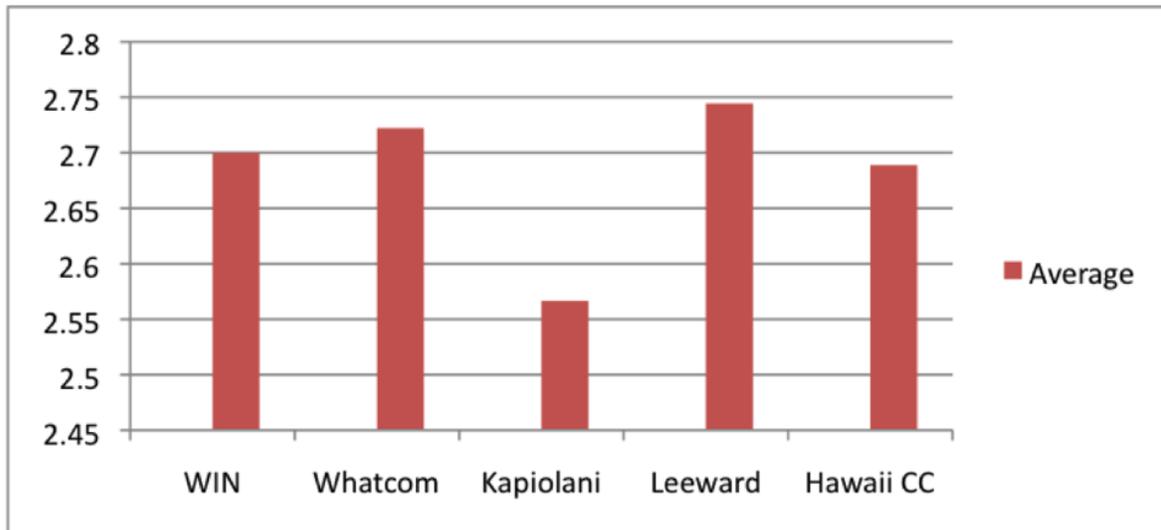


**Critical Thinking and Creativity:**

- 4d. Worked on a paper/project that required integrating ideas/information from various sources.
- 4n. Discussed ideas from your readings or classes with instructors outside of class.
- 4r. Discussed ideas from your readings or classes with others outside of class.
- 5b. Analyzing the basic elements of an idea, experience, or theory.
- 5c. Synthesizing and organizing ideas, information, or experiences in new ways.
- 5d. Making judgments about the value/soundness of information, arguments, and methods.
- 5e. Applying theories/concepts to practical problems or in new situations.
- 12e. Thinking critically and analytically.
- 12f. Solving numerical problems.

Furthermore, in Figure 9, we see that the same is not true with student perceptions of their critical thinking and creativity skills. Windward CC students' average score on this set of variables placed them behind students from Leeward CC and Whatcom CC, but ahead of students from Hawai'i CC and Kapi'olani CC. Strengthening Windward CC student's critical thinking skills should be emphasized in interventions discussed in Standard II.A and Standard II.B that have been developed to enhance student success, persistence, and graduation.

**Figure 9: CCSSE Critical Thinking Perception Comparisons**

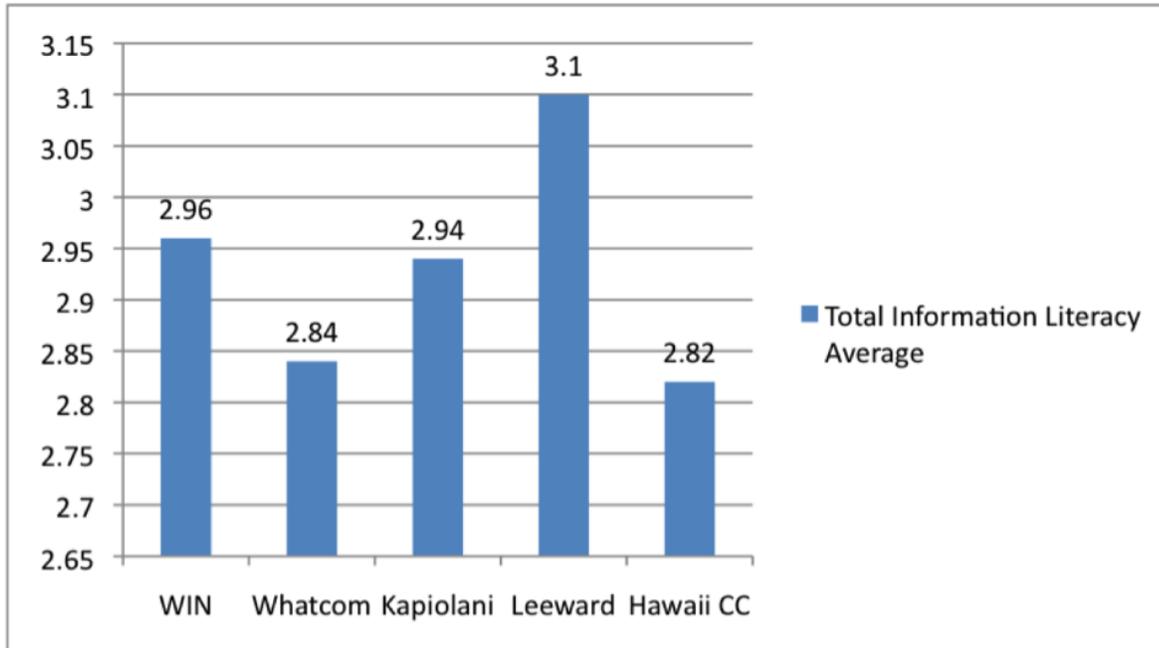


**Global and Cultural Awareness:**

- 4f. Worked within other students on projects during class.
- 4g. Worked with classmates outside of class to prepare class assignments.
- 4h. Tutored or taught other students (paid or voluntary).
- 4i. Participated in a community-based project to work on an assignment.
- 4s. Had serious conversations with students of a different race/ethnicity than your own.
- 4t. Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values.
- 9c. Encouraging contact among students from different economic, social and racial/ethnic backgrounds.
- 12h. Working effectively with others.
- 12k. Understanding people of other races/ethnic backgrounds.
- 12l. Developing a personal code of values and ethics.
- 12m. Contributing to the welfare of your community.

Figure 10 below shows the CCSSE Comparisons on Global and Cultural Awareness. Windward CC students' perception of their global and cultural awareness is not surprising. As stated in the introduction to this report, Windward CC's student body is diverse. Of the community colleges in UHCC System, Windward CC and Hawai'i CC have the highest percentage of Native Hawaiian students in the System. There are also high percentages of Asian students, Caucasian students and those claiming two or more ethnicities. There are lower percentages of Hispanic, Pacific Islander, Black, and Native American, Alaskan Native students as well. Windward CC students are second to Hawai'i Community College in their perceptions of global and cultural awareness on campus. Many predict with the expansion of the Hawaiian Studies program that is planned, the differentiation between the two schools' averages will decrease.

**Figure 10: CCSSE Global and Cultural Awareness Perceptions**

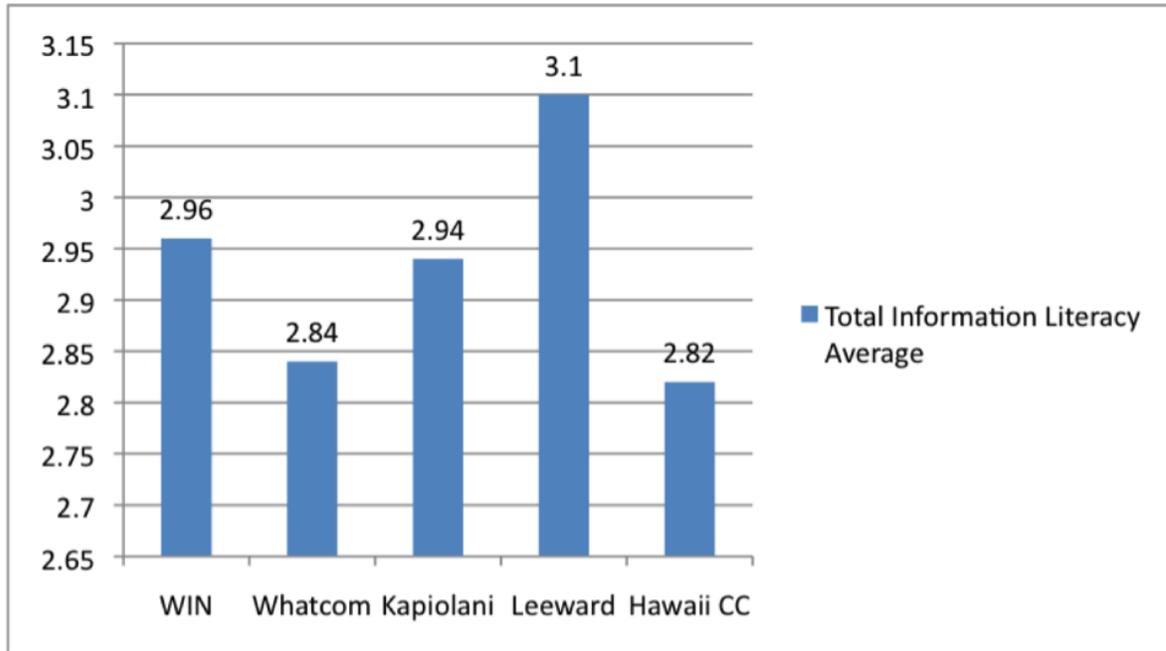


**Information Literacy:**

- 4j. Used the Internet/instant messaging to work on an assignment.
- 4k. Used e-mail to communicate with an instructor.
- 5f. Used information you read or heard to perform a new task.
- 9g. Using computers in academic work.
- 12g. Using computers and information technology.

Windward CC students also are second to Leeward CC students in their perceived attainment of information literacy skills, and just ahead of Kapi‘olani CC. Information Literacy is stressed in assignments at both schools, and has helped students develop their library research skills and their use of computers for transferring information.

**Figure 11: CCSSE Information Literacy Perception Comparisons**

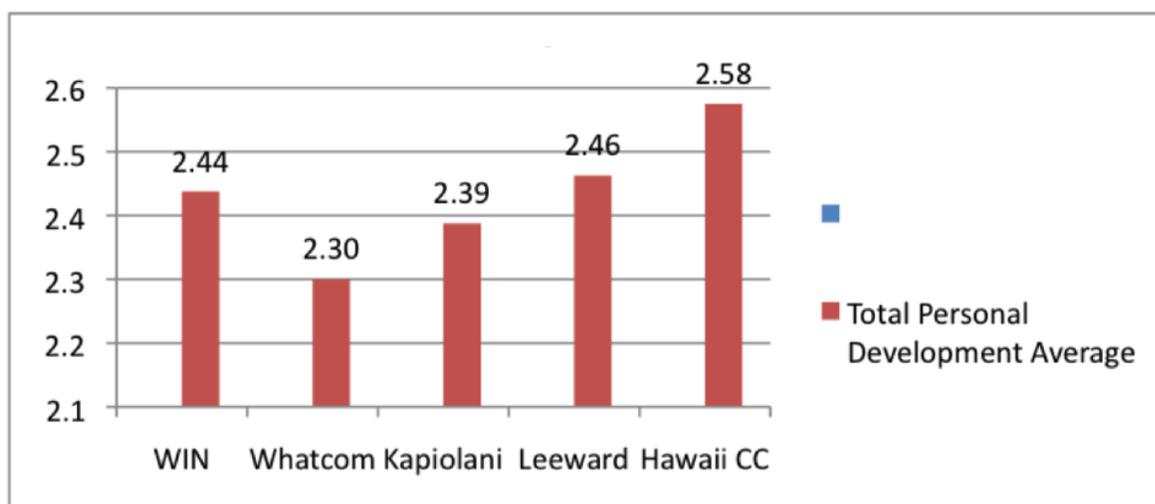


**Personal Development:**

- 4p. Worked harder than you thought you could to meet an instructor’s standards/expectations.
- 10c. Participating in college sponsored activities.
- 12a. Acquiring a broad general education.
- 12b. Acquiring job/work-related knowledge and skills
- 12i. Learning effectively on your own.
- 12j. Understanding yourself.
- 12n. Developing clearer career goals.
- 12o. Gaining information about career opportunities.

Similar to their perceptions on critical thinking and creativity skills, Windward CC students’ personal development skills lag behind students from Hawai’i and Leeward CC, but they are ahead of those from Kapi’olani CC and Whatcom CC. Students should be made more aware of the career placement and advising activities that are available to them and how the general education they are getting can be applied to everyday situations.

**Figure 12: CCSSE Personal Development Perception Comparisons**



**Self Evaluation:**

The College meets this standard.

**Planning Agenda:**

The Institutional Effectiveness Committee will implement a new General Education Assessment Procedure for degree programs in Fall 2012 where one General Education Outcome is assessed in the Fall and then another in the Spring semester, thus assessing all outcomes by Spring 2014.

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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 lifelong 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:**

The skills that support the capability of students to be a productive individuals and lifelong learners are to be able to: write and speak well, solve mathematical problems, develop the skills that acknowledge the differences in global and multicultural perspectives, critically analyze a problem and find a solution to it, be a multi-faceted individual, and acquire knowledge through a variety of means.

Thus, the General Education themes and outcomes outlined in Standard II.A.3.a give students at Windward CC the opportunity to be productive individuals and lifelong learners. Furthermore, courses taken to achieve these skills are enhanced by field trips, labs, computer- assisted instruction, Learning Communities ([Ref. 2A-50](#); for example, MATH 103 & CHEM 161/161L in Spring 2011) and a Service-Learning ([Ref. 2A-164](#)) component offering students avenues through which they can apply concepts learned in the classroom to real life situations. Students who choose to do Service-Learning projects

earn partial course credit by applying and developing academic skills and knowledge in ways that benefit the community. Students participate with He'eia Fishpond and Ho'omaluhia Botanical Gardens to learn about the environment; health organizations such as Castle Medical Center and the Blood Bank of Hawai'i; social service organizations such as the Queen Liliuokalani Children's Center and Affordable Housing and Homeless Alliance; animal welfare organizations such as Animal Care Foundation and the Hawaiian Humane Society; and public and private schools.

In the credit area, course SLOs are aligned with General Education and AA degree/certificate SLOs to ensure that skills supporting student ability to be productive individuals and lifelong learners are being addressed. Each department completed a matrix that identified which AA/certificate SLO was addressed in courses. An "M" indicated a major emphasis and an "I" indicated a minor or incidental outcome of the course. A sample matrix for Math courses is available in the 2009-2010 Math/Business Department Annual Assessment ([Ref. 2A-196, p. \[72\]](#)). Department goals were also reviewed to ensure these skills are being addressed. For example, a sample matrix connecting department goals with the General Education SLOs is available in the 2009-2010 Natural Sciences Department Annual Assessment ([Ref. 2A-197, p. 153](#)). Furthermore, all programs address the need of computer literacy and updating of information technology skills, and professional workshops enhancing these skills are frequently offered on/off campus.

### **Self Evaluation:**

The College meets this standard.

### **Planning Agenda:**

None.

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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 courses that meet the Global & Multicultural Perspectives requirement. Students choose to take two of the following three courses to fulfill this requirement: World Civilization 1 (HIST 151; [Ref. 2A-204](#)), World Civilization 2 (HIST 152; [Ref. 2A-205](#)), World Religions (REL 150; [Ref. 2A-206](#)). Historical sensitivity and cultural diversity are inherent in these courses, and are a part of their stated SLOs.

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, and Literature Diversification requirement include an Introduction to Philosophy: Morals and Society (PHIL 101; [Ref. 2A-207](#)), Religion and the Meaning of Existence (REL 151; [Ref. 2A-208](#)), Understanding Indian Religions (REL 202; [Ref. 2A-209](#)), Understanding Buddhism (REL 207; [Ref. 2A-210](#)), etc. These courses examine social and individual values, obligations, and responsibilities.

There are also numerous Art, Music, and Drama courses that develop aesthetic sensitivity and promote Global and Cultural Awareness. Advanced English Literature classes (ENG 271 and 272; [Ref. 2A-211](#); [Ref. 2A-212](#)), various history courses (e.g. History of Hawai‘i – HIST 224 [[Ref. 2A-213](#)], Civilizations of Asia I – HIST 241 [[Ref. 2A-214](#)], Civilizations of Asia II – HIST 242 [[Ref. 2A-215](#)], Introduction to American History I – HIST 281 [[Ref. 2A-216](#)], American History II – HIST 282 [[Ref. 2A-217](#)]), as well as Hawai‘i Center of the Pacific (HWST 107; [Ref. 2A-218](#)), and Introduction to Asian Philosophy: Asian Traditions (PHIL 102; [Ref. 2A-219](#)) to name a few.

Courses in Political Science, Sociology, and Geography highlight civic, political, and social responsibilities and satisfy the Social Science diversification requirement. Some examples are: Introduction to American Government (POLS 130; [Ref. 2A-220](#)) which studies the American political system; Introduction to Social Problems (SOC 218; [Ref. 2A-221](#)) which studies social change processes; and Geography and Contemporary Society (GEOG 151; [Ref. 2A-222](#)) which examines current problems of developed and underdeveloped countries.

Moreover, as mentioned above, the College offers Service-Learning ([Ref. 2A-223](#)) as an option for students. Working with their instructor, students who opt for a Service-Learning component in a specified course will learn and develop academic skills by applying what they have learned through participation at an elementary, intermediate, or secondary school or at an approved community site such as the Hawai‘i State Hospital. Students can participate with community groups such as Hawai‘i Youth at Risk, Big Brothers and Sisters, Junior Achievement, Teen Reading, and Bristol Hospice.

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 Spring 2012 Schedule of Classes ([Ref. 2A-223](#)), 45 classes were listed as providing the Service-Learning option. Some of these classes satisfy the General Education requirements for the AA degree.

In addition to a wide variety of academic courses that have been designed to develop aesthetic sensitivity, the College provides art gallery exhibitions at Gallery `Iolani, music concerts and theatre productions at Palikū Theatre, and the Common Book program. Gallery `Iolani provides art exhibits featuring local and international artists ([Ref. 2A-224](#)), as well as students and faculty artworks. Palikū Theatre provides professional, affordable, and captivating arts experiences and training for community audiences and performers alike ([Ref. 2A-225](#)). The Common Book program seeks to have everyone at the College reading and discussing the same book ([Ref. 2A-226](#)). Organized events such as movies, lectures, and discussions connect to themes in the book.

The Associated Students of the University of Hawai‘i at Windward CC Community College (ASUH-WCC; [Ref. 2A-227](#)) is the official student government association and provides for student input in institutional policymaking. The association is the students’ political voice and affords students the opportunity to learn leadership skills, planning and program implementation skills, and interpersonal skills. ASUH-WCC meets twice a week (Executive and Senate) to gather information about any issues or concerns that may arise for students in their college experience and to help improve the campus for current and future students alike. This activity develops students’ civic, political, and social responsibilities.

Finally, the Windward CC faculty 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.

### **Self Evaluation:**

The College meets this standard.

## Planning Agenda:

None.

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

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## Descriptive Summary:

The AA in Liberal Arts degree program has an established interdisciplinary core that prepares students for transfer to a four-year college with a significant introduction to broad areas of knowledge, theories, and methods of inquiry, along with the College's diversification requirement. Within the AA degree program are six Academic Subject Certificates (ASCs): Art, Bio-Resource Development and Management, Business, Hawaiian Studies, Plant Biotechnology, Psycho-Social Development Studies ([Ref. 2A-9, pp. 40-45](#)). These ASCs allow students to focus on their area of special interest and prepare graduates for immediate employment in specific career areas.

One of the strengths of the AA degree program which is unique to Windward CC is that students must complete a math graduation requirement ([Ref. 2A-9, p. 33](#)). The minimum requirements to satisfy this part of the degree program are: placement into Math 100 or completion of Math 25 or higher with a grade of "C" or better. This requirement ensures that students are exposed to quantitative reasoning and analytical and logical thinking. Furthermore, it requires students to have an understanding of how to read and interpret mathematical data and induce conclusions. These skills are essential tools for making decisions and solving problems effectively.

Moreover, students must complete two writing intensive (WI) courses ([Ref. 2A-9, p. 33](#)), where English 100 is a prerequisite and course enrollment is limited to 20 students or less, to fulfill graduation requirements. In these small classes, students are required to communicate through a significant amount of writing, which is used to determine their 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.

Finally, students who seek to obtain an AA degree ([Ref. 2A-9, pp. 34-35](#)) are required to earn credits in the following areas of study: natural sciences (minimum 6 credits), social sciences (6 credits), arts and humanities (6 credits), symbolic reasoning (3 credits), global and multicultural perspectives (6 credits), and written and oral communications (6 credits). These requirements are in place to make certain that graduates are taught various means of thinking and gain a diverse spectrum of knowledge. Thus, 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.

The BOR approved the AA in Hawaiian Studies for all seven community colleges in May 2012. Because the courses were already an established part of the curriculum on the campuses, the ACCJC decided no Substantive Change would need to be written. More information on this degree will be included in the supplement to this report.

## Self Evaluation:

The College meets this standard.

## Planning Agenda:

None.

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*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.*

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## Descriptive Summary:

The College currently offers four credit Career and Technical Education (CTE) programs that are designed to train students for direct entry into various industries. In addition as discussed in Standard II.A.4 above, the College offers six Academic Subject Certificates which enable students to acquire training and instruction in career paths that typically require a bachelor's degree or above for employment as well as three Certificates of Competence.

The College's four credit CTE programs are:

- Plant Landscaping/Agricultural Technology (Certificates of Completion 15-16 credits; [Ref. 2A-228](#)). The curriculum is designed for students desiring entry-level employment in the field of plant landscaping (landscape maintenance, turfgrass maintenance, nursery operations, and/or retail plant outlets).
- Subtropical Urban Tree Care (Certificate of Completion 12-14 credits; [Ref. 2A-229](#)). This is an educational program for people wanting to learn more about tree care and get involved in this green industry. This program is designed to help students prepare for the International Society of Arboriculture certification exams.
- Veterinary Assisting (Certificate of Achievement- 31 credits; [Ref. 2A-230](#)). This certificate provides students with the basic knowledge and skills required to perform effectively as an assistant in a veterinarian's office, animal shelter or animal research facility. The two-semester program includes coursework in the physical and life sciences as well as hands-on experience through internships at local veterinary clinics.
- Veterinary Technology (Associate in Science- 67 credits as of Fall 2012; [Ref. 2A-141](#)). This degree builds on the Certificate of Achievement in Veterinary Assisting (CAVETA), which constitutes the first year of the curriculum. The AS degree in Veterinary Technology combines traditional classroom instruction with intensive hands-on laboratory and practical experience utilizing live animals in a clinical setting. Students enrolled in the program receive training in pharmacology, radiology, anesthesiology, surgical assisting, dentistry, nutrition, and gain practical experience through interactive labs and internships at local veterinary clinics.

These four vocational and occupational certificates and degrees offered by the college are designed to demonstrate professional competencies that meet industry standards. To ensure that students in these programs meet employment competencies, curricula are designed using published industry standards. For example, classes created for the AS degree in Veterinary Technology and Certificate of Achievement in Veterinary Assisting were designed using the essential skills checklist published by the American Veterinary Medical Association (AVMA; [Ref. 2A-231](#); [Ref. 2A-232](#)). Likewise, the curriculum for the Certificate of Completion in Subtropical Urban Tree Care was designed using the International Society of Arboriculture guidelines ([Ref. 2A-233](#)).

Both programs also utilize advisory committees which include faculty and industry representatives (Veterinary Advisory Committee [[Ref. 2A-234](#)], Tree Advisory Committee [[Ref. 2A-154](#)]). These committees are consulted on a regular basis to ensure that the training offered at Windward CC is current and meets workforce needs and complies with industry standards. Landscaping and agricultural technology programs are not accredited; however, the curricula for these programs were designed in close consultation with experts from local businesses (e.g. golf courses, landscapers, irrigation contractors, farms, and nurseries).

Finally, the program coordinators track employment rates for graduates and employer satisfaction. These mechanisms help to ensure that our CTE graduates meet industry standards and can quickly enter the workforce. On average, 70 percent of Veterinary Assistant graduates are hired within two months of graduation.

Upon completing the Subtropical Urban Tree Care Certificate and accruing the required amount of cooperative education work experience, students are eligible and prepared to take the ISA Certified Arborist Exam or the ISA Certified Tree Worker Exam ([Ref. 2A-233](#)).

Veterinary Technology Programs are accredited by the AVMA Committee on Veterinary Technician Education and Activities ([Ref. 2A-235](#)). The Veterinary Technology program has scheduled an initial AVMA site visit for March, 2013 and expects an accreditation decision by August, 2013. Student Learning Outcomes, equipment purchases, and student skill-sets for the program were guided by the Accreditation Policies and Procedures of the AVMA Committee on Veterinary Technician Education and Activities ([Ref. 2A-236](#)). The program expects the first cohort to graduate in May 2013, after which students will be able to take the Veterinary Technician National Exam (VTNE; [Ref. 2A-237](#)). Student performance on the VTNE will be tracked each year in order to assess program performance.

Students in all four vocational programs are regularly assessed by certified experts in their respective fields, both in and outside of the classroom. For example, certified arborists who operate local tree care businesses teach many of the Subtropical Urban Tree Care classes. These instructors evaluate student knowledge and skills in a real workplace setting (i.e., while climbing and trimming trees; [Ref. 2A-229, p. 4](#)). Students enrolled in this program are also required to perform a minimum of 75 hours work with arboriculture businesses. During this externship, student skills are evaluated and critiqued by industry experts, and feedback is provided to the course instructor and program coordinator.

Likewise, students participating in Veterinary Assistant and Veterinary Technology courses are required to demonstrate proficiency with select AVMA required and recommended skills while under supervision of a credentialed instructor or licensed veterinarian preceptor. As part of the AS degree in Veterinary Technology, students are required to intern for two semesters in two to three different preceptor veterinary clinics ([Ref. 2A-238](#)). The preceptor, using a skills checklist, evaluates student skills. This checklist is returned to the course instructor for grading and comment. If the student shows skills deficits, the instructor will offer additional instruction in the skill set, and will require the student to demonstrate proficiency ([Ref. 2A-239](#)) before passing the course. In other cases, students are required to create portfolios ([Ref. 2A-240](#)) of their work, which are evaluated by industry experts.

Windward CC also evaluates the effectiveness of its CTE programs by conferencing regularly with its industry preceptors, advisory boards, and student employers. Some programs (e.g., Certificate of Achievement in Veterinary Assisting) also administer post-internship satisfaction surveys to preceptors ([Ref. 2A-241](#)) and students ([Ref. 2A-242](#)). The program directors use this information to make adjustments to courses and curriculum to ensure their respective programs meet industry standards and local workforce needs.

Finally, each certificate or degree must file Annual Reports to assess student retention and satisfactory completion. Sample reports are linked below:

- Agricultural Technology 2010 Annual Report ([Ref. 2A-243](#))
- Agricultural Technology 2011 Annual Report ([Ref. 2A-244](#))
- Veterinary Assisting 2010 Annual Report ([Ref. 2A-245](#))
- Veterinary Assisting 2011 Annual Report ([Ref. 2A-246](#))

In addition, programs receiving Carl Perkins ([Ref. 2A-247](#)) funding must also file yearly completion reports to demonstrate impacts of funding on student learning and skills acquisition. Examples of these reports are retrieved via the following link: [Ref. 2A-248](#).

In addition to the aforementioned CTE degrees and certificates, the College offers six Academic Subject Certificates (ASC) which enable students to acquire training and instruction in career paths that typically require a bachelor's degree or above for employment. Classes included in these certificates are suitable for transfer to a 4-year college or university.

- Art – Drawing and Painting (21 credits). The purpose of this certificate is to provide pre-professional training for students planning careers in the Visual Arts in the areas of drawing and painting. The certificate meets the goals of students who plan to pursue a Bachelor of Fine Arts degree, become a professional artist, or enter a career in commercial art ([Ref. 2A-9, p. 40](#)).
- Bio-Resources Development and Management (26 credits). This certificate prepares students for careers in the environmental sciences and qualifies them to transfer to Bachelor of Science degree programs. Knowledge and training in Bio-Resource Development and Management is an asset to the productive and efficient use of natural resources for promoting sustainable management of our environment ([Ref. 2A-9, p. 41](#)).
- Business (24 credits). This certificate is designed to provide students with a foundation in accounting, economics, computer science, and written and oral communications, while also qualifying for articulation as transfer credits to four-year college business degree programs ([Ref. 2A-9, p. 43](#)).
- Hawaiian Studies (25 credits). This certificate prepares students for careers in education, the visitor industry, or in fields requiring expertise in Hawaiian subject matter ([Ref. 2A-9, p. 44](#)).
- Plant Biotechnology (26 credits): This certificate prepares students for careers in biotechnology and qualifies them to transfer to Bachelor of Science degree programs. Students who complete the program will be able to apply this technology to bioprocessing production systems, assuring a safe food supply and environment. ([Ref. 2A-9, p. 42](#)). This ASC is currently being converted into a Certificate of Achievement in Agripharmatech ([Ref. 2A-249](#)).
- Psycho-Social Development Studies (27 credits): This certificate provides pre-professional training for students planning careers in human services (social work, counseling, education, corrections, psychology, and human development). The curriculum combines existing liberal arts courses and cooperative education at designated field sites in partnership with a social service agency or hospital ([Ref. 2A-9, p. 44](#)).

The Natural Sciences Department has developed a Certificate of Achievement (CA) in Agripharmtech with two tracks to replace the Plant Biotechnology and the Bio-Resources Development and Management ASCs mentioned above. This program has gone through all internal and external constituencies and was presented and approved by the BOR in Spring 2012. The Director of this program has kept employment and further study data on all of the program completers over the last seven years; in general it can be said that all of the program completers have either found an appropriate job or gone on to further study. The Director of the CA in Veterinary Assisting program maintains similar data on program completers in his area.

Windward CC also offers three Certificates of Competence. These short (typically two to three courses) programs provide students with training in specific skill sets, which will help them to advance in their current career pathway.

- Applied Business and Information Technology (9 credits) is a competency based program designed for the novice or professional information worker. This certificate is appropriate for upgrading the Information skills of industry members or for administrative support occupations ([Ref. 2A-250](#)).
- Web Support (9 credits). This is a competency based program designed for the novice or professional information worker who has little to no experience in Web support. This certificate is appropriate for upgrading the Web skills of industry members or for administrative support occupations ([Ref. 2A-251](#)).
- Geographic Information and Global Positioning System (GIS/GPS;5 credits). This certificate certifies that a student has successfully completed two GIS/GPS courses. These courses will provide a student with entry-level job skills in GIS/GPS, or an opportunity for job upgrading ([Ref. 2A-252](#)).

Up until 2010, the Employment Training Center (ETC; [Ref. 2A-253](#)) also offered non-credit vocational and occupational training in fields including Autobody Repair and Finishing, Hazardous Waste Operations and Emergency Response Standards, Unexploded Ordnance Technician Training, Facilities Maintenance and Construction, Introduction to Construction Occupations, Introduction to Culinary Arts, Certified Nurse's Aide, Personal Care Aide, Office Administration and Technology, and Office Skills. A description of these programs can be found in the 2009-2010 ETC Course Catalog ([Ref. 2A-144](#)). Due to budgetary constraints, ETC was dissolved in December 2010. The only remaining program is the Certified Nurse's Aide (CNA; [Ref. 2A-64](#)).

The CNA program is focused on preparing students for the Hawai'i State Nurse Aide Competency Evaluation Testing Program as well as providing job skills and developing attitudes and behaviors necessary for competent caregivers. This program provides classroom and supervised clinical training in the fundamentals of care giving. Nursing procedures such as taking vital signs, patient positioning, bathing, and dressing/personal care are taught in the classroom and later applied in a clinical setting. Adult CPR training and job assistance services are included in the course. After successful completion of the State examination, the graduate is a Certified Nurse Aide (CNA) as defined by the State and may obtain employment in hospitals, long-term care facilities, care homes, private homes, adult day care, and clinics. To date, approximately 82 percent of all CNA students who have taken the CNA Exam have successfully passed. CNA students can also continue their studies by enrolling in the CNA-LPN-RN Nursing Pathway Program ([Ref. 2A-254](#)).

### **Self Evaluation:**

The College meets the Standard.

### **Planning Agenda:**

Coordinators of the credit and non-credit Career and Technical Education programs will track whether or not their students pass licensure exams to work in their field of study.

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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.*

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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.*

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### **Descriptive Summary:**

The procedures to transfer credits from other institutions are available to students on page 24 of the 2011-13 Course Catalog ([Ref. 2A-9, p. 24](#)) and through academic counselors. Transfer-of credit policies are available to students through the Office of the Vice Chancellor of Student Affairs, through academic counselors, and on the College's website ([Ref. 2A-255](#); [Ref. 2A-256](#)).

To ensure that transferred courses are comparable to the College's courses, counselors conduct transcript evaluations in which they match course descriptions with other institutions' course descriptions and consult with discipline faculty. According to the Acceptance of Credits in Transfer Policy, counselors accept credits if the College has the same or a similar course. If the College does not teach the same course, transfer credit will be approved whenever possible to fulfill related degree "Core" (Foundation/Diversification) requirements or elective options. Only those credits that apply to the student's degree objective will be approved for transfer ([Ref. 2A-255, p. \[2\]](#)). While counselors strive for consistency in matching learning outcomes, the course descriptions from other institutions may or may not include SLOs.

Additionally, counselors and students have access to College Source Online ([Ref. 2A-257](#)), an extensive database of college Course Catalogs, through the Library's home page ([Ref. 2A-258](#)). Students in the UH System may also use the UH System Course Transfer Database ([Ref. 2A-259](#)), an online resource that explains how courses transfer between institutions.

The College has taken steps to facilitate transfer to the baccalaureate institutions in the UH System. In May 2010, the UH System formalized a General Education Articulation Agreement ([Ref. 2A-163](#)) to facilitate the immediate and unencumbered transfer of General Education Core requirements, which include the Foundations/Basic and Diversification/area requirements. Automatic Admissions and Reverse Transfer, explained on page 30 of the 2011-13 Course Catalog ([Ref. 2A-9, p. 30](#)), also facilitate the transfer process. Graduates from any of the seven UHCC System colleges are automatically admitted to the any of the three UH System baccalaureate institutions. Students who transfer to a four-year university without receiving a degree may have a credit review to determine if they have completed an Associate in Arts degree. In addition, the College has program-to-program articulation with UH Hilo for Astronomy and Geology for students who wish to earn a BS in either discipline from UH Hilo as stated on page 6 of the 2011–13 Course Catalog ([Ref. 2A-9, p. 6](#)).

As an institution serving Native Hawaiians, the College has taken steps to meet the needs of Hawaiian language students. In Fall 2011, the College entered into an agreement with Hawai'i inuiākea: School of Hawaiian Knowledge at the University of Hawai'i at Mānoa to offer HAW 321 at Windward CC and to consider possible future offerings of other 300- and 400-level courses at Windarad CC in consultation with the College's Hawaiian Language and Hawaiian Studies faculty and staff ([Ref. 2A-260](#)).

The College has agreements with several other institutions to facilitate the transfer of students beyond the University of Hawai'i System. In February 2009, the Office of University Partners finalized an articulation agreement with the Academy of Art University in San Francisco ([Ref. 2A-261](#)), facilitating the transfer of selected courses. In 2008, a degree pathway was established between all UHCC System colleges and the University of Waikato in New Zealand ([Ref. 2A-262](#)). Students who have completed an associate degree at any of the UHCC System colleges and who have met Waikato's admission requirements are guaranteed admission to the University of Waikato. The Office of University Partners also established a partnership with Chaminade University to offer a Bachelor of Science in Criminology and Criminal Justice, starting in Fall 2007 ([Ref. 2A-263](#)) and a Bachelor of Fine Arts in Interior Design, starting in Spring 2008 ([Ref. 2A-264](#)). These partnerships with Chaminade, however, were dissolved due to lack of student interest. As discussed in the Introduction of this Self Evaluation, the Office of University Partners is no longer active as it was funded through a Title III grant that ended on September 30, 2010.

Even though the partnership developed by the Office of University Partners with Chaminade University of Honolulu no longer exist, it was mentioned in Standard II.A.2.h., that articulation agreements remain in effect with Chaminade University of Honolulu, as well as Brigham Young University-Hawai'i, and with Hawai'i Pacific University, the three major private universities in the State of Hawai'i. These agreements ease transfer of Windward CC students to these institutions. Printed copies of these agreements are in the College's Student Affairs office.

#### **Self Evaluation:**

The College meets this standard.

#### **Planning Agenda:**

None.

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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.*

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#### **Descriptive Summary:**

For either credit or non-credit program elimination, an announcement is made, new students are not accepted, and courses are stopped after a specified date. Even when programs are significantly changed, students are informed through the online Course Catalog, the College website, open forums, newspaper articles, and advising sessions with counselors.

On November 3, 2010, the Faculty Senate announced that the faculty voted to eliminate the Computer and Information Literacy (CIL) requirement, significantly changing the Liberal Arts degree program. Students were informed of this change through advising sessions with counselors, a memo from the Chancellor on the College's website, and an article in the *Ka`Ohana* newspaper ([Ref. 2A-265](#)).

In regard to the closure of the Employment Training Center, on April 21, 2010, the Vocational and Community Education Director notified the eleven ETC coordinators via e-mail that she had met with UHCC System officials who determined that "It is prudent for ETC to prepare a six-month Course Catalogue for the period of July to December 2010" ([Ref. 2A-266](#)). The director's e-mail further

instructed the coordinators to “Prepare Course Catalogue pages that reflect our current programs and that show end dates no later than December 31st. Adjust intakes and curriculum to fit that deadline”. With the director’s foresight, the ETC coordinators, faculty, and staff were able to ensure that students could complete their training and education before ETC closed its doors on December 17, 2010.

**Self Evaluation:**

The College meets this standard.

**Planning Agenda:**

None.

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*II.A.6.c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its Course 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.*

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**Descriptive Summary:**

The College's publications, including the website, are clear and accurate, providing a consistent representation of the College to students, staff, and the public. The content is reviewed and updated regularly.

The Windward CC website is the main public information organ for the College, providing students and prospective students with clear and accurate information. The College maintains it, with the infrastructure supported by the Computing Services Department. In collaboration with stakeholders throughout the campus, the site is administered by the Dean of Academic Affairs, Division II. There are two College-related sites that are not part of the main website, the Office of Institutional Research/Office of Planning and Program Evaluation and the Library. These also use the College's infrastructure, but are maintained by the respective offices.

For the main College website, a standardized navigation system and an overall design have been established. The site is based on design elements created by the Office of the Vice President for Community Colleges (OVPCC), with localized graphical elements and navigation systems more in keeping with the needs of Windward CC. Updates to the information on the website are constant. Events and announcements are changed daily. Documents such as minutes are uploaded as they become available, although not all groups currently upload minutes. Other corrections to the website are made as they are reported.

The content and functionality of the College’s website have expanded over the last few years in a way that has maintained a balance between the needs of potential and current students, the community, and the College faculty and staff. There are currently over 4,000 specific web pages on the main site and a core PHP/MySQL database that houses information for the Directory, the Calendar, the College Courses, and the Schedule of Classes. The College follows the policies prepared by the Office of the Vice President for Administration at the UH System, such as Policy E2.210 - Use and Management of Information Technology Resources ([Ref. 2A-267](#)).

The website has become more comprehensive since 2006, functioning as a workspace to schedule classes, propose courses, and hold campus-wide discussions. The College does not have a single person designated as the webmaster. Functions traditionally assigned to a webmaster are dispersed, with the Dean of Academic Affairs, Division II providing administrative oversight and performing some web-related tasks, the technical, server-side functions performed by Academic Computing, the graphics created by the Marketing office, and events and documents maintained by clerical staff.

Some pages, such as those connected to the Library and the Office of Institutional Research/Office of Planning and Program Evaluation, are separate microsites maintained by those offices. However, most of the College's web pages are part of a single website. Specific people are responsible for the content of specific pages, and anyone on campus can suggest corrections either through a dynamic form available on each web page or by contacting the Dean of Academic Affairs, Division II. The Financial Aid Officer, for instance, will send the Dean an update to the Financial Aid web pages every semester while counselors for the Student Affairs will send an update for service-related pages as needed. Changes to curriculum and campus policies are uploaded as received.

Core publications, such as the College Course Catalog, are reviewed annually and posted to the Website. In order to provide archival information, Course Catalogs and other documents dating back to the 1970s are also available. Course information, which is housed in an online database, is reviewed as part of the ongoing course review process, which means that the information is reviewed at least once every five years. Departmental information, such as the directory and college reports, is updated as needed. Some departments, such as Financial Aid and the Office of Admissions and Records, update their pages at least every semester.

Many traditional paper publications, such as the Schedules of Classes, have been migrated to dynamic web-based pages. However, the College still has paper publications (Course Catalog and Schedule of Courses). This change has allowed for more interactive and specialized access to the information so that, for instance, students are able to view different lists of classes such as open classes, evening classes, and classes offered online. This is available on the Class Information and Syllabi site via the Academics link ([Ref. 2A-268](#)). Information in these databases is updated as needed. The Schedule of Classes, available via MyUH by looking at "Course Availability," is synchronized to project the most up-to-date enrollment data ([Ref. 2A-269](#)). Enrollment data is included so that students are able to find classes with open seats and also so that members of the College are able to view historical data in order to make scheduling decisions.

In terms of documents specifically of interest to prospective students, Admissions and Financial Aid are prominent on the website ([Ref. 2A-270](#); [Ref. 2A-271](#)). Prospective students can also find past syllabi and information on instructors through the Directory ([Ref. 2A-272](#)). The pages themselves are comprehensive and updated regularly. General information about the College is also available, including pages on the different buildings and certificates ([Ref. 2A-273](#)).

For current students, student services available on campus are listed, including computer labs ([Ref. 2A-90](#)), testing services ([Ref. 2A-274](#)), counseling ([Ref. 2A-275](#)), and learning resources ([Ref. 2A-276](#)). Since Fall 2008, course syllabi have been uploaded to the College Website. According to the Dean of Academic Affairs, Division II, in the previous year almost 90 percent of courses have class syllabi available on the website as PDF documents. For instance, the syllabi for Fall 2011 can be found in the class list ([Ref. 2A-277](#)). Learning resources, including tutorials for online and computer technology, are also available. Announcements of student-related workshops and activities are included in the Campus Calendar ([Ref. 2A-278](#)).

Each office in the College has a web page with at least its basic information. Some offices, such as Operations and Maintenance ([Ref. 2A-279](#)), have listed their services while others, such as Academic Affairs ([Ref. 2A-280](#)), have included forms, guidelines, and a timeline of activities connected to the office.

The College's website also includes resources for non-credit students, including events and program information for continuing education.

All current College Policies ([Ref. 2A-281](#)) are available on the website; policies and procedures are regularly reviewed. According to the Policy and Procedures Formation Process ([Ref. 2A-282](#)), if a new policy or procedure is deemed necessary, the office or individual responsible can initiate a change, which will then go to the Director of Planning and Program Evaluation, who submits it to the presiding Faculty Senate Chair. The Chancellor must approve the policy for it to become official and posted on the College's website.

### **Self Evaluation:**

The College meets this standard.

### **Planning Agenda:**

The Dean of Academic Affairs, Division II will assess and improve the College's web presence by making the Website more robust, user-friendly, and extensive.

The College will expand access to learning resources that will increase student retention and success to the site.

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*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.*

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

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### **Descriptive Summary:**

All credit and non-credit programs under the College's auspices are committed to learning and academic freedom rather than to any particular or predetermined creed, ideology, or worldview because the College is a state-funded, non-secular institution. All faculty and administrators are provided with copies of the UHPA contract, which clearly defines the intellectual standards of honesty and tolerance in teaching and research ([Ref. 2A-283, Article IVA](#)). 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 ([Ref. 2A-284](#)) promulgated by the Vice President for Community Colleges to guide them.

In both the credit and non-credit areas, the College is committed to high standards of intellectual integrity, openness, and fairness. Students may file complaints or grievances regarding issues of faculty bias or unfairness as detailed in the University of Hawai'i's Policy and Procedures for Student and Applicant Complaints and Grievances ([Ref. 2A-285](#)). The College has formal procedures for handling such complaints and grievances. These are described in detail in the College Course Catalog. Copies of the policy guidelines ([Ref. 2A-286](#)) and grievance procedures ([Ref. 2A-287](#)) are available for review by all of the College's constituents and to the public in the Office of the Vice-Chancellor of Student Affairs,

on the College's website, and in the College Course Catalog. No formal complaints alleging the violation of the standards regarding faculty bias or unfairness have been filed, yet two formal grievances have occurred since the last College's last Self Evaluation. These will be discussed in Standard II.B below.

**Self Evaluation:**

The College meets this standard.

**Planning Agenda:**

None.

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

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**Descriptive Summary:**

In the credit area, the Course Catalog states the BOR policy regarding impermissible behavior, with disciplinary procedures established by the College for any violations. The System-wide Student Conduct Code defines academic dishonesty by describing various forms of cheating and of plagiarism ([Ref. 2A-288, pp. 4-8](#)). The College's Student Conduct Code was replaced by the above-mentioned System-wide Student Conduct Code in Spring, 2010 to create a seamless process between the ten campuses. This code applies to all students whether they are in credit or non-credit courses.

The process of handling accusations of academic dishonesty is described in the procedures for Handling Impermissible Behavior and the Academic Grievance Procedures in the Student Conduct Code. The Vice Chancellor of Student Affairs reviews alleged violations of the standards of academic honesty, the composition of which is described in the Student Conduct Code ([Ref. 2A-288](#)). Those found guilty "may be (subject to) expulsion from the University."

Copies of the Student Conduct Code are available for examination by all the College's constituents and by the public in the Office of the Vice-Chancellor of Student Affairs, linked on the College's website and in the College Course Catalog. When ETC was in existence, a copy of the Student Conduct Code was available in the ETC Counseling Office.

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 syllabi. Sample course syllabi that discuss the standards of academic honesty are ENG 19 by D. Poteet ([Ref. 2A-289, p. 4](#)), ENG 100 by J. Buckley ([Ref. 2A-290, p. 7](#)), PSY 100 by M. Coberly ([Ref. 2A-291, pp. 2-3](#)), GEOG 101 by T. Ikagawa ([Ref. 2A-292, p. \[4\]](#)), SOC 100 by K. French ([Ref. 2A-293, p. 5](#)), and MATH 19 by N. Singh. No accusations of academic dishonesty have gone to the level of requiring the formation of a Student Conduct Committee since the last Accreditation Self Evaluation.

**Self Evaluation:**

The College meets this standard.

**Planning Agenda:**

None.

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*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 Course Catalog, and/or appropriate faculty or student handbooks.*

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**Descriptive Summary:**

In both the credit and non-credit area, the Student Conduct Code, University of Hawai'i policies ([Ref. 2A-284](#)), and the BOR-UHPA contract ([Ref. 2A-283, Article IVA](#)) define standards of appropriate conduct and professional responsibilities. The Office of the Vice-Chancellor of Academic Affairs conducts orientation sessions for new faculty that cover these professional responsibilities.

The ETC followed the same protocols set forth by the BOR. To encourage academic honesty, ETC acknowledged in its Course Catalogs that students were held accountable to the UH System's Student Conduct Code.

**Self Evaluation:**

The College meets this standard.

**Planning Agenda:**

None.

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*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.*

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Does not apply to WINDWARD CC.

## Standard II.A Evidence

- 2A-1. UH Institutional Research and Analysis Office Data Access Portal ([Archived Copy](#))  
<https://www.hawaii.edu/institutionalresearch/home.action>
- 2A-2. Strategic Plan Action Outcomes ([Archived Copy](#))  
<http://windward.hawaii.edu/ir/Planning/Plans/Strategic/StrategicPlan12-8-08.pdf>
- 2A-3. Windward CC Enrollment Reports: Table 6 ([Archived Copy](#))  
[https://www.hawaii.edu/institutionalresearch/enrT05Report.action?IRO\\_INST\\_AND\\_UHCC=WIN&SEM\\_YR\\_IRO=2012-1&ETHNICITY\\_TOGGLE=ALL\\_ETHNICITY&MAJOR\\_TOGGLE=ALL\\_MAJORS&drillT\\_hruLevel=&agglevel=null&reportId=ENRT05&campusContext=null&drillId=null&VALUE=null&exportType=&drillValue=null&drillTarget=null](https://www.hawaii.edu/institutionalresearch/enrT05Report.action?IRO_INST_AND_UHCC=WIN&SEM_YR_IRO=2012-1&ETHNICITY_TOGGLE=ALL_ETHNICITY&MAJOR_TOGGLE=ALL_MAJORS&drillT_hruLevel=&agglevel=null&reportId=ENRT05&campusContext=null&drillId=null&VALUE=null&exportType=&drillValue=null&drillTarget=null)
- 2A-4. UHCC Headcount Enrollment Projections Fall 2010 to Fall 2015 ([Archived Copy](#))  
[http://www.hawaii.edu/cgi-bin/iro/maps?Eppcf10\\_Edit.pdf](http://www.hawaii.edu/cgi-bin/iro/maps?Eppcf10_Edit.pdf)
- 2A-5. UHCC Course Registration Report Spring 2011 ([Archived Copy](#)) <http://www.hawaii.edu/cgi-bin/iro/maps?erces11.pdf>
- 2A-6. Planning and Budget Council Page 2011-12 ([Archived Copy](#))  
<http://windward.hawaii.edu/ir/PBCouncil/2011/PlanningBudgetMenu2011.html>
- 2A-7. Creation of Schedule of Classes ([Archived Copy](#))  
[http://windward.hawaii.edu/Academic\\_Affairs/Scheduling/](http://windward.hawaii.edu/Academic_Affairs/Scheduling/)
- 2A-8. UHCC Demographic Information and Achievement Data ([Archived Copy](#))  
[http://www.hawaii.edu/offices/cc/docs/UHCC\\_DIAD\\_Fall\\_2010.pdf](http://www.hawaii.edu/offices/cc/docs/UHCC_DIAD_Fall_2010.pdf)
- 2A-9. Windward CC Course Catalog 2011-2013 ([Archived Copy](#))  
[http://windward.hawaii.edu/Catalogs\\_Schedules/WCC\\_Catalog\\_2011-2013.pdf](http://windward.hawaii.edu/Catalogs_Schedules/WCC_Catalog_2011-2013.pdf)
- 2A-10. Windward Community Education Needs Report ([Archived Copy](#))  
[http://windward.hawaii.edu/governance/Documents/2009/SMS\\_Educational\\_Needs.pdf](http://windward.hawaii.edu/governance/Documents/2009/SMS_Educational_Needs.pdf)
- 2A-11. Windward CC Excellence in Education Conference 2009 program ([Archived Copy](#))  
[http://windward.hawaii.edu/calendar/2009/Excellence\\_in\\_Education/Riding%20the%20Wave%20of%20Change.pdf](http://windward.hawaii.edu/calendar/2009/Excellence_in_Education/Riding%20the%20Wave%20of%20Change.pdf)
- 2A-12. Windward CC Convocation Fall 2009 ([Archived Copy](#))  
[http://windward.hawaii.edu/calendar/2009/Convocation\\_Fall/](http://windward.hawaii.edu/calendar/2009/Convocation_Fall/)
- 2A-13. Credit Curriculum and Academic Affairs Committee, meeting minutes, 2011/04/26 ([Archived Copy](#))  
[http://windward.hawaii.edu/Committees/CCAAC/Documents/2011/CCAAC\\_2011\\_04\\_26\\_Minutes.pdf](http://windward.hawaii.edu/Committees/CCAAC/Documents/2011/CCAAC_2011_04_26_Minutes.pdf)
- 2A-14. Ke Kumu Pali Charter ([Archived Copy](#))  
[http://windward.hawaii.edu/committees/Ke\\_Kumu\\_Pali/Charter.php](http://windward.hawaii.edu/committees/Ke_Kumu_Pali/Charter.php)
- 2A-15. Ke Kumu Pali, meeting minutes, 2009/01/07 ([Archived Copy](#))  
[http://windward.hawaii.edu/Committees/Ke\\_Kumu\\_Pali/Documents/2009/KeKumuPali\\_2009\\_01\\_07\\_Minutes.pdf](http://windward.hawaii.edu/Committees/Ke_Kumu_Pali/Documents/2009/KeKumuPali_2009_01_07_Minutes.pdf)
- 2A-16. Ke Kumu Pali, meeting minutes, 2009/02/04 ([Archived Copy](#))  
[http://windward.hawaii.edu/Committees/Ke\\_Kumu\\_Pali/Documents/2009/KeKumuPali\\_2009\\_02\\_04\\_Minutes.pdf](http://windward.hawaii.edu/Committees/Ke_Kumu_Pali/Documents/2009/KeKumuPali_2009_02_04_Minutes.pdf)
- 2A-17. Kua`ana Native Hawaiian Development Services ([Archived Copy](#))  
<http://www.hawaii.edu/kuaana/index.html>
- 2A-18. Progress Report on WCC in Waimānalo ([Archived Copy](#))
- 2A-19. Ke Kumu Pali, meeting minutes, 2011/01/28 ([Archived Copy](#))  
[http://windward.hawaii.edu/Committees/Ke\\_Kumu\\_Pali/Documents/2011/KeKumuPali\\_2011\\_01\\_28\\_Minutes.pdf](http://windward.hawaii.edu/Committees/Ke_Kumu_Pali/Documents/2011/KeKumuPali_2011_01_28_Minutes.pdf)
- 2A-20. Ke Kumu Pali, meeting minutes, 2011/03/01 ([Archived Copy](#))  
[http://windward.hawaii.edu/Committees/Ke\\_Kumu\\_Pali/Documents/2011/KeKumuPali\\_2011\\_03\\_01\\_Minutes.pdf](http://windward.hawaii.edu/Committees/Ke_Kumu_Pali/Documents/2011/KeKumuPali_2011_03_01_Minutes.pdf)
- 2A-21. Pacific Center for Environmental Studies ([Archived Copy](#)) <http://windward.hawaii.edu/paces/>
- 2A-22. TRiO ([Archived Copy](#)) <http://www.wcc.hawaii.edu/Trio/>
- 2A-23. TRiO Student Support Services ([Archived Copy](#))  
[http://windward.hawaii.edu/TRIO/Student\\_Support\\_Services.php](http://windward.hawaii.edu/TRIO/Student_Support_Services.php)
- 2A-24. About Educational Talent Search ([Archived Copy](#)) <http://windward.hawaii.edu/ETS/>
- 2A-25. TRiO Upward Bound ([Archived Copy](#)) [http://windward.hawaii.edu/Trio/Upward\\_Bound.php](http://windward.hawaii.edu/Trio/Upward_Bound.php)

- 2A-26. Hūlili grant abstract ([Archived Copy](#))  
[http://windward.hawaii.edu/Documents/Title\\_III/2010/T3%2010-15%20Cooperative%20Hulili%20Abstract.pdf](http://windward.hawaii.edu/Documents/Title_III/2010/T3%2010-15%20Cooperative%20Hulili%20Abstract.pdf)
- 2A-27. Hūlili 2011 Annual Performance Report ([Archived Copy](#))
- 2A-28. Strengthening Student Engagement Through the Renovation of Hale A'o and Hawaiian Studies Curriculum Expansion grant abstract ([Archived Copy](#))  
[http://windward.hawaii.edu/Documents/Title\\_III/2010/T3%2010-15%20Ao-HWST%20Abstract.pdf](http://windward.hawaii.edu/Documents/Title_III/2010/T3%2010-15%20Ao-HWST%20Abstract.pdf)
- 2A-29. Title III 2011 Annual Performance Report ([Archived Copy](#))
- 2A-30. Developmental Kāko'o Ko'olau grant abstract ([Archived Copy](#))  
[http://windward.hawaii.edu/Documents/Title\\_III/2010/T3%2010-15%20Developmental%20KakooKoolau%20Abstract.pdf](http://windward.hawaii.edu/Documents/Title_III/2010/T3%2010-15%20Developmental%20KakooKoolau%20Abstract.pdf)
- 2A-31. Strategic Plan Goals and Outcomes 2012 ([Archived Copy](#))  
[http://www.hawaii.edu/offices/cc/strategicplan/WIN\\_CC\\_2012\\_Actuals.pdf](http://www.hawaii.edu/offices/cc/strategicplan/WIN_CC_2012_Actuals.pdf)
- 2A-32. Gallery 'Iolani ([Archived Copy](#)) <http://gallery.wcc.hawaii.edu/>
- 2A-33. Palikū Theatre ([Archived Copy](#)) <http://windward.hawaii.edu/paliku/>
- 2A-34. Academic Subject Certificate in Psycho-Social Developmental Studies ([Archived Copy](#))  
[http://windward.hawaii.edu/Academics/PSDS\\_ASC/](http://windward.hawaii.edu/Academics/PSDS_ASC/)
- 2A-35. Ka `Ohana: About Us ([Archived Copy](#))  
<http://kaohana.windward.hawaii.edu/aboutus.php?iID=72>
- 2A-36. Ka `Ohana Front Page ([Archived Copy](#))  
<http://kaohana.windward.hawaii.edu/section.php?sID=1>
- 2A-37. General Education ([Archived Copy](#)) [http://windward.hawaii.edu/general\\_education/](http://windward.hawaii.edu/general_education/)
- 2A-38. Institutional Effectiveness Committee, meeting minutes, 2011/09/19 ([Archived Copy](#))  
[http://windward.hawaii.edu/Documents/Committees/Institutional\\_Effectiveness/2011/IEC\\_2011\\_09\\_19\\_Minutes.pdf](http://windward.hawaii.edu/Documents/Committees/Institutional_Effectiveness/2011/IEC_2011_09_19_Minutes.pdf)
- 2A-39. Institutional Effectiveness Committee, meeting minutes, 2011/10/03 ([Archived Copy](#))  
[http://windward.hawaii.edu/Documents/Committees/Institutional\\_Effectiveness/2011/IEC\\_2011\\_10\\_03\\_Minutes.pdf](http://windward.hawaii.edu/Documents/Committees/Institutional_Effectiveness/2011/IEC_2011_10_03_Minutes.pdf)
- 2A-40. Student Learning Outcomes ([Archived Copy](#)) <http://windward.hawaii.edu/SLOs/>
- 2A-41. Windward CC Course Catalog 2006-2007 ([Archived Copy](#))  
[http://windward.hawaii.edu/Catalogs\\_Schedules/WCC\\_Catalog\\_2006-2007.pdf](http://windward.hawaii.edu/Catalogs_Schedules/WCC_Catalog_2006-2007.pdf)
- 2A-42. Assessment Documents ([Archived Copy](#))  
<http://windward.hawaii.edu/assessment/Documents.php>
- 2A-43. Planning and Budget Council ([Archived Copy](#))  
<http://windward.hawaii.edu/ir/PBCouncil/PlanningBudgetMenu.html>
- 2A-44. Windward CC Community College Student Success and Engagement Survey 2010 Results ([Archived Copy](#))  
[http://www.ccse.org/survey/public\\_profile.cfm?ccse\\_id=14199000&year=2010](http://www.ccse.org/survey/public_profile.cfm?ccse_id=14199000&year=2010)
- 2A-45. Windward CC Community College Student Success and Engagement Survey 2008 Results ([Archived Copy](#)) <http://www.ccse.org/survey/public-profile.cfm?ipeds=141990&source=2008&CFID=2848694&CFTOKEN=36e38c4792bd82d4-53E957F9-188B-402E-2A6CE07B82C4C9A8>
- 2A-46. Student Services 2011 Annual Report of Program Data ([Archived Copy](#))  
[http://windward.hawaii.edu/ir/PBCouncil/2011/Units/Student%20Services/StudentServicesReport\\_1-23-12.pdf](http://windward.hawaii.edu/ir/PBCouncil/2011/Units/Student%20Services/StudentServicesReport_1-23-12.pdf)
- 2A-47. First Year Experience ([Archived Copy](#)) <http://windward.hawaii.edu/FYE/Index.php>
- 2A-48. New Student Orientation ([Archived Copy](#))  
[http://windward.hawaii.edu/Student\\_Services/Orientation/](http://windward.hawaii.edu/Student_Services/Orientation/)
- 2A-49. Frosh Camp ([Archived Copy](#))  
[http://windward.hawaii.edu/Student\\_Services/Frosh\\_Camp/Index.php](http://windward.hawaii.edu/Student_Services/Frosh_Camp/Index.php)
- 2A-50. Learning Communities ([Archived Copy](#))  
[http://windward.hawaii.edu/Learning\\_Communities/index.php](http://windward.hawaii.edu/Learning_Communities/index.php)
- 2A-51. Achieving the Dream First Year Experience Report ([Archived Copy](#))
- 2A-52. Frosh Camp flyer ([Archived Copy](#))  
[http://windward.hawaii.edu/Student\\_Services/Frosh\\_Camp/Frosh\\_Camp\\_2012\\_Spring.pdf](http://windward.hawaii.edu/Student_Services/Frosh_Camp/Frosh_Camp_2012_Spring.pdf)
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## Standard II.B Student Support Services

*The institution recruits and admits students who are able to benefit from the college programs that are 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.*

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*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.*

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### **Descriptive Summary:**

For the credit division, all student support services are located and available during the day on the Kāneʻohe campus. Online registration is available to students. Admissions and Records, Financial Aid may only be available during the day on-campus, but tutoring services ([Ref. 2B-1](#)), depending on the subject may now be available 24/7. Evening and online students have e-mail and phone access to counseling and advising services. In Fall 2012, an online counseling initiative will be piloted in our Hūlili cohort utilizing Elluminate. Testing is available Mondays and Tuesdays until 6 p.m., and on Wednesdays and Thursdays until 8 p.m. At the Windward Mall, on Fridays, Saturdays, and Sundays, admissions counseling, registration, and financial aid applications are available to the community as part of the “One Stop” endeavor. This Achieving the Dream (AtD) initiative is closely aligned to the UH System ([Ref. 2B-2](#)), UHCC System ([Ref. 2B-3](#)), and Windward CC Strategic Plans ([Ref. 2B-4](#)) that address financial aid access, developmental education, persistence, course completion, and student success. The Financial Aid Outreach initiative aligns with action outcome measures for the Windward CC Strategic Plan 1.2 and 2.2 to increase access to financial aid.

Previously, the College had not been as successful with getting financial aid and course information to non-traditional students, especially in the Kahuku and Waimānalo communities. The College developed an initiative to deliver financial aid services in areas where the community congregates like Windward Mall. Student Affairs established a “One-Stop” Financial Aid Center at the Mall, in partnership with Kamehameha Schools, to provide financial aid assistance and to help with filling out the FAFSA forms on Fridays from 5 p.m. to 9 p.m.; on Saturdays from 10 a.m. to 5 p.m.; and on Sunday from 10 a.m. to 5 p.m. One professional staff member and one Peer Mentor staff the site. TRiO SSS further started Saturday outreach activities in Waimānalo to provide access to financial aid, admissions, and counseling for this area. Both these initiatives are present during peak demand periods for admissions, registration, and financial aid application.

An increase in students ([Ref. 2B-5](#)) as well as an increase in financial aid applications processed appears to be the direct result of this outreach effort. The effort and resulting increases have affected staffing needs, particularly in the Financial Aid Office, and in the hiring of an Outreach Coordinator.

The Credit Student Affairs Division is directed by the Vice Chancellor of Student Affairs through a management team consisting of all unit heads, a student, and a clerical representative. Student Affairs is composed of eight sub-departments: Admissions and Records ([Ref. 2B-6](#)), Counseling and Advising ([Ref. 2B-7](#)), Financial Aid ([Ref. 2B-8](#)), Outreach ([Ref. 2B-9, p. 11](#)), Student Life ([Ref. 2B-10](#)), Educational Talent Search ([Ref. 2B-11](#)), TRiO Student Support Services ([Ref. 2B-12](#)), and TRiO Upward Bound ([Ref. 2B-13](#)). It supports 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 the community. In 2006, the College agreed to participate in the AtD

initiative, and Student Affairs developed four comprehensive strategies to improve student success: New Student Orientation ([Ref. 2B-14](#)), Supplemental Instruction ([Ref. 2B-15](#)), Learning Communities ([Ref. 2B-16](#)), and Frosh Camp ([Ref. 2B-17](#)) all discussed in Standard II.A above.

Supplemental Instruction (SI) serves students in targeted AtD gatekeeper courses, historically difficult courses with high enrollment and pass rates less than 70 percent. Through academic support, SI is intended to increase retention rates and improve student grades in these targeted courses, thereby increasing graduation rates. SI is a proactive, early intervention as distinct from tutoring which follows the recognition of a deficit in learning. It provides academic support through peer facilitated group study sessions.

SI-Windward CC served 22 gatekeeper courses in six different subject areas for the Fall 2010 semester ([Ref. 2B-18, p. 18](#)). An evaluation of its effectiveness looked at attendance, frequency, and final grades. The process used in the evaluation started with a list of average pass rates maintained by the Office of Institutional Research (OIR) for five years, ending in 2007. Concurrent courses were then compared as long as the same instructor taught them. These Fall 2010 data suggest that SI has had an impact on student success, in that students were more likely to get a “C” or better if they attend an SI session ([Ref. 2B-18, p. 41](#)). Further analysis is needed to determine whether the SI factor is directly responsible in aiding student success ([Ref. 2B-19](#)).

The institution also addressed the criteria for this standard through its Student Affairs 2010 Annual Assessment ([Ref. 2B-9](#)) submitted in December 2010, its Student Affairs Five-Year Program Review ([Ref. 2B-20](#)) covering the academic years 2004 to 2008, and its Achieving the Dream Implementation Plan ([Ref. 2B-21](#)) dated May 14, 2008. All units have made significant progress in meeting their respective goals.

Program Review policies and procedures are in place. The Program Review evaluative process includes process outcomes to enhance non-instructional departmental assessment as well as student satisfaction surveys and faculty/staff satisfaction surveys. Current reports are available on the College website ([Ref. 2B-22](#)). Student Affairs will continue to participate in these evaluative processes.

Additionally, the Vice Chancellor of Student Affairs holds quarterly meetings for the entire Student Affairs staff. These meetings provide the occasion for an informed sharing of information and the implementation of strategies for improvement. Evaluative data from additional surveys and/or information from the College’s OIR as well as statewide data are also used. Results are presented to staff members for use in improving programs and planning for future services.

Admissions and Records (A&R) met its goals of increasing the number of requests and applications processed, receiving an 88 percent Satisfaction Rate based on its survey of Frosh Camp participants ([Ref. 2B-9, p. 3](#)). A&R is committed to assess and review its procedure to improve the efficiency of its operation. A&R continues to process admissions applications, transcript requests, graduation certification, and enrollment verification within two weeks ([Ref. 2B-9, p. 4](#)). It complies consistently with the Department of Health (DOH) Post-Secondary School Health Requirements ([Ref. 2B-23](#)) that are legally required for students who register and attend classes.

Academic Advising/Counseling met its goals ([Ref. 2B-9, pp. 5-6](#)) of providing students with pre-admission services and advising, empowering students to navigate successfully through their academic programs, and providing services to enable students to further their educational career endeavors. The unit is involved with New Student Orientation, Learning Communities, Supplemental Instruction, and Tutoring. Based on the satisfaction surveys compiled by the Counseling Department, 93 percent of students who met with a counselor were satisfied with the information and services received ([Ref. 2B-9, p. 6](#)). The only goal not met was that of meeting with every student, which may not be attainable. According to the Student Affairs 2010 Annual Assessment, 1861 students, or two-thirds of the total enrollment, met with a counselor ([Ref. 2B-9, p. 5](#)).

The Career Center ([Ref. 2B-24](#)) offers various services to assist students to explore, define, and pursue their career goals. The center and these services were staffed by one counselor until 2010. A comprehensive career assessment, counseling, and job placement program is needed to augment the career exploration component provided to a reported 300 students ([Ref. 2B-9, p. 8](#)). In 2009-2010, the slow economy and rising unemployment rate in the state contributed to an increase of students seeking these services. Fortunately, in 2010, the College received an additional position from the closure of ETC to expand the Career Center and its services, adding a job placement service and a physical space for the CareerCenter on campus.

The Financial Aid Office Survey ([Ref. 2B-25, pp. 1-2](#)) in 2009-2010 indicated that 95 percent of students found overall satisfaction with the service they received ([Ref. 2B-9, p. 10](#)), an increase from the 83 percent reported in 2007. In 2010-2011, 92.3 percent of students found overall satisfaction, a slight drop from the previous year ([Ref. 2B-26, p. \[16\]](#)). Five of the six goals of the Financial Aid Office were successfully attained; however, processing time for applications took from 3-25 days, not meeting the goal of processing being completed within two weeks of receipt of application ([Ref. 2B-9, p. 10](#)). However, in 2010-11, only four of the six goals were successfully attained and processing time for applications took from 5 – 35 days. Clearly, the additional FAFSA applications processed and additional awards given are having an impact ([Ref. 2B-26, pp. \[15-16\]](#)).

According to the annual performance report submitted on November 5, 2010, for the 2009-2010 year ([Ref. 2B-9, pp. 14-15](#)), Educational Talent Search (ETS) services met all five performance objectives and both goals by serving 600 students per grant and serving at least 67 percent of low-income, first generation college students. Student Support Services (SSS) met all US Department of Education objectives for 2008-2009, and preliminarily for 2009-2010 ([Ref. 2B-9, pp. 15-16](#)).

Upward Bound (UB) services are delivered on an individual basis and/or group setting to students in grades 9-12 to instill the skills and motivation necessary to complete high school and enroll in college. An Annual Performance Report submitted on or before December 17, 2010, for the 2009/2010 program year met four of five goals. The exception was goal 5, which stated that 60 percent of students who enrolled in college by fall immediately following high school graduation continued to be enrolled in fall of their second college year as only 44 percent met this goal ([Ref. 2B-9, p. 17](#)).

Until its dissolution in December 2010, the Employment Training Center (ETC) Student Services program served non-credit students, and was coordinated by an ETC Counselor in a rotated position under the supervision of the Director of Vocational and Community. ETC counselors were assigned to specific programs to provide: Admissions counseling; registration, career, academic and personal counseling; self-development and work-readiness workshops and seminars; internships and job placement services. Counselors performing these services have been re-assigned to Student Affairs functions.

### **Self Evaluation:**

The College meets this standard.

### **Planning Agenda:**

The College will initiate a comprehensive career assessment, counseling, and job placement program for all credit and non-credit programs.

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II.B.2. *The institution provides a Course Catalog for its constituencies with precise, accurate, and current information concerning the following:*

*a. General Information*

- *Official Name, Address(es), Telephone Number(s) and Website 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*

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**Descriptive Summary:**

Precise, accurate, and current information is provided in the Windward CC Course Catalog and the former Employment Training Center Course Catalog. As in the past, pertinent information is provided in the College's Course Catalog, available both in print and online ([Ref. 2B-27](#)).

The College's official name, address, phone number and web address appear on the first page of the Course Catalog, preceding the Table of Contents. The mission statement and information on accreditation are also included on page 2 ([Ref. 2B-28, p. 2](#)). Specific information on the accrediting agency, such as contact information for complaints, etc., is not currently listed in the Course Catalog, but will be provided in future Course Catalogs to comply with new Department of Education (US DOE) regulations. Lists of the BOR ([Ref. 2B-28, p. 1](#)) and UH System Administrators ([Ref. 2B-28, p. 1](#)), along with College Administration ([Ref. 2B-28, p. 1](#)), Faculty and Staff ([Ref. 2B-28, pp. 112-115](#)), including degrees earned, are also provided.

The Course Catalog contains information primarily for the credit program. Current, accurate information is provided about courses ([Ref. 2B-28, pp. 48-111](#)), degree programs and certificate offerings ([Ref. 2B-28, pp. 27-29](#)), and learning resources ([Ref. 2B-28, pp. 14-17](#)). An updated academic calendar ([Ref. 2B-28, p. \[i\]](#)), including program length information, is included. Admission requirements ([Ref. 2B-28, pp. 7-9](#)), financial information regarding tuition ([Ref. 2B-28, p. 10](#)), fees ([Ref. 2B-28, pp. 10-11](#)), refund policies ([Ref. 2B-28, p. 11](#)), and financial aid ([Ref. 2B-28, pp. 12-13](#)), as well as graduation ([Ref. 2B-28, pp. 31-33](#)) and transfer information ([Ref. 2B-28, p. 30](#)) are outlined.

Major policies such as academic regulations, including academic dishonesty ([Ref. 2B-28, pp. 20-21](#)), non-discrimination ([Ref. 2B-28, pp. 3-4](#)), acceptance of transfer credits ([Ref. 2B-28, p. 24](#)), sexual harassment ([Ref. 2B-28, p. 5](#)), and grievance and complaint procedures ([Ref. 2B-28, p. 21](#)) are also provided.

Files on formal student grievances are kept in the Office of Student Affairs and the Office of Academic Affairs, depending on the type of grievance, and are readily available to authorized persons. Authorized persons include all that are involved in the Student Academic Grievance Procedures ([Ref. 2B-29](#)); the person filing the grievance, the person the grievance is being filed against, the respective Dean - if applicable, the respective Vice Chancellor, the Academic Grievance Committee - if applicable, and the Chancellor). Grievances that include student record information are further subject to FERPA guidelines. Memorandum regarding FERPA ([Ref. 2B-30](#)) and the Confidentiality of Student Records states “In order to access a student’s education record, you must have a legitimate educational need to fulfill your professional responsibility. Curiosity or personal interest does NOT constitute a legitimate educational need to know.” Administrative Procedure A7.022 ([Ref. 2B-31, 4.d.](#)) defines “Education Record.” Files include grievances from all Windward CC students, traditional and distance learning (DL). Since 2006, two formal student grievances have been filed at Windward CC in early 2012.

Some campus policies are not included in the Course Catalog; however, Administration Governance ([Ref. 2B-32](#)), Chartered Groups ([Ref. 2B-33](#)), Organization Governance ([Ref. 2B-34](#)), Planning Governance ([Ref. 2B-35](#)), Strategic Planning ([Ref. 2B-36](#)), Budgeting ([Ref. 2B-37](#)), Assessment, Program Review ([Ref. 2B-38](#)), Mission Policy ([Ref. 2B-39](#)), Personnel Policies ([Ref. 2B-40](#)), Physical Facilities ([Ref. 2B-41](#)), Library ([Ref. 2B-42](#)), Copyright Guidelines ([Ref. 2B-43](#)), UHCC Policies ([Ref. 2B-44](#)), Curriculum Procedures ([Ref. 2B-45](#)), Sabbatical Leave Procedures ([Ref. 2B-46](#)), and past Chancellor for Community Colleges Memos (CCCMs) ([Ref. 2B-47](#)) are easily accessible for students, as they can be found on the College’s website ([Ref. 2B-48](#)).

The College Course Catalog is printed on a biannual basis, but is reviewed and electronically updated on an annual basis. The review process is an informal process that 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 addition to the Course Catalog, the College publishes each academic year, in print and online, a Schedule of Classes (SOC; [Ref. 2B-49](#)) for its credit programs. It includes admission information ([Ref. 2B-49, p. 2](#)), academic calendar ([Ref. 2B-49, p. 2](#)), registration information ([Ref. 2B-49, p. 3](#)), tuition payment and refund policy ([Ref. 2B-49, pp. 4-5](#)), course schedule information (Fall schedule [[Ref. 2B-49, pp. 7-38](#)], Spring schedule [[Ref. 2B-49, pp. 41-66](#)]), course descriptions ([Ref. 2B-49, pp. 68-84](#)), exam schedule for Fall [[Ref. 2B-49, p. 39](#)] and Spring [[Ref. 2B-49, p. 67](#)]), graduation and persistence rates ([Ref. 2B-49, p. \[85\]](#)), and a campus map ([Ref. 2B-49, p. \[86\]](#)).

All Windward CC policies, procedures, and fees apply to both traditional students and distance learning students. Windward CC does not differentiate between traditional and DL students. Basic information on DL has been provided in all Course Catalogs and Schedules of Classes ([Ref. 2B-50](#)) dating back to 2001, with more detailed information more recently becoming available on the College's ([Ref. 2B-51](#)) and the UH System’s ([Ref. 2B-52](#)) websites. With DL now playing such a big role at Windward CC, more detailed information on DL will be added to future College Course Catalogs.

Online DL information includes a brief description of online education ([Ref. 2B-51](#)); registration information ([Ref. 2B-6](#)); first steps (including a pre-assessment to see if students are ready for online learning [[Ref. 2B-53](#)], student orientation for online learning [[Ref. 2B-54](#)], and books and supplies information [[Ref. 2B-55](#)]); Laulima learning guides ([Ref. 2B-56](#)); technology resources ([Ref. 2B-57](#)); and phone numbers and e-mail addresses of Windward CC and UH System computer support and the Library reference desk (located on the right hand side of the main Online Learning page [[Ref. 2B-51](#)]). A listing of online classes, class dates, and the instructor’s name ([Ref. 2B-58](#)) are also included.

In addition to the information that can be found in the College Course Catalog, Schedule of Classes, and online, an information packet is also mailed to all DL students prior to the start of the semester in which they enroll. This information packet includes a welcome letter ([Ref. 2B-59](#)), a list of things they should know ([Ref. 2B-60](#)), a list of important web pages ([Ref. 2B-61](#)), steps to log in to Laulima, the UH System course management system, ([Ref. 2B-62](#)), and instructions ([Ref. 2B-63](#)) on how to forward UH System e-mail to another e-mail account.

The student survey ([Ref. 2B-64](#)), conducted in Fall 2011, shows that 91 percent of students rated the clarity of the Course Catalog as excellent or satisfactory, compared to 77 percent of students in the Fall 2005 survey. Ninety-two percent rated the clarity of policies and procedures for registration as excellent or satisfactory, compared to 80 percent of students in the Fall 2005 survey.

In the non-credit area, prior to the dissolution of the ETC program, ETC published an Employment Training Center Course Catalog in print and online ([Ref. 2B-65](#)). The ETC Course Catalogs ([Ref. 2B-65](#)), which date back to 2006 for this reporting period, included its official name ([Ref. 2B-66, p. \[iii\]](#)), address ([Ref. 2B-66, p. \[iii\]](#)), telephone number ([Ref. 2B-66, p. \[iii\]](#)), the names and phone numbers of the Center's administrators ([Ref. 2B-66, p. 1](#)), faculty and staff ([Ref. 2B-66, p. 1](#)), mission statement ([Ref. 2B-66, p. \[ii\]](#)), and a location maps ([Ref. 2B-66, p. \[36\]](#)). Current, accurate information was provided about courses and programs ([Ref. 2B-66, pp. 5-27](#)). A testing schedule for the Test of Adult Basic Education (TABE; [Ref. 2B-66, pp. 31-32](#)), as well as state holidays and non-instructional days ([Ref. 2B-66, p. \[ii\]](#)) were also included. ETC's Course Catalog was reviewed, updated, and published annually. The annual review process was an informal process that included discussion and input from ETC instructors, counselors, coordinators, and staff.

Career and Community Education (CCE) produces a non-credit Course Catalog in print and online ([Ref. 2B-67](#)). Information provided in the Course Catalog includes course information (course descriptions, dates and times, costs, and instructors), registration information, refund policies, and important changes to the program. Information on Ready Set Grow Hawai'i is also included in the Course Catalog. In addition to the Course Catalog, information is available online ([Ref. 2B-68](#)).

### **Self Evaluation:**

The College meets this standard.

### **Planning Agenda:**

The Office of Academic Affairs will include accrediting agency contact information for grievances and other purposes in future Course Catalogs.

The Office of Academic Affairs will include more detailed information on Distance Learning in future Course Catalogs.

The Offices of Academic Affairs, Student Affairs, and Administrative Services, and the Marketing and Public Relations Office will create a formal review process for the Credit Course Catalog.

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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.*

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### **Descriptive Summary:**

The institution provides a variety of support services to all students through a wide range of lab spaces and specialized tutoring centers, the most comprehensive of which will be the Ka Piko ([Ref. 2B-69](#)) Learning Center, which is envisioned as a “one stop” office that provides students with support in counseling, financial aid, and tutoring. Temporarily housed in the Hale ‘Ākoakoa building, the Ka Piko Center will move to the Library Learning Commons when it opens in Fall 2012. It currently houses the Center Coordinator, a Career Adviser, and the Writing Center.

Supplemental Instruction (SI; [Ref. 2B-70](#)) began at the institution as an Achieving the Dream initiative in 2006 ([Ref. 2B-71](#)). Since then, SI has been offered at the institution in combination with courses that have been identified as gatekeeper ([Ref. 2B-72](#)) or historically difficult courses. Under this model, student employees responsible for providing academic support are assigned to specific classes and meet regularly with instructors so that students’ support sessions coordinate with their classroom instruction. In Spring 2010, the most recent semester in which data on this service are available, 323 students at the College were offered SI sessions, 204 made use of those sessions, and of those, 184 or 90.2 percent received a C grade or better in their SI courses ([Ref. 2B-9, p. 9](#)).

TRiO Student Support Services (SSS; [Ref. 2B-12](#)), a federally funded TRiO project, serves students who have academic support needs to persist in college from semester to semester, to maintain good academic standing, to improve their financial and economic literacy, to graduate with a certificate or associate degree, and to transfer to a four-year institution ([Ref. 2B-73](#)). Federal guidelines stipulate that a participant in the project must a.) be a first-generation college student, b.) have family income that does not exceed 150 percent of the US Department of Health and Human Services’ annual poverty guidelines, or c.) have a documented disability ([Ref. 2B-74](#)). Between 2006 and 2010, the institution’s SSS project was funded to serve 230 students per year; the project will serve 250 students per year beginning in AY 2011-2012 ([Ref. 2B-75](#)).

In the non-credit area, the Employment Training Center (ETC), before its closing, collected student demographic information through its Student Information System and at orientation and registration. Because of the individualized nature of the ETC’s programs, each student met with a counselor regularly. Counselors were an active and positive part of each student’s program, establishing regular and frequent meeting schedules. Following these individualized counseling assessment and advising sessions, students were eligible to receive services designed to assist them in achieving a variety of educational goals. These services included academic and personal counseling, self-development workshops and seminars, internships, and job assistive services ([Ref. 2B-76, p. 3](#)).

In 2011, the College implemented Ready Set Grow Hawai’i (RSG-HI; [Ref. 2B-77](#)), a program designed to address the needs of the population formerly served by ETC. The program is designed to help students with basic skills, career planning, and workforce readiness. RSG-HI’s highly individualized services and assessments involve frequent contact between students and counselors. The face to face classes are employment themed and taught in the context of a career pathway. Individual tutoring is available to students in a computer lab setting for up to 60 hours a week ([Ref. 2B-78, pp. 32-33](#)).

To meet the previous Self Study’s planning agenda for Standard II.B.3, the College’s Student Affairs division has completed yearly program reviews and self evaluation ([Ref. 2B-22](#)) since 2006.

**Self Evaluation:**

The College meets this standard.

**Planning Agenda:**

None.

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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.*

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**Descriptive Summary:**

The institution researches and identifies students' learning support needs through an entering student survey ([Ref. 2B-79](#)) administered with the COMPASS placement exam. It also identifies students' needs through mandatory counseling sessions, mandatory orientation ([Ref. 2B-14](#)) for students new to the campus, faculty referrals, and outreach efforts conducted by faculty and student members of the campus's mentoring program and of TRiO Student Support Services ([Ref. 2B-80, p. 7](#)).

By uniformly assessing and advising new students, the institution ensures that the services it offers all students are appropriate and comprehensive. Equitable assessment of students' needs for counseling, financial aid, tutoring, and other support services is maintained through delivery of the COMPASS Entering Student Survey and through mandatory orientation and counseling for all new students.

Entering students may sit for the COMPASS exam on campus at the College's testing center, or at a variety of off-site locations, including Castle High School, Kahuku High School, Kailua High School, Kalaheo High School, Hawai'i Job Corps, and a variety of approved locations ([Ref. 2B-81](#)) throughout Hawai'i and the mainland United States. In the COMPASS Entering Student Survey, students are assessed for academic and other support needs, including study skills, academic support-related needs, and needs related to financial aid ([Ref. 2B-79](#)). The survey also collects demographic information and identifies populations that have traditionally benefited from increased institutional support—first generation and low-income students, students with disabilities, and Native Hawaiian students ([Ref. 2B-75](#)).

Since the survey is embedded in the mandatory placement exam, responses are collected from a majority of entering students. Survey data are used not only by counselors and faculty invested in knowing as much as possible about their students, but also by the institution in its efforts to secure grant funding in support of the above-mentioned populations. The TRiO Student Support Services ([Ref. 2B-12](#)) project in particular makes thorough use of survey data in its grant applications to the US Education Department (USDOE).

Faculty and counselors, as well as TRiO SSS staff and Peer Mentors, participate in an active referral network, whose aim is to identify students who may benefit from advising, tutoring, and other support services and to refer them to the appropriate campus resources. Students' support needs are further identified through a sequence of advising and orientation sessions. The institution's New Student Orientation ([Ref. 2B-14](#)) programs have dramatically increased in scale during the current reporting period. Optional orientation sessions were introduced in 2006; these sessions reached approximately two-thirds of all new students ([Ref. 2B-82](#)). In 2007, all recent high school graduates were required to attend an orientation. And since 2008, all students who are new to the campus must participate in orientation and advising sessions before they can register for classes. These mandatory orientations and advising sessions for new students were implemented to support the college's ambitious Achieving the

Dream initiative goals to increase student persistence, graduation, and transfer ([Ref. 2B-21, p. 6](#)). During their advising/orientation sequence, students are assigned a counselor ([Ref. 2B-7](#)) and provided with general guidance and with assistance in registering for classes and applying for financial aid ([Ref. 2B-8](#)). Students' support needs are identified at this time and during follow-up sessions with their assigned counselors ([Ref. 2B-80](#)).

New students at the College attend the mandatory orientation/counseling sequence regardless of whether they attend the main campus or attend primarily online or at the institution's off-site location in Waimānalo (R. Inouye, personal communication, August 2, 2011). As discussed previously in section II.B.3, this sequence has been required of all new students since 2008. With one exception, all distance classes ([Ref. 2B-83](#)) at the institution have been offered since 2009. The timing of these efforts has allowed recent Student Affairs initiatives, such as mandatory advising, to be designed with distance learning in mind, which has allowed the institution to ensure distance learning students equitable access to services.

The institution, thus, ensures that all students have equally reliable access to student services. The primary tool that all students use to schedule time with counseling faculty is a phone scheduling system. By making appointments with counselors, all students may receive assistance with the following:

- Understanding AA, certificate, and transfer requirements
- Planning registration to fulfill their requirements
- Making educational and career choices and decisions
- Preparing for transfer to professional programs and 4-year universities
- Resources that support academic and personal successes
- Arranging accommodations for students with disabilities ([Ref. 2B-7](#))

These services are offered to all students, regardless of whether they attend classes on the main campus, online, or at an off-site location. Students and their counselors make use of the same tools and services regardless of service location. The following table identifies these resources by counseling area; please note that these are the primary resources used by all students and faculty.

**Table 8: Counseling Areas and Resources**

<b>Counseling Area</b>	<b>Resources</b>
Understanding A.A. certificate and transfer requirements	Advising/Counseling (All Counselors; <a href="#">Ref. 2B-84</a> ) Course Catalogs and Schedules of Classes ( <a href="#">Ref. 2B-27</a> )
Planning registration to fulfill their requirements	Advising/Counseling (All Counselors; <a href="#">Ref. 2B-84</a> ) Star Advisor ( <a href="#">Ref. 2B-85</a> )
Making educational and career choices and decisions	Advising/Counseling (All Counselors; <a href="#">Ref. 2B-84</a> ) Career Connections ( <a href="#">Ref. 2B-86</a> ) Career and Workforce Development Counselor ( <a href="#">Ref. 2B-87</a> ) Career Specialist ( <a href="#">Ref. 2B-88</a> ) DISCOVER ( <a href="#">Ref. 2B-89</a> ) Ka Piko Explorations Services ( <a href="#">Ref. 2B-90</a> )
Preparing for transfer to professional programs and 4-year universities	Advising/Counseling (All Counselors; <a href="#">Ref. 2B-84</a> ) Transfer Facilitator ( <a href="#">Ref. 2B-91</a> )
Resources that support academic and personal success	Advising/Counseling (All Counselors; <a href="#">Ref. 2B-84</a> ) Student Success Resources ( <a href="#">Ref. 2B-92</a> ) Success Counselor ( <a href="#">Ref. 2B-93</a> )
Arranging accommodations for students with disabilities	Disabilities Counselor ( <a href="#">Ref. 2B-94</a> ) Disabilities Handbook ( <a href="#">Ref. 2B-95</a> )

Financial aid is offered equitably to all students, regardless of their service location. Financial aid counseling, which in most cases involves assistance with the institution's Satisfactory Academic Progress Policy ([Ref. 2B-96](#)) or with FAFSA completion ([Ref. 2B-97](#)), is available to all students by phone, e-mail, or in person.

All students at the institution have equitable access to peer mentoring services. All students may schedule time with a peer mentor by phone to receive help with the following:

- Tutoring
- Registration help
- Website navigation
- Campus tours
- Peer counseling
- New Student Orientation
- Frosh Camp
- General information ([Ref. 2B-98](#))

All students at the institution have equitable access to tutoring services. In addition to the tutoring services provided by Peer Mentors, whose areas of expertise may change from semester to semester, the institution offers regular tutoring in Chemistry ([Ref. 2B-99](#)), Math ([Ref. 2B-100](#)), and Writing ([Ref. 2B-101](#)). As of Fall 2011, students may also access strictly online tutoring via the tutoring service Smarthinking ([Ref. 2B-1](#)), which besides offering tutoring in the institution's three regularly tutored subjects, provides assistance in accounting, anatomy and physiology, biology, economics, physics, and statistics. The institution's Writing Center ([Ref. 2B-101](#)) supplements Smarthinking's online service with its own online tutoring as a percentage of lab instructors' time is dedicated to reviewing student materials submitted electronically (M. Segura, personal communication, November 3, 2011).

The Career Center is located in 'Ākoakoa 130. Instructors in English 22 and English 100 courses work in collaboration with the Career Counselors to integrate career exploration workshops and career research assignments into their curriculum. The Career Center, as well as the Library, serve as primary locations for students to delve deeper into their career exploration and occupational research. A Career Counselor is available for those students who want in-depth career counseling

As indicated in Standard II.C.1. below, all students have access to the Library's resources and services. In addition to using the Library's physical collections, students can remotely access its online journal and reference databases, e-book collections, and research guides. Each of the four librarians work with students to improve their research skills, and each helps to staff the Reference Desk, where students may receive one-on-one help with their research questions. Reference and research help is also offered via e-mail, telephone, and online chats. Instructional services, including the Library Research Unit curriculum used by all sections of ENG 22 and ENG 100, supports on-campus and DL students in learning information literacy skills.

All students have access to equitable test proctoring services. As mentioned previously, all new students may arrange at their convenience to take the COMPASS placement exam, which must be administered at an approved testing center at one of several approved locations ([Ref. 2B-81](#)) throughout the state. Online students who do not have reasonable access to the institution's on-campus testing center ([Ref. 2B-102](#)) are directed by their instructors to an equivalent "applicable test site" ([Ref. 2B-103](#)) as mandated by UH System procedures ([Ref. 2B-104](#)).

Because of felicitous timing in its efforts to increase student services programming and distance learning offerings, the institution has not had to struggle as much as it might have in other circumstances with retrofitting existing services to new programs. As it happens, these services and distance learning offerings have all grown during the current reporting period. To online students, other off-site students,

and on-campus students, appropriate, comprehensive and reliable services, while still available in person, are also accessible by phone and through e-mail, the College's webpage, and synchronous and asynchronous chat resources.

One concern with online learning is whether there is a significant difference in support services offered between online and face-to-face classes. To support its online students, the institution began in Fall 2010 to send them a series of communications before the start of each semester, delivered both in hard copy format through USPS and electronically (B. Richardson, personal communication, August 3, 2010). In response to surveys delivered in Fall 2009 and Spring 2010, 77 percent of students either agreed or strongly agreed that there was no significant difference between support services available online and those offered at the main campus. Nine students, or 7 percent of those surveyed, reported that there was a significant difference. None of the nine students offered any optional comments to flesh out their responses ([Ref. 2B-105, p. 14](#)). Moreover, 79 percent of students in Fall 2009 and Spring 2010 agreed or strongly agreed that they had adequate access to library resources ([Ref. 2B-105, p. 19](#)).

At the institution's off-site location in Waimānalo, students readily have access to these online and distance resources. In addition, they have access to computer and printing resources and to a Counselor who provides academic advising, financial aid and personal counseling, and assistance with completing FAFSA applications (R. Inouye, personal communication, August 2, 2011).

The institution has plans to expand to an additional off-site location in Kahuku, HI, at which time it will provide the same level of equitable access to services that it provides at its existing Waimānalo location. The institution has begun to collaborate closely with Brigham Young University-Hawai'i (BYUH) in planning this second off-site location. With BYUH, the institution hosted an "Education Expo" ([Ref. 2B-106](#)) publicity event in Summer 2011. Initial offerings in Kahuku have so far consisted of free, non-credit music workshops ([Ref. 2B-107](#)) and town hall discussions between interested community members, counseling faculty, and the then interim (and now confirmed) Vice Chancellor of Student Affairs ([Ref. 2B-108, p. 1](#)).

Ready Set Grow Hawai'i students, whose needs often significantly exceed those of traditional community college students, are best served in person using a high-touch, invasive counseling approach ([Ref. 2B-78, pp. 27-29](#)).

### **Self Evaluation:**

The College meets this standard.

### **Planning Agenda:**

The Office of Academic Affairs plans to expand its off-site course offerings to Kahuku and the necessary entities from the College will provide the same support services to these students as those it already serves.

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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.*

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### **Descriptive Summary:**

The College promotes programs that encourage personal and civic responsibility as well as promoting opportunities for intellectual, aesthetic, and personal development for all students through student government ([Ref. 2B-109](#)), student organizations ([Ref. 2B-110](#)), Service-Learning ([Ref. 2B-111](#)), peer mentoring services ([Ref. 2B-98](#)), and tutoring services such as Ka Piko ([Ref. 2B-69](#)) and TRiO SSS ([Ref. 2B-12](#)).

Through paid student worker positions, extra credit for a course, or by volunteering, students are able to participate in the various programs, projects, and events that promote personal and civic responsibility. According to the Student Employment and Cooperative Education Website ([Ref. 2B-112](#)), any student attending an institution in the UH System, enrolled in six or more credits may work at Windward CC as a tutor or Peer Mentor. Any student in the UH System may also volunteer to tutor or be a Peer Mentor. For example, potential TRiO SSS tutors and Peer Mentors fill out an application, obtain certification from the instructor, complete a training workshop, are paired with a student, and evaluated ([Ref. 2B-113, p. \[3\]](#)).

For events and projects on campus and in the community, student volunteers are recruited through the various student organizations, programs, clubs, and courses. For example, Phi Theta Kappa members are recruited to assist with the blood drives, food bank donations, and community clean-up projects; and, students in Hawaiian language classes were recruited for the Lakukahekahe Conference (Hawaiian Language Conference for High School Students).

Windward CC Student Life ([Ref. 2B-10](#)) coordinates student government, all student organizations, and activities for students. It coordinates or co-sponsors a variety of student activities on campus through the ASUH-WCC Student Government, clubs, and the Interclub Council of Windward Community College. The Associated Student of the University of Hawai‘i-Windward Community College ([Ref. 2B-109](#)) is the officially recognized student government for the College. ASUH-WCC provides opportunities for students to participate in institutional governance as well as in determining the needs, wants, and interests of the general student population. With feedback provided by students, faculty, staff, and administration, ASUH-WCC ([Ref. 2B-109](#)) plans programs, services, and activities for the campus.

The following is a list of the Windward CC Clubs ([Ref. 2B-110](#)), organizations, and activities over the period 2006 - 2012.

#### **Windward CC Clubs & Organizations (Not all have been active every year):**

- Aerospace Club
- Alapi‘i / The Living Well Leadership Academy
- Botany Club ([Ref. 2B-114](#))
- Ceramics Club (All students enrolled in ceramic courses are in the ceramics club and can participate in the sale.)
- Chess and Backgammon Club
- Film Club ([Ref. 2B-115](#))
- Japanese Cultural Society of WCC
- Ke Kumau ‘Ōlelo Hawai‘i (Hawaiian Language Club)
- KuPono Hawaiian Club ([Ref. 2B-116](#))
- Martial Arts Club
- Music Club ([Ref. 2B-117](#))
- Na Ho‘okele (Voyaging Club)
- PSI Beta (National Honor Society in Psychology for Community and Junior Colleges)
- Phi Theta Kappa (International Honor Society for Community and Junior Colleges; [Ref. 2B-118](#))

- Russian Club
- Safe Spaces ([Ref. 2B-119](#))
- Students for a Sensible Drug Policy

**Windward CC Student Activities (Not all activities are held every academic year) presented by Windward CC students for Windward CC students:**

- Welcome Week Events (Fall and Spring)
- Mid-Month Munchies (cultural and food events held once a month for Day and Evening students)
- 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
- Wednesday Movies (Windward CC Library and ASUH-WCC).
- Ice Cream Social
- "Take Back the Night" Essay Contest
- End of the Semester Bash (Spring)
- Study Sessions
- Pictures (by year) of some activities are available on the Student Life webpage .

**Windward CC Volunteer Events:**

- American Cancer Society Relay for Life Event
- Blood Drives – four drives annually
- Hawai'i Food Bank Food Drive
- Ho'olaule'a (2006 [[Ref. 2B-120](#)], 2007 [[Ref. 2B-121](#)], 2008 [[Ref. 2B-122](#)], 2009 [[Ref. 2B-123](#)], 2010 [[Ref. 2B-124](#)], 2011 [[Ref. 2B-125](#)], 2012 [[Ref. 2B-126](#)])
- Windward CC Christmas Parade

Service-Learning ([Ref. 2B-111](#)) is a national movement that, since the mid-1990s, has found its way into the curricula of universities such as Harvard, Berkeley, and Yale, as well as thousands of schools from the elementary to college level. These schools recognize the importance of Service-Learning by helping students practice and apply class knowledge in real life settings, in ways that help the community. Service-Learning is a win-win-win opportunity for students, schools, and communities. Students, faculty, and community members are provided with training and evaluation opportunities to make recommendations to the program. According to the Office of the Chancellor 2010-11 Annual Assessment ([Ref. 2B-127, p. 24](#)), a Service-Learning Advisory Panel has been selected and includes the Service-Learning Coordinator, two faculty members, and two community members. Directives have been drafted and there are plans to add one former Service-Learning student as a member.

At Windward CC, students can earn partial course credit for Service-Learning in designated courses. Working with their instructor, students who opt for a Service-Learning component will learn and develop academic skills specific to their course and will apply their learning through active participation at an approved community site. Thus, Service-Learning enhances the academic curriculum of the students and is directed towards fostering civic responsibility.

Courses with a Service-Learning component provide that information in the course outline ([Ref. 2B-128, p. 6](#)). The Office of the Chancellor 2010-11 Annual Assessment ([Ref. 2B-127, p. 26](#)) provides general data regarding Service-Learning over a period of 2.5 years. The data show that in Fall 2011, there were 24 instructors teaching 33 courses (59 class sections) with a Service-Learning component. The number of students choosing service-learning options has increased more than 100 percent over the last two years, as has the number of classes offering it as a component. The number of classes declined in Spring 2011 because classes that did not offer detailed information on the Service-Learning option were dropped until the instructors re-defined the project in a clear and specific way.

By assisting faculty in re-writing their Service-Learning options, the number of courses offering the component rose back up again in Fall 2011 (P. DaGrossa, personal communication, November 6, 2011).

In addition to the Service-Learning Office, other student clubs encourage civic responsibility by deciding on and planning projects. For example, the KuPono Hawaiian Club ([Ref. 2B-116](#)) volunteer projects include the construction and maintenance of lo'i kalo at Hale 'Iolani mauka, Hale 'Imiloa, Po'ailani DD Treatment Program, and the Women's Community Correctional Center. Phi Theta Kappa ([Ref. 2B-118](#)) develops leadership and service through various projects throughout the year, such as managing recruitment for the biannual campus blood drive, Honolulu AIDS Walk, cleaning Waikalua Loko Fish Pond, Kalihi Auhpua'a Ulu Pono Ahahui (Kalihi Stream environmental group), and Na Pohaku O Hauwahine (Kāne'ohē nature preserve). On the average approximately 10-20 members participate in each event (L. Uyeda, personal communication, March 8, 2011).

Other College activities that encourage personal and civic responsibility, as well as intellectual, aesthetic, and personal development for students are tutoring, Supplemental Instruction (SI), and Peer Mentoring. Students have the opportunity to work or volunteer to help others in various labs, i.e., Math Lab ([Ref. 2B-100](#)), Speech Lab ([Ref. 2B-129](#)), Ka Piko Center ([Ref. 2B-69](#)), TRiO Student Support Services ([Ref. 2B-12](#)), or the Writing Center ([Ref. 2B-101](#)). Formal training is provided for tutors, evaluations of and by tutors is conducted, and students, faculty, staff, and administration provide feedback for the tutoring programs. The Peer Mentoring and SI programs provide opportunities for students to tutor and provide mentoring to their peers.

Adding to the cultural and aesthetic life on the Kāne'ohē campus, the Palikū Theatre ([Ref. 2B-130](#)) 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.

Palikū Theatre also provides an affordable venue ([Ref. 2B-131](#)) for community groups to host seminars and showcase their talent. To further enrich the campus experience, Gallery 'Iolani ([Ref. 2B-132](#)), located in the new Hale Pālanakila humanities building adjacent to Palikū Theatre, regularly features artwork by well-known local and national artists, as well as students and faculty members ([Ref. 2B-133](#)). Additionally, the College's Hōkūlani Imaginarium ([Ref. 2B-134](#)) is a state-of-the-art planetarium and multimedia facility providing astronomy and other shows for students and the community. Lastly, the Lanihuli Observatory ([Ref. 2B-28, p. 16](#)) is an astronomical and meteorological observatory that supports the College's astronomy labs, student projects, K-12 outreach, and the general public.

At the present time, some courses, support services and activities are offered in the eastern limit of Windward CC's geographic community. Students taking courses in Waimānalo or through distance learning have the opportunity to be a paid or volunteer tutor in Waimānalo, participate in cultural activities, and assist with one of the Service-Learning partners in the area for their intellectual and personal development. Plans are to establish similar course offerings and support services in the north side of Windward CC's geographic community, Kahuku, in the near future. Exploratory meetings held in the Kahuku community with the College have been conducted as well as events to raise awareness of Windward CC have been held such as the Ko'olauloa Educational Expo that was held in July 2011 ([Ref. 2B-106](#)).

A One-Stop Shop was established at Windward Mall where admissions services, financial aid counseling, academic advising, graduation certification, and tutoring are offered evenings and weekends. In 2010, the original concept for One-Stop was to increase access to financial aid at Windward CC ([Ref. 2B-135](#)). However, it was quickly expanded to include more than just financial aid assistance.

### **Self Evaluation:**

The College meets this standard.

### **Planning Agenda:**

The Office of Academic Affairs plans to expand its off-site course offerings to Kahuku and specific entities of the College will provide the same support services to these students as to those it already serves.

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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.*

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### **Descriptive Summary:**

The Counseling Department under Student Affairs serves all students enrolled in academic credit-bearing courses. Counselors ([Ref. 2B-7](#)) are responsible for general advising as well as Transfer Advising ([Ref. 2B-136](#)), Career Counseling ([Ref. 2B-24](#)), and Disabilities Counseling ([Ref. 2B-137](#)). Counselors are also responsible for the planning, on-going assessment, and execution of First Year ([Ref. 2B-138](#)) and Adult Learner programs, as well as assisting with outreach activities such as the annual Scholarship ‘Aha ([Ref. 2B-139](#)) and Career Fair ([Ref. 2B-140](#)).

At the time of the 2006 Accreditation Self Evaluation, there were seven full-time and two half-time counselors on staff. This remained unchanged until September 2010. Two full-time positions funded by the Title III Grant ([Ref. 2B-19, p. 2](#)) ended on September 30, 2010. On October 1, 2010, the institution received notice of three new Title III Grant awards ([Ref. 2B-141](#)). The grants include funds for one counselor position, which was filled by January 3, 2011. The ETC non-credit program was dissolved in December 2010, and four full-time ETC program counselors were reassigned to the Counseling Department as of January 3, 2011 (L. Hokoana, personal communication, n.d.).

As a result of these changes, there are currently twelve counselors on staff. Eleven of the positions are State (“General”) funded; these counselors direct the Career Center, lead in infusing Native Hawaiian educational values into the counseling program, provide counseling for academically at-risk students and students with disabilities, run the First Year programs, and handle general duties (A. Eschenberg, personal communication, n.d.). The remaining full time counseling position is funded by the federal Title III grants ([Ref. 2B-142](#)) received in October 2010: a Counselor for Adult Learners focusing on matriculation, successful graduation and transfer of non-traditional students. Three other Title III funded positions include some academic counseling as part of their job duties (SI Coordinator, two Hūlili Coordinators). (Note: Title III grant abstracts are posted online. Proposals, in their entirety, are available for perusal in the Office of the Vice Chancellor of Student Affairs, Hale ‘Ākoakoa 202.)

Counselors advise all current Windward CC students enrolled in on-campus and distance education courses, as well as prospective students new to, or returning to, college. Advising appointments take place in person, and via phone and e-mail. Appointments for in-person advising from 8:00 a.m. through

4:30 p.m. are scheduled daily, by the clerks in the Counseling Office, in 30- and 45-minute time blocks via the web-based scheduling tool, SARS ([Ref. 2B-143](#)). SARS is password protected and accessible by Counseling clerks and Counselors only. Appointments can also be scheduled outside of normal business hours, as individual counselors may agree to meet a student as early as 7:30 a.m. or as late as 6:30 p.m. (C. Akiona, personal communication, n.d.).

Regardless of funding sources (State funds or federal Title III Grant), new counselors go through orientation and training sessions run by senior counselors. The most recent training, for the former ETC Counselors, held to a weekly schedule from January through March 2011 ([Ref. 2B-144](#)). A copy of the Advising Manual is available in Hale 'Ākoakoa 201; individual copies for all counselors include Student Affairs procedures, policies and programs that affect both on-campus and distance learning students. New counselors also sit in on numerous advising appointments to observe different counselors and their methods. Ongoing, informal training for all counselors occurs in weekly faculty meetings and in individual conferences with coordinators of the Career, Disabilities, First Year, and Transfer programs. Addenda to the above mentioned advising manual, covering policies and procedures for topics such as Automatic Admissions are stored in electronic form on the secured Student Affairs K: drive (P. Chong, personal communication, n.d.).

A Peer Mentoring program was established in Spring 2007 to help support first year initiatives toward student success. Peer Mentors assist counseling faculty with running Orientation ([Ref. 2B-14](#)) and Frosh Camp ([Ref. 2B-17](#)) are available to assist students with online registration, and to serve as tutors and Supplemental Instruction ([Ref. 2B-145](#)) leaders throughout the course of a semester. Peer Mentors go through initial training sessions ([Ref. 2B-146](#)) over the course of two weeks, led by First Year ([Ref. 2B-138](#)) Program counselors and a Title III Supplemental Instruction/Peer Mentor (SI/PM; [Ref. 2B-70](#)) Coordinator. The Peer Mentoring Manual is available in the Hale 'Ākoakoa 232 Lounge. Ongoing training occurs in weekly meetings, led by the SI/PM Coordinator (E. L. Kenolio & L. Akiona, personal communication, n.d.).

General and Title III ([Ref. 2B-141](#)) counseling activities are closely tied to the institution's Achieving the Dream ([Ref. 2B-147](#)) initiatives. With the support of Title III funds through 2015, counselors are focusing on First Year Experience ([Ref. 2B-138](#)) activities: New Student Orientation, Frosh Camp and Frosh Cohorts (a Learning Community where a College Skills course, taught by counselors, is paired with an academic general education course). Other priorities are:

- Establishing a pipeline for Adult Learners,
- Expanding services and outreach of the Career Center, and
- Establishing support programs specifically for second year students.

There are nine additional counseling positions affiliated with the TRiO federal Educational Opportunity programs. Eight counselors work specifically with regional high school student populations of the Upward Bound ([Ref. 2B-13](#)) and Educational Talent Search ([Ref. 2B-11](#)) programs. One half-time counselor position for the department is currently vacant with no immediate plans to hire.

TRiO students are referred to the Windward CC Counseling Office for appointments with a Student Affairs Counselor. In addition, a Student Affairs Counselor is available to assist in the TRiO Office during peak registration periods, working directly with the institution's approximately 280 students who qualify for participation in the SSS program, based on income, disability, or first-generation status (R. Inouye, personal communication, n.d.).

Each branch of counseling, General, TRiO and Title III, has its own assessment procedures. Moreover, the particular needs of online students in Distance Learning (DL) are regularly assessed in accordance with the institution's current assessment process ([Ref. 2B-148](#)). An appropriate instrument for student

evaluation of online courses was devised by online faculty in Fall 2009 ([Ref. 2B-105, pp. 7-14](#)). Currently, support services needed by DL students are being evaluated and early indications include the need for more intensive, proactive academic counseling during the semester. The demographics of online students are being analyzed in order to devise a comprehensive plan for support ([Ref. 2B-83, p. 26](#)). At the end of 2010-2011, the Vice Chancellor of Student Affairs and the Dean of Division II were to develop an assessment tool to see what was needed to develop further support for online and other DL students. (See p. 13 “Assessment of Needs and Resources” and pp. 19-20, “Plan for Monitoring Success” in Substantive Change Proposal February 2, 2011 prepared by the Vice Chancellor for Academic Affairs [[Ref. 2B-83, p. 13, 19-20](#)].) This was delayed when the Vice Chancellor of Student Affairs left the institution for a position at the UH System office. Currently, the Dean of Division II is working with the Hūlili Title III grant project staff to develop a pilot project for online counseling (C. Lessary, personal communication, April 20, 2012).

In each semester since Fall 2006, general counselors have met with an average of 60 percent of the student population for academic advising including registration. This number represents unique advising appointments, but does not include repeat visits by the same student, and does not include walk-ins, which add approximately 500 students per semester. In AY 2009-2010, counselors met with 1,861 students, roughly two-thirds of the student body ([Ref. 2B-9, p. 5](#)). Since the 2005-2006 school year, when 700 students met with a counselor, the number of students who receive academic advising has increased more than 265 percent. This increase can be accounted for because the institution provides orientation and advising support to all new students and advising and counseling throughout the year to all students. Counseling and advising services include course selection and other academic advising, career counseling, student success counseling, transfer advising and workshops, and disabilities counseling and accommodations facilitation from a dedicated disabilities counselor ([Ref. 2B-9](#)). The 2010-2011 Student Affairs Executive Summary ([Ref. 2B-26, pp. \[8-10\]](#)) reports that the counselors met with 90 percent of the student population in advising appointments with a 93 percent satisfaction rate during the Fall 2010-Spring 2011 academic year. Thus, the institution has made significant progress toward meeting its goal of advising 100 percent of the students on campus.

An Academic Advising Syllabus ([Ref. 2B-149](#)) is used by general counselors to assess counseling services and their effect on student progress. Student satisfaction with counseling services is measured by individual counselor evaluations ([Ref. 2B-150](#)) that students complete immediately following their appointment, and by the Community College Survey of Student Engagement (CCSSE; [Ref. 2B-151](#)) that is administered every even-numbered year. Satisfaction with Academic Advising services increased slightly from 2.34 to 2.4 on a 3-point scale in the 2008 and 2010 CCSSE surveys. In addition, in the 2011 Faculty and Student Institutional Surveys, 69 percent of the faculty rated student counseling services excellent or satisfactory ([Ref. 2B-152, Item 13.N.](#)), and an average of 82 percent of students rated Counseling services and Counselors as excellent or satisfactory on five criteria: accessibility, concern for student success, knowledge of program and transfer requirements, and helpfulness in goal setting ([Ref. 2B-64, Item 15](#)).

TRiO and Title III federal programs provide annual performance reports, including assessment of programs, to their respective federal agencies. In the previous Title III grant cycle (2005-2010), the Transition ([Ref. 2B-19, p. 3](#)) and Success ([Ref. 2B-19, p. 5](#)) Counselors established procedures leading to increases in transfer, graduation and academic success rates. Initiatives made possible through Title III support include Mandatory New Student Orientation ([Ref. 2B-14](#)) for all incoming high school graduates, and mandatory advising for students on academic warning and probation ([Ref. 2B-28, p. 26](#)). The academic success rate rose from 72 percent to 80 percent between 2005-2010 ([Ref. 2B-19, p. 3](#)). At the end of Spring 2011, the success rate was 78 percent (K. Zane, personal communication, n.d.).

Summary data on transfer and graduation from Fall 2006 through Spring 2010 indicate that students who received transfer counseling earned degrees and certificates at a higher rate than students who did not take advantage of transfer counseling: 78 percent vs. 26 percent ([Ref. 2B-153, p. \[14\]](#)). In addition, students who met with the Transfer Counselor transferred to another UH institution at a greater rate than

students who did not meet with the Counselor: 54 percent vs. 30 percent ([Ref. 2B-153, p. \[12\]](#)). The Transition Counselor's efforts are in alignment with the graduation and transfer goals in the 2009 Achieving the Dream Implementation Plan ([Ref. 2B-154, p. 6](#)) and 2008 Strategic Plan outcomes ([Ref. 2B-155, Outcome 2.6 and 2.7](#)).

Vis-a-vis the AtD and Strategic Plan numbers, Windward CC's TRiO-SSS program ([Ref. 2B-12](#)) has seen extremely successful graduation and transfer rates ([Ref. 2B-156](#)). Its main goal is to create an atmosphere where students feel comfortable and have a "home base" on campus. The program does this through encouraging students to ask any faculty, staff, tutors, or volunteers of TRiO-SSS a question and "no feel shame or scared to ask." In doing so, they receive services provided by the project and find out about other services provided by Windward CC and the UH System. They see TRiO-SSS as the place to stop by often to find out about food events, fun events, workshops, campus visits, etc. They also hang out in the office/computer lab, lobby, or lanai before or after class just to socialize and find out about other aspects of TRiO-SSS, Windward CC, UH System, or other colleges/universities; and, in turn, this mentors new and incoming students. In August 2010, the program was awarded a One Year Continuation Grant plus a new Five-Year Grant for a total of \$2.3 million over six years. A copy of the grant is available for perusal in the Business Office, Alaka'i 114.

Counselors are also affiliated with two non-credit programs on campus. As described in section II.A.1.a, the ETC was dissolved at the end of 2010. At the beginning of 2011, non-credit programs were reorganized and renamed Career and Community Education ([Ref. 2B-157, p. 2](#)). Two programs under CCE have counselors assigned to them. The Certified Nurse's Aide program, with one 0.20 FTE Counselor position, and the Ready Set Grow Hawai'i program with one 1.0 FTE Counselor and one .625 counselor position. Unlike counselors in credit programs, the non-credit counselors' duties ([Ref. 2B-158, p. \[3\]](#)) more closely resemble those of agency and personal counselors with focus on skill acquisition, vocational and personal counseling, and job search assistance. To gain knowledge about UH System programs, they attend activities programmed by credit counselors, such as Transfer Workshops, New Student Orientation, and Frosh Camp. Non-credit counselors also participate in professional development opportunities and CCE conferences (G. Kabei & J. Uyetake, personal communication, February 29, 2012; [Ref. 2B-159](#)).

### **Self Evaluation:**

The College meets this standard.

### **Planning Agenda:**

Student Affairs and the Office of Instruction will establish a pipeline for Adult Learners.

Student Affairs will expand the services and outreach of the Career Center

Student Affairs will establish support programs specifically for second year students.

Student Affairs will perform summative and formative assessment on all current and newly established student support programs.

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 offers innovative programs in the arts and sciences and opportunities to gain knowledge and understanding of Hawai‘i and its unique heritage. With a special commitment to support the access and educational needs of Native Hawaiians, we provide O‘ahu’s Ko‘olau region and beyond with liberal arts, career and lifelong learning in a supportive and challenging environment—inspiring students to excellence.” It was approved on May 17, 2011, by the Board of Regents and is listed in the 2011-2013 Course Catalog ([Ref. 2B-28, p. 2](#)).

In the credit area, the College promotes student understanding and appreciation of diversity through a variety of clubs, organizations, activities, and campus workshops. Data ([Ref. 2B-160](#)) indicates that Hawaiian and Pacific Islanders population increased by 11 percent from 2006 to 2011. The average age of a student is about 26. Students who attend WINDWARD CC on a part time basis increased from 62 percent to 66 percent from Fall 2008 to Fall 2011. Students with disabilities have increased from three percent to five percent from 2006 to 2011 ([Ref. 2B-161](#)). Various daytime, evening, weekend, and distance education classes are offered to meet students’ needs.

**Table 9: Age, Gender, and Ethnicity of Windward CC Students**

	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
<b>Number Enrolled</b>	1781	1824	1,959	2,316	2,625	2,705
<b>Average Age</b>	NA	NA	25.9	25.6	26.0	26.3
<b>Gender</b>						
Male	39%	39%	37%	40%	39%	37%
Female	61%	61%	62%	60%	60%	61%
<b>Ethnicity</b>						
Hawaiian & Pacific Islanders	34%	35%	36%	39%	44%	45%
Caucasian	22%	22%	22%	20%	20%	20%
Asian	18%	17%	16%	15%	14%	14%
Mixed	14%	14%	15%	14%	14%	14%
Others	5%	5%	5%	6%	4%	4%
Mixed Asian/PI	7%	7%	6%	6%	4%	3%
<b>Attendance Status</b>						
Full time	NA	NA	38%	36.5%	36.8%	34%
Part time	NA	NA	62%	63.5%	63.2%	66%
Disability	3%	4%	4.6%	4.4%	4.7%	5%

**Student Government Diversity Activities:**

ASUH-WCC ([Ref. 2B-109](#)), commonly known as Student Government, meets twice a week (Executive and Senate) to gather information about any issues or concerns that may arise for students in their college experience and to help improve the campus for current and future students.

Based on events that occurred within the 2010-11 AY, approximately 3,000 students participated in events coordinated by or sponsored by the ASUH-WCC. Through elections held in Spring 2010, twelve students were elected to represent the Windward CC students as senators and executive members of the ASUH-WCC. They consistently collaborated and interacted with campus representatives (facilities, media, TRiO-SSS, Business Office, etc.) to offer a variety of educational and social programs designed to encourage and engage students. A listing of the date of the event, event name, and number of students who participated in the event are as follows (as indicated in the 2011 Student Affairs Program Review [[Ref. 2B-26](#)]):

- 8/19 Voter Registration (Primary) – encourage registration
- 8/26 Welcome Back Bash – “The Deadbeats” performed (300+)
- 9/16 Mid-Month Munchies – Day (274) and Evening (73)
- 9/28 Enough is Enough – empower yourself to end violence (100+)
- 10/2 Ho‘olaule‘a 2010 – campus and community event
- 10/13 Mid-Month Munchies (254)
- 10/21 Speak-up Series – “Economics” (33)
- 10/25 Spirit Week – PJ Day (21)
- 10/26 Spirit Week – Toga Tuesday (7)
- 10/27 Spirit Week – Wacky Wednesday (16)
- 10/28 Spirit Week – Warrior Day (24)
- 10/29 Spirit Week – Costume Day (43)
- 10/29 Haunted Village – Costume Contest (50+)
- 10/29 Haunted Village – Haunted Hospital (345)
- 11/18 Mid-Month Munchies (225+)
- 11/24 Decorate for the Holidays (45+)
- 12/8 Holiday Blow Out (85+)
- 1/13 Welcome Back Re-Mix (260+)
- 2/14 Valentine’s Day “Condoms, Candies & Ribbons” (101+)
- 2/17 Mid-Month Munchies – Day (300+) and Evening (64+)
- 2/23 SAC – Health Fair (50+)
- 3/8 SAC – Hawaiian Humane Society (35+)
- 3/16 Mid-Month Munchies (224+)
- 3/19 Project CLEAN (12+)
- 4/12 Career & College Fair (136+)
- 4/14 Mid-Month Munchies (300+)
- 4/15 National Day of Silence
- 4/16 Hawai‘i Food Bank (12+)
- 4/18 Earth Week – Free Store
- 4/19 Earth Week – Elections
- 4/20 Earth Week – H2O – Story of Bottled Water (49+)
- 4/21 Earth Week – Waimānalo Salad (107+)
- 4/28 Pau Hana Event (275+)
- 4/28 Student Activity Center – Mural Wall Design (250)
- 5/4 SAC – Aloha Spring Event (65+)
- 5/14 Commencement Celebration (350+)

A sign-in list of all participants and flyers of event are kept on file in the Windward CC-ASUH office located in Hale ‘Ākoakoa 203.

**Lesbian, Gay, Bisexual, Transgender, Intersex Equality (LGBTIE) Organization:**

The Windward CC LGBTIE ([Ref. 2B-162](#)) organization serves as a campus and community support system for lesbian, gay, bisexual, transgender, intersex individuals, and their allies. It provides support, education, normalization, and collaboration. In addition, it strives to create and maintain a safe and inclusive environment for Windward CC LGBTI students, faculty, staff, and their allies.

Support is provided for students through creating Safe Zones, faculty and staff training, offering LGBTIE events, such as “Safe Dating” workshops, and the opportunity to join and participate in the Safe Spaces Student Club ([Ref. 2B-119](#)).

**TRiO Programs at Windward CC:**

The US Department of Education’s TRiO Programs are educational opportunity outreach programs designed to motivate and support students from disadvantaged backgrounds. Windward CC-TRiO includes three college access and outreach programs and one institutional support program 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 college.

Windward CC-Student Support Services (SSS; [Ref. 2B-12](#)) provides opportunities for academic development, assists students with basic college requirements, and serves to motivate students toward the successful completion of their postsecondary education. SSS also provides grant aid to current participants who are receiving Federal Pell Grants. The goal of SSS is to increase the college retention and graduation rates of its participants, who are either low-income first-generation college students or students with disabilities, and help them make the transition from one level of higher education to the next.

As of December 31, 2010, from Fall 2005 to Spring 2009, 49.88 percent of all SSS participants graduated and/or transferred to a four-year college or university. Of these, 48.99 percent of the Native Hawaiian and Pacific Islander participants graduated or transferred to a four-year college or university.

Additionally, 24.44 percent of all SSS participants received an AA degree from Windward CC within three years. Of these, 24.24 percent of the Native Hawaiian and Pacific Islander participants received their AA.

Furthermore 24.69 percent of all SSS participants are currently enrolled in a four-year college or university. Of these 25.25 percent of the Native Hawaiian and Pacific Islander participants enrolled in a four-year college or university.

Most importantly, 6.09 percent of all SSS participants graduated with a Bachelor’s degree within six years. Of these, 5.1 percent of the Native Hawaiian and Pacific Islander participants graduated with a Bachelor’s degree within six years.

The performance data from the TRiO SSS population helps to address two areas of the Windward CC Strategic Outcomes ([Ref. 2B-155](#)):

- 1: Native Hawaiian Educational Attainment - To position the University of Hawai‘i as one of the world’s foremost indigenous- serving universities by supporting the access and success of Native Hawaiians.
- 2 : Hawai‘i’s Educational Capital - To increase the educational capital of the state by increasing the participation and completion of students, particularly Native Hawaiian, low-income students and those from underserved areas.

Windward CC – Upward Bound (UB; [Ref. 2B-13](#)) works with 50 high school students in grades 9-12 from the Ko‘olau regions of O‘ahu to build the skills and motivation necessary to finish high school and succeed in college. The goal of Upward Bound is to increase the college admittance and success rates of its participants and help students make the transition from high school to college. To meet the Windward CC-UB goals and objectives, the program is designed to provide the following services and activities to all UB participants:

- Career and college awareness
- Academic tutoring and selection of high school college-prep coursework
- College site visits
- Study skills and goal setting
- Cultural & academic enrichment
- Financial aid planning
- SAT/ACT & college application fee waivers
- SAT/ACT Prep courses
- College applications and financial aid applications assistance

Delivery of services is conducted on an individual basis and/or group setting. Guidance Advisors report to assigned target schools once a week. Windward CC-UB serves Castle, Kahuku, Kailua, and Kalaheo High Schools. One guidance advisor focuses exclusively on the needs of 12th grade students while the other focuses on students in grades 9-11.

In addition to services offered during the school year, Windward CC-UB provides students with a six-week residential college experience complete with credit and non-credit courses on the Windward CC campus and residence hall life on the UH-Mānoa campus. Weekly field trips expose students to college and career opportunities as well as cultural and academic enrichment.

Windward CC – Educational Talent Search (ETS; [Ref. 2B-11](#)) serves 1000 young people in grades 6-12. The program provides academic, career, and financial aid counseling to its participants and encourages them to graduate from high school and continue on to the postsecondary school of their choice. Students participate in grade-specific career exploration and college planning activities.

To meet the Windward CC-ETS goals and objectives, the program is designed to provide the following services and activities to all ETS participants:

- Career and college awareness
- Exploration and planning
- College site visits
- Self-awareness skills
- Life skills and study skills
- Cultural & academic enrichment
- Financial aid planning
- SAT/ACT & college application fee waivers
- College applications and financial aid applications assistance

Delivery of services is conducted on an individual basis and/or group setting. College Planning Advisors (CPAs) report to assigned target schools once a week. Each CPA is responsible to manage a caseload of approximately 250 participants between three schools. ETS-Honolulu serves Farrington, McKinley, Anuenue, and Kaimuki High Schools, as well as Dole and Washington Middle Schools. ETS-Windward CC serves Kailua, Kahuku, Hakipu‘u and Castle High Schools, as well as Waimānalo Intermediate and Lā‘ie Elementary.

The Hawai‘i Music Institute (HMI; [Ref. 2B-163](#)) helps to nurture and inspire Hawai‘i’s musical talent, offer instruction about both the making of and the business of music, and provide a showcase for sharing talent and information. The mission of HMI is to preserve and perpetuate the music of Hawai‘i—from indigenous Hawaiian music and dance to contemporary music of all genres. It also provides a venue for the teaching and appreciation of music across generations and in all its varied forms, as well as assists aspiring musicians in achieving their personal and professional goals.

HMI will offer upcoming events. Past workshops are listed below:

- Hawaiian Music Workshops, May 2011 ([Ref. 2B-164](#))
- Talk Story Series, April and May, 2011 ([Ref. 2B-165](#))
- Hawaiian Music Workshops, April and May 2010 ([Ref. 2B-166](#))
- Ukulele and Hula Institute, 2006 ([Ref. 2B-167](#))

Windward CC has one of the highest percentages of Native Hawaiian students within the University of Hawai'i System. Established in 2003, Ke Kumu Pali ([Ref. 2B-168](#)) was made a formal council to the Chancellor in 2005. The purpose of Ke Kumu Pali is to provide a voice and organization through which the Native Hawaiian faculty, staff, students and administrators of Windward CC can participate in the development and interpretation of campus policy and practice as it relates to Native Hawaiian programs, activities, initiatives, and issues. Specifically, the Council will:

- Provide advice and information to the Chancellor of Windward CC on issues that have particular relevance for Native Hawaiians and for Native Hawaiian culture, language, and history.
- Work with the campus and system administration to position Windward CC as the Piko of Hawaiian knowledge and practices in post-secondary learning for the Ko'olau communities of O'ahu.
- Promote the access and success of Native Hawaiian students at Windward CC and increase the representation of Native Hawaiians in all facets of the campus including instructional faculty, administration and governance.
- Encourage and facilitate Native Hawaiian excellence in teaching, research, scholarship, publication, and service in all academic disciplines.
- Advocate for fairness and equity in all decisions and resource allocations related to Native Hawaiian programs and services.

Ke Kumu Pali council meets at least once per month. Ke Kumu Pali minutes are located on the Windward CC-Ke Kumu Pali web page ([Ref. 2B-169](#)).

### **Self Evaluation:**

The College meets this standard.

### **Planning Agenda:**

None

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II.B.3.e. *The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.*

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### **Descriptive Summary:**

The Admissions policy and placement are consistent to all students whether via distance learning off-site, or traditional face-to-face education. In the credit area, the College has an open admissions policy ([Ref. 2B-28, p. 7](#)) for students at least 18 years of age or anyone who has received a US high school diploma or GED. The admission procedure must be clear, fair and supportive. The Admissions and Records Office follows the admission procedure when determining whether to admit students to Windward CC. In the 2005 ([Ref. 2B-170, Item 16](#)) and 2011 ([Ref. 2B-64, Item 16.F.](#)) institutional surveys, 68 percent and 86 percent of the students rated the quality of the services of the Admissions and

Records Office as satisfactory or excellent suggesting satisfaction with the way the admission procedure is administered.

**Table 10: Student Satisfaction with Admissions Procedures**

<b>Quality of services of the Admissions and Records Office</b>	<b>Fall 2005 (398)</b>	<b>Fall 2011 (242)</b>
<b>Excellent</b>	124 (31%)	101 (42%)
<b>Satisfactory</b>	149 (37%)	106 (44%)
<b>Less than satisfactory</b>	38 (10%)	12 (5%)
<b>Poor</b>	14 (4%)	8 (3%)
<b>Unable to judge</b>	74 (19%)	15 (6%)

The Early Admissions/Running Start Program ([Ref. 2B-171](#)) offers special admission to high school students. Between 2009-2011, Windward CC had a total of 91 Early Admit Students and 54 Running Start students, which accounted for the equivalent of 36 full-time headcount (FTE). Forty of the students who had been enrolled in Running Start or Early Admit during the 2010-2011 academic year have subsequently enrolled in classes at Windward CC following high school graduation during the 2011 Academic Year (A. Lemke & A. Eschenberg, personal communication, n.d.).

All students, whether Running Start or Early Admit or general students except students who transfer from other community colleges or universities to Windward CC, must take the COMPASS placement test ([Ref. 2B-172](#)) to be placed in appropriate English and Math courses. Students with disabilities are given special test accommodations including enlargement of printed material, readers, scribes, adaptive equipment, or materials in alternate formats.

The COMPASS Advisory Group was established in 1997 when the COMPASS placement test was adopted. The most current COMPASS Advisory Work Group ([Ref. 2B-173](#)) is formed by faculty, staff, and administrators from all UHCC campuses and meets twice a year to review appropriate placement practices and policies, validating their effectiveness and advising the Office of the Vice President for Community College (OVPCC) and the Community College Council of Chancellors ([Ref. 2B-174](#)) on issues that have System-wide impact. The group reviews appropriate policies and procedures and may recommend changes based on research data and analysis that maximize accurate placement and minimize biases.

ACT conducted a validation in 2004 by using eight semesters (1998-2002) of data from all UH community colleges. Some new cut-offs ([Ref. 2B-175](#)) of a few math and English courses were created in 2005. The changes have not been assessed yet, but the OVPCC is planning a validation with the ACT again when funds is available.

In 2006, the COMPASS policy was changed to allow students to self-select the Math level at which they begin the test with the help of guiding questions provided to them. Additionally, students were allowed to use the computer's drop-down calculator and all campuses were moved from a DOS version to the Windows version of the test ([Ref. 2B-176](#)).

In 2007, the COMPASS policy was changed again to allow students to wait 60 days instead of 120 days to retake the COMPASS test without charge. Immediate retesting might be allowed when mechanical or other testing malfunctions occurred. Also, in the same memo the UHCCs adopted the UHM cutoffs for placement into ENG 100 via SAT (550 or higher on Critical Reading section and 550 or higher on the Writing section) or ACT (24 or higher on the English/Writing section and 24 or higher on the Reading section). During the Spring 2007, Maui Community College, Leeward Community College, and Kapi'olani Community College began a pilot study of retesting on demand, with a \$25 proctoring fee for each retest. The fee would be waived for students who are determined to have eligibility for Pell Grants ([Ref. 2B-177](#)).

In 2009 to 2010, data were collected and analyzed for retesting on demand from UH Maui College, Kapi'olani CC, and Leeward CC, because they have the highest volume of COMPASS testing among the seven UHCCs. The data indicated that the growth in retesting, which parallels the overall enrollment growth in taking the COMPASS, did not increase overload work for the Testing Centers. Due to this assessment, in 2010, all campuses of the UHCC System rescinded the policy ([Ref. 2B-178](#)) that required a 60-day wait period for students to retake the placement tests. If students have active test scores in BANNER, the UH Student Information System, they will be charged a \$25.00 fee for each retesting session, regardless of how many tests they retake during any one session. The new UHCC System Retesting Policy ([Ref. 2B-179](#)) went into effect on July 1, 2010. An analysis of placement results from August 22, 2009, to January 15, 2011, indicated that retestees ([Ref. 2B-180, p. \[3\]](#)) improved their placement better than 30 percent in all areas. Furthermore, in Reading and the Math Tests at Kapi'olani CC, retestees improved 40 percent or more, and, a little over 60 percent in writing placement.

On page 2 ([Ref. 2B-181, p. \[2\]](#)) of the analysis of results, eight months after the policy changes took place, students who improved their placements (and took courses based on those improved placements) performed well in those classes. Based on the data from the report, some students may not have caught on to the idea that they can retest sooner than 60 days after the initial test, which was the former policy. The result might be very different after this policy is in effect for a year or two. Until then, the Retest on Demand Policy will continue, and data will be collected and analyzed.

#### **SAT/ACT:**

The current policy, approved April 2007, states that the UH Community Colleges will recognize the SAT/ACT scores used for admissions by UH Mānoa as placement into English 100 ([Ref. 2B-182](#)). Recently, UH Mānoa changed their minimum scores to 510 and 22. The Placement Advisory Council recommends that the UH Community Colleges continue to accept Mānoa's SAT/ACT scores as placement into English 100. On March 8, 2012, Vice Chancellors of Academic Affair (VCAAs) supported continuing to accept the SAT/ACT used by UH Mānoa which will require prerequisite changes for English 100. Windward CC made the appropriate changes prior to pre-registration for Fall 2012.

On the Windward CC Student Survey that was administered in Fall 2011 ([Ref. 2B-64, Item 16.H.](#)), for the item "Appropriateness of Math and English placement testing when entering WCC," 44 percent of students responded *excellent*, 35 percent *satisfactory*, seven percent *less than satisfactory*, five percent *poor*, and nine percent *unable to judge the appropriateness of the COMPASS placement Test*. When compared to the Windward CC Student Survey administered in Fall 2005 ([Ref. 2B-170, Item 16](#)), this shows that 15 percent more of the students rated the appropriateness of Math and English placement testing as *excellent*, six percent more as *satisfactory*, four percent more as *less than satisfactory*, with no change in *poor*, five percent more *unable to judge the appropriateness of the COMPASS placement Test*. Thus, the 2011 survey indicates that 79 percent of the students felt satisfied or very satisfied with their placement testing results, compared to 70 percent in the survey conducted in 2005, a nine percent increase. This may be an indication that more students like the COMPASS placement test retesting, but more research needs to be done to substantiate this.

**Table 11: Appropriateness of Math and English placement testing when entering Windward CC**

	Fall 2005	Fall 2011
Excellent	117 (29%)	105 (44%)
Satisfactory	164 (41%)	85 (35%)
Less than satisfactory	42 (11%)	18 (7%)
Poor	19 (5%)	11 (5%)
Unable to judge	55 (14%)	22 (9%)

Hawai'i P-20 Partnerships for Education is a statewide partnership led by the Good Beginnings Alliance, the Hawai'i State Department of Education, and the University of Hawai'i System that is working to strengthen the education pipeline from early childhood through higher education so that all students achieve career and college success. As another placement technique into UH Mathematics courses, a proposal was developed by Hawai'i P-20 ([Ref. 2B-183](#)) and adopted by the UH System effective Fall 2010. Placement is determined by using the performance level of the Algebra II End-of-Course Exam, the student course grade for Algebra II, completion of a mathematics course (Algebra II or higher) in the senior year of high school, and meeting other course pre-requisites set by individual campuses. Prior to Fall 2013, validation studies will be used to adjust the range of scaled scores for each performance level and/or course placements as needed.

In the non-credit area, until it was dissolved in December, 2010, ETC accepted students aged 16 and up into its programs. The Test of Adult Basic Education (TABE; [Ref. 2B-66, p. 31-32](#)) was administered to ETC students to test their grade level equivalency and their readiness for job training. Students with disabilities were provided with accommodations for testing. Student Services staff regularly examined the program completion rates as a measure of the effectiveness of the TABE in the placement of students.

In April-Sept 2011, the College received funding in the amount of \$186,000 from the Hawai'i Community Foundation and \$87,711 of Perkins funds to initiate the Ready Set Grow Hawai'i project ([Ref. 2B-78, p. 30](#)). A subsequent grant from the Hawai'i Community Foundation for \$450,000 is helping to disseminate the program state-wide. This program is designed to address the educational needs of the population formerly served by the ETC. Admission requirements ([Ref. 2B-78, p. 29](#)) are similar to the former ETC program. Students need to be 16 years and older, and score between the 6th and 9th grade level in one of the areas of math, reading, or writing on the TABE adult test.

**Self Evaluation:**

The College meets this standard.

**Planning Agenda:**

The OVPCC will revalidate COMPASS scores with the ACT.

The Vice Chancellor of Academic Affairs and Vice Chancellor of Student Affairs will work collaboratively to review admissions and placement instruments to validate their effectiveness and to minimize bias.

Ready Set Grow Hawai'i will review its admissions and placement instruments to validate their effectiveness and minimize bias.

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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.*

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### **Descriptive Summary:**

FERPA, or the Family Educational Rights and Privacy Act of 1974, protects the privacy rights of students. The UH policy and procedures required under the Act can be found in the Administrative Procedures A7.022 ([Ref. 2B-31](#)), Procedures Relating to the Protection of Educational Rights & Privacy of Students, dated June 2001. Student educational rights and privacy are addressed on pages 21-22 of the 2011-2013 Windward Community College Course Catalog ([Ref. 2B-28, pp. 21-22](#)). Students are also advised that copies of AP A7.022 may be obtained from the Windward CC Office of the Vice Chancellor of Student Affairs. Similar information can be found in the 2005 to 2010 Course Catalogs ([Ref. 2B-50](#)). FERPA and the State of Hawai'i's Uniform Information Practices Act ([Ref. 2B-184](#)), UIPA, provide the policies that govern the release of students' records. The College Registrar stated that release of students' records must have a student's written permission (G. Imai, personal communication, October 10, 2010).

The Registrar reports that permanent record cards (PRCs) or Pre-BANNER records are kept in fireproof vaults located in the Windward CC Admissions and Records Office. Post-BANNER records are kept on a UH System-wide file server that is backed up. The Chief Information Officer at UH Mānoa is responsible for assuring that all records are backed up.

A UH System Information Security Officer at Mānoa, was asked in an e-mail ([Ref. 2B-185](#)) dated, January 18, 2011, about the security of student records within the UH System in light of several recent breaches at UH West O'ahu ([Ref. 2B-186](#)), UHM Parking Office ([Ref. 2B-187](#)), Honolulu CC ([Ref. 2B-188](#)), and Kapio`lani CC ([Ref. 2B-189](#)). The Information Security Officer stated that these student records in the BANNER system are secure and protected in accordance with the UH Policy E2.214 ([Ref. 2B-190](#)). The recent breaches that occurred at UH Mānoa occurred in violation of this UH System policy and generally were caused by human error. There have been no security breaches at Windward CC to date.

In the non-credit area, until its dissolution, ETC utilized the Classware Student Information System (SIS) for its programs, which was backed up daily. During its existence, ETC was in compliance with FERPA regulations. ETC Course Catalogs ([Ref. 2B-65](#)) include policies on Student Educational Rights and Privacy of the Students ([Ref. 2B-66, p. 30](#)). CCE continues to use the Classware system to manage student data and is in compliance with FERPA regulations.

### **Self Evaluation:**

The College meets the Standard.

### **Planning Agenda:**

None.

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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.*

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### **Descriptive Summary:**

Through a formal, systematic process of program review, Student Affairs is evaluated annually to ensure 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. In an Annual Program Review ([Ref. 2B-9](#)), the College uses formal evaluations of student services to assure that it meets student needs. The Policy ([Ref. 2B-38](#)) on Program Review states that support units will conduct annual assessments culminating in a Program Review in the fifth year. Covering the 2004 to 2008 school years, the Student Affairs Five Year Program Review ([Ref. 2B-20](#)) evaluated the eight units within the Student Affairs department: Counseling, Admissions and Records, Financial Aid, Student Activities, Student Publications, Upward Bound, Educational Talent Search, and Student Support Services. In order to make the Five-Year Review more relevant, significant structural changes ([Ref. 2B-148](#)) were made, including the addition of Student Learning Outcomes for each unit, student satisfaction information, and the continued use of the current formative evaluation. The 2010 CCSSE report ([Ref. 2B-191](#)) provided further evaluation of student support programs, with 72 percent of students saying the College puts “quite a bit” or “very much” emphasis on providing support to help them succeed.

As part of the Program Review process, mission statements and intended service outcomes for Student Affairs have been defined as:

- **Counseling**—to assist students in defining and accomplishing person, academic, and career goals.
- **Admissions and Records**—to process applications for admission, maintain student records, and process student transcripts and information requests.
- **Financial Aid**—to develop, review, and disseminate financial resources to students to assist them in achieving their educational goals from pre-enrollment through graduation.
- **Student Activities**—to promote student learning, success, and satisfaction as students involve themselves in student life and service.
- **Student Publications**—to offer an educational experience for students in production of student publications and provide an effective medium for student communication on campus.

### **TRiO programs ([Ref. 2B-192](#)):**

- **Upward Bound**—to provide educational help to low-income and potential first-generation college student.
- **Student Support Services**—to offer an array of services for eligible students that result in success in college.
- **Educational Talent Search**—to encourage middle school and high school students to identify, explore and pursue post-secondary education.

Student Affairs has seen tremendous growth within the last five years, with counseling staff going from three counselors to eleven counselors from 2007 to 2011. This growth of the counseling staff was fortunately timed to coincide with a significant growth ([Ref. 2B-5](#)) in the overall enrollment at the College. Four additional full-time permanent counselors were added from the ETC program, which was dissolved in December 2010, along with one full-time temporary (grant funded; [Ref. 2B-141](#)) counselor, and three APT positions (SI and Hūlili) with counseling responsibilities (A. Eschenberg, personal communication, March 20, 2012). In the 2010 school year, a Freshman Year Experience ([Ref. 2B-138](#))

was implemented. It involves student recruitment, assistance with the admissions and financial aid process, assistance with taking the Compass test, counseling, attendance at New Student Orientation ([Ref. 2B-14](#)), and Frosh Camp ([Ref. 2B-17](#)), and enrollment in the Frosh Cohort ([Ref. 2B-16](#)). These initiatives are based on best practices, a literature review of student success strategies, and measures outlined in Achieving the Dream and the Strategic Plan.

A Counseling Evaluation Form ([Ref. 2B-150](#)) was developed for students to evaluate their counseling sessions and assess the services provided. The Student Affairs Monthly Professional Activity Report ([Ref. 2B-193](#)) begun in 2005, tracks counselor/student contact by phone, e-mail, or in person, and identifies the College, community service, and professional development activities of the counselors. The counseling team meets weekly to evaluate and plan improvement of services to students ([Ref. 2B-194](#)). Counselors piloted the use of SARS Grid ([Ref. 2B-195](#)), an appointment and scheduling software in the spring of 2010 to implement across the campus for counseling, financial aid, and Student Support Services. The software assists counselors in understanding times of peak counseling usage and to plan accordingly.

The Counseling Department exceeded its goals to provide an Orientation for all new students, provide Peer Mentoring services for 200 students, provide 15 student transfer workshops, provide Classroom-based student success courses for 50 students, and a 75 percent satisfaction rate. The only exception was a goal that may never be met: providing academic advising for every student ([Ref. 2B-9, p. 5](#)).

Initiatives on campus to meet the College's Strategic Outcomes ([Ref. 2B-155](#)) on student success have been led by this department. Student Learning Outcomes created by the Counseling and all of Student Affairs are evaluated in the 2010 Annual Assessment, with an amendment made once the data is validated. Two clerical staff members have been added to support this department as it has taken on new initiatives and the student body has grown ([Ref. 2B-5](#)): 1.) The Employment Training Center (ETC), with its closing, was able to provide one additional clerical position, which was assigned to Admissions & Records, thereby freeing up a clerk to be assigned to counseling services. 2.) A second clerical position is paid for through Title III grant funds. The institutionalization of the two Title III counselors assigned to marginalized students and transfer students might better meet these students' needs.

Peer Mentoring ([Ref. 2B-98](#)) services, student transfer ([Ref. 2B-136](#)) workshops, and classroom-based student success courses ([Ref. 2B-196](#)) have also contributed to the 75 percent ([Ref. 2B-9, p. 6](#)) satisfaction rate on satisfaction surveys compiled by the counseling department. The summative data collected in the Spring 2010 semester suggest that Supplemental Instruction (SI) impacts student success, in that the preliminary data show students are more likely to get a "C" or better if they attend an SI session ([Ref. 2B-9, p. 9](#)). The direct impact of counseling on increases of retention, persistence, or graduation rates is difficult, if not impossible, to assess.

Outreach ([Ref. 4B-26, p. \[16\]](#)) at Windward CC has the mission of promoting greater student access to higher education through support in financial aid and college admissions assistance and through efforts to recruit Native Hawaiian (NH) students. According to the Windward Community College Strategic Plan and Action Outcomes document (2008), the College will "design and implement an effective enrollment management and recruitment plan to increase Native Hawaiian enrollment by three percent or 162 students (from 555 to 717) by 2015, especially targeting students from Kahuku and Waimānalo" ([Ref. 2B-155, p. 9](#)).

Admissions and Records (A&R) services have increased in the past five years. A&R is committed to assess and review its procedure to improve service to students with efficiency. To facilitate students' access to technology, more Admissions and Records services are being offered online. Alaka'i Rm. 113, has been dedicated as a One-Stop Student Center that provides students with general information, counseling, and computer assistance. Admissions and Records met all goals in 2008-2009 even with an increase of admissions applications (16 percent increase from the previous year), graduation

certifications (18 percent increase), and enrollment verification (25 percent increase; [Ref. 2B-20](#)). The continuing demand for services required additional space and computers for students to have access to the internet, and this has been provided for in Spring 2011 by the expansion of a reception area with additional computers in Alaka'i 113.

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 does not show current information because students do not have to pay back their loans until after graduating or stopping out of school. The latest information is found in the Official Cohort Default Rates ([Ref. 2B-197](#)). 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 ([Ref. 2B-198, p. 42](#)), and the Financial Aid website ([Ref. 2B-8](#)). A student satisfaction survey ([Ref. 2B-25, pp. 1-2](#)) with twelve items is sent out with award letters and students are asked to return the survey to the Financial Aid Office. This survey is used by the Financial Aid Office to assess their services for the Program Review. Financial Aid service goals include: Goal 1: a two-week time frame for completing the processing of applications and Goal 2: the absence of audit findings. Through a sampling of records and an audit completed in 2009, it was determined that goal 1 above was not met, but goal 2 was met. Additionally, statistical analyses showed that goals concerning low loan default rate, financial aid awards, financial aid outreach, and student satisfaction rate were exceeded ([Ref. 2B-9, p. 10](#)).

In terms of applications processed and financial aid stipends awarded, with a total of \$6.6 million in federal and state aid awarded in 2009-10, not only has financial aid access at Windward CC increased, but the workload of the staff has also increased ([Ref. 2B-4](#); [Ref. 2B-199](#)). As a result of increased demand on level staffing, System grant funds have been utilized to pay for overtime work by the financial aid employees. This is done to help speed processing time and student satisfaction, as well as maintain compliance with federal regulations. The University of Hawai'i System is currently also beginning a financial aid centralization initiative to centralize initial processing of financial aid documentation, speeding time to award and removing some workload from individual campuses (A. Eschenberg, personal communication, March 23, 2012).

In addition to the 35.6 percent increase in financial aid applications between 2008-2009 and 2009-2010 ([Ref. 2B-9, p. 10](#)), financial aid staffing has also been challenged by increasing outreach activities to our community. The development of a One-Stop Scholarship Center at Windward Mall ([Ref. 2B-200](#)) has expanded the reach of the Financial Aid Office in an initiative aimed at meeting the needs of non-traditional students. Title III grant funding has been utilized to pay for a half-time financial aid assistant to provide outreach and financial aid services (A. Eschenberg, personal communication, March 23, 2012).

Federally funded programs under the auspices of Student Affairs conduct their own internal evaluations. All TRiO programs ([Ref. 2B-13](#); [Ref. 2B-12](#); [Ref. 2B-11](#)) 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. All TRiO programs (Educational Talent Search, Student Support Services, and Upward Bound) have met their federally prescribed goals.

The Educational Talent Search (ETS) program is designed to provide the following services and activities to all ETS participants:

- Career and college awareness
- Exploration and planning
- College site visits
- Self-awareness skills
- Life skills and study skills
- Cultural and academic enrichment
- Financial aid planning
- SAT/ACT and college application fee waivers
- College applications and financial aid applications assistance

The Annual Performance Report for the 2009-2010 year indicates the goals of serving 600 students per grant and at least 67 percent of low-income, first-generation college students were met ([Ref. 2B-9, pp. 14-15](#)).

Student Support Services (SSS; [Ref. 2B-12](#)) provides meaningful and life-long learning experiences to prepare students for college and career success. For 2008-2009, all US Department of Education objectives ([Ref. 2B-12](#)) were met for this project. The SSS project served 100 percent of its 235 students. 97 percent of the eligible participants were in good academic standing, 78 percent persisted from one academic year to the next, and nearly 41 percent either graduated and/or transferred to a four-year college or university (R. Inouye, personal communication, December 2011).

Preliminary numbers from the 2009-2010 indicate the USDOE objectives were met. Of the 166 participants who were tutored in 211 courses, of those who completed the course, 80 percent earned a passing grade. Due to the success of the tutoring program in TRiO, demand has more than doubled and more tutors were assigned in Fall 2010 than in all of the previous years ([Ref. 2B-9, p. 16](#)).

Upward Bound (UB; [Ref. 2B-13](#)) students in grades 9-12 participate in grade-specific college planning activities held at their school and at the Windward CC campus. Delivery of services is conducted on an individual basis and/or group setting. Windward CC-UB serves four high schools: Castle, Kahuku, Kailua, and Kalaheo High Schools. One guidance advisor focuses on the needs of 12th grade students, while the other focuses on grades 9-11. Program staffing includes the Program Director and two .75 FTE Guidance Advisors. The annual performance report ([Ref. 2B-9](#)) for the 2009-2010 year was submitted in December 2010. Four of five goals and objectives were met, but a fifth goal of 60 percent of students who continue to be enrolled in the Fall term of the second college year was not met as only 44 percent continued ([Ref. 2B-9, p. 17](#)).

The Employment Training Center (ETC) of Windward CC Community College's Vocational & Community Education (VCE) division, now called Career and Community Education, conducted annual assessment of their Student Support Services ([Ref. 2B-158](#)). In 2006, the last Accreditation team recommended the elimination of two Student Services divisions within one institution, and this has taken place with the dissolution of ETC and the re-assignment of its counselors to Student Affairs.

Starting in 2009, the Institutional Effectiveness Committee (IEC) created Governance Sub-committee Surveys (GSIEC) to create a mechanism to measure perceptions of department and leadership effectiveness in response to the 2006 Team's recommendation on governance. Results of student evaluations and GSIEC surveys ([Ref. 2B-158, p. 10](#)) have been used as indicators on how the individual coordinator or department could improve their delivery of counseling services until the dissolution of ETC as of the end of calendar year 2010.

**Self Evaluation:**

The College meets this standard.

**Planning Agenda:**

None.

## Standard II.B Evidence

- 2B-1. Smarthinking ([Archived Copy](#)) <http://windward.hawaii.edu/smarthinking/>
- 2B-2. UH System Strategic Plan ([Archived Copy](#))  
<http://www.hawaii.edu/ovppp/stratplan/UHstratplan.pdf>
- 2B-3. UHCC Strategic Plan 2002-2010 Update, Strategic Outcomes and Performance Measures, 2008-2015 ([Archived Copy](#))  
[http://www.hawaii.edu/offices/cc/strategicplan/Update\\_2008\\_2015.pdf](http://www.hawaii.edu/offices/cc/strategicplan/Update_2008_2015.pdf)
- 2B-4. WCC Strategic Plan for 2002-2010 ([Archived Copy](#))  
<http://www.wcc.hawaii.edu/ir/documents/strategicplanfinal.pdf>
- 2B-5. Headcount Enrollment of Credit Students, by Campus, UH Fall 2011 to Fall 2011 ([Archived Copy](#)) [http://www.hawaii.edu/iro/pdf/Fall\\_Enr\\_SSH.pdf](http://www.hawaii.edu/iro/pdf/Fall_Enr_SSH.pdf)
- 2B-6. Admissions and Records ([Archived Copy](#))  
[http://windward.hawaii.edu/Admissions\\_Records/index.php](http://windward.hawaii.edu/Admissions_Records/index.php)
- 2B-7. Counseling and Advising ([Archived Copy](#))  
[http://windward.hawaii.edu/Counseling\\_Advising/](http://windward.hawaii.edu/Counseling_Advising/)
- 2B-8. Financial Aid ([Archived Copy](#))  
[http://windward.hawaii.edu/Financial\\_Aid/index\\_Secondary.php](http://windward.hawaii.edu/Financial_Aid/index_Secondary.php)
- 2B-9. Student Affairs 2010 Annual Assessment ([Archived Copy](#))  
<http://windward.hawaii.edu/ir/PBCouncil/2010/Units/Student%20Services/Student%20Affairs%202010%20Program%20Review.pdf>
- 2B-10. Student Life ([Archived Copy](#)) [http://windward.hawaii.edu/Student\\_Life/index.php](http://windward.hawaii.edu/Student_Life/index.php)
- 2B-11. About Educational Talent Search ([Archived Copy](#)) <http://windward.hawaii.edu/ETS/>
- 2B-12. TRiO Student Support Services ([Archived Copy](#))  
[http://windward.hawaii.edu/TRIO/Student\\_Support\\_Services.php](http://windward.hawaii.edu/TRIO/Student_Support_Services.php)
- 2B-13. TRiO Upward Bound ([Archived Copy](#))  
[http://windward.hawaii.edu/Trio/Upward\\_Bound.php](http://windward.hawaii.edu/Trio/Upward_Bound.php)
- 2B-14. New Student Orientation ([Archived Copy](#))  
[http://windward.hawaii.edu/Student\\_Services/Orientation/](http://windward.hawaii.edu/Student_Services/Orientation/)
- 2B-15. Supplemental Instruction at WCC flyer ([Archived Copy](#))  
[http://www.wcc.hawaii.edu/Supplemental\\_Instruction/SI\\_Program\\_Flyer.pdf](http://www.wcc.hawaii.edu/Supplemental_Instruction/SI_Program_Flyer.pdf)
- 2B-16. Learning Communities ([Archived Copy](#))  
[http://windward.hawaii.edu/Learning\\_Communities/index.php](http://windward.hawaii.edu/Learning_Communities/index.php)
- 2B-17. Frosh Camp ([Archived Copy](#))  
[http://windward.hawaii.edu/Student\\_Services/Frosh\\_Camp/Index.php](http://windward.hawaii.edu/Student_Services/Frosh_Camp/Index.php)
- 2B-18. Supplemental Instruction at WCC ([Archived Copy](#))  
[http://windward.hawaii.edu/Assessment/Documents/2011/Supplemental%20Instruction\\_2011\\_05\\_04\\_Evaluation.pdf](http://windward.hawaii.edu/Assessment/Documents/2011/Supplemental%20Instruction_2011_05_04_Evaluation.pdf)
- 2B-19. Summary of Progress, Title III Grant October 2005 - October 2010 ([Archived Copy](#))  
[http://windward.hawaii.edu/Documents/Title\\_III/2010/T3%2005-10%20Success%20Summary.pdf](http://windward.hawaii.edu/Documents/Title_III/2010/T3%2005-10%20Success%20Summary.pdf)
- 2B-20. Student Affairs Five Year Program Review 2004-2008 ([Archived Copy](#))  
<http://windward.hawaii.edu/ir/PBCouncil/Student%20Services/2009ProgramReview12-15-09.pdf>
- 2B-21. Achieving the Dream Implementation Plan ([Archived Copy](#))  
<http://windward.hawaii.edu/ir/Planning/Plans/AtD/ATD%20implementation%20plan%20Final%20%283%29.pdf>
- 2B-22. Assessment Documents ([Archived Copy](#))  
<http://windward.hawaii.edu/assessment/Documents.php>
- 2B-23. Health Clearances ([Archived Copy](#))  
[http://windward.hawaii.edu/Admissions\\_Records/Health\\_Clearance.php](http://windward.hawaii.edu/Admissions_Records/Health_Clearance.php)
- 2B-24. WCC Career Center ([Archived Copy](#))  
[http://web.mac.com/shodell2/Files/Career\\_Center.html](http://web.mac.com/shodell2/Files/Career_Center.html)
- 2B-25. 2010-2011 Financial Aid Office Survey ([Archived Copy](#))
- 2B-26. Student Services 2011 Annual Report of Program Data ([Archived Copy](#))  
[http://windward.hawaii.edu/ir/PBCouncil/2011/Units/Student%20Services/StudentServices\\_Report\\_1-23-12.pdf](http://windward.hawaii.edu/ir/PBCouncil/2011/Units/Student%20Services/StudentServices_Report_1-23-12.pdf)
- 2B-27. Catalogs and Schedules of Classes ([Archived Copy](#))  
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- 2B-28. WCC Course Catalog 2011-2013 ([Archived Copy](#))  
[http://windward.hawaii.edu/Catalogs\\_Schedules/WCC\\_Catalog\\_2011-2013.pdf](http://windward.hawaii.edu/Catalogs_Schedules/WCC_Catalog_2011-2013.pdf)
- 2B-29. Grievance ([Archived Copy](#)) <http://windward.hawaii.edu/Grievance/>
- 2B-30. FERPA and Confidentiality of Student Records ([Archived Copy](#))  
<http://www.windward.hawaii.edu/ir/Ferpa/WCCFERPAmemo8-31-05.pdf>
- 2B-31. A7.022 Procedures Relating to Protection of the Educational Rights and Privacy of Students ([Archived Copy](#)) <http://www.hawaii.edu/svpa/apm/a700/a7022a.pdf>
- 2B-32. WCC Policy 2.1: Administration Governance ([Archived Copy](#))  
[http://windward.hawaii.edu/Policies/2\\_1.php](http://windward.hawaii.edu/Policies/2_1.php)
- 2B-33. WCC Policy 2.2: Policies and Procedures for Chartered Groups on Campus ([Archived Copy](#)) [http://windward.hawaii.edu/Policies/Chartered\\_Groups.pdf](http://windward.hawaii.edu/Policies/Chartered_Groups.pdf)
- 2B-34. WCC Policy 3.1: Organization Governance ([Archived Copy](#))  
[http://windward.hawaii.edu/Policies/3\\_1.php](http://windward.hawaii.edu/Policies/3_1.php)
- 2B-35. WCC Policy 4.1: Planning Governance ([Archived Copy](#))  
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- 2B-36. WCC Policy 4.2: Strategic Planning ([Archived Copy](#))  
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- 2B-37. WCC Policy 4.3: Budget Development ([Archived Copy](#))  
[http://windward.hawaii.edu/Policies/4\\_3\\_Budget\\_development.pdf](http://windward.hawaii.edu/Policies/4_3_Budget_development.pdf)
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- 2B-39. WCC Policy 4.5: Mission ([Archived Copy](#))  
[http://windward.hawaii.edu/Policies/4\\_5\\_mission.pdf](http://windward.hawaii.edu/Policies/4_5_mission.pdf)
- 2B-40. WCC Policy 9.1: Personnel Governance ([Archived Copy](#))  
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[http://windward.hawaii.edu/Policies/10\\_1.php](http://windward.hawaii.edu/Policies/10_1.php)
- 2B-42. Library home page ([Archived Copy](#)) <http://library.wcc.hawaii.edu>
- 2B-43. Library Copyright Information ([Archived Copy](#))  
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- 2B-44. UHCC System Policies ([Archived Copy](#)) <http://uhcc.hawaii.edu/OVPCC/policies/index.php>
- 2B-45. WCC Curriculum Review Policy ([Archived Copy](#))  
[http://windward.hawaii.edu/Committees/CCAAC/Documents/CCAAC\\_Philosophy\\_Procedures.pdf](http://windward.hawaii.edu/Committees/CCAAC/Documents/CCAAC_Philosophy_Procedures.pdf)
- 2B-46. Sabbatical Leave Procedures for Faculty ([Archived Copy](#))  
[http://windward.hawaii.edu/Policies/Sabbaticals\\_Policy/Sabbatical\\_Policy.pdf](http://windward.hawaii.edu/Policies/Sabbaticals_Policy/Sabbatical_Policy.pdf)
- 2B-47. Chancellor for Community College Memo Numerical Index ([Archived Copy](#))  
[http://www.hawaii.edu/cc/Docs/CCCM\\_PDF/cccm.html](http://www.hawaii.edu/cc/Docs/CCCM_PDF/cccm.html)
- 2B-48. WCC Policies, Procedures, and Guidelines ([Archived Copy](#))  
<http://windward.hawaii.edu/Policies/>
- 2B-49. Schedule of Classes Fall 2011/Spring 2012 ([Archived Copy](#))  
[http://windward.hawaii.edu/Catalogs\\_Schedules/SOC\\_Current.pdf](http://windward.hawaii.edu/Catalogs_Schedules/SOC_Current.pdf)
- 2B-50. Archive of Catalogs and Schedules of Classes ([Archived Copy](#))  
[http://windward.hawaii.edu/Catalogs\\_Schedules/Documents.php](http://windward.hawaii.edu/Catalogs_Schedules/Documents.php)
- 2B-51. Online Learning ([Archived Copy](#)) <http://windward.hawaii.edu/Online/>
- 2B-52. Distance Learning at the UH ([Archived Copy](#)) <http://www.hawaii.edu/dl/>
- 2B-53. Online Student Readiness Assessment ([Archived Copy](#))  
[http://www.foothill.edu/fga/pre\\_assessment.php](http://www.foothill.edu/fga/pre_assessment.php)
- 2B-54. Student Orientation for Online Learning ([Archived Copy](#))  
<http://windward.hawaii.edu/online/Orientation.php>
- 2B-55. Ordering Items for Online Courses ([Archived Copy](#))  
<http://windward.hawaii.edu/Bookstore/Online.php>
- 2B-56. Laulima ([Archived Copy](#)) <http://windward.hawaii.edu/Technology/Laulima.php>
- 2B-57. Technology on Campus ([Archived Copy](#))  
<http://windward.hawaii.edu/Technology/index.php>
- 2B-58. Class Information for Fall 2012: Online ([Archived Copy](#))  
<http://windward.hawaii.edu/Classes/index.php?list=Online>
- 2B-59. Online Courses at WCC letter ([Archived Copy](#))

- 2B-60. “Some Things You Should Know” ([Archived Copy](#))
- 2B-61. “Important Web Pages” ([Archived Copy](#))
- 2B-62. “Logging in to LauLima” ([Archived Copy](#))
- 2B-63. “Forwarding Your UH Mail to Another Email Account” ([Archived Copy](#))
- 2B-64. WCC Student Institutional Survey 2011 ([Archived Copy](#))  
[http://windward.hawaii.edu/IRO/Documents/2011/StudentInsitutionalSurvey\\_9-12-11combo.pdf](http://windward.hawaii.edu/IRO/Documents/2011/StudentInsitutionalSurvey_9-12-11combo.pdf)
- 2B-65. Employment Training Center Documents ([Archived Copy](#))  
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- 2B-67. WCC Non-credit Course Catalog January 2012-May 2012 ([Archived Copy](#))  
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- 2B-69. Ka Piko ([Archived Copy](#)) <http://www.wcc.hawaii.edu/KaPiko/>
- 2B-70. Supplemental Instruction ([Archived Copy](#))  
[http://www.wcc.hawaii.edu/Supplemental\\_Instruction/](http://www.wcc.hawaii.edu/Supplemental_Instruction/)
- 2B-71. Student Services 2006 Annual Assessment ([Archived Copy](#))  
[http://windward.hawaii.edu/Assessment/Documents/2006/Student\\_Services\\_Program\\_Review\\_2006.pdf](http://windward.hawaii.edu/Assessment/Documents/2006/Student_Services_Program_Review_2006.pdf)
- 2B-72. Achieving the Dream: Gatekeeper Courses ([Archived Copy](#))  
<http://windward.hawaii.edu/ir/AchievingDream/GatekeeperCourses.html>
- 2B-73. Student Support Services Program: Purpose ([Archived Copy](#))  
<http://www2.ed.gov/print/programs/triostudsupp/index.html>
- 2B-74. Student Support Services Program: Eligibility ([Archived Copy](#))  
<http://www2.ed.gov/print/programs/triostudsupp/eligibility.html>
- 2B-75. Student Affairs 2009-2010 Annual Assessment Abstract ([Archived Copy](#))
- 2B-76. Program Review Report for Employment Training Center Programs Student Services for Fiscal Year 2005-2006 ([Archived Copy](#))  
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- 2B-79. WCC Entering Student Survey Items ([Archived Copy](#))
- 2B-80. Student Services 2008 Program Review ([Archived Copy](#))  
[http://www.wcc.hawaii.edu/Assessment/Documents/2008/Student\\_Services\\_Program\\_Review\\_2008.pdf](http://www.wcc.hawaii.edu/Assessment/Documents/2008/Student_Services_Program_Review_2008.pdf)
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<http://www.act.org/compass/sites/index.html>
- 2B-82. Student Services 2007 Annual Assessment ([Archived Copy](#))  
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- 2B-83. Substantive Change Proposal: Associate of Arts (Liberal Arts) Distance Education Program ([Archived Copy](#))  
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[http://windward.hawaii.edu/Counseling\\_Advising/Directory.php](http://windward.hawaii.edu/Counseling_Advising/Directory.php)
- 2B-85. Guide to the STAR Advisor ([Archived Copy](#))  
<https://www.star.hawaii.edu:10012/includes/PDFs/advising/StarOverview.pdf>
- 2B-86. UHCC Career Connections ([Archived Copy](#))  
[http://careerconnections.hawaii.edu/career\\_connections/gallery.php](http://careerconnections.hawaii.edu/career_connections/gallery.php)
- 2B-87. Ryan Perreira, Career Advisor ([Archived Copy](#))  
[http://windward.hawaii.edu/People/Ryan\\_Perreira/](http://windward.hawaii.edu/People/Ryan_Perreira/)

- 2B-88. Sarah Hodell, Career Advisor ([Archived Copy](#))  
[http://windward.hawaii.edu/People/Sarah\\_Hodell/](http://windward.hawaii.edu/People/Sarah_Hodell/)
- 2B-89. ACT Discover ([Archived Copy](#)) <http://www.act.org/discover/>
- 2B-90. Ka Piko Career Explorations Student Registration ([Archived Copy](#))  
<https://www.myinterfase.com/windward/studentregistration.aspx>
- 2B-91. Ku‘ulei (Christy) Lessary, Transfer Advisor ([Archived Copy](#))  
[http://windward.hawaii.edu/People/Kuulei\\_Lessary/](http://windward.hawaii.edu/People/Kuulei_Lessary/)
- 2B-92. Student Success ([Archived Copy](#)) <http://windward.hawaii.edu/success/index.php>
- 2B-93. Kathleen Zane, Student Success Advisor ([Archived Copy](#))  
[http://windward.hawaii.edu/people/Kathleen\\_Zane/](http://windward.hawaii.edu/people/Kathleen_Zane/)
- 2B-94. Ann Lemke, Disabilities Advisor ([Archived Copy](#))  
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- 2B-107. “Free Apple GarageBand Class in Kahuku” ([Archived Copy](#))  
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- 2B-108. Notes From Kahuku Non-Credit GarageBand Sessions ([Archived Copy](#))
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[http://windward.hawaii.edu/Student\\_Life/Student\\_Government/index.php](http://windward.hawaii.edu/Student_Life/Student_Government/index.php)
- 2B-110. Student Life: Clubs ([Archived Copy](#)) [http://windward.hawaii.edu/Student\\_Life/Clubs.php](http://windward.hawaii.edu/Student_Life/Clubs.php)
- 2B-111. Welcome to WCC Service-Learning ([Archived Copy](#)) <http://windward.hawaii.edu/Service-Learning/>
- 2B-112. UH Job Program and Eligibility Information ([Archived Copy](#))  
[https://sece.its.hawaii.edu/sece/help/std/std\\_jobprogram\\_help.html](https://sece.its.hawaii.edu/sece/help/std/std_jobprogram_help.html)
- 2B-113. WCC TRiO Tutor Application ([Archived Copy](#))  
[http://windward.hawaii.edu/TRIO/Forms/Tutor\\_Application.pdf](http://windward.hawaii.edu/TRIO/Forms/Tutor_Application.pdf)
- 2B-114. Botany Club ([Archived Copy](#)) [http://windward.hawaii.edu/Student\\_Life/Botany/index.php](http://windward.hawaii.edu/Student_Life/Botany/index.php)
- 2B-115. Film Club ([Archived Copy](#)) [http://windward.hawaii.edu/Student\\_Life/Film/](http://windward.hawaii.edu/Student_Life/Film/)
- 2B-116. KuPono ([Archived Copy](#)) [http://windward.hawaii.edu/Student\\_Life/KuPono/index.php](http://windward.hawaii.edu/Student_Life/KuPono/index.php)
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- 2B-118. Phi Theta Kappa ([Archived Copy](#))  
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- 2B-120. Windward Ho‘olaule‘a 2006 ([Archived Copy](#)) <http://windward.hawaii.edu/hoolaulea/2006/>
- 2B-121. Windward Ho‘olaule‘a 2007 ([Archived Copy](#)) <http://www.wcc.hawaii.edu/hoolaulea/2007/>
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- 2B-123. Windward Ho‘olaule‘a 2009 ([Archived Copy](#)) <http://windward.hawaii.edu/hoolaulea/2009/>
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- 2B-125. Windward Ho‘olaule‘a 2011 ([Archived Copy](#)) <http://windward.hawaii.edu/hoolaulea/2011/>

- 2B-126. Windward Ho‘olaule‘a ([Archived Copy](#)) <http://windward.hawaii.edu/hoolaulea/>
- 2B-127. Chancellor’s Office Annual Assessment 2010-2011 ([Archived Copy](#))  
[http://windward.hawaii.edu/ir/PBCouncil/2011/Units/Chancellor%20Office/ChancellorsOfficeAnnualRreport\\_12.15.11FINAL.pdf](http://windward.hawaii.edu/ir/PBCouncil/2011/Units/Chancellor%20Office/ChancellorsOfficeAnnualRreport_12.15.11FINAL.pdf)
- 2B-128. ANTH 200, Spring 2012, syllabus ([Archived Copy](#))  
[http://windward.hawaii.edu/Documents/Classes/2012\\_Spring/64004.pdf](http://windward.hawaii.edu/Documents/Classes/2012_Spring/64004.pdf)
- 2B-129. Speech Lab ([Archived Copy](#)) [http://windward.hawaii.edu/About\\_WCC/Speech\\_Lab/](http://windward.hawaii.edu/About_WCC/Speech_Lab/)
- 2B-130. Palikū Theatre ([Archived Copy](#)) <http://windward.hawaii.edu/paliku/>
- 2B-131. Rental Information for Palikū Theatre ([Archived Copy](#))  
<http://windward.hawaii.edu/paliku/Renting.php>
- 2B-132. Gallery ‘Iolani ([Archived Copy](#)) <http://gallery.wcc.hawaii.edu/>
- 2B-133. Annual Assessment for Office of Continuing and Community Education for FY 2008-2009 ([Archived Copy](#))  
[http://windward.hawaii.edu/Assessment/Documents/2009/Program\\_Review\\_2009\\_OCET.pdf](http://windward.hawaii.edu/Assessment/Documents/2009/Program_Review_2009_OCET.pdf)
- 2B-134. Hōkūlani Imaginarium ([Archived Copy](#)) <http://aerospace.wcc.hawaii.edu/imaginarium.html>
- 2B-135. One-Stop at Windward Mall discussion board ([Archived Copy](#))  
<http://windward.hawaii.edu/Discussions/2010/One-Stop/>
- 2B-136. Transferring From WCC ([Archived Copy](#))  
[http://windward.hawaii.edu/Student\\_Affairs/Transfer/](http://windward.hawaii.edu/Student_Affairs/Transfer/)
- 2B-137. Disabilities Services ([Archived Copy](#)) <http://windward.hawaii.edu/Disabilities/>
- 2B-138. First Year Experience ([Archived Copy](#)) <http://windward.hawaii.edu/FYE/Index.php>
- 2B-139. Native Hawaiian Scholarship ‘Aha ([Archived Copy](#))  
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[http://windward.hawaii.edu/Calendar/2011/Career\\_Fair/](http://windward.hawaii.edu/Calendar/2011/Career_Fair/)
- 2B-141. Title III ([Archived Copy](#)) [http://windward.hawaii.edu/title\\_III/](http://windward.hawaii.edu/title_III/)
- 2B-142. Developmental Kāko‘o Ko‘olau grant abstract ([Archived Copy](#))  
[http://windward.hawaii.edu/Documents/Title\\_III/2010/T3%2010-15%20Developmental%20KakooKoolau%20Abstract.pdf](http://windward.hawaii.edu/Documents/Title_III/2010/T3%2010-15%20Developmental%20KakooKoolau%20Abstract.pdf)
- 2B-143. SARS Grid login ([Archived Copy](#))  
<http://sarserver.wcc.hawaii.edu/CounselorsGrid/login.aspx>
- 2B-144. Counselor, e-mail, 2011/01/28 ([Archived Copy](#))
- 2B-145. Supplemental Instruction Leader Training Agenda ([Archived Copy](#))
- 2B-146. Mentor/Student Activities Center Staff Training Schedule ([Archived Copy](#))
- 2B-147. Achieving the Dream WCC Web page ([Archived Copy](#))  
<http://windward.hawaii.edu/ir/AchievingDream/AchievingDreamdefault.htm>
- 2B-148. Program Review Timeline ([Archived Copy](#))  
[http://windward.hawaii.edu/Assessment/Program\\_Review\\_Timeline.pdf](http://windward.hawaii.edu/Assessment/Program_Review_Timeline.pdf)
- 2B-149. Academic Advising Syllabus ([Archived Copy](#))
- 2B-150. Counseling Services Evaluation ([Archived Copy](#))
- 2B-151. Student Engagement (CCSSE) ([Archived Copy](#)) <http://windward.hawaii.edu/CCSSE/>
- 2B-152. WCC Faculty Institutional Survey 2011 ([Archived Copy](#))  
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- 2B-156. TRiO Student Support Services Scoop ([Archived Copy](#)) <http://trioscoop.blogspot.com/>
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- 2B-160. WCC Enrollment Reports: Table 5, Selected Student Characteristics Spring 2011, All Ethnicities All Majors ([Archived Copy](#))
- 2B-161. Disabilities Counselor, e-mail, 2012/03/19 ([Archived Copy](#))
- 2B-162. WCC Lesbian, Gay, Bisexual, Transgender, Equality Organization ([Archived Copy](#))  
<http://windward.hawaii.edu/LGBTIE/index.php>
- 2B-163. Hawai'i Music Institute ([Archived Copy](#))  
[http://windward.hawaii.edu/Hawaii\\_Music\\_Institute/](http://windward.hawaii.edu/Hawaii_Music_Institute/)
- 2B-164. Hawaiian Music Workshops 2011 ([Archived Copy](#))  
[http://windward.hawaii.edu/Hawaii\\_Music\\_Institute/Documents/2011/Hawaiian\\_Music\\_Workshops\\_2011.pdf](http://windward.hawaii.edu/Hawaii_Music_Institute/Documents/2011/Hawaiian_Music_Workshops_2011.pdf)
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- 2B-175. Implementing the Agreed Upon COMPASS Test Practices ([Archived Copy](#))  
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- 2B-181. COMPASS Retesting at Kapi'olani Community College and Leeward Community College ([Archived Copy](#))
- 2B-182. Placement Advisory Council, meeting minutes, 2012/03/07 ([Archived Copy](#))
- 2B-183. Processing Algebra II End-of-Course Exam Score Reports for Consideration for Placement into UH Mathematics Courses ([Archived Copy](#))
- 2B-184. Uniform Information Practices Act ([Archived Copy](#)) <http://www.state.hi.us/oip/uipa.html>
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- 2B-186. Report on Security Breach at the UH West O'ahu ([Archived Copy](#))  
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<http://www.hawaii.edu/apis/ep/e2/e2214.pdf>
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- 2B-192. TRiO ([Archived Copy](#)) <http://www.wcc.hawaii.edu/Trio/>
- 2B-193. Student Services Monthly Professional Activity Report ([Archived Copy](#))
- 2B-194. WCC Counselor Meeting Notes 2009/04/08 ([Archived Copy](#))
- 2B-195. WCC SARS Agreement ([Archived Copy](#))
- 2B-196. IS 103 ([Archived Copy](#)) [http://windward.hawaii.edu/Credit\\_Courses/IS103/](http://windward.hawaii.edu/Credit_Courses/IS103/)
- 2B-197. School Default Rates FY 2009, 2008, and 2007 ([Archived Copy](#)) \*This Web page can be found by opening the following link and typing in “Windward Community College” in the “School” search box:  
[http://www.nsls.ed.gov/nsls\\_SA/defaultmanagement/search\\_cohort.cfm](http://www.nsls.ed.gov/nsls_SA/defaultmanagement/search_cohort.cfm)
- 2B-198. Federal Perkins Loan Program Status of Default as of June 30, 2008 ([Archived Copy](#))  
<https://www.ifap.ed.gov/perkinscdrguide/attachments/0708PerkinsCDR.pdf>
- 2B-199. Achieving the Dream ([Archived Copy](#)) <http://windward.hawaii.edu/atd/index.php>
- 2B-200. One-Stop at Windward Mall ([Archived Copy](#))  
[http://windward.hawaii.edu/Student\\_Affairs/One-Stop/index.php](http://windward.hawaii.edu/Student_Affairs/One-Stop/index.php)



## 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.*

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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.*

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### **Descriptive Summary:**

The Library is located in the 7,800 square-foot Hale La'akea building, which has seating capacity for 111 people. The Library provides the following services ([Ref. 2C-1, p. 2](#)):

- Formal instruction: guided tours, orientations, course-related instruction, information literacy tutorials, and research skills tutorials
- Informal instruction: reference desk interviews, help desk assistance, point-of-use assistance, self-guided tours, instruction by telephone, e-mail, and pathfinders
- User account: obtain passwords, renew items checked out, and recall items
- Reference services: assistance with finding, evaluating and using information in all formats; orientation, ready reference, and referral services; citation preparation
- Research services: on-demand, by appointment, in person, telephone and e-mail
- Technical assistance: assistance with computer hardware, software, network, e-mail, remote access, printing, making copies
- Current awareness services
- Access, borrowing, and course reserve services
- Interlibrary loan, document delivery and other consortium services

The Library collection includes over 49,000 volumes, 111 active periodicals, and the back issues of 42 inactive periodicals. The Course Catalogued Collection is composed of over 42,000 books, almost 3,100 pamphlets, and about 3,360 audiovisual items including audiotapes, phonograph records, compact discs, DVDs, CD-ROMs, slides, videotapes, and games ([Ref. 2C-1, Appendix A, pp. 2-3](#)).

The Library has a Hawaiian, Hawaiian Reserve, and Hawaiian Pamphlet Collection of 11,478 items. Furthermore, the Library has a Reserve Collection of approximately 836 items that includes assigned class readings and other supplemental materials designated by instructors for student use. The Library circulates an average of 8,200 volumes per year ([Ref. 2C-1, pp. 11-12, 14](#)).

A reference librarian is available when the Library is open to assist students and faculty in locating information, learning to use information resources, evaluating sources of information, and citing these sources. Many materials held by other libraries in the University of Hawai'i System are available to Windward CC students and faculty through intra-system loans. The library also welcomes use by other University of Hawai'i students and community members.

The Library has 26 desktop computers (seven Macs, 19 PCs, including four express-use stations), nine laptop computers (two Macs and four PCs for use in building), and nine older model laptop computers that can be borrowed for the semester. Wireless network access is available throughout the library. The

Library has three printers, four scanners, five TV monitors, three VCR players, two DVD players, one filmstrip/cassette player, one slide/cassette player, two cassette players, one pay photocopier, two microfilm reader/printers, one microfiche reader printer, one typewriter, and one supply table equipped with a paper cutter, pencil sharpener, hole punch, and stapler ([Ref. 2C-1, p. 3](#)).

Through its website, the Library provides secure, 24/7 on- and off-campus access to the Course Catalog and to online materials through subscriptions to databases such as *ARTstor*, *Britannica Online*, *ebrary*, *ScienceDirect*, *Films on Demand*, and the *EBSCOHost Academic* suite ([Ref. 2C-2](#)). These provide abstracts and full-text access to a variety of journal, magazine, and newspaper articles, reference works, films, maps, books, quality web resources, and more. The quantity of full-text items accessed by Windward CC patrons has grown from over 15,000 items in AY 2007 to at least 20,000 items in AY 2008 and AY 2009 and to at least 21,500 full text items in AY 2010 ([Ref. 2C-1, p. 14](#)).

The Library provides reciprocal intra-system and interlibrary loan services for Windward CC students, staff, faculty and administrators ([Ref. 2C-4](#)). In AY 2008, AY 2009, and AY 2010, Windward CC Library patrons requested 74, 64, and 72 items from other libraries, respectively. Over the same period, the Windward CC Library fulfilled 582, 578, and 887 requests from other libraries ([Ref. 2C-1, p. 12](#)).

The Library provides reference services via e-mail, telephone, and in person during the hours the Library is open. Since AY 2008, the reference librarians have fielded a growing number of reference questions, one-on-one instruction sessions, faculty consultations, and directional and technical questions. There were over 4,000 Reference and Instructional Service transactions in AY 2008, over 5,000 in AY 2009, and over 6,000 in AY 2010 ([Ref. 2C-1, Appendix A, Table 5](#)).

Since AY 2007, the Library has maintained its support of distance learning through various services and resources ([Ref. 2C-1, p. 10](#)). One reference librarian is assigned to provide direct support to the distance learning students and faculty. In addition to providing off-campus access to the Library Course Catalog, e-book collections, and journal and reference databases, the Library maintains online tutorials like the *Library Research Units* ([Ref. 2C-5](#)) and the UH Libraries' interactive tutorial, *Learning Information Literacy Online* ([Ref. 2C-6](#)). Like on-campus patrons, remote students and faculty can receive reference services by phone and e-mail, and can request to have Windward CC Library materials sent other UH campus libraries for pick up.

In accordance with US DOE regulations, the Library requires that all patrons use their unique UH System User ID and password to login to their library accounts, request intra-system loans, and access subscription databases from off-campus devices.

The Library staff provides exceptional service to its patrons. In 2010, 98 percent of respondents to the *Library User Survey* agreed or strongly agreed that the library staff was approachable and welcoming ([Ref. 2C-1, Appendix E, p. 14](#)), a 15 percent improvement over the 2008 survey ([Ref. 2C-3, Appendix C, p. 3](#)). Similarly in 2010, 99 percent of respondents agreed or strongly agreed that the library staff was courteous and polite ([Ref. 2C-1, Appendix E, p. 15](#)), up from 85 percent in 2008 ([Ref. 2C-3, Appendix C, p. 3](#)). In 2010, 98 percent of respondents agreed or strongly agreed that the library staff was available when needed; 11 percent of respondents agreed and 71 percent strongly agreed that the library staff was willing to leave their desk to help ([Ref. 2C-1, Appendix E, pp. 16-17](#)).

Also in that year, 99 percent of respondents agreed or strongly agreed that the library staff members guide users to useful information and answered questions accurately, while 98 percent agreed or strongly agreed that the library staff helped users learn to use online resources, and 97 percent agreed or strongly agreed that the library staff encouraged users to return for additional help ([Ref. 2C-1, Appendix E, pp. 18-21](#)).

Survey respondents have become more satisfied with the Library's materials, with 97 percent agreeing or strongly agreeing that they were able to find enough books and articles for their coursework, up from 83

percent in 2008 ([Ref. 2C-7, p. 3](#)), and 96 percent agreeing or strongly agreeing that they were able to find enough books and 95 percent agreeing that they could find enough journal articles for their Hawai‘i-related courses ([Ref. 2C-1, Appendix E, pp. 6-7](#)).

The new Library Learning Commons (LLC) opens in 2012 ([Ref. 2C-8](#)). Books, materials, and computers in the present Library building will move to the new facility. The College needs to seek funds for the new building’s computers, audiovisual equipment and other electronics that cannot be purchased with Capital Improvement Project (CIP) funds. In its 2009-2010 Annual Review, the Library requested \$975,000 to purchase computers, audiovisual equipment, and other electronics that cannot be purchased with CIP funds ([Ref. 2C-1, p. 1](#)). This budget request was brought down to \$415,000 through the deliberations of the Planning and Budget Council (PBC) during Spring 2011, with the PBC mandating that the LLC equipment budget be funded by taking \$150,000 from the accumulated summer school balance and committing \$132,500 from the total balance of Summer School receipts for each of the following two summers ([Ref. 2C-9](#)).

The Learning Center (TLC) occupied Hale Mānaleo until May 2009, when the building was demolished to make way for the new Library Learning Commons. The Learning Center included testing areas, study areas with tables and carrels, a computer lab, and a resource teacher desk. The TLC’s equipment included computers, printers, scanners, CD and DVD writers, viewers for videos, and cassette players to support language learning. Computer-assisted instruction was available at the Center supported courses in English, Chemistry, Psychology, Mathematics, and Japanese ([Ref. 2C-10](#)).

On May 25, 2009 the TLC was renamed The Testing Center (TTC;[Ref. 2C-11](#)) and began operations Hale Alaka‘i 106. Due to smaller quarters, some services that had been provided at the TLC were transferred to other projects or discontinued all together:

- The TLC offered tutoring services. Student tutors supervised by a Math faculty provided mathematics tutoring. Each semester, at least two faculty members served as writing resource teachers. Later, graduate students were hired as writing resources teachers until the closing of Mānaleo. All tutoring services were transferred to TRIO SSS with the support of Peer Mentors and Supplemental Instructors.
- The video library was disbanded, returning instructional videos to the appropriate instructors for loaning to students.
- The Learning Center housed various instructional materials for Independent Study. Supplemental material in reading, writing, mathematics, and study skills were also housed in Mānaleo. Instructional materials formerly used for students’ Independent Study to improve reading comprehension and vocabulary development were returned to the Language Arts Department and have since been supplanted by newer software and print materials that students have access to through the Writing Lab located at Ka Piko.
- The quiet study area and computer bank were relocated to the Ka Piko Study Center.

TTC ([Ref. 2C-12](#)) is open Monday through Friday and provides the following services: COMPASS placement testing (assessment of students’ skills in reading, writing and mathematics), make-up tests, testing for courses offered through distance learning, and test proctoring for any UHCC System or Mainland college. When the LLC opens in Fall 2012, TTC will be incorporated in the re-located Ka Piko Study Center where tutoring services will be offered as well as an array of other support services yet to be determined.

Even with the May 2009 downsizing, demand for testing services has remained high. In AY 2008, the TLC administered 1,217 placement tests, 1,439 distance learning tests, and 6,973 campus tests ([Ref. 2C-7, pp. 4-5](#)). In AY 2010, the TTC administered 1,370 placement tests, 2,423 distance learning tests, and 4,230 campus tests ([Ref. 2C-11, p. \[1\]](#)).

In accordance with US DOE regulations, the TTC requires identification of all students, including those enrolled in distance learning courses, who make use of testing center services. The Center does not operate virtually; students must come in person, show proper identification and sign in to take an exam or placement test ([Ref. 2C-13, p. 17](#)).

Although satisfaction with The Testing Center is high, it has declined. However, it should be noted that the Center has been providing service at a consistent, or perhaps even higher level because the number of students have increased in proportion to the number of exams proctored. In a survey conducted by The Testing Center, 94 percent of respondents said the staff was friendly and helpful versus the 90 percent in the AY 2011 survey. In AY 2010 and AY 2011, 92 percent said the TTC's hours met their needs. In the AY 2010 survey, 96 percent said the atmosphere of the TTC was conducive to testing versus 93 percent in the AY 2011. In 2010, 96 percent said the services of the TTC are satisfactory versus the 94 percent in AY 2011. Furthermore, in AY 2010, distance learning instructors were asked to assess their satisfaction with TTC services on a scale of 1-5 (with 5 being the highest). The average rating was 4.98. This question was not asked in AY 2011 ([Ref. 2C-11, pp. 1-2](#); [Ref. 2C-13, p. 16](#)).

The Testing Center suffers from a lack of space. Since there are only 12 desks and nine computers, students sometimes have to wait until one becomes available. However, this issue should be resolved when the TTC moves to the new Library Learning Commons building ([Ref. 2C-13, p. 17](#)).

The Math Lab, currently housed in a classroom in Hale Mana'opono, offers tutoring for all mathematics courses at Windward CC ([Ref. 2C-14](#)). The lab has 4 desktop computers and one printer for student use. In Fall 2008, there were 989 student visits to the Math Lab. In Fall 2009, there were 1,142 student visits, while in Fall 2010 there were 1,869 visits. In terms of academic year visitor counts, during AY 2007, there were 1,797 student visits, which increased to 3,172 student visits in AY 2011. Between those years, there were some fluctuations in student visits due to The Math Lab being temporarily relocated into a much smaller room as Hale Mana'opono was renovated. Nevertheless, demand for Math Lab services has increased over the years ([Ref. 2C-15](#)).

The Math Lab also suffers from insufficient resources. For the past three years, the Mathematics and Business Department has documented the need for release time to allow faculty to develop and define the position of a "Math Lab" instructor. The department argues, "There is a need to have a full-time permanent position for a Math Lab instructor to manage all the tasks of the Math Lab, to provide independent study or modularized study, to search and evaluate computer software to assist students' success, primarily in developmental math courses" ([Ref. 2C-16, p. 42](#)).

In AY 2007, the Language Arts Department Review identified establishing a Speech Lab as its number two departmental priority ([Ref. 2C-17, p. 11](#)). By assessing the needs of the students, the Department funded the Speech Lab, which opened in Fall 2008 in a classroom in Hale Pālanakila ([Ref. 2C-18](#)). Services offered by the Speech Lab include help in minimizing stage fright in oral presentations, assisting students in successfully fulfilling their class oral assignments, adapting mentoring to any teacher's objectives, one-on-one instruction for meeting oral assignment needs, and allowing students to practice or perform in a non-threatening environment with positive guidance. Student mentors who staff the lab help students create outlines, visual aids, and PowerPoint presentations.

In Fall 2008, 52 students made use of the Speech Lab. This fell to 25 students in 2012. The decrease in student visits can be attributed to the relatively few hours that the Lab was open since the current Schedule of Classes does not allow additional time outside of the Tuesday/Thursday open lunch period (12:30-1:30) for the Lab to be open. Furthermore, since Fall 2011, even this period has been eliminated

due to the Schedule of Classes shifting to a predominantly four-day week schedule. This also limits the number of qualified lab assistants available during the desired open hours. Because of this, the Language Arts Department has requested funding to expanded Lab hours from 10 to 20 hours per week to allow more time for students to use the lab ([Ref. 2C-19](#); [Ref. 2C-20](#); [Ref. 2C-21](#)).

The Writing Center opened in Hale ‘Ākoakoa, in March, 2011. It, too, will be relocated to the Library Learning Commons upon building completion. Funded by the Title III Developmental Grant, this study center offers tutoring and Supplemental Instruction with Peer Mentors to all Windward CC students. It also provides free access to computers, printing and a quiet comfortable place to study.

Writing assistance used to be available in the TLC. With the demolition of Mānaleo (the TLC was housed there), writing assistance was no longer available. The transfer of two ETC faculty to the Language Arts Department in AY 2011 allowed the creation of the Writing Center in response to CCSSE results. The Writing Center, currently located in the ‘Ākoakoa building, is available to students and members of the community for help at any point of the writing process. The Writing Center will be a component of the Ka Piko Study Center in the new Library Learning Commons. Students can seek assistance with their writing, or they may use the computers to write and do research. Distance learning students can receive virtual help from the Writing Center by e-mailing the lab, with the turn-around time for feedback on papers being 48 hours.

The College’s Employment Training Center (ETC), previously headquartered at Honolulu Community College, provided students with a learning center called The Learning Center (to be referred to as ETC’s TLC), to address their students’ academic needs. ETC’s TLC helped students in the Trades and those enrolled in the Essential Skills program. Students were provided with assistance in developing Math and English skills needed for success in further education, job training, and employment. Computers and computer programs related to certain Trade programs were also provided. Furthermore, students from other programs with serious deficiencies in language or math were also referred to ETC’s TLC for academic instruction ([Ref. 2C-22](#)). As described in section II.A.1.a, ETC was dissolved and its TLC ceased to exist. Ready Set Grow Hawai‘i, a program designed to address the population formerly served by ETC now provides tutoring in math, reading, writing and work readiness skills.

The College does not have a central tutoring program for all students ([Ref. 2C-23](#)). However, the new Library Learning Commons will bring together The Testing Center, The Math Lab, The Speech Lab, and The Ka Piko Study Center. This will provide general tutoring for students who do not qualify for TRiO services.

Computing Services ([Ref. 2C-24](#)) is located in Hale No‘eau and provides the College with the following services ([Ref. 2C-25, p. 1](#)):

- The development and maintenance of an information technology infrastructure that supports effective teaching, learning, and decision making.
- User services that facilitate full and effective use of the College’s technology resources.
- The contribution of information technology perspectives and expertise to cross-functional planning effects and projects.
- The development and maintenance of the ability of the Computing Services unit to fulfill its mission of facilitating the College’s needs for highly-effective information technology resources, support, planning, and management.

Students, faculty, and staff can contact the Computing Services Help Desk for assistance in person, by phone, or by e-mail ([Ref. 2C-24](#)).

In AY 2008, the Academic Support Unit’s Annual Review identified as a weakness that the “present organization structure and confusion over support responsibilities and planning authority hampers efforts to develop the technology infrastructure and to provide common services to all users across the College.”

The organizational structure at the time duplicated efforts and produced significant gaps and variations in support levels between Academic Computing, Administrative Computing, Vocational and Community Education Computing, and the Tech-Vision Committee ([Ref. 2C-7, p. 34](#)).

To address these problems, Windward CC reorganized its Computing Services. Effective March 31, 2009, the reorganization consolidated the previously separate Academic Computing and Administrative Computing units created a single Computing Services unit ([Ref. 2C-26](#)). This eliminated duplication of effort, streamlined the planning and coordination of technology upgrades, and facilitated the delivery of consistent services to users across the College ([Ref. 2C-25](#)).

The College provides students, faculty, and staff with a shared wireless (wi-fi) network. The standard software licensed for use on all computers includes Windows 7 Enterprise and Microsoft Office 2010 (for PCs), Snow Leopard (OS 10.6) and Microsoft Office 2008 or 2011 for Macs, and the Adobe suite, including Acrobat 9 or X, Adobe Reader 9 or X, Adobe CS5 Applications (Contribute, Dreamweaver, Illustrator, InDesign, Photoshop), and Adobe Photoshop Elements 9 for the PCs and Macs ([Ref. 2C-27](#)). The specifications for computing equipment, media devices, and software applications deployed in computer classrooms and labs were determined through collaborative discussions among the faculty and the Academic Support staff.

In AY 2010, Computing Services assumed support responsibility for 216 new PCs and Macs deployed to classrooms, labs, and faculty/staff while retiring 65 older computers. New computing facilities include 24 netbooks in the 'Ākoakoa 113 classroom, 10 MacBooks in the Hale A`o faculty lab, and 10 PCs for off-site class use ([Ref. 2C-25, p. 6](#)). The College also provides students with access to PC and Macintosh computers for general-purpose computing and Internet access in the Library, the No'eau Computer Lab, the lobbies of Pālanakila and 'Iolani buildings, and in the Game Room in the Student Center in 'Ākoakoa ([Ref. 2C-25](#)).

Satisfaction with Computing Services has remained high and stable over the years. In a 2008 survey, 95 percent of respondents, with 57 percent strongly agreeing, agreed that the Computing Services staff effectively solved their computer problems. Moreover, 98 percent of respondents, with 64 percent strongly agreeing, agreed that the Computing Services staff are knowledgeable about computers. Furthermore, 94 percent of respondents, with 62 percent strongly agreeing, agreed that they were satisfied with the customer service provided by the Computing Services staff ([Ref. 2C-26, pp. 2](#)).

In a 2010 survey, 96 percent of respondents, with 76 percent strongly agreeing, agreed that the Computing Services staff effectively solved their computer problems. Moreover, 98 percent of respondents, with 84 percent strongly agreeing, agreed that the Computing Services staff were knowledgeable about computers. Furthermore, 98 percent of respondents, with 81 percent strongly agreeing, agreed that they are satisfied with the customer service provided by the Computing Services staff ([Ref. 2C-28, Appendix C, p. 2](#)).

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 place that has open computers. In the 2010 Library User Survey, 89 percent of respondents agreed or strongly agreed that a computer was available when needed. Despite this high rate, the individual written comments of respondents suggested that the Library should have more computers available ([Ref. 2C-1, Appendix E, p. 24](#)).

Computing Services, recognizing that most of the tools and services were geared toward on-campus students, took steps to better meet the needs of distance learning students ([Ref. 2C-23, p. 13](#)). At the end of FY 2011, Computing Services purchased a Dell PowerEdge 610 server and a small number of Citrix XenApp/XenDesktop licenses "to pilot cloud computing schemes in which Microsoft Office, Adobe Creative Suite, and other Windows applications execute on a shared server rather than a user's local

device.” This virtualization potentially allows the user’s device to be an inexpensive iPad or thin client or an otherwise defunct older computer ([Ref. 2C-29, p. 9](#)).

Computing Services will examine the result of the piloting of the cloud computing schemes and if successful, examine the potential of these technologies to meet the needs of students in distance learning courses or studying at home. If the pilot is unsuccessful, then further technologies should be explored that could potentially service those needs.

The Media Center and Duplication Center, currently located in Hale No’eau, provides a wide range of learning support services that include graphic production, purchase and maintenance of classroom equipment, faculty training, duplication, equipment loans, the set-up of equipment for functions, and distance education support. The Media Center maintains and services an equipment inventory of 1,720 electronic equipment items, maintains the audio and video distribution systems in the 20 fully multimedia-capable classrooms and the six multimedia meeting rooms on campus.

Demand for Media and Duplication Center services is rising. In AY 2008, the Center completed 5,368 work orders and generated 1,772,966 copies. In AY 2009, the Center completed 6,302 work orders and generated 2,074,370 copies. In AY 2010, the Center completed 9,078 work orders and generated 2,315,294 copies. The number of copies generated per FTE student in 2009-10 was 1,923 copies ([Ref. 2C-28, p. 1](#)).

Satisfaction with the Media and Duplication Center is high. In a unit survey conducted in 2010, 76 percent of respondents (17 percent of respondents said the question did not apply to them) were satisfied with the customer service received in terms of walk-in services, up-to-date equipment, hours of operation, explanations on use, and variety of equipment. In terms of classroom equipment services (overhead projectors, visual presenters, VCRs, slide projectors, sound systems, video projectors, display systems, language labs, and test scanners) 54 percent of respondents (40 percent of respondents saying the question did not apply to them) were satisfied with the customer service. Moreover, 21 percent of respondents (74 percent saying the question did not apply to them) were satisfied with the customer service they receive in terms of instructional design services (telecourse, teleweb courses, web courses, video production, instructional design assistance, graphic design, instructional software assistance). Thirty-six percent of respondents (52 percent saying the question did not apply to them) feel that their capability to instruct has increased as a result of the services provided by classroom equipment services. Finally, 26 percent of respondents (67 percent saying the question did not apply to them) think that student learning has increased as a result of the services and technologies provided by the unit’s instructional design services. Thus, after subtracting the percentage of respondents who said the question did not apply to them, the overwhelming majority of respondents are satisfied or very satisfied with the services provided by the Media and Duplication Center ([Ref. 2C-28](#)).

The Planning and Budget Council approved approximately \$415,000 for equipment/furniture money to be drawn from Summer School special tuition funds. Still, additional funding should be pursued to meet campus and public expectations for a learning-and-gathering space that is well-equipped with technology and staffed to provide quality services and extended hours.

### **Self Evaluation:**

The College meets the Standard.

### **Planning Agenda:**

More reliable sources of funding for computing maintenance and equipment will be sought.

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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 institution.*

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### **Descriptive Summary:**

The librarians select new materials for the collection according to its Collections Development Policy ([Ref. 2C-30](#)). This policy provides guidelines for the evaluation, selection, and purchase of materials. Faculty members assist with selection of new materials in their areas of interests, especially those items that directly support their instructional activities. Faculty are invited to review library holdings related to their fields of interest and to identify obsolete materials for withdrawal according to guidelines provided in the culling guidelines of the Collections Development Policy. For example, in 2009 the Library removed its aging collection of 16 mm films and invited faculty members to keep in their offices those films they wished to continue to use. In 2011, in preparation for the move to the new Library Learning Commons, as well as a result of the Library's on-going anti-mold campaign, the librarians removed obsolete materials following these guidelines. Faculty are also invited to participate in the annual "Shopping Spree" which allows up to four faculty members \$1,000 to purchase library materials to support student learning in their discipline ([Ref. 2C-31](#)). A total of 15 faculty have participated since the program began.

By FY 2010, the Library's operating expenditures totaled \$87,313. Library funds for the purchase of materials have been supplemented by proceeds from the Friends of the Library ([Ref. 2C-1, p. 9](#)). Items withdrawn from the Library's Collections, as well as donated books, are sold in the library and sometimes at the College's annual Ho'olaule'a. The 2010 Ho'olaule'a sale resulted in a \$583 donation to the Library for the purchase of new DVDs and other materials. The "Honor With Books" program, initiated in Spring 2006, continues to attract additional donors and to raise extra funds ([Ref. 2C-32](#)).

The College's collaborative selection processes for new materials and new equipment are appropriate. Care is taken to update the Library collection in accordance with its Collection Development Policy as the budget allows. Fortunately, the Library has been able to maintain its budget for acquiring new materials and databases to keep its collections current. The librarians are committed to balancing the acquisition of new books with electronic resources.

While The Learning Center was in operation, it had an annual budget of \$300 to \$700 per year to purchase educational software and other learning support materials requested by faculty, and for replacement materials and office supplies ([Ref. 2C-10](#)). However, since there is presently no Learning Center, this budget allocation has stopped. The Learning Center was dismantled in May 2009, as the building in which it was housed was demolished to make way for the construction of the new library. Since Fall 2009, the former Learning Center, now known as The Testing Center, has been housed in the Administration building in a very limited space ([Ref. 2C-12](#)). Books and resources, such as learning kits, of the former Learning Center were boxed and stored. The testing computers were relocated to the small Testing Center. The other computers that had been housed in the TLC were placed in Pālanakila and 'Imiloa hallways and in the Game Room in the Student Center where they are available for student use.

The present Testing Center is housed, as mentioned previously, in a very small room, and at times students have had to wait in the hall until a desk is available. However, with the dissolution of ETC, the College has acquired two former ETC Language Arts faculty who will now be Windward CC Resource Teachers. Their initial assignment is to staff the new Writing and Reading Labs, which will also focus on helping students improve their learning skills. This lab, called the Ka Piko Writing Center, opened in Spring 2011. It is housed in `Ākoakoa, the Student Affairs Building, next to the cafeteria. Stored resources from the former The Learning Center were moved into this new Lab ([Ref. 2C-33](#)).

The Testing Center Manager (formerly known as the TLC Manager) retired at the end of the Spring 2011 semester, and has since been replaced. Meetings are on-going to determine the organization of the future College Learning Center within the new Library Learning Commons building to open in 2012. When the final organization of this Learning Center is decided, the Learning Center Coordinator will be able to plan a budget and request materials and equipment to support the diverse roles envisioned for this new Learning Center.

In AY 2008, the College was given a legislative increase for equipment replacement in the amount of \$500,000. This went a long way to reducing the backlog of equipment due for replacement on the Computing Services and Media Center's equipment replacement schedule. As long as the \$500,000 continues to be used for equipment replacement, Computing Services and the Media Center will be able to follow their equipment replacement cycle. However, due to the economic downturn, at least half of the amount initially earmarked for equipment replacement was held back ([Ref. 2C-7, p. 30](#)).

In AY 2009, the Media Center had an allocation of \$90,000 in equipment replacement funds to cover the replacement of Audio/Visual equipment for the campus. That year, Media Services felt they had done a good job of upgrading and maintaining Windward CC's general education classrooms. In FY 2011, Media requested an equipment allocation of \$158,100 to replace nine-year-old VCR units in 15 classrooms in Pālanakila; upgrade audio and monitor in the HITS classroom in order to expand services to Waimānalo and Kahuku; extend warranties on audio and video equipment for videoconferencing classrooms; replace visual presenter units for six classrooms and the 11-year-old ceiling-mounted conference room projectors in `Ākoakoa; replace AMX units in five `Ākoakoa meeting rooms; and replace four AV carts for general use. PBC records show that the unit received \$150,000.

The bulk of Media Center's request for equipment replacement for FY 2011 is to enhance teaching and learning at the College through life cycle replacement of outdated audio/visual equipment. As the College increases video conference-based distance learning courses, scheduled to start Fall 2011, the completion of equipment upgrades will enable the Media Center to use the remote monitoring capabilities of the upgraded control systems allowing for greater efficiency in preventing and responding to technical problems in the classroom. This will minimize equipment based disruptions to class delivery.

When the Math building was remodeled in Spring 2010, a new computer classroom received \$33,652 from an American Recovery and Reinvestment Act (ARRA) funds.

Although there is no formal policy for a replacement schedule for computers, the Computing Services staff has tried to follow a four-year replacement life cycle. With the monies allocated every year for computer replacement, the College has been able to meet the needs of computer replacement. Currently 49 percent of all computers on campus are no more than two years-old, and only 11 percent are more than four years-old. These older computers tend to be laptops used by special programs such as Upward Bound that were purchased with federal funds, but serviced by the College's computing staff, or COMPASS testing computers used in the Testing Center. There were in AY 2010, 688 computers total on campus, with 390 in open labs, classroom labs, classroom buildings hallways, the Student Center, as well as one computer in almost every classroom on campus. Of these computers, 47 percent are one to two years-old.

It is worth noting that in the 2008 CCSSE Survey, student satisfaction with the College's computer labs ranked highest ([Ref. 2C-34](#)), and in the 2010 survey, second-highest, after Financial Services, of the eleven services surveyed ([Ref. 2C-35](#)). Computing Services staff have expressed frustration that often they do not know how much funding is allocated for replacement of computing equipment until the end of the fiscal year. This forces them to buy older model equipment before funds lapse, rather than having the flexibility to wait to buy newer models at the beginning of the next fiscal year.

## Self Evaluation:

The College meets the standard.

## Planning Agenda:

The College will finalize plans for the new College Learning Center that will provide general tutoring, supplemental instruction, peer mentoring, Math, Speech, and Writing Labs, Academic and Financial Aid advising and testing.

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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.*

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## Descriptive Summary:

The Library's instructional services include group and individual instruction to students, staff, and faculty. In support of the College's mission, the Library helps students learn to locate and evaluate information, in part through the *Library Research Unit* (LRU) required of all ENG 22 and ENG 100 students ([Ref. 2C-5](#)). Furthermore, the LRU aligns with the UHCC Student Learning Outcome: *The student will evaluate information and its sources critically*, as well as the College's Information Literacy General Education and Associate of Arts Program Outcome: *Identify information needed in a variety of situations, and access, evaluate, and use relevant information effectively and responsibly*. The number of courses that have used the LRU has varied each semester upon how many sections of LSK 100, ENG 22, and ENG 100 are offered. In AY 2008, 32 classes used the LRU; in AY 2009, 31; in AY 2010, 36 classes ([Ref. 2C-1, Appendix A, p. 1](#)).

Two librarians provide customized instruction of information literacy skills and research in specific subject areas to classes from a number of departments ([Ref. 2C-36](#)), including Humanities, Natural Sciences and Social Sciences ([Ref. 2C-37](#); [Ref. 2C-38](#); [Ref. 2C-39](#)) through collaboration with faculty. Custom research guides called LibGuides ([Ref. 2C-40](#)) are created for most instructional sessions by the Instruction Librarian in conjunction with faculty. In AY 2007, there were 32 special area presentations (7.6 percent of 416 classes); 23 in AY 2008 (4.7 percent of 483 classes); 12 in AY 2009 (2.48 percent of 483 classes). The decrease during these two years is attributed to a vacant reference librarian position. This was filled in AY 2010, with a corresponding jump to 33 presentations (6.09 percent of 542 classes). Also, note that during these past years, the number of classes offered by the College has significantly increased due to enrollment growth ([Ref. 2C-1, pp. 20-21](#)).

The Library has shown a general increase in the number of presentation sessions in general information literacy and research skills since the 2006 Self Study. This indicates more students wanting to increase their information literacy and research skills. In AY 2008, 54 presentations, and in AY 2009 42 presentations were given. Though this was a decrease in number compared to what was reported in the 2006 Self Evaluation, the number of students attending presentation sessions per student FTE increased from .76 in AY 2007 to .84 in AY 2009. Moreover there were 70 presentations, representing 1.14 student FTE in AY 2010 ([Ref. 2C-1, Appendix A, p. 1](#)).

The information literacy tutorial called Learning Information Literacy Online (LILO) was first made available in Fall 2005 ([Ref. 2C-6](#)). LILO was developed in collaboration by librarians from each UH library, with input from writing instructors from most UH campuses, including Windward CC. The tutorial allows instructors to closely integrate and monitor information literacy instruction with their class research. In AY 2008, one instructor incorporated LILO into a research assignment, with 47 students using LILO during the Fall semester. A total of 51 class projects were created in LILO in AY 2009, with 13 class projects created in AY 2010 ([Ref. 2C-1, p. 6](#)), and 202 projects in AY 2011.

The Library's assessments of its ongoing instruction and resources are used to make changes to improve student learning of information competencies. The effect of these changes can be glimpsed in the increasing percentage of students reporting that the LRU helped them do research more effectively; In the Library's 2006 User Survey, 80 percent in 2006, 90 percent in 2008, and 91 percent in 2010 ([Ref. 2C-1, Appendix C, p. 5](#)).

Similarly, a slowly increasing rate of students reporting that the Library's website was helpful with research for classes can be seen; 92 percent in 2006; 94 percent in 2008, and 96 percent in 2010 ([Ref. 2C-1, Appendix C, p. 8](#)).

The Library has a Student Learning Outcome that states, "The student will evaluate information and its sources critically." In assessing this SLO, English 22 & 100 students completing the required *Library Research Unit* will be able to achieve the following three specific outcomes:

- A. When given a list of available information sources, choose the appropriate sources and describe search strategies for locating the needed information.
- B. When given the URL for a Web page, access the page, identify the site's title and author, its publication or posting date, and evaluate key characteristics about the site in terms of the information need, including timeliness, point-of-view, scope, and authority or credibility.
- C. When given access to a particular information search tool, identify appropriate key words and identify search strings that are focused and appropriately use phrase searching and Boolean operators.

The means of assessment for demonstrating that students meet this SLO are three, 15-question tests designed to measure basic information literacy skills as covered in the study materials and exercises in the LRU. The criteria for success was for at least 75 percent of the students to correctly answer selected questions related to the three outcomes.

In AY 2008, 76 met outcome A, 75 percent met outcome B, and 77 percent met outcome C ([Ref. 2C-3, p. 4](#)). No data is available for AY 2009 due to the migration of the LRU from WebCT to Laulima in that year. As part of the migration, the instructional librarian conducted a thorough item analysis of the test questions, leading to significant revisions in the content and assessment. The tests became more rigorous, as easily guessed questions were removed and higher-order thinking questions were added. Interestingly, the scores from AY 2010 were approximately 10-17 percent lower, with 70.4 meeting outcome A, 65.4 meeting outcome B and only 60.4 percent meeting outcome C. While the librarians felt this presented a more accurate picture of student learning, clearly more would need to be done.

Because fewer than 75 percent successfully met the three outcomes, changes were made in the way the tests were administered. The goals of these changes were to increase student motivation to make better use of the study materials, and to introduce one-on-one librarian assistance much earlier for to those who need it. The number of retakes allowed by the system decreased from four to two, so that students unable to pass the second retake were required to seek help from a librarian ([Ref. 2C-1, Appendix C, p. 5](#)). In AY 2011, 76 percent met outcome A, 73 percent met outcome B, and only 57 percent met outcome C. This is driving further changes to the LRU instructional materials.

For students enrolled in distance learning courses, the LRU can be done completely online in a secure format through Laulima. Furthermore, remote students can contact the Reference Librarians by phone or e-mail for help.

## Self Evaluation:

The College meets this standard.

## Planning Agenda:

The College will regularly access and maintain the adequacy of instruction in information competency. In one year, the Library will repeat the aforementioned assessment of the SLO: “the student will evaluate information and its sources critically.”

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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.*

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## Descriptive Summary:

The Library, The Testing Center, and Math Lab coordinate their schedules to provide both daytime and nighttime students with adequate access to Library collections, Internet-connected computers, testing, and other learning resources. The Media and Duplication Center provides adequate personnel to serve student learning programs and services during the day and afternoon. In compliance with ADA requirements, wheelchair access is available to the Library and other learning support services.

Open hours during spring 2012 are as follows:

The Library is open 57 ¼ hours per week ([Ref. 2C-2](#)) from:

- Monday: 7:45a.m. to 8:00p.m.
- Tuesday: 7:45a.m. to 8:00p.m.
- Wednesday: 7:45a.m. to 8:00p.m.
- Thursday: 7:45a.m. to 8:00p.m.
- Friday: 7:45a.m. to 4:00p.m.

The Testing Center is open 52 hours per week ([Ref. 2C-12](#)) from:

- Monday: 8:00a.m. to 6:00p.m.
- Tuesday: 8:00a.m. to 6:00p.m.
- Wednesday: 8:00a.m. to 8:00p.m.
- Thursday: 8:00a.m. to 8:00p.m.
- Friday: 8:00a.m. to 4:00p.m.

The Math Lab is open 39 hours per week ([Ref. 2C-14](#)) from:

- Monday: 8:00a.m. to 3:00p.m.
- Tuesday: 8:00a.m. to 5:30p.m.
- Wednesday: 8:00a.m. to 3:00p.m.
- Thursday: 8:00a.m. to 5:30p.m.
- Friday: 8:00a.m. to 2:00p.m.

The Speech Lab is open 9 hours per week ([Ref. 2C-18](#)) from:

- Monday: 2:30 to 4:00p.m.
- Tuesday: 4:00 to 5:00p.m.
- Wednesday: 2:30 to 4:30p.m.
- Thursday: 4:00 to 5:00p.m.
- Friday: 11:00 to 2:30p.m.

The Writing Center is open 17 hours per week ([Ref. 2C-33](#)) from:

- Monday: 1:00 to 4:30p.m.
- Tuesday: 9:00 to 10:30 a.m.; 2:00 to 4:00p.m.
- Wednesday: 1:00 to 4:00p.m.
- Thursday: 9:00 to 10:30a.m.; 2:00 to 4:00p.m.
- Friday: 9:00 to 10:30a.m.; 2:00 to 4:00p.m.

The Media Production Center is open 44 hours per week ([Ref. 2C-41](#)) from:

- Monday: 8:00a.m. to 6:00p.m.
- Tuesday: 8:00a.m. to 6:00p.m.
- Wednesday: 8:00a.m. to 4:00p.m.
- Thursday: 8:00a.m. to 4:00p.m.
- Friday: 8:00a.m. to 4:00p.m.

The Duplication Center is open 44 hours per week ([Ref. 2C-41](#)) from:

- Monday: 8:00a.m. to 6:00p.m.
- Tuesday: 8:00a.m. to 6:00p.m.
- Wednesday: 8:00a.m. to 4:00p.m.
- Thursday: 8:00a.m. to 4:00p.m.
- Friday: 8:00a.m. to 4:00p.m.

The Library's Website provides access to materials held by the UH Libraries with the Hawai'i Voyager Course Catalog ([Ref. 2C-42](#)), as well as subscription journal and reference databases, and additional selected web resources that can be accessed on or off campus at all times. Distance learning students can access library materials electronically 24/7 with a UH username and password. Remote students can also call the Reference Desk during Library hours for help, or e-mail the Reference Desk for help.

The Library's subscribes to over 50 databases and electronic resources, including EBSCOHost, ScienceDirect, ebrary, CQ Researcher, ProQuest Honolulu Newspapers, Films on Demand, LibGuides, Credo Reference, Historic Documents, the Chronicle of Higher Education, Britannica Online, CollegeSource Online, A to Z Maps Online, Choice Reviews, ARTstor, and Oxford Art Online ([Ref. 2C-2](#)). Online, off-site, and traditional Windward CC students have access to these databases 24/7 so that they can do research to complete their class assignments as needed. The Library Research Unit is offered completely online via Lualima for ENG 21, ENG 22, and ENG 100 students. However, face-to-face classes are required to take a tour of the Library; whereas distance-learning students are not ([Ref. 2C-5](#)).

In the Library's 2010 User Survey (N=357), 88 percent of respondents said they were happy with the Library's open hours versus the 12 percent that said they were not. In the survey, 14 people commented on the Library's open hours, saying they would like extended hours on weekdays and/or weekends ([Ref. 2C-1, Appendix E, p. 26](#)). In response to these comments, the Library extended their weekday hours by opening 15 minutes earlier on Mondays, Tuesdays, Wednesdays, Thursdays, and Fridays, and staying open two hours later on Wednesdays and Thursdays.

In the same 2010 Library User Survey (N=321), 89 percent of respondents said computers were available when needed, as compared to the 11 percent of respondents who disagreed. Three people commented that the Library needed to have more computers; one person said that computers get crowded but are usually available; and one person suggested implementing rules governing use of computers ([Ref. 2C-1, Appendix E, p. 24](#)).

In February 2011, the College submitted a Substantive Change Proposal to increase the offerings in distance learning ([Ref. 2C-43](#)). Consequently, support for distance education students is growing and being improved upon. In the *Student Evaluation of Online Courses* given to students who enrolled in at least one online class in Fall 2009 or Spring 2010, 60 students strongly agreed and 43 students agreed that academic support services, such as tutoring and computing support, were similar to what they would expect from a face-to-face class versus the 15 students who neither agreed nor disagreed, and nine students disagreed. One student even commented: “I didn’t realize that WCC had such great computing support available to students almost on an as-needed basis, even after being on campus for the past few semester (sic).” Furthermore, 59 students strongly agreed and 49 students agreed that they were able to access adequate library resources for the course versus the 13 students who neither agreed nor disagreed, and five students who disagreed. One student stated: “Through this course, I learned how to use the UH Library System on the computer—VERY cool” ([Ref. 2C-44](#)).

All students (both traditional and online) have access to an online tutoring service called Smarthinking. Students access the service through the MyUH portal to receive tutoring in Accounting (including Finance), Anatomy and Physiology, Biology, Chemistry (Organic and Inorganic), Economics, Physics, Mathematics (from the beginning through Calculus), Statistics, and Writing ([Ref. 2C-45](#)).

### **Self Evaluation:**

The College meets this standard.

### **Planning Agenda:**

None.

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II.C.1.d. *The institution provides effective maintenance and security for its library and other learning support services.*

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### **Descriptive Summary:**

The Operations and Maintenance Department ([Ref. 2C-46](#)) provides cleaning in all campus buildings and handles general facilities maintenance. The Library and other learning support services are adequately maintained. In the Library’s 2010 User Survey (N=373), 97 percent of respondents said that the Library’s facilities are clean and comfortable ([Ref. 2C-1, Appendix E, p. 28](#)).

The UH Library Systems Office at UH-Mānoa provides administrative support and maintenance of the Library’s Ex Libris Voyager Library Management System. The Library contracts outside vendors for carpet cleaning and the maintenance and repair of its copier 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 keeps items designated as high risk for theft behind the circulation desk, where library patrons can request them. Library losses due to missing items were low, with no more than \$500 per year (N. Heu, personal communication, March 2, 2012).

Reasonable security measures are in place campus-wide. The Library, No'eau Computer Lab, and the Media Center have audible alarms on their doors. The Computer Lab and Media Center also have bars on their windows that work to deter unauthorized entry and thefts. The Testing Center and the Math Lab are housed in buildings that have audible alarms. Nevertheless, in Fall 2011, there was a rash of break-ins at various buildings around campus, and new security measures were implemented.

Since the College has centralized the planning, purchasing, and management of most of the College's instructional and faculty/staff computers, Computing Services has deployed standardized technology implementations and service levels across departments, which provides students with a fairly seamless infrastructure as they transition between various classrooms and computer labs.

Computing Services has implemented a web mechanism through which students activate and set the password for their personal Windward CC computing and printing account allowing for more secure passwords ([Ref. 2C-47](#)).

Additionally, they deployed Apple Mac OS X 10.6 Snow Leopard and Microsoft Windows 7 as the standard operating systems in classrooms and labs, and they began the deployment to faculty and staff, which enables instructors to teach using the latest technologies.

When it comes to cyber security, in order to deal with network disruptions, malicious attacks, and data breaches, Computing Services needs appropriate network security tools, expertise, policies, and procedures. Currently, the College is vulnerable to network disruptions that interfere with instructional activities and administrative functions, and when such disruptions or security events occur, the problems can persist for extended periods because the Computing Services lacks the means to isolate and resolve the fault in a timely fashion. This problem is especially critical as the College has recently moved to a Voice-Over-IP (VoIP) phone system ([Ref. 2C-25, p. 7](#)).

Security personnel patrol the campus 24/7. At night, they verify that facilities are closed and respond to any audible alarms. Furthermore, in January 2011, in accordance with a UH System Initiative, the College hired a Safety and Security Manager who is responsible for the coordination of security services ([Ref. 2C-48](#)).

Many of Windward CC's support services require students to present any official ID, such as a Windward CC Student ID card, driver's license, or military ID. The Testing Center requires photo identification of students using their services. The Library requires its patrons show an ID card to borrow library items, and requires users to securely log in to the LRU and to the databases using their UH Username and password. It should be noted that in lieu of eye scanners or other sophisticated security measures, it is impossible to ensure that the persons logging into these resources are who they say they are. Nevertheless, the security measure of the use of a UH Username and password are in place to make a scenario such as this less likely.

**Self Evaluation:**

The College meets this standard.

**Planning Agenda:**

None.

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II.C.1.e. *When the institution relies on or collaborates with other institutions or other sources for library or 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.*

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### **Descriptive Summary:**

The Windward CC Library does not contract with academic or business institutions on matters regarding its instructional programs as a singular entity. Therefore, no formal agreements exist, nor is there a need for evaluation of contracted services. However, collaboration among the UH System Libraries have ensured that policies are cooperatively created, consistent, and widely promulgated. The UH Library Council monitors policies and updates them when called for. The Windward CC Library has also created its own policies to meet the needs of its patrons.

Within the University of Hawai'i System, the Windward CC Library, as a member of the UH System Library Council, works closely with other four-year and community college libraries to formulate uniform policies. The Library Council regularly reviews and updates system-wide procedures and policy statements. The libraries, as a consortium, negotiate System-wide licensing of database subscriptions and library management systems.

If the Windward CC Library needs to borrow items from a non-UH library, it relies on interlibrary loan services provided by the graduate library at University of Hawai'i at Mānoa, which has loan agreements with research libraries outside the UH System.

Users have easy Internet access to policies regarding borrowing, loan periods, fines, and expected behavior, as all system and campus library policies are posted on the Windward CC Library's Website ([Ref. 2C-2](#)). The *Libraries of the University of Hawai'i System Circulation Policy*, revised in 2005 ([Ref. 2C-49](#)) and again in April 2012 ([Ref. 2C-50](#)), allows UH System students to borrow resources from any UH System Library, and governs the use of library materials and services for community users. Other policies generated by the Library Council include the 2009 *E-mail Delivery of Notices*" ([Ref. 2C-51](#)) and the 2010 *Intrasystem Loan (ISL) Policy* ([Ref. 2C-4](#)).

The Windward CC Library has developed the following policies to meet the needs of its students and faculty: *Laptop Circulation Policy, 2009* ([Ref. 2C-52](#)), *Fines and Fees Appeal Process, 2008* ([Ref. 2C-53](#)), *Loan Periods, Renewals, and Limits, 2010* ([Ref. 2C-54](#)), *Collection Development Policy* ([Ref. 2C-30](#)) and the *Library Use and Conduct Policy* ([Ref. 2C-55](#)).

### **Self Evaluation:**

The College meets this standard.

### **Planning Agenda:**

None.

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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.*

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### **Descriptive Summary:**

Discussion in the previous sections specifically evidence how, in terms of Program Review, Planning, and Student Learning Outcomes, the Library and other learning support services strive do the following things:

- Utilize a program review process that is ongoing, systematic and used to assess and improve student learning and achievement.
- Review and refine its program review processes to improve institutional effectiveness.
- Discuss ways in their Annual Program Reviews to improve and refine their practices in order to improve institutional effectiveness.
- Use the results of program review to continually refine and improve program practices resulting in appropriate improvements in student achievement and learning.
- Use the results from program review assessments to improve student achievement and learning.
- Use ongoing and systematic evaluation and planning to refine its key processes and improve student learning.
- Have dialogue that is ongoing, robust, and pervasive where data and analyses are widely distributed and used throughout the institution.
- Publish their Annual/5-Year Program Reviews and Departmental Reports online for public viewing. The Math Lab and The Speech Lab are discussed in their respective Departmental Annual Reviews.
- Perform ongoing review and adaptation of evaluation and planning processes.
- Have consistent and continuous commitment to improve student learning and educational effectiveness that is a demonstrable priority in all planning structures and processes.
- Have student learning and/or process outcomes and authentic assessment in place.
- Use results of assessment for improvement and further alignment of institution-wide practices.
- Require additional funding in order to improve and further align their services with institution-wide practices. Dialogue regarding funding requests takes place at the Planning and Budget Council (PBC).

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. Distance learning is relatively new at the College; however, evaluation mechanisms are being developed to assess the use, access, and relationship of the services to intended student learning for distance learning classes. For example, the 2011 *Student Institutional Survey* (discussed below) included questions regarding support services for distance learning students ([Ref. 2C-56](#)).

According to the *Assessment and Program Review Timeline*, Academic Support Services conducts an Annual Assessment and is scheduled for a comprehensive Program Review every five years ([Ref. 2C-57](#)). The first Academic Support Services Program Review was completed in December 2005 and the most recent was done during AY 2011 ([Ref. 2C-13](#)).

Each of the Academic Support units – the Library ([Ref. 2C-58](#)), The Testing Center ([Ref. 2C-59](#)), Computing Services ([Ref. 2C-29](#)), and the Media Center ([Ref. 2C-60](#)) develops an Annual Program Plan aligned with division goals and the College mission ([Ref. 2C-61, p. 2](#)) These plans are used as the basis for unit assessment activities that include tracking of service usage, user surveys, and focus groups. Furthermore, these plans are used to then justify PBC Requests ([Ref. 2C-62](#)).

The Library conducts a Library Use Survey every two years ([Ref. 2C-1, Appendix E](#)). In response to the 2010 Library Use Survey where students commented that they would like longer library hours, the Library expanded its hours by 5.25 hours during the semester, and 1.25 hours in the summer months. This expansion in hours was made possible with the addition of permanent staff ([Ref. 2C-13, p. 7](#)).

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 ([Ref. 2C-1, Appendix C, pp. 5-6](#)). Suggestions for improvement are incorporated whenever possible. For example, the Library used the results from the *Library Research Unit* Assessment done in AY 2011 to determine the following curricular changes: Since students did not meet the benchmark (75 percent of students correctly answer a 15-question multiple choice text; 73 percent of student met) for SLO 3.1.b (When given the URL for a Web page, access the page, identify the site's title and author, its publication or posting date, and evaluate key characteristics about the site in terms of the information need, including timeliness, point-of-view, scope, and authority or credibility), the Library decided to add more examples and exercises to the content in those areas ([Ref. 2C-13, p. 6](#)). Furthermore, since students did not meet the benchmark (75 percent of students correctly answer a 15-question multiple choice text; only 57 percent of student met) for SLO 3.1.c, the Library suspected the reason for this was that students may rush through or skip through the study materials. Thus, the Library plans to research and implement best practices for motivating students using online self-paced modules. The Library will repeat this assessment in AY 2012.

Due to construction of the new Library Learning Commons, the building that housed The Learning Center (TLC) was demolished in early 2010. To maintain service continuity for testing services, The Learning Center was dissolved and the testing services were moved to a new location on May 25, 2009, and renamed The Testing Center (TTC). Until its closure, The Learning Center (TLC) evaluated its services through student and faculty surveys regarding TLC, Math Lab, and resource teacher services ([Ref. 2C-11](#)). TTC evaluates its services through bi-annual student and faculty surveys ([Ref. 2C-13, p. 16](#)). The Testing Center also takes part in the annual review process through the Academic Support Annual Assessments and Program Reviews. The AY 2011 Academic Support Services Program Review of The Testing Center noted a decline in the indicators for effectiveness measures gleaned from common survey questions given to students ([Ref. 2C-13, p. 17](#)). For example, in AY 2011, there was a three percent decline in the number of students who agreed that The Testing Center atmosphere is conducive to testing, and a four percent decline from AY 2010 in students perceiving TTC staff as friendly and helpful. The Testing Center report addresses this decline in testing effectiveness in several ways: first, the TTC is staffed with student workers and only one FTE APT, and the "reception area" is a just a small desk; second, The Testing Center is in a much smaller space since its move from Hale Mānaleo (when it was The Learning Center); and third, during peak hours, students often have to wait for a seat/computer to open. These problems will be alleviated once the TTC moves to the new Library Learning Commons building. An area was designed specifically for the Testing Center, with a separate reception room with a counter for distribution of tests, a separate testing room, a separate room for students who require accommodations, and more seating areas outside of The Testing Center ([Ref. 2C-13, p. 17](#)).

Media and Duplication Services evaluate program services through faculty and staff surveys ([Ref. 2C-28, Appendix C](#)). In the 2010 survey, 78 percent of faculty and staff said that they were satisfied or strongly satisfied with the quality of services offered by Media and Duplication. There was no one who disagreed with the quality of services offered.

Academic Computing Services use faculty and staff surveys to evaluate services ([Ref. 2C-25, pp. 2-3](#)). In the 2010 survey, 98 percent of faculty and staff said that they were satisfied or strongly satisfied with their overall experience with Computing Services. Additionally, 96 percent agreed or strong agreed that the Computing Services Staff effectively solved their computer problems.

In Fall 2009, an evaluation to assess the effectiveness of online learning was developed and implemented by administrators and faculty during AY 2010 ([Ref. 2C-44](#)). The evaluation was sent to students and asked Likert-scale and open-ended questions, several pertaining to the academic support services. The evaluation was sent to students in the Spring 2010 semester. On a scale of 1 (strongly disagree) to 5 (strongly agree), students, in AY 2010, gave an overall 4.20 rating when asked the question “The academic support services, such as tutoring and computing support, were similar to what I would expect from a face-to-face class.” This question addressed the concern with online learning in whether there is a significant difference in support services offered between online and face-to-face classes. When broken down in actual student numbers, most students in AY 2010 (103 out of 134 or 77 percent) agree or strongly agree that there is no significant difference. Only nine students (or 7 percent) reported that there was a significant difference. However, none of those nine students offered to write comments on why they felt this was so ([Ref. 2C-44, p. 14](#)). Furthermore, when asked the question “I was able to access adequate library resources for this course,” students gave an overall 4.29 rating. It should be noted, though, that in response to how this question was worded, “it is impossible to measure the actual use of library resources by online students” ([Ref. 2C-44, p. 14](#)). Also, when asked the question “technical support was available in a timely manner,” students gave an overall 4.22 rating.

The College initiated institutional surveys of faculty, staff, and students ([Ref. 2C-63](#)) in Fall 2005, which provided feedback on the effectiveness of academic support services (and other areas). In Fall 2011, this institutional survey was again sent to faculty ([Ref. 2C-64](#)), staff ([Ref. 2C-65](#)) and students ([Ref. 2C-56](#)).

In the *2011 Windward CC Student Institutional Survey*, The Testing Center, The Math Lab, The Speech Lab, and The Ka Piko Writing Center were evaluated. Results of this survey ([Ref. 2C-56, Item 16.I](#)) indicated that 47 percent of students rated the usefulness of The Testing Center as excellent, 37 percent rated it satisfactory, and 9 percent were unable to judge. In the 2005 survey ([Ref. 2C-63, Item 16](#)), the same question was asked regarding The Learning Center with 37 percent of the students rating the usefulness as excellent, 36 percent rated it satisfactory, with 18 percent unable to judge. In other words, in the past six years, there has been a ten percent increase in the number of students that found the usefulness of The Testing Center as excellent. It should be noted that the perceived usefulness of The Testing Center has increased despite The Testing Center being a downsized version of The Learning Center.

In the *2011 Windward CC Student Institutional Survey* ([Ref. 2C-56, Item 16.J](#)), 35 percent of students rated the usefulness of The Math Lab as excellent, and 30 percent rated it satisfactory, with 31 percent were unable to judge. In other words, 65 percent of students were satisfied by the support offered by The Math Lab in 2011. In the *2005 Windward CC Student Institutional Survey*, this question regarding the specific student support service of The Math Lab was not asked. At the time, The Math Lab did not exist independent of The Learning Center. Hence, the question asked on the 2005 survey ([Ref. 2C-63, Item 16](#)) related to The Learning Center (with the assumption of the Math tutoring services provided by The Learning Center being a part of this question).

Furthermore, in the *2011 Windward CC Student Institutional Survey* ([Ref. 2C-56, Item 16.K](#)), 25 percent of students rated the usefulness of The Speech Lab as excellent, and 27 percent rated it satisfactory, and 44 percent were unable to judge. In other words, 52 percent of students were satisfied by the support offered by The Speech Lab. This question was not asked on the 2005 survey as the Speech Lab did not exist until 2008.

In the *2011 Windward CC Student Institutional Survey* ([Ref. 2C-56, Item 16.L.](#)), 25 percent of students rated the usefulness of The Ka Piko Writing Center as excellent, and 28 percent rated it satisfactory, with 42 percent unable to judge. In other words, 53 percent of students were satisfied by the support offered by The Ka Piko Writing Center. This question was not asked on the 2005 survey, as The Ka Piko Writing Center did not open until 2011. Prior to the demolition of The Learning Center in 2009, students were able to receive writing assistance there. Hence, it is assumed that in the 2005 survey ([Ref. 2C-63, Item 16](#)), when students rated The Learning Center, they were also judging the writing assistance they received there.

Additionally, in the *2011 Windward CC Student Institutional Survey* ([Ref. 2C-56, Item 16.N.](#)), aspects of the Library and Computing Services were evaluated, and 32 percent of students rated the adequacy of the Library Collection to support course assignments as excellent, 39 percent rated it satisfactory, with 22 percent were unable to judge. In the 2005 survey ([Ref. 2C-63, Item 16](#)), the same question was asked regarding Library Collection with these results: 32 percent of students rated the usefulness as excellent, 36 percent rated it satisfactory, and 21 percent were unable to judge. Over the past six years, there has been an increase in the number of students who rated the Library Collection as satisfactory. To note: in the 2005 survey, 11 percent of students rated the adequacy of the Library Collection as less-than-satisfactory or poor. In the 2011 survey, this number of students rating the Library Collection as less-than-satisfactory or poor fell to seven percent. In other words, the Library has improved its rating among students in terms of how students view the adequacy of the Library Collection. In the past six years, as noted in a previous Section II.C.1.a., the Library has worked diligently to select new materials and equipment, and has also implemented the “Shopping Spree” program in which faculty members are given \$1,000 to purchase materials in their field ([Ref. 2C-31](#)). This program started in 2006, and since then a total of 15 faculty members have participated. Furthermore, according to the 2010-11 Academic Support Units Annual Reviews, the Library has increased its subscription to electronic databases over the years: in AY 2008, the Library had 19 databases; 28 in AY 29, 37 in AY 2010, and 34 in AY 2011. The Library has increased its access to electronic books over the years, as well: in AY 2007, the Library had access to 34,000 electronic books; 37,700 in AY 2008, 44,511 in AY 2009; 49,971 in AY 2010; and 70,233 in AY 2011. In other words, the Library has more than doubled its electronic book collection since 2006 ([Ref. 2C-13, p. 4](#)).

In the *2011 Windward CC Student Institutional Survey* ([Ref. 2C-56, Item 16.O.](#)), 55 percent of students rated the adequacy of campus computer equipment, software, and internet access as excellent, 34 percent rated it satisfactory, and 6 percent were unable to judge. In the 2005 survey ([Ref. 2C-63, Item 16](#)), the same question was asked regarding adequacy of campus computer equipment, software, and Internet access with these results: 42 percent of students rated the usefulness as excellent, 37 percent rated it satisfactory, and 10 percent were unable to judge. Over the past six years, there is a dramatic increase in the number of students rating this service as excellent. During the past six years, as noted in sections II.C.1 & II.C.1.a, Computing Services implemented a campus-wide wireless policy, replaced a number of older computers, increased the number of new computers, and upgraded computer software.

Additionally, in the *2011 Windward CC Student Institutional Survey* ([Ref. 2C-56, Item 16.P.](#)), 47 percent of students rated the adequacy of computer support provided to students as excellent, 39 percent rated it satisfactory, and 11 percent were unable to judge. This question was not asked on the 2005 survey.

In the same survey, 45 percent of students rated the overall quality of support services for on-campus classes and programs as excellent, 44 percent rated it satisfactory, and 9 percent were unable to judge ([Ref. 2C-56, Item 16.R.](#)). This question was not asked on the 2005 survey.

Lastly, in the 2011 *Windward CC Student Institutional Survey* ([Ref. 2C-56, Item 16.S.](#)), 30 percent of students rated the overall quality of support services for distance learning classes and programs as excellent, 29 percent rated it satisfactory, with 37 percent were unable to judge. This question was not asked on the 2005 survey, but based on the answers provided on the *Evaluation of Online Learning Survey* ([Ref. 2C-44, p. 14](#)) described above, students have a favorable view of the quality of support services provided for distance learning classes and programs. For example, 77 percent of students agree or strongly agree that there is no significant difference in the support services offered between online and face-to-face classes.

On the 2010 CCSSE Survey, the College received a 3.23 mean score (on a scale of 1-4 with 1 meaning very little, and 4 meaning very much) in terms of providing the support that students need to succeed in college ([Ref. 2C-66, p. \[1\]](#)). This score of 3.23 is significantly above that of the College's peer institutions (3.01 mean score for Small Colleges, and 2.98 for the 2010 cohort). Furthermore, the College's mean score of 3.23 in this area is an improvement from the mean score of 3.12 that the College received on the 2008 CCSSE ([Ref. 2C-35, p. \[1\]](#)).

**Self Evaluation:**

The College meets this standard.

**Planning Agenda:**

None.

## Standard II.C Evidence

- 2C-1. Library Annual Program Review 2009-10 ([Archived Copy](#))  
[http://windward.hawaii.edu/assessment/Documents/2010/Program\\_Review\\_2010\\_Library.pdf](http://windward.hawaii.edu/assessment/Documents/2010/Program_Review_2010_Library.pdf)
- 2C-2. Library home page ([Archived Copy](#)) <http://library.wcc.hawaii.edu>
- 2C-3. Library Annual Program Review 2008-09 ([Archived Copy](#))  
[http://windward.hawaii.edu/assessment/Documents/2009/Program\\_Review\\_2009\\_Library.pdf](http://windward.hawaii.edu/assessment/Documents/2009/Program_Review_2009_Library.pdf)
- 2C-4. Library IntraSystem Loan Policy ([Archived Copy](#))  
<http://libweb.hawaii.edu/libdept/access/isl/ISLPolicy082405.html>
- 2C-5. Library Research Units ([Archived Copy](#)) [http://library.wcc.hawaii.edu/Topics/LRU\\_Intro.html](http://library.wcc.hawaii.edu/Topics/LRU_Intro.html)
- 2C-6. Learning Information Literacy Online ([Archived Copy](#))  
[http://www.hawaii.edu/lilo/index/SU10\\_index\\_day.php](http://www.hawaii.edu/lilo/index/SU10_index_day.php)
- 2C-7. Windward CC Academic Support Annual Review 2007-2008 ([Archived Copy](#))  
[http://windward.hawaii.edu/Assessment/Documents/2008/Academic\\_Support\\_Review\\_2008.pdf](http://windward.hawaii.edu/Assessment/Documents/2008/Academic_Support_Review_2008.pdf)
- 2C-8. Library Learning Commons blog ([Archived Copy](#)) <http://wccllc.blogspot.com/>
- 2C-9. Planning and Budget Council, meeting minutes, 2011/04/29 ([Archived Copy](#))  
<http://www.wcc.hawaii.edu/ir/PBCouncil/2011/PBC%20MtngNotes%204-29-11.pdf>
- 2C-10. The Learning Center ([Archived Copy](#)) <http://www.wcc.hawaii.edu/tlc/>
- 2C-11. The Testing Center AY 2009-2010 Program Review ([Archived Copy](#))  
<http://windward.hawaii.edu/ir/PBCouncil/2010/Units/Instruction/Academic%20Support/TTC%20Prog%20Review%2009-10.pdf>
- 2C-12. The Testing Center ([Archived Copy](#)) [http://windward.hawaii.edu/testing\\_center/](http://windward.hawaii.edu/testing_center/)
- 2C-13. Academic Support Units Annual Reviews 2010-2011 ([Archived Copy](#))  
[http://windward.hawaii.edu/ir/PBCouncil/2011/Units/Instruction/Academic\\_Support/AcadSupportExecSummary\\_2011.pdf](http://windward.hawaii.edu/ir/PBCouncil/2011/Units/Instruction/Academic_Support/AcadSupportExecSummary_2011.pdf)
- 2C-14. Math Lab ([Archived Copy](#)) [http://windward.hawaii.edu/About\\_WCC/Math\\_Lab/index.php](http://windward.hawaii.edu/About_WCC/Math_Lab/index.php)
- 2C-15. Math Lab Visitor Count Graphs ([Archived Copy](#))
- 2C-16. Mathematics and Business Annual Department Report 2009-2010 ([Archived Copy](#))  
[http://windward.hawaii.edu/Assessment/Documents/2010/Program\\_Review\\_2010\\_Math\\_Business.pdf](http://windward.hawaii.edu/Assessment/Documents/2010/Program_Review_2010_Math_Business.pdf)
- 2C-17. Language Arts Annual Department Report 2006-2007 ([Archived Copy](#))  
[http://windward.hawaii.edu/Assessment/Documents/2007/Program\\_Review\\_2007\\_Language\\_Arts.pdf](http://windward.hawaii.edu/Assessment/Documents/2007/Program_Review_2007_Language_Arts.pdf)
- 2C-18. Speech Lab ([Archived Copy](#)) [http://windward.hawaii.edu/About\\_WCC/Speech\\_Lab/](http://windward.hawaii.edu/About_WCC/Speech_Lab/)
- 2C-19. Speech Lab Turning Problems into Solutions Fall-Spring 2009 ([Archived Copy](#))
- 2C-20. Speech Lab Turning Problems into Solutions Fall-Spring 2011 ([Archived Copy](#))
- 2C-21. Language Arts Annual Department Report 2009-2010 ([Archived Copy](#))  
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## Standard III Resources

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*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

*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.*

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*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.*

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*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.*

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### Descriptive Summary:

Personnel at the College generally fall into one of the following four position categories:

#### 1. Executive and Managerial (E/M)

College personnel in this category include the Chancellor, Vice-Chancellor of Academic Affairs, Deans of Academic Affairs, Vice-Chancellor of Student Affairs, Vice-Chancellor of Administrative Services, and Director of Career and Community Education. The Classification and Compensation Plan for University of Hawai'i Executive Classes is published at <http://www.hawaii.edu/ohr/bor/emcompp.htm> (Ref. 3A-1). E/M positions are excluded from collective bargaining.

#### 2. Faculty

College personnel in this category include instructors, counselors, librarians, and computing and media coordinators. UH Executive Policy E5.221 "Classification of Faculty" includes the classification plan and compensation policy for community college faculty (Ref. 3A-2, pp. 37-53). Faculty constitute Collective Bargaining Unit 7 and are represented by the University of Hawai'i Professional Assembly (UHPA). The 2009-2015 Faculty Contract is published at <http://www.uhpa.org/uha-bor-contract/100129-2009-2015-agreement-for-website.pdf> (Ref. 3A-3).

### 3. **Administrative, Professional and Technical (APT)**

College personnel in this category include registrars, financial aid officers, personnel officers, IT specialists, electronics technicians, educational specialists, and marketing staff. The Classification and Compensation Plan for APT Personnel is documented in UH Administrative Procedure A9.210 at <http://www.hawaii.edu/svpa/apm/pers/a9210.pdf> (Ref. 3A-4). APT personnel constitute Collective Bargaining Unit 8 and are represented by the Hawai'i Government Employees Association (HGEA).

### 4. **Civil Service**

College personnel in this category include secretaries, account clerks, office assistants, janitors, and maintenance workers. Civil service position classification and compensation are determined by the State of Hawai'i, Department of Human Resources Development (DHRD) and documented at <http://hawaii.gov/hrd/main/eccd/> (Ref. 3A-5). Clerical staff constitute Collective Bargaining Unit 3 and are represented by the Hawai'i Government Employees Association (HGEA). Maintenance staff constitute Collective Bargaining Unit 1 and are represented by the United Public Workers (UPW).

The UH Office of Human Resources prepares and publishes clear procedures for recruiting and selecting college personnel. These include:

- A9.620 *Recruitment and Reassignment of Executive and Managerial Personnel* (Ref. 3A-6).
- A9.540 *Recruitment and Selection of Faculty and Administrative, Professional and Technical (APT) Personnel* (Ref. 3A-7).
- Policy No. 300.003 *Competitive Recruitment for Civil Service Positions* (Ref. 3A-8).

Before recruiting for any vacancy, a position description is created that accurately reflects the duties and responsibilities, the minimum qualifications, and the desirable qualifications. Positions descriptions are reviewed and approved at the division, Vice-Chancellor or Director, and Personnel Officer levels before they are advertised. Samples position descriptions on file include those of the College's executive staff (Ref. 3A-9).

As re-affirmed in the "Minimum Qualifications for Faculty Positions" dated August 2011, a Master's degree is typically required for faculty positions, and degrees from non-US institutions are recognized only if equivalence has been established (Ref. 3A-10). Successful experience teaching at the community college level and experience assessing student learning outcomes are usually among the desirable qualifications for faculty.

Executive/managerial, faculty, and APT vacancies are advertised with application instructions through the Work at UH website (Ref. 3A-11), the Sunday edition of the Honolulu Star Advertiser newspaper, and in some cases national publications such as The Chronicle of Higher Education. Civil Service vacancies are advertised through the State's Department of Human Resources Development Website (Ref. 3A-12). Sample advertisements on file include those of recent faculty vacancies (Ref. 3A-13; Ref. 3A-14).

Faculty and staff play a significant role in selecting new employees by serving on ad hoc screening committees. Screening committees consist of three or more members with a mix of gender, ethnicity, and job classifications. They develop the interview questions and optional exercises that are used to determine the qualifications and abilities of applicants. Applicants for faculty positions are typically required to teach a short lesson on an assigned topic as part of their interview. The screening committee submits its findings and recommendations to the appropriate Vice-Chancellor or Director, who then advises the Chancellor on the final hiring decision.

Most faculty and staff are satisfied with their involvement in campus hiring based on responses to Fall 2011 institutional surveys. Of faculty respondents expressing an opinion, 81 percent rated the overall involvement of faculty in the campus hiring process as either Excellent or Satisfactory, with an average rating of 3.1. Of staff respondents expressing an opinion, 65 percent rated the overall involvement of staff in the campus hiring process as either Excellent or Satisfactory, with an average rating of 2.7. (4 = Excellent, 3 = Satisfactory, 2 = Less than Satisfactory, 1 = Poor; [Ref. 3A-15](#))

**Self Evaluation:**

The College meets this standard.

**Planning Agenda:**

None.

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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.*

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**Descriptive Summary:**

**Executive and Managerial (E/M)**

Board of Regents Policy Chapter 9 requires that all E/M employees be evaluated annually between March and June for performance and accomplishments ([Ref. 3A-16, Part IV.A](#)). The procedure for accomplishing this is outlined in UHCC Policy #9.202, “Executive Employees Performance Evaluation” ([Ref. 3A-17](#)). The process calls for establishing written objectives at the beginning of evaluation period; obtaining anonymous feedback from subordinates, peers, and constituents; completing an end-of-period Self Evaluation; and having a performance review discussion with the supervisor. Anonymous feedback is collected through an online 360° Performance Assessment tool administered by the UH Office of Human Resources, as directed by the University President ([Ref. 3A-18](#)). The 360° instrument collects ratings on nine attributes (leadership, relations with others, planning, decisiveness, problem solving, organizational abilities, EEO/AA, safety, and overall rating) plus any comments the reviewer would like to make ([Ref. 3A-19](#)).

In January 2007, the ACCJC accreditation team recommended that Windward CC, in part, should “...implement an annual evaluation process to assess the effectiveness of leadership and decision making which leads to institutional improvement” ([Ref. 3A-20, p. 42](#)). In response to that recommendation, the College developed and conducted surveys to evaluate leaders and governance structures beginning in Fall 2008, as documented on the Governance Survey Information website (GSIEC; [Ref. 3A-21](#)). This initiative is discussed in detail under Standard IV.A.

**Faculty and Lecturers**

Lecturers (adjunct faculty) participate in an annual self-assessment and performance evaluation in accordance with Windward CC’s Lecturer Self-Assessment Procedures ([Ref. 3A-22](#)). Lecturers are ranked at step levels A, B, or C depending on the total number of credits they have taught in the UH System, and lecturers at lower steps are subject to more extensive assessments. By April 1, lecturers compile and submit self-assessment materials including student evaluations for every course taught

during the previous calendar year, peer evaluations, and a discussion of accomplishments and contributions since the last evaluation. By May 15, the Department Chair and the Division Personnel Committee (DPC) separately complete an assessment of strengths and weaknesses and typically provide recommendations for improvement. By June 30, the Dean and Vice Chancellor complete their reviews. The assessments at each level are documented and kept on file in the Office of Academic Affairs.

Non-probationary faculty, such as those hired on grant funds, are hired on one-year contracts, and probationary faculty in tenure-track positions are hired on two-year contracts. Their effectiveness and performance are evaluated when they apply to renew their contracts, and the procedures and criteria for this are documented in the UH Community Colleges Contract Renewal Suggested Guidelines and Forms. Contract renewal applications are due in mid-October and are expected to include a self-assessment of teaching ability, discussion of student evaluations, discussion of peer evaluations, outline of accomplishments (curriculum development, professional development, and college/community service), responses to reviewers of the previous contract renewal application, and goals and objectives for the coming contract period. Reviews by the DPC, the Department Chair, the Director or Vice-Chancellor, and the Chancellor are completed by mid-January. The assessments at each level are documented and kept on file with the employee's personnel records ([Ref. 3A-23](#); [Ref. 3A-24](#)).

Probationary faculty may apply for tenure after completing four years of service, and all faculty may apply for promotion after four years as an Instructor (Rank 2), three years as an Assistant Professor (Rank 3), or three years as an Associate Professor (Rank 4). The UH Community Colleges Guidelines for Tenure and Promotion documents the process and criteria for evaluating the effectiveness and performance of applicants. Tenure and promotion applications are due in early October and are expected to include a discussion of: philosophy and goals regarding teaching, counseling, or appropriate area of instructional support; perceptions about the students served, including their needs and aspirations; a self-analysis of the response to these educational needs; the impact and contributions made toward achieving professional objectives and meeting students' needs; and evidence that the performance criteria of the rank being applied for has been met. Reviews by the DPC, the Department Chair, the Vice-Chancellor, the Tenure and Promotion Review Committee (TPRC), and the Chancellor are completed by March. The assessments at each level are documented and kept on file with the employee's personnel records ([Ref. 3A-25](#); [Ref. 3A-26](#)).

Tenured faculty are evaluated at least every five years in accordance with the Post-Tenure Review Procedure documented in CCCM #7200 Faculty Evaluation Procedures ([Ref. 3A-27](#)). Faculty submit information regarding the nature and extent of contributions in each area of duties and responsibilities, including evidence relating to the quality of those contributions. The Chancellor or a designee evaluates performance and, if there is a need for improvement, jointly develops a professional improvement plan with the faculty member.

Department chairs are evaluated annually by colleagues in their departments, their divisional Dean of Academic Affairs, and the Vice Chancellor of Academic Affairs ([Ref. 3A-28](#)).

### **Administrative, Professional, and Technical (APT)**

APT personnel are evaluated annually in accordance with UH Administrative Procedure A9.170 "Performance Evaluation of Administrative, Professional and Technical (APT) Personnel" ([Ref. 3A-29](#)). The standard evaluation period for all APTs is November 1 through October 31. At the beginning of the period, the supervisor and employee jointly develop and document performance expectations. Throughout the year, the supervisor is expected to monitor performance, reinforce positive behavior, and immediately correct performance problems. Near the end of the period, the supervisor evaluates actual performance against the defined expectations, discusses the assessment with the employee, and documents the ratings of competence, quality, and productivity. The University maintains an online Performance Evaluation System that facilitates this process and the documentation of expectations and performance appraisals. The probationary period for APT employees is three years ([Ref. 3A-30](#)).

### **Civil Service**

Civil service employees are evaluated at the end of their probationary period (generally six months) and annually thereafter. The process is specified in the Performance Appraisal System (PAS) Supervisory Manual ([Ref. 3A-31](#)). It calls for communicating performance expectations/requirements and goals/projects at the beginning of the evaluation period, monitoring performance and coaching throughout the period, and completing and filing a performance appraisal at the end of the period.

### **Self Evaluation:**

The College meets this standard.

### **Planning Agenda:**

None.

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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.*

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### **Descriptive Summary:**

Non-tenured faculty and lecturers are evaluated on their teaching ability as part of the contract renewal process. UH Community Colleges Guidelines specify that their contract renewal dossier should include “a statement on your teaching ability that includes... a self-assessment of your teaching ability with respect to courses you have taught, **including a discussion of your effectiveness, learning outcomes, student’s responses to your approach**, etc.” (emphasis added; [Ref. 3A-23, p. \[1\]](#)).

Tenure-track faculty are evaluated on their contributions towards defining, assessing, and improving student learning outcomes. As stated in the *UH Executive Policy E5.221 Classification of Faculty*, “During the tenure and promotion review process, the faculty’s primary responsibilities are carefully evaluated... Where appropriate, they design measurable or observable learning outcomes and assess and provide evidence of student learning. Above all they work to improve student achievement and success” ([Ref. 3A-2, pp. 39-40](#)).

Notwithstanding the above, the University and the faculty union (UHPA) have agreed that SLO assessment data will not be used to evaluate faculty for contract renewal, tenure, or promotion. As discussed in an August 2006 UHPA report:

From the perspective of the union, the evaluation of a faculty member’s performance through the use of the SLO [would represent] a substantial shift in responsibility for learning away from the student and onto the faculty member. The faculty member has a duty to present instruction in a manner consistent with professional standards in the classroom, and the student must also participate in meeting the expectations of the course of study. ... Even the Executive Director of the ACCJC, Barbara Beno has written “The accreditors’ concern with assessment of student learning is not meant to target individual faculty members, but to stimulate institution-wide engagement with student learning and institutional-wide improvement in learning.” (*The Role of Student Learning Outcomes in Accreditation Quality Review*, New Directions for Community Colleges, no. 126, Summer 2004, Wiley Periodicals, Inc., p. 69; [Ref. 3A-32](#)).

College faculty and others directly responsible for student progress continuously engage in assessment activities and collaborative analyses to improve personal and institutional effectiveness in achieving learning outcomes. Because they regularly assess SLOs in their classes, and make changes in their instructional techniques based on those assessments, faculty are acutely aware of the success of their students in achieving stated SLOs in their classes. Examples of changes made to improve assessments and student success include the following:

- Windward CC implemented eCAFE, the UH Electronic Course and Faculty Evaluation System, in Fall 2008 ([Ref. 3A-33](#)). Unlike the previously used scantron-form evaluation system, the online eCAFE system fully protects the anonymity of student respondents and it quickly provides faculty with the raw data, summaries, and student comments after the end of the semester. The Faculty members are able to customize the questions and to make the evaluation results public. These evaluations facilitate instructional improvement by providing feedback on student development, instructor methods, and course elements.
- Windward CC instituted a Supplemental Instruction (SI) program in Spring 2009 in an effort to improve pass rates in gatekeeper courses -those with high enrollment and a success rate of less than 70 percent- and to improve student persistence rates. Ongoing assessment and analysis of results has led to both expansion and refinement of the program ([Ref. 3A-34](#)).
- The Math/Business Department redesigned its Developmental Mathematics curriculum to include both a traditional lecture-based track and an open-entry/open-exit computer-aided instruction track. The objective is to improve low student pass rates that have been in the range of 57 percent to 62 percent, and to shorten the time students take to complete remedial/developmental mathematics without sacrificing preparedness for college-level. The new curriculum is being piloted in Spring 2012 with full implementation planned for Fall 2012 ([Ref. 3A-35](#), [Ref. 3A-36](#)).

**Self Evaluation:**

The College meets this standard.

**Planning Agenda:**

None.

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III.A.1.d. *The institution upholds a written code of professional ethics for all of its personnel.*

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**Descriptive Summary:**

As State employees, all College personnel are held to the Code of Ethics detailed in Hawai'i Revised Statutes, Chapter 84, Part II ([Ref. 3A-37, pp. 2-8](#)).

Faculty also abide by the American Association of University Professors (AAUP) Statement on Professional Ethics, which was adopted by the UHCC System in 1989 as documented in UHCC Policy #5.211 ([Ref. 3A-38](#)).

In addition, there are many university policies and procedures that define expected and prohibited employee behavior in specific contexts, including the following:

- E1.203 Policy on Sexual Harassment and Related Conduct ([Ref. 3A-39](#)).
- E1.202 University Statement of Nondiscrimination and Affirmative Action ([Ref. 3A-40](#)).
- E2.210 Use and Management of Information Technology Resources ([Ref. 3A-41](#)).
- E5.214 Conflicts of Interests ([Ref. 3A-42](#)).
- E9.210 Workplace Non-Violence ([Ref. 3A-43](#)).
- E11.201 Illegal Drugs and Substance Abuse ([Ref. 3A-44](#)).
- E11.203 Illegal Drugs and Alcohol Abuse ([Ref. 3A-45](#)).
- A9.325 Political Activity ([Ref. 3A-46](#)).
- A9.335 Employment of Relatives ([Ref. 3A-47](#)).

Most employees feel the College effectively promotes ethical standards, as reflected in the Fall 2011 Windward CC Human Resources Survey. Of those employees expressing an opinion, 84 percent rated the overall effectiveness of the College in promoting ethical standards for all employees as either Excellent or Satisfactory ([Ref. 3A-15](#)).

**Self Evaluation:**

The College meets this standard.

**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's allocated position count has increased only slightly during the past five years, from 148 FTE in 2006 to 154 FTE in 2011. The classification and organization of these positions are reflected in the table below and in the College's organization charts ([Ref. 3A-48](#)).

**Table 12: Allocation Position Counts**

Allocated Position Counts	2006	2011
Faculty:		
• Instructors	54.0	61.5
• Other faculty (librarians, coordinators, etc.)	23.0	19.0
Subtotal Faculty	77.0	80.5
Administrative, Professional and Technical	20.0	25.5
Executive/ Managerial	7.0	7.0
Civil Service	44.0	41.0
<b>Total</b>	<b>148.0</b>	<b>154.0</b>

While the College's allocated position count increased by only 4.0 percent from 2006 to 2011, student enrollment soared by 52 percent during same period. Windward CCs headcount enrollment of credit students increased from 1781 in Fall 2006 to 2705 in Fall 2011. Total student semester hours (SSH) taken increased by 41 percent from 15,433 SSH in Fall 2006 to 21,834 SSH in Fall 2011.

Windward CC has been able to accommodate the tremendous growth in student enrollment by supplementing its allocated positions with adjunct faculty (lecturers), grant-funded temporary employees, and part-time student assistants. The following table lists the College's total employee headcounts as of the spring of each year ([Ref. 3A-49](#)).

**Table 13: Total Employee Headcount**

	2006	2007	2008	2009	2010	2011	2012
Faculty & Lecturers							
• Full-time	80	80	91	98	96	98	100
• Part-time	34	31	34	25	27	42	39
• Total Headcount	114	111	125	123	123	140	139
Admins & Staff							
• Full-time	63	66	79	77	81	78	70
• Part-time	10	6	7	8	6	7	2
• Total Headcount	73	72	86	85	87	85	72
All Employees							
• Full-time	143	146	170	175	177	176	170
• Part-time	44	37	41	33	33	49	41
• Total Headcount	187	183	211	208	210	225	211
Student Assistants	118	115	155	190	187	200	174

All administrators, faculty, and staff hired meet or exceed the minimum qualifications established for their position. As reflected in the table above, roughly 70 percent of faculty have full-time responsibility to the College.

When appropriate, the College has re-described and internally transferred positions to maintain adequate staffing of the services critical to the College's mission and purposes. For example, the College began dissolving its Employment Training Center (ETC) unit in 2010 due to declining program enrollments and revenue, and affected faculty and staff positions were transferred to other College units to support burgeoning enrollment of credit students. As Chancellor Dykstra wrote in announcing plans for the ETC closure:

“Vice President Morton has noted in the past that WinCC needs to build its enrollment to between 4,000-4,500 credit students per semester. Any strategy for such a recruitment target will require substantial support from the Student Affairs division which has provided outstanding service heretofore. The absorption and re-assignment of ETC faculty would add several counselors to our team to help with this intensified recruitment and counseling effort. Moreover, the best way to build enrollment is to improve the retention and persistence of those students already enrolled and the addition of experienced teaching talent re-assigned from ETC would help WinCC to improve its academic support efforts to assure that learning lab and/or supplemental instructional support can be provided particularly to students at the remedial and developmental levels. Finally, WinCC has been famous within the community college system for having one of the highest ratios of faculty to clerical staff, and this situation has been exacerbated by untimely retirements and a hiring freeze on clerical positions that has been imposed by the Governor since the fiscal crisis began in 2008. The several ETC clerical staff coming to join the Kaneohe campus will provide welcome relief to Student Affairs, Instructional Services and Vocational Community Education divisions for their respective clerical needs” ([Ref. 3A-50](#)).

The transfers of ETC positions are fully detailed in the College's January 2011 Reorganization Proposal Request that was approved by Vice President Morton on January 7, 2011 ([Ref. 3A-51](#)).

The Windward CC Human Resources Survey indicates slight improvement in the “adequacy of the number of support staff to provide effective support services for employees.” Of the faculty and staff respondents expressing an opinion, 51 percent rated the number of support staff as either Excellent or Satisfactory in the Fall 2005 survey, and that percentage improved to 56 percent in the Fall 2011 survey. The average rating increased slightly from 2.4 to 2.5. (4 = Excellent, 3 = Satisfactory, 2 = Less than Satisfactory, and 1 = Poor.)

The same Windward CC Human Resources Survey indicates some concern about the “adequacy of the number of support staff to provide effective support services for students.” Of the faculty and staff respondents expressing an opinion, 65 percent rated the number of support staff as either Excellent or Satisfactory in the Fall 2005 survey, and that percentage fell to 49 percent in the Fall 2011 survey. The average rating declined just slightly from 2.6 to 2.5. The lowered ratings are not surprising considering the huge 52 percent increase in headcount enrollment that is being accommodated with a less-than-proportional increase in support staffs. Potential staffing adjustments are being proposed and considered through the College's ongoing program review, planning, and budget processes.

While staff have had to absorb substantial workload increases as enrollment has grown, high levels of service to students are being maintained. In fact, surveys indicate that student satisfaction with support services has increased from what were already high levels in 2005. For example, ratings of each of the following services rose from the Fall 2005 Student Survey to the Fall 2011 Student Survey. (The results summarize ratings of 4 = Excellent, 3 = Satisfactory, 2 = Less than Satisfactory, and 1 = Poor. Responses of “unable to judge” were excluded.)

- Availability of access to my counselor / academic advisor  
2005 survey: 83% rated as Excellent or Satisfactory; 3.2 average rating  
2011 survey: 94% rated as Excellent or Satisfactory; 3.5 average rating
- Help of my counselor / academic advisor in setting my goals  
2005 survey: 79 percent rated as Excellent or Satisfactory; 3.2 average rating  
2011 survey: 86 percent rated as Excellent or Satisfactory; 3.3 average rating
- Quality of Financial Aid Services for my needs  
2005 survey: 84 percent rated as Excellent or Satisfactory, 3.2 average rating  
2011 survey: 90 percent rated as Excellent or Satisfactory, 3.5 average rating
- Quality of services of the Admissions and Records Office  
2005 survey: 84 percent rated as Excellent or Satisfactory, 3.2 average rating  
2011 survey: 91 percent rated as Excellent or Satisfactory, 3.3 average rating
- Availability of advice and assistance for registration  
2005 survey: 84 percent rated as Excellent or Satisfactory, 3.2 average rating  
2011 survey: 94 percent rated as Excellent or Satisfactory, 3.5 average rating

The College has succeeded in serving greatly increased numbers of students while simultaneously improving student satisfaction, and this could only be achieved by maintaining adequate numbers of well-qualified and highly-dedicated faculty and staff.

**Self Evaluation:**

The College meets this standard.

**Planning Agenda:**

None.

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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.*

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III.A.3.a. *The institution establishes and adheres to written policies ensuring fairness in all employment procedures.*

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**Descriptive Summary:**

The College adheres to State and University of Hawai‘i personnel policies and procedures published at the following locations:

- State of Hawai‘i Human Resources Civil Service Policies and Procedures ([Ref. 3A-52](#)).
- Board of Regent Policies, Chapter 9 Personnel ([Ref. 3A-16](#)).
- UH System-wide Administrative Procedures, Volume III – Personnel (A9.000) ([Ref. 3A-53](#)).
- UH System-wide Executive Policies, Section E9.000 Personnel ([Ref. 3A-54](#)).
- UHCC System Policies ([Ref. 3A-55](#)).

Personnel policies and procedures specific to Windward CC are published on the College website, including those at:

- College Policies, Procedures, and Guidelines ([Ref. 3A-56](#)).
- Office of Academic Affairs Guidelines, Policies and Procedures ([Ref. 3A-57](#)).

Personnel practices also conform to collective bargaining agreements and to federal and state employment laws.

**Self Evaluation:**

The College meets this standard.

**Planning Agenda:**

None.

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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.*

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**Descriptive Summary:**

The College conforms to the following policies and procedures to maintain the security and confidentiality of personnel records:

- UH Administrative Procedure A9.075 “Personnel Records – BOR Appointees”, updated September 2009, establishes procedures for the maintenance of official personnel files and identifies the documents to be included ([Ref. 3A-58](#)). The procedure calls for personnel files to be maintained in locked filing cabinets in areas/rooms that are accessible only to authorized individuals. Employees may review their personnel file by scheduling an appointment with a Personnel Officer.
- UH Executive Policy E2.214: “Security and Protection of Sensitive Information”, updated April 2009, provides a framework for the handling sensitive, personal and confidential information whether in paper documents, digital media, or electronic systems ([Ref. 3A-59](#)). Sensitive information includes social security numbers, dates of birth, private home addresses and phone numbers, confidential salary information and other such data. The policy also describes procedures for reporting security breaches in accordance with state law.
- College employees are given UH Form 92 “University of Hawai‘i General Confidentiality Notice” as part of their new-hire packet ([Ref. 3A-60](#)). This form notifies employees of their responsibility to respect and protect the confidentiality of personally identifiable information (PII) in the course of performing their duties. Examples of PII include social security numbers, admission and academic records, employment and payroll records, UH usernames and passwords, credit card or credit-related information, and bank account information.

**Self Evaluation:**

The College meets this standard.

**Planning Agenda:**

None.

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III.A.4. *The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.*

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III.A.4.a. *The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.*

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### **Descriptive Summary:**

It is the policy of Windward CC and the University of Hawai'i System to provide equity of opportunity in higher education, both in the educational mission and as an employer. The University is committed to a policy of nondiscrimination on the basis of race, sex, age, religion, color, national origin, ancestry, handicap, marital status, arrest and court record, sexual orientation, and veteran status. This policy covers admission and access to and participation, treatment, and employment in the University's programs and activities. It covers employment practices such as recruitment, hiring, training, promotion, retention, compensation, benefits, transfers, and layoffs. The College complies with all applicable federal and state statutes, rules, regulations, city and county ordinances and provisions in the collective bargaining agreements that prohibit discrimination in University programs, activities, and employment practices. It promotes a full realization of equal opportunity through a positive, continuing program of equal opportunity and affirmative action ([Ref. 3A-40](#)).

Windward CC's commitment to equity and diversity are reflected in its mission, which affirms a "...special commitment to support the access and educational needs of Native Hawaiians," and its core values which include Na'auao (Learning), Ho'okomo (Access), Laulima (Collaboration), and Ho'ihi (Respect; [Ref. 3A-61, pp. 2-3](#)).

The College and University organizations, programs, and services that promote equity and diversity are:

- The University's Equal Employment Opportunity and Affirmative Action (EEO/AA) Office and the College's EEO/AA Coordinator promote the commitment to diversity and oversees the development and implementation of related policies and procedures. The services provided include advising departments and search committees on recruiting and retaining a diverse workforce, auditing personnel practices, preparing annual affirmative action plan reports, investigating, and resolving complaints, and sponsoring educational programs to ensure an environment free from discrimination and harassment ([Ref. 3A-62](#)).
- The UH Commission on the Status of Women supports the well-being, development, and advancement of all University women. The Commission actively promotes a working and learning environment free of sexism and discrimination through policy, advocacy, and education. It serves as a conduit for information between the administration and the total University community by making recommendations to the UH President on issues that have particular relevance for women, including, but not limited to safety and security, equity, access, retention, and advancement; fosters an awareness, understanding, and recognition of the potential contributions, special challenges and many roles women play in a University community; and develops alliances with like organizations throughout the community, state, and nation ([Ref. 3A-63](#)).
- The UH Commission on the Status of Lesbian, Gay, Bisexual, Transgender and Intersex (LGBTI) Equality promotes a safe and inclusive environment by creating a culture of equality, acceptance, and respect throughout the UH system ([Ref. 3A-64](#)).

- The Windward CC Safe Space Club is affiliated with the UH Commission on the Status of LGBTI Equality and serves as a campus and community support system for LGBTI individuals and their allies ([Ref. 3A-65](#)).
- The Puko‘a Council is a chartered advisory group to the UH President that provides a formal, independent voice and organization through which the Native Hawaiian Faculty, administrators, and students of the University of Hawai‘i System can participate in the development and interpretation of System-wide policy and practice as it relates to Native Hawaiian programs, activities, initiatives, and issues ([Ref. 3A-66](#)).
- Windward CC’s Ke Kumu Pali group was established in 2003 and is affiliated with the Puko‘a Council. It was recognized as an official advisory group to the Chancellor in 2005. Its mission is to infuse Hawaiian culture, values, and knowledge into academic and social communities at Windward CC. It also identifies the needs of Hawaiian students at the College and provides supportive services, programs, opportunities, and culturally enriching professional development for faculty and staff. Additionally, it supports faculty and staff in working more effectively with Hawaiian students, collaborates with System-wide Hawaiian initiatives, and advocates for Hawaiian students, faculty, and staff ([Ref. 3A-67](#)).
- The University’s Diversity and Equity Initiative provides grants of up to \$5,000 for campus projects promoting diversity and a climate of inclusiveness. Projects may address issues on ethnicity, race, gender, sexual orientation, disabilities and culture. Among past awards to Windward CC have been funds for staff training in prejudice reduction and coalition building, for attendance at the Native Hawaiian Education Association conference, for partnership in programs providing services in underserved areas ([Ref. 3A-68](#)).
- The College regularly hosts activities and programs that acknowledge and celebrate the different perspectives and values of the many cultures of our community, our nation, and the world. For example, the College stages an annual Ho‘olaule‘a community festival featuring a wide variety of local music, arts, crafts, and foods ([Ref. 3A-69](#)). Every March since 2005 the College has observed Women’s History Month with a series of free events that celebrate the important contributions of women from Hawai‘i and around the world ([Ref. 3A-70](#)). Free Talk Story Sessions bring Hawaiian music masters to the College and promotes Hawaiian music events and courses ([Ref. 3A-71](#)).

**Self Evaluation:**

The College meets this standard.

**Planning Agenda:**

None.

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III.A.4.b. *The institution regularly assesses its record in employment equity and diversity consistent with its mission.*

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**Descriptive Summary:**

Windward CCs Strategic Plan includes Action Outcome 5.1 to “increase the number of faculty and staff from underrepresented demographic groups within EEO parameters” ([Ref. 3A-72, p. 14](#)).

In accordance with UH Administrative Procedure A9.890 *Equal Employment Opportunity / Affirmative Action*, the College develops an EEO/AA Plan based on an annual analysis of the gender and race/ethnicity of the College’s current employees, the applicants for vacancies, and the employees that are newly hired, terminated or resign ([Ref. 3A-73](#)).

The College’s EEO/AA Officer oversees recruitment practices and monitors the screening, interviewing, and selection process. For positions where females or minorities are under-represented, the recruitment period is extended from the usual 11 working days to 16 working days in the hopes of attracting a larger and more diverse applicant pool. Screening committees consist of at least three members with a mix of gender and ethnicity. The EEO/AA Officer reviews and approves the screening committee’s interview questions before applications are seen to ensure appropriateness and lack of bias, and the screening committee is required to document how its selection (or recommendation) reflects the most qualified applicant. The Chancellor approves, determines the new hire selection and salary placement in consultation with the EEO/AA Officer.

**Self Evaluation:**

The College meets this standard.

**Planning Agenda:**

None.

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III.A.4.c. *The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff, and students.*

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**Descriptive Summary:**

The College Course Catalog reviews the Windward CC’s stance on nondiscrimination and affirmative action and specifies that students, employees, or applicants for admission or employment who believe they have been discriminated against on the basis of race, sex, age, religion, color, ancestry, sexual orientation, national origin, disability, marital status, veteran’s status, or arrest and court record may file a complaint with the College EEO/AA Coordinator, or with the Office for Civil Rights ([Ref. 3A-61, pp. 3-4](#)).

The discrimination complaint procedure is further detailed in UH Administrative Procedure A9.920 *Discrimination Complaint Procedures for Students, Employees and Applicants for Admission or Employment* ([Ref. 3A-74](#)). As specified in A9.920, the objective is:

to provide an equitable, timely, and effective means of resolving discrimination complaints. By assuring internal due process in the investigation and resolution of complaints, it is hoped that a spirit of openness, fairness, and civility will govern relations among members of the University community.

The College and University have established other procedures for fair handling of student academic grievances and alleged student conduct code violations, and these are outlined in the Windward CC Course Catalog ([Ref. 3A-61, pp. 20-21](#)) and documented in Windward CC Policy No. 4-6 *Student Academic Grievance Procedures* ([Ref. 3A-75](#)) and UH Executive Policy E7.208 *University of Hawai'i System-wide Student Conduct Code* ([Ref. 3A-76](#)).

Student satisfaction with the “availability of channels for expressing student complaints” is high, with 87 percent of those expressing an opinion in the Fall 2011 Student Survey rating it as Excellent or Satisfactory. This is up from 73 percent in the Fall 2005 Student Survey.

Surveys of faculty and staff indicate that an overwhelming majority continue to be satisfied with the fairness and respect shown by administrators, the policies concerning equity and diversity, and the overall working and learning environment. The following summarizes Fall 2005 and Fall 2011 survey ratings of 4 = Excellent, 3 = Satisfactory, 2 = Less than Satisfactory, and 1 = Poor.

- **Overall manner in which college personnel are shown fairness and respect by the college administration**  
2005 survey: 85 percent rated as Excellent or Satisfactory; 3.0 average rating  
2011 survey: 77 percent rated as Excellent or Satisfactory; 3.0 average rating
- **Adequacy and appropriateness of college policies concerning issues of equity and diversity**  
2005 survey: 88 percent rated as Excellent or Satisfactory; 3.1 average rating  
2011 survey: 81 percent rated as Excellent or Satisfactory; 3.0 average rating
- **Overall level of satisfaction with WINDWARD CC working / learning environment**  
2005 survey: 75 percent rated as Excellent or Satisfactory; 2.9 average rating  
2011 survey: 85 percent rated as Excellent or Satisfactory; 3.2 average rating

#### **Self Evaluation:**

The College meets this standard.

#### **Planning Agenda:**

None.

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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.*

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III.A.5.a. *The institution plans professional development activities to meet the needs of its personnel.*

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### **Descriptive Summary:**

Windward CC participates in numerous professional development programs coordinated at the System level to meet needs that are common among faculty and staff throughout the UHCC System. These include:

- The Wo Learning Champions initiative, which was established in 2000 with a \$1,000,000 endowment from two Wo Family Foundations. The Wo Learning Champions (WoLCs) are representatives selected from each of the UHCCs who serve an 18-month term and receive a personal \$2000 professional development stipend. The WoLCs are collectively responsible for designing a program of professional development for faculty/staff renewal and enrichment that will keep learning at the center of its focus, have System-wide impact, and allow for expansion and enrichment of activities as new resources become available. In addition to coordinating workshops at each campus, they present annual Wo Innovation Awards and Wo Community Building Awards to recognize outstanding initiatives that might be replicated on other campuses ([Ref. 3A-77](#); [Ref. 3A-78](#)).
- Scenarios Online: Teaching in the Learning College, an eight-week course primarily for new instructors that is designed to orient faculty to learning-centered teaching and assessment practices, increase student engagement and rapport between students and faculty, foster supportive connections among new faculty cohorts, introduce new faculty to the Lualaba learning management system from a participant experience, and provide a safe and confidential space to ask questions and reflect on classroom experiences ([Ref. 3A-79](#)).
- The Writing Across the Curriculum (WAC) and Summer Institute, a two-week program conducted every other summer focuses on WAC and assessment. It assists college teachers in all programs and subject areas to use writing as a tool for thinking and learning, to prepare to teach a writing-intensive course, to gain confidence and practice in their own personal writing, and to explore effective approaches to teaching and learning ([Ref. 3A-80](#); [Ref. 3A-81](#)).
- The Hawai'i National Great Teachers Seminar, a summer retreat that brings teachers together to learn from each other and exchange teaching innovations and solutions to teaching problems ([Ref. 3A-82](#); [Ref. 3A-83](#)).
- UHCC Achieving the Dream Hawai'i Strategy Institute, an annual two-day conference at which participants from the UHCC System and invited guest speakers share lessons learned and best practices in meeting Strategic Plan goals and Achieving the Dream goals; identify practices that will increase student success and ensure quality; and increase capacity for data analysis, program evaluation, and data-driven decision-making ([Ref. 3A-84](#); [Ref. 3A-85](#)).

- Teaching And Learning with Electronic Networked Technologies (TALENT), a faculty development program that provides instruction on various online tools and pedagogical strategies surrounding the design, creation, delivery of Internet-supported course materials ([Ref. 3A-86](#)).
- The Community Colleges Leadership Champions program that was established in 2004 to identify, encourage, develop, and support the next generation of community college leadership ([Ref. 3A-87](#)).
- The President's Emerging Leaders Program (PELP) identifies and develops future campus and System leaders through a program that provides each cohort with a base of knowledge about higher education and an opportunity to reflect upon their leadership potential and how they might make a difference on the UH campuses and within the System ([Ref. 3A-88](#)).

Several College groups and departments also develop and conduct professional development activities that are designed to meet the particular needs of Windward CC faculty and staff. These include:

- The Staff Development Committee (SDC) plans and implements development workshops, raises funds to support staff development activities, and reviews and approves proposal for professional improvement mini-grants up to \$1000 ([Ref. 3A-89](#)). The committee consists of faculty and staff volunteers, and they administer an annual budget of roughly \$8,000. The SDC Annual Reports review the workshops and other activities conducted and the mini-grants awarded ([Ref. 3A-90](#)).
- The Sub-committee for Professional Development in Assessment (SPDA) of the Institutional Effectiveness Committee (IEC) was formed in 2010 to identify essential assessment workshops to be conducted during the academic year, to create a schedule of workshops, to plan for a consistent cycle of professional development in assessment, and to assist in institutionalizing these professional development efforts ([Ref. 3A-91](#)).
- Windward CC's Learning to Learn Initiative conducts a summer institute and monthly small-group sessions during which participants look at strategies to enhance students' skills in learning, discuss how success strategies can be integrated into courses, and design curricular modifications to increase student success through the application of learning / study skills ([Ref. 3A-92](#); [Ref. 3A-93](#)).
- Excellence in Education Day / Wo Innovations in Learning Day (WILD) is an annual non-instructional day that the College devotes to personal and professional development activities every first Friday in March. The Staff Development Committee and the Wo Learning Champions alternate with each other to plan and organize each year's program ([Ref. 3A-94](#); [Ref. 3A-95](#); [Ref. 3A-96](#)).

Faculty and staff are also provided with employee benefits that encourage them to engage in ongoing personal and professional development. These include:

- Tuition waivers for faculty and staff employed on a half-time basis or more. This applies to courses at any UH campus, up to six credits per semester ([Ref. 3A-97](#), [Section 6-7a](#)).
- Sabbatical leaves for faculty. After six years or 12 semesters of full-time creditable service, faculty may apply for a one-year sabbatical leave at half pay, or a one-semester sabbatical at full pay ([Ref. 3A-98](#), [Ref. 3A-99](#)). Since 2006, all sabbatical applications received have been approved and funded, as listed in the following table.

**Table 14: Sabbatical Application**

	<b>Full Year</b>	<b>Half Year</b>
2006-2007	0	2
2007-2008	0	2
2008-2009	0	4
2009-2010	0	4
2010-2011	0	1

- Professional Improvement Leaves for Administrative, Professional, and Technical (APT) employees. After six continuous years with the University, APT employees qualify for a professional improvement leave of up to six months at full pay or up to one year at half pay.

The College’s Strategic Plan recognizes the importance of providing and funding professional development opportunities. Action Outcome 5.2 calls for the College to “develop and support professional development opportunities for all faculty and staff, and include professional development funding as a base budget line item equaling 1-5 percent of each division’s personnel costs” ([Ref. 3A-72, p. 14](#)). Actual expenditures for professional development peaked at \$191,830 in FY2008 and have been below that level since, as shown in the following table. (Table data from 2012 Strategic Plan Goals and Outcomes – Windward CC, Item 5.1 Professional Development Investment; [Ref. 3A-100, p. 19](#))

**Table 15: Professional Development Investment**

Fiscal Year	Professional Development Expenditures	Expenditures as Percentage of Personnel Costs
<b>2006-2007</b>	\$178,043	2.33%
<b>2007-2008</b>	\$191,830	2.20%
<b>2008-2009</b>	\$126,889	1.34%
<b>2009-2010</b>	\$75,478	0.86%
<b>2010-2011</b>	\$131,811	1.44%

Satisfaction with support for professional development has increased despite the lower College expenditures in recent years. In surveys of faculty and staff, 67 percent of those expressing an opinion in Fall 2011 rated the adequacy of support for professional development as either Excellent or Satisfactory, and that’s an increase from 59 percent in Fall 2005. The average rating rose from 2.6 in Fall 2005 to 2.8 in Fall 2011 (4 = Excellent, 3 = Satisfactory, 2 = Less than Satisfactory, 1 = Poor). This increase in satisfaction reflects growth in professional development opportunities offered by system offices and others outside the College, as well as astute planning by the College to focus its staff development investments and offerings where they would do the most good.

**Self Evaluation:**

The College meets this standard.

**Planning Agenda:**

None.

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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.*

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**Descriptive Summary:**

It is standard practice for the Wo Learning Champions, the Staff Development Committee, and other units that present professional development activities to have all participants complete anonymous evaluation forms. The evaluations and suggestions provided by participants are used to assess the effectiveness of activities, to identify opportunities for program improvements, and to guide the development of future offerings. The Staff Development Committee's Year-End Report for 2010-2011 includes the results of the evaluations ([Ref. 3A-90, pp. 7-11](#)).

The College's systematic faculty and staff performance evaluation processes provide regular opportunities for employees to collaborate with their manager or department chair on personalized plans for professional development. Employees are encouraged to reflect on the effectiveness of development activities undertaken, to discuss areas of potential growth and skills enhancement, and to identify objectives and development pursuits for the next evaluation period. Managers and department chairs typically provide mentoring, offer advice regarding benefits such as tuition waivers and sabbatical leaves and staff development grants, and share information about pertinent training and development programs being conducted. As a result of creating professional development plans with the employee, current departmental funds might be drawn on to cover costs involved, or the need for additional funding may be included in the Department's Annual Report and Budget Request for the coming year.

**Self Evaluation:**

The College meets this standard.

**Planning Agenda:**

None.

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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.*

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**Descriptive Summary:**

The College regularly and systematically assesses the use of its human resources through Individual Performance Evaluations (as described under Standard III.A.1.b), Annual Departmental Reviews, and Five-Year Program Reviews. These reviews may identify opportunities for improvement through further training, through reorganization or reallocation of positions, or through the hiring of additional personnel.

When new positions are needed to meet growing workload demands or to implement new programs, they are requested through funding proposals submitted to the College's Planning and Budget Council (PBC). The PBC includes representatives from across the College, and it reviews, evaluates, prioritizes, and makes recommendations to the Chancellor regarding the use of resources in the College budget and regarding resource requests for future funding.

The PBC prioritizes proposals for new positions and future funding using a rubric that considers the linkage to system priorities, the linkage to College goals and priorities, the assessment data demonstrating a need, the immediacy of the need, the contribution to health and safety, and the scope of impact at the College ([Ref. 3A-101](#)).

The Chancellor considers the PBC's ranking of position requests in deciding whether to pursue the necessary funding for them through requests to the UH System, to the legislature, or through grant applications.

While the College's planning process for new positions is appropriate, the difficulty in obtaining new positions has led to some dissatisfaction. Surveys asked faculty and staff to rate the "adequacy of evaluating staff needs in the planning and development of new facilities, programs and services." In Fall 2011, only 48 percent of respondents expressing an opinion rated the adequacy as either Excellent or Satisfactory, and the average rating was 2.4. (4 = Excellent, 3 = Satisfactory, 2 = Less than Satisfactory, 1 = Poor) Those ratings are about the same as the Fall 2005 survey in which 46 percent rated the adequacy as either Excellent or Satisfactory and the average rating was 2.4.

**Self Evaluation:**

The College meets this standard.

**Planning Agenda:**

None

### Standard III.A Evidence

- 3A-1. Classification and Compensation Plan for UH Executive Classes ([Archived Copy](#))  
<http://www.hawaii.edu/ohr/bor/emcompp.htm>
- 3A-2. E5.221 Classification of Faculty ([Archived Copy](#))  
[http://manoa.hawaii.edu/ovcaa/faculty/tenure\\_promotion\\_contract\\_renewal/pdf/Appendix\\_A.pdf](http://manoa.hawaii.edu/ovcaa/faculty/tenure_promotion_contract_renewal/pdf/Appendix_A.pdf)
- 3A-3. Agreement between the UH Professional Assembly and the UH Board of Regents, July 2009-June 2015 ([Archived Copy](#)) <http://www.uhpa.org/uha-bor-contract/100129-2009-2015-agreement-for-website.pdf/view>
- 3A-4. A9.210 Classification and Compensation plan for Administrative, Professional and Technical Personnel ([Archived Copy](#)) <http://www.hawaii.edu/svpa/apm/pers/a9210.pdf>
- 3A-5. Position Classification and Compensation: Department of Human Resources Development ([Archived Copy](#)) <http://hawaii.gov/hrd/main/eccd/>
- 3A-6. A9.620 Recruitment and Reassignment of Executive and Managerial Personnel ([Archived Copy](#)) <http://www.hawaii.edu/svpa/apm/pers/a9620.pdf>
- 3A-7. A9.540 Recruitment and Selection of Faculty and Administrative, Professional and Technical (APT) Personnel ([Archived Copy](#))  
<http://www.hawaii.edu/svpa/apm/pers/a9540.pdf>
- 3A-8. Competitive Recruitment for Civil Service Positions ([Archived Copy](#))  
<http://www.hawaii.edu/ohr/dhrd/0300003.pdf>
- 3A-9. Executive/Managerial Position Descriptions ([Archived Copy](#))
- 3A-10. Minimum Qualifications for Faculty Positions ([Archived Copy](#))  
[http://www.hawaii.edu/offices/cc/docs/mqs\\_faculty\\_August\\_2011.pdf](http://www.hawaii.edu/offices/cc/docs/mqs_faculty_August_2011.pdf)
- 3A-11. Work at UH ([Archived Copy](#)) <http://www.pers.hawaii.edu/wuh/>
- 3A-12. State Job Information ([Archived Copy](#)) <http://hawaii.gov/hrd/main/esd/>
- 3A-13. Work at UH Advertisement: Title: Instructor, CC (Animal Sciences) ([Archived Copy](#))
- 3A-14. Work at UH Advertisement: Title: Instructor, CC (Mathematics) ([Archived Copy](#))
- 3A-15. Calculation of Survey Statistics Cited in Standard III.A Human Resources ([Archived Copy](#))
- 3A-16. Board of Regents Policy: Chapter 9 Personnel ([Archived Copy](#))  
<http://www.hawaii.edu/offices/bor/policy/borpch9.pdf>
- 3A-17. UHCC Policy #9.202 Executive Employees Performance Evaluation ([Archived Copy](#))  
<http://www.hawaii.edu/offices/cc/docs/policies/9.202.pdf>
- 3A-18. 360° Performance Assessment of Executive Managerial Personnel ([Archived Copy](#))  
[http://windward.hawaii.edu/assessment/360/02-10-12\\_360\\_Performance\\_Assessment.pdf](http://windward.hawaii.edu/assessment/360/02-10-12_360_Performance_Assessment.pdf)
- 3A-19. 360° Executive Assessment e-mail and sample survey ([Archived Copy](#))
- 3A-20. ACCJC Letter and Evaluation Report 2007/01/31 ([Archived Copy](#))  
[http://windward.hawaii.edu/Accreditation/Documents/2007/2007\\_01\\_31\\_ACCJC\\_eval.pdf](http://windward.hawaii.edu/Accreditation/Documents/2007/2007_01_31_ACCJC_eval.pdf)
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## Standard III.B Physical Resources

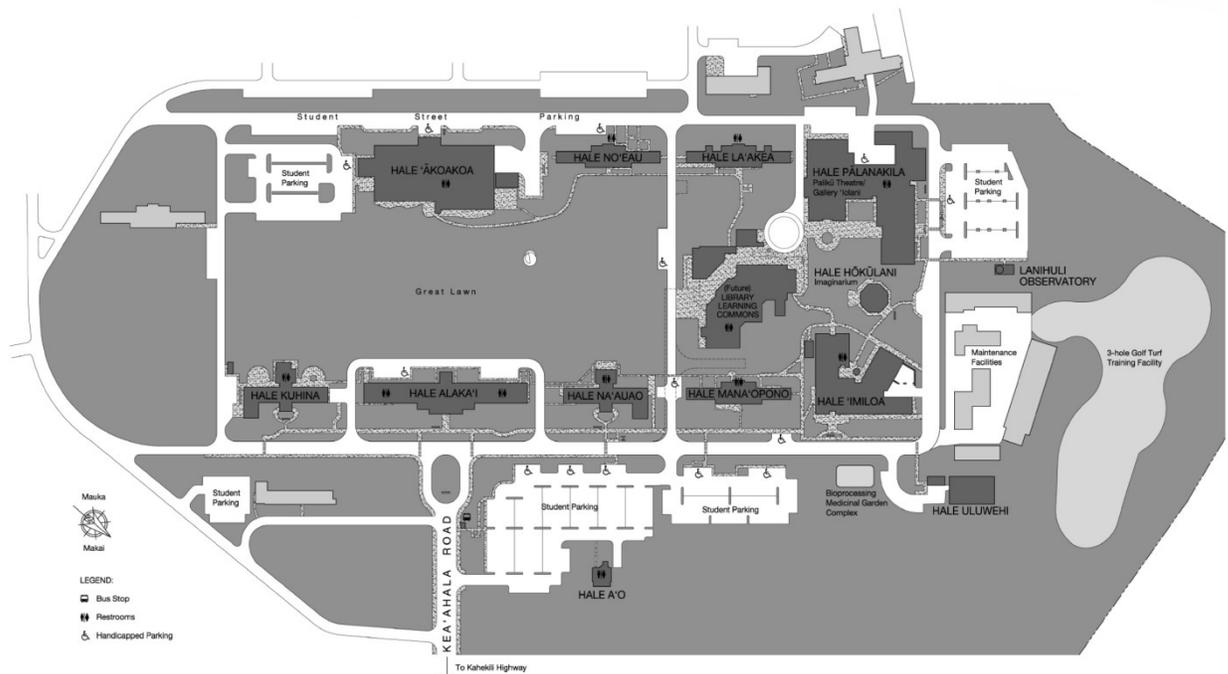
*Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services, and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.*

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.*

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's buildings and other physical facilities are designed, built, maintained and operated in a manner that facilitates achieving the College's mission and strategic goals. The following is a campus map ([Ref. 3B-1](#)) and a listing of the main buildings and the primary functions that they house:



**Hale A'o:** Hawaiian Studies, Native Hawaiian Program

**Hale Alaka'i:** Faculty and Administrative Offices, Admissions & Records, Business Office/Cashier, Financial Aid, The Testing Center (TTC)

**Hale Kuhina:** Career and Community Education, Marketing and Communications, Health Career Programs

**Hale 'Ākoakoa:** Student Affairs, Academic Counseling, Student Publications, Student Government, Ka Piko Student Centers, Bookstore, Cafeteria

**Hale No'eau:** Media Production Center, Computing Services, PC classrooms

**Hale La'akea:** Library

**Hale ʻIolani:** Art Studios, Temporary Vet Tech Lab

**Hale Pālanakila:** Faculty Offices, Music Classrooms, Art Classrooms, Ceramics Studio, Photography Lab, English CAI Classroom, Speech Lab, Gallery ʻIolani, Palikū Theatre

**Hale Lanihuli:** Observatory

**Hale Hōkūlani:** Planetarium

**Maintenance Building**

**Hale ʻImiloa:** Faculty Offices, Science Classrooms/Labs, Aerospace Exploration Lab, Hoaʻaina RS/GIS Center for Environmental Monitoring, Kūhi Laʻau Plant Identification Center, Marine Option Program, Water Quality Lab

**Hale Uluwehi:** Agriculture Program, Par 3 Golf Course

**Hale Manaʻopono:** Faculty Offices, Classrooms, Math Lab

**Hale Naʻauao:** Faculty Offices, TRiO, Talent Search, Upward Bound

The following is a list of the new construction, major renovations, and significant repair and maintenance projects undertaken or planned since 2006 to ensure the effectiveness and safety of campus facilities:

**Table 16: New Construction and Renovations**

No.	Description	Location	Status
1	Replace conference room partitions/drapery	ʻĀkoakoa	Future
2	Repair glass windows and skylight	Ākoakoa/Pālanakila	Future
3	Renovate Hale Alakaʻi building	Alakaʻi	Future
4	Re-landscape Alakaʻi Front	Alakaʻi	Future
5	Upgrade and Expand Emergency Notification System (EMS)	Campus Wide	Future
6	Re-paint building exterior	Campus Wide	Future
7	Replace Deteriorated Transformers and Exterior metal door	Campus Wide	Future
8	Replace flooring with non-slip flooring (safety)	Campus Wide	Future
9	Replace fume hood/eyewash	ʻImiloa	Future
10	Renovate - Laʻakea building after LLC opens	Laʻakea	Future
11	Renovate - Noʻeau building after moved to New Library building	Noʻeau	Future
12	Redesign/Landscape slope between Imaginarium/Pālanakila, Pālanakila courtyard		Future
13	Repair Gutters/Downspouts	ʻĀkoakoa	Final Design
14	ADA Compliance - Install Automatic Door Openers	Campus wide	Final Design
15	Replace/Repair Awning, Ramps, Rails (campus wide)	Campus wide	Final Design
16	Refurbish/Expand Hale Aʻo patio for Hawaiian Studies program	Aʻo/Patio	Design
17	Expand Electronic Access Keying System	Campus Wide	Design
18	Upgrade/Replace Campus telephone system to VoIP	Campus Wide	Design
19	Replace exhaust fans - ʻImiloa - EPC - JCI	ʻImiloa	Design
20	Repair/Redesign Skylight Roof	ʻImiloa	Design
21	Upgrade/Replace fire alarm system	ʻImiloa	Design
22	Renovate Naʻauao Building	Naʻauao	Design
23	Improvement of Storm Drain - Uluwehi	Uluwehi	Design

24	Install chain fence between Kāne`ohe District Part and Windward CC boundary	Windward CC	Design
25	Install Chiller Loop - part of Energy Conservation Project - JCI	Campus wide	Construction
26	EPC - JCI campus-wide	Campus Wide	Construction
27	New Library Learning Commons building construction	Old Manaleo	2012
28	Convert old lot next to Hale Awa to parking lot	Parking lot	2012
29	Road widen between Kuhina and `Ākoakoa parking lot	Roadway	2012
30	Road widen - Back of La`akea & Pālanakila	Roadway	2012
31	Road widen - Road along maintenance shop	Roadway	2012
32	Repave/widen Alaka`i Roadway	Alaka`i Roadway	BID
33	Renovate Alaka`i classrooms	Alaka`i	2010
34	Upgrade/Replace light fixtures - Alaka`i/ No`eau	Alaka`i/ No`eau	2010
35	Install Campus Directory - Campuswide	Campus Wide	2010
36	Security System: Code Blue phone/PA/Cameras	Campus Wide	2010
37	Demolish 1 of 4 cottages front of Hale Awa	Cottage	2010
38	Upgrade Imaginarium equipment from analog to digital	Imaginarium	2010
39	Demolish Manaleo for new library	Manaleo	2010
40	Renovate Mana`opono	Mana`opono	2010
41	Rewiring - removed overhead, install new transformers, underground power and telecom - campus wide	Campus Wide	2009
42	Install Sink for Nursing Program	Kuhina	2009
43	Replace A/C system - La`akea	La`akea	2009
44	Re-seal/Re-roof Pālanakila, repair gutters/downspouts, repair leaks	Pālanakila	2009
45	Termite Repair - Termite treatment and replace damaged door	Pālanakila/Theatre	2009
46	Replace campus switchgear	Campus Wide	2008
47	Sub-meter Water	Campus Wide	2008
48	Replace Hokulani Metal Roof	Imaginarium	2008
49	Re-roof/repair leaks - `Imiloa	`Imiloa	2008
50	Install/Upgrade A/C controls to JCI Metasys	`Imiloa	2008
51	Replace Chiller - Kuhina	Kuhina	2008
52	Re-floor and entry way - No`eau	No`eau	2008
53	Renovation of restrooms, ETC/HCC campus	ETC/HCC Campus	2007
54	Lanihuli Observatory - new building	Lanihuli	2006

The new Library Learning Commons, currently under construction and scheduled to open in Fall 2012, will house the Library, Media Production Center, Computing Services, Ka Piko Career & Learning Center and The Testing Center. 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 ([Ref. 3B-2](#)).

The UHCC System Office provides support for major scheduled/deferred maintenance projects in the areas of roof, utilities upgrades, and electro-mechanical repair and replacement. The College has recently engaged in a performance-based contract to reduce energy consumption. This entails the implementation of various energy conservation measures such as installing energy efficient lights and fixtures, converting to a chilled water loop system, replacing toilet fixtures with those that use less water, etc. ([Ref. 3B-3](#)).

The College's facilities are meeting program needs. Fall 2005 and Fall 2011 surveys of faculty, staff, and students indicate high levels of satisfaction with the College's facilities. The overwhelming majority of respondents continue to rate the classrooms, labs, and overall quality of facilities as either Excellent or Satisfactory, and most average ratings have improved. Student ratings are particularly high and exceed those of faculty and staff. While there's been a dip in faculty and staff satisfaction with the adequacy of parking, it's notable that student satisfaction with parking improved slightly even with the College serving a 52 percent increase in students from a headcount enrollment of 1,781 in Fall 2006 to 2,705 in Fall 2011. (The following summarizes survey ratings of 4 = Excellent, 3 = Satisfactory, 2 = Less than Satisfactory, and 1 = Poor. Responses of "Unable to Judge" were excluded; [Ref. 3B-4](#))

- **Adequacy of classrooms**

2005 Student Survey: 88 percent rated as Excellent or Satisfactory; 3.3 average rating  
2011 Student Survey: 97 percent rated as Excellent or Satisfactory; 3.6 average rating

2005 Faculty Survey: 73 percent rated as Excellent or Satisfactory; 2.9 average rating  
2011 Faculty Survey: 84 percent rated as Excellent or Satisfactory; 3.1 average rating

- **Adequacy of laboratories, shops and studios**

2005 Student Survey: 87 percent rated as Excellent or Satisfactory; 3.3 average rating.  
2011 Student Survey: 93 percent rated as Excellent or Satisfactory; 3.4 average rating.

2005 Faculty Survey: 80 percent rated as Excellent or Satisfactory; 3.0 average rating.  
2011 Faculty Survey: 75 percent rated as Excellent or Satisfactory; 3.0 average rating.

- **Adequacy of parking**

2005 Student Survey: 55 percent rated as Excellent or Satisfactory; 2.6 average rating.  
2011 Student Survey: 65 percent rated as Excellent or Satisfactory; 2.7 average rating.

2005 Faculty and Staff Survey: 71 percent rated as Excellent or Satisfactory; 2.9 average rating.  
2011 Faculty and Staff Survey: 56 percent rated as Excellent or Satisfactory; 2.6 average rating.

- **Overall quality of campus facilities and equipment**

2005 Student Survey: 90 percent rated as Excellent or Satisfactory; 3.3 average rating.  
2011 Student Survey: 95 percent rated as Excellent or Satisfactory; 3.5 average rating.

2005 Faculty and Staff Survey: 79 percent rated as Excellent or Satisfactory; 2.9 average rating.  
2011 Faculty & Staff Survey: 83 percent rated as Excellent or Satisfactory; 3.1 average rating.

**Self Evaluation:**

The College meets this standard.

**Planning Agenda:**

None.

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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.*

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**Descriptive Summary:**

Windward Community College focuses on constructing and maintaining physical resources to ensure access, safety, security, and a healthful learning and working environment.

Facilities are designed and constructed according to building codes and the Americans with Disabilities Act (ADA), which require compliance with regulations regarding safety and handicapped accessibility. Although new or remodeled buildings meet the accessibility standards described in the ADA Act, accessibility for the disabled is still a concern in older buildings. Campus access for persons with disabilities has also been a concern during construction and renovation projects that have closed sidewalks and some handicap parking for extended periods and required long detours for those choosing to remain on paved walkways rather than use unpaved shortcuts over uneven ground.

The facilities are maintained and operated in accordance with Hawai'i Occupational Health and Safety (HIOSH) standards. Bio and hazmat materials are handled and stored appropriately; asbestos, installed in earlier construction, is removed in all remodels; and, a chemical locator binder, which identifies chemicals currently in inventory, is kept in the science laboratories. A Chemical Hygiene Plan is being adhered to, an Annual Inventory of Hazardous Materials is prepared, and readily-accessible Material Safety Data Sheets (MSDS) are kept in proximity to storage and use areas ([Ref. 3B-5](#)).

Corrective measures are taken to maintain safe and unobstructed accessible routes, and walkways and stairways are in good repair for all buildings. 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. Smoking is prohibited within buildings, on outdoor patios and lanais, within 20 feet of any building entrance or exit, and within 50 feet of designated pick-up and drop-off points.

Windward CC's Operations and Maintenance (O&M) staff reports to the Vice Chancellor of Administrative Services. They are responsible for building and grounds maintenance as well as safety, access, and security concerns. The College has the following 18.0 FTE O&M positions, plus one contracted security guard on duty 24/7, 365 days a year ([Ref. 3B-6](#)).

**Table 17: Operations and Maintenance Employee Headcount**

FTE Count	Position Title
1.0	Facilities Manager
1.0	General Bldg. Maintenance Supervisor
1.0	Building Maintenance Worker I
1.0	General Laborer II
1.5	General Laborer I
1.0	Groundskeeper
1.0	Janitor III
8.5	Janitor II
1.0	Safety & Security Manager
1.0	Security Officer

Campus Security performs a full range of public safety services: incident reports; campus investigations, medical and fire emergencies; traffic accidents; enforcement of laws regulating the use of alcohol, drugs and weapons; inspection of lighting and shrubbery; and all other situations requiring Campus Security assistance (Ref. 3B-7). Campus Security Officers are trained in areas such as emergency first-aid, CPR, report writing, investigative skills, and crowd control by experts from federal, state, and local law enforcement agencies. The following are among the safety measures managed by Campus Security.

- Security and Emergency procedures are published on the College website at <http://windward.hawaii.edu/Security/emergency.php> (Ref. 3B-8).
- A campus Security Guard is on duty 24-hours-a-day, 7 days-a-week, including all holidays, and conducts vehicle and foot patrols on campus.
- Six Closed Circuit TV cameras that pan, zoom, and monitor most of the outdoor areas of the campus and some of the indoor areas.
- Seven “Blue” Emergency Phones that have direct connections to campus security are positioned throughout the campus.
- “Emergency Notification System” via e-mail, text, and emergency Public Address (loudspeaker) System that students, faculty and staff are encouraged to sign up to receive or review and update through the UH Alert System information at <https://www.hawaii.edu/alert> (Ref. 3B-9).

The Campus Safety Committee was established in 2011 to evaluate, monitor, and analyze safety issues in an attempt to reduce the risks of illness, injury, property damage, etc. The group is chaired by Windward CC’s Safety and Security Manager and advises the Chancellor on appropriate policies and procedures to enhance the safety and security of Windward CC personnel and students (Ref. 3B-10).

Crimes and injuries on campus have been infrequent, as reflected in the following table reporting the number of crimes on campus and the number of workers comp claims since 2005 (Ref. 3B-11; Ref. 3B-12).

**Table 18: Crimes and Workers Compensation Claims, 2005-2010**

	2005	2006	2007	2008	2009	2010
Crimes Committed	6	4	5	1	2	1
Workers Comp Claims	4	4	8	7	11	5

Faculty, staff, and student ratings of building maintenance, grounds maintenance, and overall safety of buildings continue to be high, and most average ratings improved slightly from the Fall 2005 surveys to the Fall 2011 surveys. Satisfaction with campus accessibility and accommodation for persons with disabilities has dipped slightly, and this perhaps reflects the closures of sidewalks and some handicap parking during construction work.

- **Adequacy of maintenance of buildings**

2005 Student Survey: 87 percent rated as Excellent or Satisfactory; 3.3 average rating.  
2011 Student Survey: 92 percent rated as Excellent or Satisfactory; 3.4 average rating.  
2005 Faculty and Staff Survey: 67 percent rated as Excellent or Satisfactory; 2.8 average rating.  
2011 Faculty and Staff Survey: 78 percent rated as Excellent or Satisfactory; 3.0 average rating.

- **Adequacy of maintenance of grounds**

2005 Student Survey: 91 percent rated as Excellent or Satisfactory; 3.5 average rating.  
2011 Student Survey: 95 percent rated as Excellent or Satisfactory; 3.5 average rating.  
2005 Faculty and Staff survey: 71 percent rated as Excellent or Satisfactory; 2.9 average rating.  
2011 Faculty & Staff Survey: 85 percent rated as Excellent or Satisfactory; 3.3 average rating.

- **Overall safety of buildings and equipment**

2005 Student Survey: 91 percent rated as Excellent or Satisfactory; 3.3 average rating.  
2011 Student Survey: 95 percent rated as Excellent or Satisfactory; 3.4 average rating.  
2005 Faculty & Staff Survey: 70 percent rated as Excellent or Satisfactory; 2.8 average rating.  
2011 Faculty & Staff Survey: 85 percent rated as Excellent or Satisfactory; 3.1 average rating.

- **Adequacy of campus accessibility and accommodation for persons with disabilities**

2005 Student Survey: 88 percent rated as Excellent or Satisfactory; 3.3 average rating.  
2011 Student Survey: 84 percent rated as Excellent or Satisfactory; 3.3 average rating.  
  
2005 Faculty and Staff Survey: 73 percent rated as Excellent or Satisfactory; 2.7 average rating.  
2011 Faculty and Staff Survey: 63 percent rated as Excellent or Satisfactory; 2.7 average rating.

**Self Evaluation:**

The College meets this standard.

**Planning Agenda:**

None.

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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.*

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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.*

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### **Descriptive Summary:**

Windward CC's Master Plan for campus development was approved by the Board of Regents in 1989, and its Plan Review Use Application (PRU) dates to 1992 ([Ref. 3B-13](#)). Since then, most of the site and facilities projects called for in the Master Plan have been completed, and many programmatic visions for the College have changed. Consequently, the College is working with the UH System to secure the substantial funds necessary to develop a new Master Plan and to update its PRU ([Ref. 3B-14](#)).

The College is part of the University of Hawai'i Community College System that centrally manages the expenditure of CIP, renovation, and major Renovation and Modification (R&M) funding. Requests for CIP and renovation funding from the campus must be in line with the College's Master Plan or an approved modification of it. Campus CIP requests are then forwarded to the UHCC System Office for consideration. If approved by the UHCC System Office, the request is forwarded to the UH System Office for inclusion in the UH Board of Regents budget request. If approved by the UH System Office, it will be included as part of the UH Board of Regents Budget Request and submitted to the Governor's Office to be considered as part of the Executive Budget Request to the Legislature. If approved, the State Legislature appropriates funding for CIP, minor CIP for renovations and major R&M projects.

CIP allocations for new and renovated buildings do not include operating funds. Once construction bids are approved, the College makes separate funding requests to support the new building when it is completed.

The System normally receives an annual lump sum for R&M projects and funding is determined based on individual campus needs considering health and safety as a priority. These funds are also used to accomplish System-wide initiatives that would result in cost savings such as telephone system upgrades, security systems, and re-keying projects. The College maintains a list of R&M projects that is used to obtain funding from the System R&M allocation. Projects are funded on the basis of need and merit. Once funding is allocated, emergency changes are only made to address unforeseen health, safety, or code issues or critical facility problems that are adversely affecting instructional programs or support services.

Ongoing maintenance and minor repairs are performed as part of the College's normal operational budget. The College has maintenance contracts for various systems and equipment such as air conditioning, elevators, alarm systems, etc. Installation or maintenance of sewer, water, electricity, communications, roadway, and parking lot infrastructure are undertaken as needed.

### **Self Evaluation:**

The College meets this standard.

### **Planning Agenda:**

None.

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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.*

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**Descriptive Summary:**

The College regularly assesses the use of its physical resources through Annual Departmental Reports and Five-Year Program Reviews. These reviews may identify opportunities for improvement through improved maintenance, reassignment, renovation, or new construction.

Proposals for significant changes to facilities or to their assigned use are reviewed by the College’s Master Plan and Space Allocation Committee (MaPSAC; [Ref.3B-15](#)). The MaPSAC is chaired by the Vice Chancellor for Administrative Services, and it includes representatives from across the College ([Ref. 3B-16](#)). The Committee provides recommendations to the Chancellor on campus facilities needs and uses based on a consideration of the College’s Strategic Plan, Educational Master Plan, Master Facilities Plan, and Five-Year Construction Plan. MapSAC requests are typically posted to the College’s online discussion board for open comment before a recommendation to the Chancellor is decided on ([Ref. 3B-17](#)).

When costly renovations or new facilities are needed to meet growing program demands or to implement new programs, they are requested through funding proposals submitted to the College’s Planning and Budget Council (PBC). The PBC includes representatives from across the College, and it reviews, evaluates, prioritizes, and makes recommendations to the Chancellor regarding the use of resources in the College budget and regarding resource requests for future funding. The PBC prioritizes proposals for enhanced facilities and future funding using a rubric that considers the linkage to System priorities, the linkage to College goals and priorities, the assessment data demonstrating a need, the immediacy of the need, the contribution to health and safety, and the scope of impact at the College ([Ref. 3B-18](#)).

The College’s Aesthetics Committee is consulted on facilities projects that impact the physical appearance of the campus. The Committee advises the Chancellor on the maintenance of aesthetic standards in accordance with the existing Master Plan, PRU, and Urban Design Plan and Design Guidelines ([Ref. 3B-19](#); [Ref. 3B-20](#)).

The College strives to maximize the effective usage of its classrooms and meeting rooms. The Office of the Vice Chancellor for Academic Affairs plans and develops the Schedule of Classes and makes room assignments for the credit programs, and the Career and Community Education (CCE) Office oversees all other facilities use ([Ref. 3B-21](#)). The College’s credit classes have first priority in room allocations. When not in use for college programs, rooms are available for rental to the community. The College adheres to UH Executive Policy E10.201 “Facilities Use” to provide for community use of campus facilities ([Ref. 3B-22](#)).

**Self Evaluation:**

The College meets this standard.

**Planning Agenda:**

None.

### Standard III.B Evidence

- 3B-1. Windward CC Spring 2012 map ([Archived Copy](#))  
[http://windward.hawaii.edu/About\\_WCC/Campus\\_Map\\_Large.pdf](http://windward.hawaii.edu/About_WCC/Campus_Map_Large.pdf)
- 3B-2. Library Learning Commons blog ([Archived Copy](#)) <http://wcellc.blogspot.com/>
- 3B-3. “UHCC Implements \$58 million Energy Savings Program” ([Archived Copy](#))  
<http://www.hawaii.edu/news/article.php?aId=4376>
- 3B-4. Calculation of Survey Statistics Cited in Standard III.B Human Resources ([Archived Copy](#))
- 3B-5. Hazardous Materials and Hazardous Waste Management Program ([Archived Copy](#))  
[http://windward.hawaii.edu/Security/Hazardous\\_Materials.php](http://windward.hawaii.edu/Security/Hazardous_Materials.php)
- 3B-6. Vice Chancellor of Administrative Services, e-mail, 2011/04/11 ([Archived Copy](#))
- 3B-7. Security ([Archived Copy](#)) <http://windward.hawaii.edu/security/>
- 3B-8. Windward CC Emergency Procedures ([Archived Copy](#))  
<http://windward.hawaii.edu/Security/emergency.php>
- 3B-9. UH Alert Emergency Notification ([Archived Copy](#)) <https://www.hawaii.edu/alert/>
- 3B-10. Charge for Campus Safety Committee ([Archived Copy](#))  
[http://windward.hawaii.edu/Committees/Campus\\_Safety/Documents/Safety\\_Committee\\_2011\\_Charge.pdf](http://windward.hawaii.edu/Committees/Campus_Safety/Documents/Safety_Committee_2011_Charge.pdf)
- 3B-11. Windward CC Crime Report ([Archived Copy](#))  
[http://windward.hawaii.edu/security/Crime\\_Report.php](http://windward.hawaii.edu/security/Crime_Report.php)
- 3B-12. Vice Chancellor of Administrative Services, e-mail, 2011/03/08 ([Archived Copy](#))
- 3B-13. Plan Review Use Application ([Archived Copy](#))  
<http://windward.hawaii.edu/Planning/Documents/1992/PlanReviewUseApplication.PDF>
- 3B-14. Rough Notes and Thoughts on a New PRU ([Archived Copy](#))  
[http://windward.hawaii.edu/ir/PBCouncil/2011/RoughNotes\\_PRUupdate\\_12-2-11.pdf](http://windward.hawaii.edu/ir/PBCouncil/2011/RoughNotes_PRUupdate_12-2-11.pdf)
- 3B-15. Master Planning and Space Allocation Committee ([Archived Copy](#))  
[http://windward.hawaii.edu/Committees/Master\\_Planning/index.php](http://windward.hawaii.edu/Committees/Master_Planning/index.php)
- 3B-16. Master Plan and Space Utilization Committee Charge from the Chancellor ([Archived Copy](#))  
[http://windward.hawaii.edu/committees/master\\_Planning/Documents/2009/Chancellor%27s\\_Charge.pdf](http://windward.hawaii.edu/committees/master_Planning/Documents/2009/Chancellor%27s_Charge.pdf)
- 3B-17. Discussions Archive ([Archived Copy](#)) <http://windward.hawaii.edu/discussions/archive.php>
- 3B-18. Planning and Budget Council request form ([Archived Copy](#))  
[http://windward.hawaii.edu/ir/PBCouncil/2011/PBCForm\\_10-3-11.pdf](http://windward.hawaii.edu/ir/PBCouncil/2011/PBCForm_10-3-11.pdf)
- 3B-19. Aesthetics Committee Directives ([Archived Copy](#))  
<http://windward.hawaii.edu/committees/Aesthetics/Directives.php>
- 3B-20. Windward CC Urban Design Plan and Design Guidelines ([Archived Copy](#))  
<http://windward.hawaii.edu/Planning/Documents/1995/UrbanDesignPlan.PDF>
- 3B-21. Facilities ([Archived Copy](#)) <http://windward.hawaii.edu/Facilities/index.php>
- 3B-22. E10.201 Facilities Use ([Archived Copy](#)) <http://www.hawaii.edu/apis/ep/e10/e10201.pdf>

## 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.*

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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.*

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III.C.1.a. *Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.*

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### **Descriptive Summary:**

Technology and related services play a key role in supporting the institutional effectiveness at Windward Community College. Students, staff, faculty and administrators use computers, networks, software, information management programs, communication services, classroom equipment, and other technologies daily. Accordingly, Windward CC has the infrastructure, equipment, and applications to support campus operations, instruction, student learning, planning and assessment, and resource management.

Planning and provisioning of these occur at various organizational levels:

- The University System's Information Technology Services unit (UH ITS) provides technology resources to meet needs that are common across UH campuses ([Ref. 3C-1](#)).
- Windward CC's Computing Services, Media Center, and Administrative Services units provide technology resources to meet needs that are common across College departments.
- Individual departments plan and acquire technology resources that are only used within their specific discipline or programs.

### **UH Information Technology Services (ITS)**

UH ITS provides much of the technology infrastructure employed at all campuses, such as wide area network connections between campuses, as well as connections to the Internet. UH ITS recently oversaw a project to deploy Voice over Internet Protocol (VoIP) telephone services to all UHCC System colleges by the end of 2011 ([Ref. 3C-2](#)).

The Management Information System section of the UH ITS department implements and administers various information systems such as the PeopleSoft Human Resource Management System and the Student Employment & Cooperative Education (SECE) system ([Ref. 3C-3](#)).

UH ITS provides the System with a learning management system (LMS), as well. Faced with rising licensing fees and an uncertain future following a merger of WebCT with Blackboard, UH ITS began exploring alternatives to the WebCT LMS in 2006. In Fall 2007, the open source Sakai LMS, locally referred to as "Laulima," became available so that faculty could migrate their course content by Fall 2008, when the WebCT licensed expired ([Ref. 3C-4](#); [Ref. 3C-5](#)).

To save costs and expand services, UH ITS began a process in February 2011 to switch UH students from UH-administered e-mail accounts to Google Apps for Education accounts, while offering departments and faculty the option to migrate. Additional advantages of Google Mail include 25GB of storage space for every user (compared to .5 GB with UH Mail), spam filtering, integrated voice/video conferencing, chat, and text messaging ([Ref. 3C-6](#)).

In addition to e-mail administration, Google@UH provides a sophisticated calendaring/ scheduling system (Google Calendar), collaborative editing and sharing of documents, drawings, spreadsheets and presentations (with Google Docs), plus other tools such as a Website builder (Google Sites), communication forums (Google Groups), and video sharing (Google Video).

UH ITS also provides selected computer applications and utilities for download under a System-wide license, including anti-virus software for faculty, staff, students and affiliates, and an anti-spyware program for UH staff and faculty ([Ref. 3C-7](#); [Ref. 3C-8](#)).

### **Windward CC Support Units**

In April 2002, the College consolidated what had been separate Academic Computing and Administrative Computing staffs into a single Computing Services unit. This consolidation has allowed Computing Services to standardize technology implementations and service levels across the campus so that students have a fairly seamless infrastructure as they transition between various classrooms and computer labs. Furthermore, because Computing Services now coordinates technology purchases for the whole institution, including individual departments, the College achieves significant savings through economies of scale and resource sharing ([Ref. 3C-9, pp. 6-7](#)).

In addition to supplying and supporting computers and printers for classrooms and personnel, Computing Services oversees most of the College's technology infrastructure, including the campus wired and wireless networks, web and file servers, and VoIP telephones. For example, the department initially implemented 802.11b/g wireless hotspots using Apple Airport base stations in a number of heavily-used areas in 2006, and in AY2010 it upgraded to an advanced Ruckus Wireless System that provides nearly ubiquitous 802.11b/g/n wireless coverage in all campus buildings and adjacent outdoor seating areas ([Ref. 3C-10](#)).

Computing Services acquires, installs, and supports the majority of software and applications used on campus. It administers the College's Microsoft Campus Agreement that provides the latest version of the Microsoft Windows operating system and the Microsoft Office Suite for use on all college-owned PCs and Macs. Computing Services also manages a pool of Adobe concurrent-use licenses and the KeyServer software metering system so that applications such as Acrobat Pro, Contribute, Dreamweaver, Flash Pro, Illustrator, InDesign, Photoshop Elements, and Photoshop Extended can be installed on any College computer.

The Media Services department provides the campus with other types of instructional technologies and support. For example, Media Services deploys and maintains electronic classroom equipment. As of AY2010, 31 of the 45 classrooms were equipped with permanent multi-media equipment such as LCD projectors, audiovisual players, and presentation devices, with mobile equipment provided to older buildings and laboratories. The department also performs special equipment setups, such as those needed for meetings, and provides support for Hawai'i Interactive Television Service (HITS) broadcasts, graphic and video services, and the College's Polycom videoconferencing system ([Ref. 3C-11, pp. 2-4](#)).

## Departments and Programs

Individual departments or programs may purchase technology resources to meet discipline-specific needs. For example, the Natural Science Department has acquired the following tools for use in the Pacific Center for Environmental Studies (PaCES) program and in GIS courses ([Ref. 3C-12, p. 104](#)):

- Six high-end workstations for the Hoa‘aina RS/GIS Center
- Trimble GPS data-logger for the Trimble ProXR GPS
- Steel utility cart to allow lab-to-lab transportation of the Cole-Parmer UV/Visible
- Dual beam spectrophotometer
- 18 Garmin Geko201/301 GPS units
- ESRI ArcGIS 9 software (and renewals) for the Hoa‘aina RS/GIS Center
- Trimble Pathfinder Office upgrades for the Hoa‘aina RS/GIS Center
- Digitizer for Hoa‘aina RS/GIS Center

Occasionally, a tool that was originally purchased for use by a small group of users becomes more widely adopted, and in such cases it may continue to be managed by the original purchaser. For example, in 2008 an ICS faculty familiar with the Elluminate Web Conferencing System (now called Blackboard Collaborate) requested an Elluminate account for Windward CC to allow real-time online instruction. The Dean of Division II secured the resources to purchase an account that all faculty and staff could use. The service became available in Spring 2011, and a UH graduate student led an online tutorial session on using Elluminate for 15 Windward CC faculty and administrators. Several instructors have scheduled use of the program for their distance learning courses and virtual office hours ([Ref. 3C-13](#); [Ref. 3C-14](#)).

## Technical Support

The **UH Information Technology Services (ITS)** department “provides technical support for UH network connections, supported desktop computers, and supported software” to UH students, staff, and faculty by e-mail, phone or walk-in ([Ref. 3C-15](#); [Ref. 3C-16](#)). The ITS Help Desk operates 52.5 hours during the Fall and Spring semesters, and for 42.5 hours per week during the summer ([Ref. 3C-17](#)). ITS provides a wide variety of useful documents on its Website with information ranging from recommendations on computer equipment to e-mail client configuration, and virus scanning to wireless networking ([Ref. 3C-18](#)).

The **Windward CC Computing Services Department** provides user support services to students, staff, and faculty through its HelpLine. The department works staggered hours so the HelpLine can remain staffed throughout the school day and after regular business hours, especially during the first couple of weeks every semester. In cases where the staff members are assisting a user on the phone, or attending to a trouble call outside the office, helping someone in person, or are otherwise unavailable, the HelpLine goes to voice-mail. Afterhours and weekend support is provided on an as-available basis. The staff may also respond to e-mails any time of the day, any day of the year.

The **Windward CC Media Services Department** provides user support services upon request, including assistance with graphic, video, and production software. Trained staff respond to reports of equipment problems in the classroom and other areas of campus, usually within ten minutes of the call. Evening and weekend support is provided only by special request due to lack of staffing.

The overwhelming majority of faculty, staff, and students are satisfied with the technology resources provided to them. As shown in the following surveys, satisfaction with and average ratings of the adequacy of computers, Internet access, and classroom AV equipment were highly favorable in Fall 2005 surveys, and all of these measures rose higher in Fall 2011 surveys. (The results summarize ratings of 4 = Excellent, 3 = Satisfactory, 2 = Less than Satisfactory, and 1 = Poor. Responses of “unable to judge” were excluded; [Ref. 3C-19](#))

- **Adequacy of campus computer equipment, software, and Internet access**  
2005 Student Survey: 88 percent rated as Excellent or Satisfactory; 3.3 average rating  
2011 Student Survey: 94 percent rated as Excellent or Satisfactory; 3.5 average rating
- **Adequacy of computer equipment provided to faculty/staff**  
2005 Faculty and Staff Surveys: 85 percent rated as Excellent or Satisfactory; 3.2 average rating.  
2011 Faculty and Staff Surveys: 93 percent rated as Excellent or Satisfactory; 3.4 average rating.
- **Speed and reliability of campus computer networks and access to the Internet**  
2005 Faculty and Staff Surveys: 84 percent rated as Excellent or Satisfactory; 3.1 average rating.  
2011 Faculty and Staff Surveys: 91 percent rated as Excellent or Satisfactory; 3.4 average rating.
- **Adequacy of classroom AV equipment**  
2005 Faculty and Staff surveys: 77 percent rated as Excellent or Satisfactory; 2.9 average rating.  
2011 Faculty and Staff Surveys: 89 percent rated as Excellent or Satisfactory; 3.3 average rating.

Survey results also indicate that an overwhelming majority of students, faculty, and staff are satisfied with the computer support and media support provided to them. (Most of the following items were not measured in Fall 2005 surveys.)

- **Adequacy of computer support provided to students**  
2011 Student Survey: 96 percent rated as Excellent or Satisfactory; 3.5 average rating.
- **Adequacy and quality of services provided by the Computing Services staff**  
2011 Faculty and Staff Surveys: 96 percent rated as Excellent or Satisfactory; 3.7 average rating.
- **Adequacy and quality of services provided by the Media Center**  
2005 Faculty and Staff Surveys: 77 percent rated as Excellent or Satisfactory; 2.9 average rating.  
2011 Faculty and Staff Surveys: 89 percent rated as Excellent or Satisfactory; 3.3 average rating.
- **Adequacy and quality of instructional design and graphic design services**  
2011 Faculty and Staff Surveys: 88 percent rated as Excellent or Satisfactory; 3.2 average rating.

The 2010 Online Learning Survey asked students whether the “academic support services, such as tutoring and computing support, were similar to what I would expect from a face-to-face class.” On a five point scale, student response averaged 4.11, indicating a strong perception among online students that these services were comparable with that they’d receive in a face-to-face class ([Ref. 3C-20, p. 12](#)).

**Self Evaluation:**

The College meets this standard.

**Planning Agenda:**

None.

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II.C.1.b. *The institution provides quality training in the effective application of its information technology to students and personnel.*

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**Descriptive Summary:****Faculty and Staff Training**

Each semester UH Information Technology Services presents ITS Brown Bag Workshops with topical reviews of technology developments affecting the University community; hands-on training workshops for Mac and Windows operating systems, Microsoft Office applications, and other software; and Teaching and Learning with Electronic Networked Technologies (TALENT) workshops that provide faculty with instruction on various online tools and pedagogical strategies surrounding the design, creation, and delivery of Internet-supported course materials ([Ref. 3C-21](#)).

The UHCC Wo Learning Champions take responsibility for organizing and managing the Wo Innovations in Learning Day (WILD), a one-day staff development conference, held at each campus in the Spring semester every other year ([Ref. 3C-22](#)). In 2010, the Windward CC Wo Champions conducted an interest survey to guide the selection of presentations. The most requested option was “Fun Technology in Instruction,” so the Wo champions scheduled a *Technology in Instruction* track with workshops on making instructional videos, facilitating online classroom discussions, and using Google Apps for Education. When asked the likeliness of using what they learned, 64 percent answered “very likely” or “somewhat likely” to use what they learned in the classroom, and 88 percent were “very likely” or “somewhat likely” to use what they learned in their work ([Ref. 3C-23](#); [Ref. 3C-24, p. 7](#)).

Windward CC’s Staff Development Committee (SDC) periodically conducts needs assessments, and plans and funds training opportunities for faculty and staff, including technology training. For example, the committee arranged a Social Media workshop during the bi-annual Excellence in Education Conference held in March 2011 ([Ref. 3C-25, p. 3](#)). Previous workshops have included “Assistive Technology,” “5 Easy Ways of Incorporating CIL Skills in Your Teaching,” “Computing with Comfort,” and “Improving PowerPoint Presentations ([Ref. 3C-26](#); [Ref. 3C-27](#); [Ref. 3C-28](#)).

Additionally, the Staff Development Committee routinely awards grants for technology training and materials. For example, staff development grants have funded attendance at workshops regarding Microsoft Excel, Fathom Dynamic software, and web surveys; and purchased the *Apple Developer Connection Video Collection for Information Technologists* ([Ref. 3C-29](#)).

The Windward CC Instructional Developer employed from 2007 to 2010 offered the faculty a variety of technology workshops, included training in using the SIS portal, web searching, and Adobe software. Since subsequently being hired as Dean of Division II, he has offered workshops covering MS Office, synchronous communication platforms, the course management system, and classroom student response systems. The same administrator serves in the role of Distance Learning Coordinator, whose duties include training first time distance learning instructors on using the course management system, and in accessing and using online sites and technologies for supporting instruction ([Ref. 3C-30, p. 10](#)).

Starting in Spring 2011, College Librarians offered six workshops covering electronic books, article and reference databases, finding and citing media, using Google for academic research, and citation tools ([Ref. 3C-31](#)). The Spring Workshops were attended by 25 library staff, 20 other faculty and staff, and 18 students ([Ref. 3C-32](#)). Due to the success of the workshops, the library has offered these each semester and intends to continue in the future.

Computing Services primarily hosts training sessions when new technologies are rolled out to the entire campus. For example, in 2010 they held training sessions on using Windows 7 and Office 2010, and in 2011 they offered sessions on using the new VoIP telephone system ([Ref. 3C-33](#)).

Upon installation of new equipment and at the onset of each semester, Media Services offers training on using the duplicating machines, and the educational technology equipment in the classroom. Additionally, the department encourages faculty and staff to contact them directly about their training needs ([Ref. 3C-34](#); [Ref. 3C-35](#)).

In Spring 2010, two faculty members, Leticia Colmenares and Emi Troeger, piloted a Staff Development Mentoring Project for Online Teaching ([Ref. 3C-36](#)). The program paired five mentors with five faculty members who wanted to learn to use course collaboration software (Laulima), or to learn to teach online courses. Forming mentoring relationships allowed participants more personalized training at less restricted times. One unintended outcome of the project was a list of tools and skills that, when used in online course design, could contribute to a richer, online learning experience. This list was incorporated into the Mentoring Application Form ([Ref. 3C-37](#)). Based on the favorable outcomes of this pilot, in Fall 2011 the Staff Development Committee approved a motion to institutionalize the program.

### **Student Training**

From 2003 through 2009, the College offered free workshops to prepare students to pass the College's Computer and Information Literacy (CIL) AA degree requirement exit exams. The CIL Coordinator offered bi-monthly workshops and tutored students individually by appointment throughout each semester ([Ref. 3C-38, pp. \[2-4\]](#); [Ref. 3C-39, pp. \[3-4\]](#); [Ref. 3C-40](#); [Ref. 3C-41](#); [Ref. 3C-42](#); [Ref. 3C-43](#); [Ref. 3C-44](#)). The Coordinator also produced and linked to online tutorials and resources for learning word processing, e-mail, information literacy, spreadsheet, web authoring, and database skills ([Ref. 3C-45](#)). The College chose to eliminate the CIL requirement as of Fall 2010, and the free CIL workshops were discontinued. Credit courses teaching the same skills continue to be offered.

Starting in Spring 2011, librarians have offered six workshops per semester (Mysteries Revealed) to teach students and staff to use the Library's electronic book, article, and reference databases, as well as to provide guidance on finding and citing digital media, using Google for academic research, and using online citation tools ([Ref. 3C-31](#); [Ref. 3C-32](#)).

Beginning in Spring 2008, the Distance Learning Coordinator created a set of resources for online learning, including links to UH System tutorials for students and faculty on using the Sakai/Laulima CMS, links to tutorials on computer and other educational technologies, information on how to buy computers and supplies via the Windward CC bookstore, guides to using UH-licensed anti-virus software, and more ([Ref. 3C-46](#); [Ref. 3C-47](#); [Ref. 3C-10](#)).

In support of online students, in Spring 2010 a "...personalized introductory letter and four pages of basic resources were mailed to 237 students. These files were also e-mailed to students as PDFs" ([Ref. 3C-20, pp. 50-54](#)).

Fall 2011 surveys indicate that the majority of faculty and staff are satisfied with the support provided to them in developing computing skills and information literacy. An overwhelming majority of students are also satisfied, and the measures of their satisfaction improved from the Fall 2005 survey to the Fall 2011 survey. (The results summarize ratings of 4 = Excellent, 3 = Satisfactory, 2 = Less than Satisfactory, and 1 = Poor. Responses of "unable to judge" were excluded.)

- **Adequacy of professional development support in developing computing skills and information literacy**  
2011 Faculty Survey: 77 percent rated as Excellent or Satisfactory; 3.1 average rating.  
2011 Staff Survey: 64 percent rated as Excellent or Satisfactory; 2.6 average rating.
- **Quality of assistance to students in developing computing and information literacy skills**  
2005 Student Survey: 89 percent rated as Excellent or Satisfactory; 3.3 average rating.  
2011 Student Survey: 96 percent rated as Excellent or Satisfactory; 3.4 average rating.

#### **Self Evaluation:**

The College meets this standard.

#### **Planning Agenda:**

None.

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III.C.1.c. *The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.*

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#### **Descriptive Summary:**

The College has centralized the planning, acquisition, and maintenance of most of its technology infrastructure and equipment. This centralization has facilitated the development of a comprehensive and robust technology infrastructure that is consistent across the College, that maximizes economies of scale and minimizes the duplication of technology planning and support that would otherwise be required in numerous user departments.

Windward CC's centralized technology support units include:

- Computing Services which is responsible for network equipment, telephones, computers, printers and other peripherals.
- The Media Center which is responsible for audio/visual and duplicating equipment.
- Administrative Services which is responsible for energy management systems, physical security and alarm systems, and vehicles.

These support units design the technology infrastructure to be both highly functional and highly reliable. Equipment selections are carefully considered. Maintenance contracts are typically obtained to keep hardware in good working order and to keep software up-to-date. Spare parts and devices are kept on hand to quickly swap out defective units, and where appropriate, backup systems protect against failure of primary systems.

For example: Computing Services has selected Enterasys gigabit Ethernet switches, Ruckus Wireless access points, Dell Windows PCs, Apple Macintosh computers, and HP and Brother printers as standard components of the College's IT infrastructure. Network equipment and computers are purchased with three- to five-year extended warranties, and software maintenance agreements provide users across the College with the latest versions of the Windows Operating System, the Microsoft Office Suite, and most Adobe applications. UPS Systems enable the campus network, telephone system, and data servers to continue running through short power outages and to shut down gracefully in the event of longer power outages. Data on faculty/staff computers is automatically backed up to central servers whenever they are connected to the network. Servers use RAIDs for fault tolerance and key data is backed up nightly and rotated off-site once a week.

The technology support units plan for the upgrade and periodic replacement of equipment as they age and eventually reach the end of their useful life, and the Computing Services and the Media Center typically seek to retire and replace roughly 15-20 percent of their equipment each year. However, the College's ability to plan for and fund ongoing lifecycle replacement of technology resources is questionable. Rather than plan for equipment replacement as a necessary cost, College practice has been to wait until nearly the end of the fiscal year to see whether any funds remained that could be allocated for equipment. While enrollment spikes have increased tuition revenue significantly and generally provided adequate funds for equipment in recent years, future funding to maintain the College's IT infrastructure is uncertain. As of April 2012, the College has had to reallocate resources and does not anticipate providing any funds for replacement of outdated equipment in FY2012. The Planning and Budget Council has been discussing the challenges of funding ongoing equipment needs and strategies for meeting those needs.

#### **Self Evaluation:**

The College partially meets this standard.

#### **Planning Agenda:**

The College must develop funding sources and a budget methodology that provides for all ongoing costs, including lifecycle replacement of technology resources, vehicles, and other college equipment.

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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.*

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### **Descriptive Summary:**

The College's technology resources have facilitated program enhancements, growth in the number of students being served, and improvements in student learning. The following are examples of this.

- The College served 1,781 students in Fall 2006, and in five years enrollment increased to 2,705 students in Fall 2011. The College accommodated this 52 percent enrollment growth while increasing student satisfaction with College computer equipment, software, and Internet access. In a Fall 2005 Student Survey, 88 percent of respondents expressing an opinion rated these technology resources as Excellent or Satisfactory, and that increased to 94 percent of respondents in a Fall 2011 survey.
- College programs have increased student engagement with technology resources as reflected in Community College Survey of Student Engagement (CCSSE) results. The mean student response to the CCSSE question, "How much does this college emphasize using computers in academic work?" increased from 3.11 in 2008 to 3.23 in 2010. The mean student response to the CCSSE question, "How much has your experience at this college contributed to your knowledge, skills, and personal development in using computers and information technology?" increased from 2.76 in 2008 to 2.82 in 2010. (1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much).
- The College has increased its online course offerings from only two sections in Fall 2006 to 38 sections in Fall 2011. In March 2011, the ACCJC approved the College's Substantive Change Proposal to offer an Associate Degree in Liberal Arts at 50 percent or more via distance learning ([Ref. 3C-48](#); [Ref. 3C-49](#)).
- The College has introduced new technology courses, including BUSN 191 Veterinary Office and Computer Skills, ICS 123 Introduction to Audio and Video Editing, ICS 214 Fundamentals of Design for Print and Web, MUS 240 Introduction to Digital Music Production, and MUS 241 Digital Music Production II.
- The College has introduced new certificate programs, including Certificate of Achievement in Veterinary Assisting, Certificate of Competence (CC) in Business Technology, CC in Geographic Information System and Global Positioning System, CC in Information Computer Science (ICS): Applied Business and Information Technology, and CC in ICS: Web Support.

### **Self Evaluation:**

The College meets this standard.

### **Planning Agenda:**

None.

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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.*

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### **Descriptive Summary:**

Since its accreditation was last reaffirmed, the College has made three significant improvements in technology planning:

1. The current Computing Services Unit was established by consolidating the positions and responsibilities of previously separate Academic Computing Services and Institutional Computing groups. This eliminated duplication of effort and divergent initiatives by the two groups, and facilitated more consistent and cost-effective IT planning across the college.
2. The Planning and Budget Council (PBC) was established in place of the previously separate Strategic Plan Committee and Budget Committee, and the Computing Services Coordinator became a permanent member of the PBC. This facilitated consideration of the technology implications of any new initiative.
3. The College's Technology Vision Committee was disbanded in recognition that technology usage across the College was too pervasive to be effectively planned by a single group, and that technology planning needed to be integrated with other institutional planning processes rather than pursued separately ([Ref. 3C-50](#)).

The College has designated which units have primary responsibility for developing and maintaining key technology resources. For example: Computing Services is responsible for the campus network and servers, PCs/Macs, printers, and the phone system. The Media Center is responsible for audio/visual presentation equipment, videoconferencing systems, and duplicating equipment. Administrative Services is responsible for energy management systems, physical security and alarm systems, and vehicles. Other units may have responsibility for technology resources that are only used within their program, such as the Natural Sciences Department being responsible for specialized technology equipment used for science instruction and research.

The planning of all units is guided by the College Mission Statement and the College Strategic Plan, and each unit plans and assesses the effective use of the technology resources it is responsible for as part of its Annual Departmental Review or Five-Year Program Review process.

Computing Services and the Media Center assess service outcomes and the adequacy of the technology resources they provide through periodic user satisfaction surveys, by tracking usage patterns, by paying careful attention to problem reports and frequently asked questions, and by consulting with other units regarding their projected needs and new initiatives.

When program needs cannot be met with existing technology resources, funding for additional or replacement resources are pursued through grants or in proposals to the Planning and Budget Council (PBC). PBC members prioritize funding requests using a rubric that considers the link to System priorities, the link to College goals and priorities, the assessment data demonstrating the need, the immediacy of the need, the impact on health and safety, and the level of impact ([Ref. 3C-51](#)).

**Self Evaluation:**

The College meets this standard.

**Planning Agenda:**

None.

### Standard III.C Evidence

- 3C-1. ITS UH System ([Archived Copy](#)) <http://www.hawaii.edu/its/>
- 3C-2. UHCC Voice Over IP Deployment ([Archived Copy](#)) <http://www.hawaii.edu/askus/1284>
- 3C-3. UH System Student Employment Site ([Archived Copy](#)) <http://www.hawaii.edu/sece/>
- 3C-4. Sakai and its Possibilities for UH ([Archived Copy](#)) <http://www.hawaii.edu/its/sakai/>
- 3C-5. Laulima ([Archived Copy](#)) <http://windward.hawaii.edu/Technology/Laulima.php>
- 3C-6. Google@UH Frequently Asked Questions ([Archived Copy](#))  
<http://www.hawaii.edu/google/faq.html#faq1>
- 3C-7. UH Computer Virus and Threat Information ([Archived Copy](#))  
<http://www.hawaii.edu/askus/1254>
- 3C-8. Installing McAfee AntiSpyware Enterprise 8.7 ([Archived Copy](#))  
<http://www.hawaii.edu/askus/1236>
- 3C-9. Windward CC Computing Services AY 2009-2010 Program Review ([Archived Copy](#))  
[http://windward.hawaii.edu/Assessment/Documents/2010/Program\\_Review\\_2010\\_Computing\\_Services.pdf](http://windward.hawaii.edu/Assessment/Documents/2010/Program_Review_2010_Computing_Services.pdf)
- 3C-10. Computing on Campus ([Archived Copy](#)) <http://www.windward.hawaii.edu/Computing/>
- 3C-11. Media and Duplication Services 2009-2010 Annual Report ([Archived Copy](#))  
[http://windward.hawaii.edu/Assessment/Documents/2010/Program\\_Review\\_2010\\_Media.pdf](http://windward.hawaii.edu/Assessment/Documents/2010/Program_Review_2010_Media.pdf)
- 3C-12. Natural Sciences Annual Department Report 2009-2010 ([Archived Copy](#))  
[http://windward.hawaii.edu/Assessment/Documents/2010/Program\\_Review\\_2010\\_Natural\\_Sciences.pdf](http://windward.hawaii.edu/Assessment/Documents/2010/Program_Review_2010_Natural_Sciences.pdf)
- 3C-13. Windward CC Elluminate ([Archived Copy](#)) <http://windward.hawaii.edu/elluminate/>
- 3C-14. Windward CC Elluminate Archive of Use ([Archived Copy](#))  
[http://windward.hawaii.edu/Elluminate/Elluminate\\_Use.php](http://windward.hawaii.edu/Elluminate/Elluminate_Use.php)
- 3C-15. Information Technology Services Supported Software ([Archived Copy](#))  
<http://www.hawaii.edu/askus/575>
- 3C-16. Information Technology Services Computer Support Policy ([Archived Copy](#))  
<http://www.hawaii.edu/askus/588>
- 3C-17. About the ITS Help Desk ([Archived Copy](#)) <http://www.hawaii.edu/its/about/helpdesk.html>
- 3C-18. Information Technology Services Documents ([Archived Copy](#))  
<http://www.hawaii.edu/askus/716>
- 3C-19. Calculation of Survey Statistics Cited in Standard III.C Technology Resources ([Archived Copy](#))
- 3C-20. Online Learning at WCC Report ([Archived Copy](#))  
[http://windward.hawaii.edu/Assessment/Documents/2010/2010\\_Online\\_Learning\\_Report.pdf](http://windward.hawaii.edu/Assessment/Documents/2010/2010_Online_Learning_Report.pdf)
- 3C-21. ITS Brown Bags and Other Trainings ([Archived Copy](#)) <http://www.hawaii.edu/its/brownbags-trainings/>
- 3C-22. Wo Learning Champions ([Archived Copy](#)) [http://wolc.hawaii.edu/WoGen7/About\\_Wo.html](http://wolc.hawaii.edu/WoGen7/About_Wo.html)
- 3C-23. Wo Wild Survey 1 ([Archived Copy](#))  
[https://docs.google.com/a/hawaii.edu/spreadsheet/ccc?key=0ApTqZeE7PmdUdDNhT3Y0ajliUm9oTFVJeFJ6NHRJZUE&hl=en\\_US#gid=0](https://docs.google.com/a/hawaii.edu/spreadsheet/ccc?key=0ApTqZeE7PmdUdDNhT3Y0ajliUm9oTFVJeFJ6NHRJZUE&hl=en_US#gid=0)
- 3C-24. Report on Windward CC's Wo Innovations in Learning Day 2010 ([Archived Copy](#))  
<https://docs.google.com/a/hawaii.edu/file/d/0B5TqZeE7PmdUMGZkZWY2YzMtZjE5NC00ZThLTlhZWQ0OGIwNzI5NjJmY2Vj/edit>
- 3C-25. Year End Report for Staff Development 2010-2011 ([Archived Copy](#))  
[http://windward.hawaii.edu/Documents/Committees/Staff\\_Development/2011/Staff\\_Development\\_2011\\_10\\_01\\_Annual\\_Report.pdf](http://windward.hawaii.edu/Documents/Committees/Staff_Development/2011/Staff_Development_2011_10_01_Annual_Report.pdf)
- 3C-26. Staff Development Committee, meeting minutes, 2006/12/04 ([Archived Copy](#))  
[http://windward.hawaii.edu/Committees/Staff\\_Development/Documents/2006/StaffDev\\_Minutes\\_2006\\_12\\_04.pdf](http://windward.hawaii.edu/Committees/Staff_Development/Documents/2006/StaffDev_Minutes_2006_12_04.pdf)
- 3C-27. Computing with Comfort presentation ([Archived Copy](#))  
[http://windward.hawaii.edu/Documents/Committees/Staff\\_Development/2009/Computing\\_with\\_Comfort\\_Miles.pdf](http://windward.hawaii.edu/Documents/Committees/Staff_Development/2009/Computing_with_Comfort_Miles.pdf)

- 3C-28. Staff Development Committee, meeting minutes, 2010/03/08 ([Archived Copy](#))  
[http://windward.hawaii.edu/Documents/Committees/Staff\\_Development/2010/Staff\\_Development\\_2010\\_03\\_08\\_Minutes.pdf](http://windward.hawaii.edu/Documents/Committees/Staff_Development/2010/Staff_Development_2010_03_08_Minutes.pdf)
- 3C-29. WindwardCC Year End Report for Staff Development for AY 2007-2008 ([Archived Copy](#))  
[http://windward.hawaii.edu/Documents/Committees/Staff\\_Development/2008/Staff\\_Development\\_2007-2008\\_Report.pdf](http://windward.hawaii.edu/Documents/Committees/Staff_Development/2008/Staff_Development_2007-2008_Report.pdf)
- 3C-30. Substantive Change Proposal: Associate of Arts (Liberal Arts) Distance Education Program ([Archived Copy](#))  
[http://windward.hawaii.edu/Academic\\_Affairs/Documents/2011/Substantive\\_change\\_Online.pdf](http://windward.hawaii.edu/Academic_Affairs/Documents/2011/Substantive_change_Online.pdf)
- 3C-31. Mysteries Revealed workshop flyer ([Archived Copy](#))  
[http://library.wcc.hawaii.edu/\\_SelfStudy/Mysteries%20Revealed\\_wrkshop%20flyer%20Spr%202011.docx](http://library.wcc.hawaii.edu/_SelfStudy/Mysteries%20Revealed_wrkshop%20flyer%20Spr%202011.docx)
- 3C-32. Library Workshop Spring 2011 Attendance data set ([Archived Copy](#))  
<http://library.wcc.hawaii.edu/data/Workshop%20Attendance%20Spring%202011.pdf>
- 3C-33. Your New Phone; Phone and Voice Mail Training Sessions e-mail ([Archived Copy](#))
- 3C-34. Media Specialist, e-mail, 2010/08/10 ([Archived Copy](#))
- 3C-35. Media Specialist, e-mail, 2011/08/25 ([Archived Copy](#))
- 3C-36. Windward CC Faculty Mentoring ([Archived Copy](#))  
<http://windward.hawaii.edu/calendar/2010/Mentoring/>
- 3C-37. Mentoring application form ([Archived Copy](#))  
[http://windward.hawaii.edu/calendar/2010/Mentoring/Mentoring\\_Application.doc](http://windward.hawaii.edu/calendar/2010/Mentoring/Mentoring_Application.doc)
- 3C-38. Resources for Learning CIL Skills Fall 2006 ([Archived Copy](#))  
<http://web.archive.org/web/20061215144637/http://www.hawaii.edu/wccil/resources/index.shtml#workshops>
- 3C-39. Resources for Learning CIL Skills Summer 2007 ([Archived Copy](#))  
<http://web.archive.org/web/20070624021202/http://www.hawaii.edu/wccil/resources/index.shtml#workshops>
- 3C-40. Computer and Information Literacy Preparation Workshops Spring 2008 ([Archived Copy](#))  
<http://web.archive.org/web/20080115043828/http://www.hawaii.edu/wccil/workshops.shtml>
- 3C-41. Computer and Information Literacy Preparation Workshops Summer 2008 ([Archived Copy](#))  
<http://web.archive.org/web/20080604095831/http://www.hawaii.edu/wccil/workshops.shtml>
- 3C-42. Computer and Information Literacy Schedule Fall 2008 ([Archived Copy](#))  
<http://web.archive.org/web/20080926151432/http://www.hawaii.edu/wccil/schedule.shtml>
- 3C-43. Computer and Information Literacy Preparation Workshops Spring 2009 ([Archived Copy](#))  
<http://web.archive.org/web/20090328190237/http://www.hawaii.edu/wccil/workshops.shtml>
- 3C-44. Computer and Information Literacy Tutoring Sessions by Semester and Topic AY 2009 ([Archived Copy](#))  
[http://library.wcc.hawaii.edu/\\_SelfStudy/CIL%20Tutoring%20&%20Workshop%20Statistics%20AY09.pdf](http://library.wcc.hawaii.edu/_SelfStudy/CIL%20Tutoring%20&%20Workshop%20Statistics%20AY09.pdf)
- 3C-45. Resources for Learning Computer and Information Literacy Skills ([Archived Copy](#))  
<http://www.hawaii.edu/wccil/resources/index.shtml>
- 3C-46. Online Learning ([Archived Copy](#)) <http://windward.hawaii.edu/Online/>
- 3C-47. Technology on Campus ([Archived Copy](#)) <http://windward.hawaii.edu/Technology/index.php>
- 3C-48. Data for Online Classes Offerings ([Archived Copy](#))  
[http://windward.hawaii.edu/online/Data/Class\\_Offerings.php](http://windward.hawaii.edu/online/Data/Class_Offerings.php)
- 3C-49. ACCJC Letter to Chancellor Dykstra Re: Substantive Change ([Archived Copy](#))  
[http://windward.hawaii.edu/academic\\_Affairs/Documents/2011/Substantive\\_Change\\_online\\_Letter.pdf](http://windward.hawaii.edu/academic_Affairs/Documents/2011/Substantive_Change_online_Letter.pdf)
- 3C-50. Tech Vision Committee, meeting minutes, 2009/09/11 ([Archived Copy](#))  
[http://windward.hawaii.edu/Committees/TechVision/Documents/2009/TechVision\\_2009\\_09\\_11\\_Minutes.pdf](http://windward.hawaii.edu/Committees/TechVision/Documents/2009/TechVision_2009_09_11_Minutes.pdf)
- 3C-51. Planning and Budget Council request form ([Archived Copy](#))  
[http://windward.hawaii.edu/ir/PBCouncil/2011/PBCForm\\_10-3-11.pdf](http://windward.hawaii.edu/ir/PBCouncil/2011/PBCForm_10-3-11.pdf)



## 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.*

### **Descriptive Summary:**

The College remains 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. It has a balanced budget and adheres to the State's "no deficit spending policy" law. The institutional liabilities and obligations are included in its Biennium Budget request to the State Legislature. Also, tuition revenues are higher due to the yearly tuition increases as well as much higher enrollment. In addition, the College has been proactive in its efforts to build up a cash reserve fund of five percent, to cover its liabilities and obligations in down years.

Since the last Self Evaluation and subsequent accreditation team recommendations, the College has established a process that integrates assessment with planning and budgeting in a systematic way. The Planning and Budget Council bases its prioritization on the program reviews and annual assessment reports of the different campus units and its decision-making is recorded in minutes and posted for transparency on the College website.

Moreover, as will be shown in the discussion below, the College has been successful in securing external funds to improve student learning and academic programs and continues to work with the UHCC System to share costs. The Planning and Budget Council has established funding priorities based on the College's Strategic Plan Action Outcomes and continues to do systematic assessment of its programs. The College has been able to keep pace with its enrollment growth and is continuing to look for ways to expand its reach using distance learning and other technological tools that require less facility costs to accommodate students. Other than personnel cost, electricity is the largest operating cost for the campus. A shared-performance contract and a renewable energy agreement involving the UH Community Colleges and an energy conservation company will help reduce the College's electricity costs.

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III.D.1. *The institution relies upon its mission and goals as the foundation for financial planning.*

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III.D.1.a. *Financial planning is integrated with and supports all institutional planning.*

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### **Descriptive Summary:**

Since the 2006 Accreditation visit, the College has met the ACCJC recommendation that the strategic planning process needs to be tied to budget planning, based on institutional measures of effectiveness as well as to the research function and accountability measures. A January 29, 2010, letter from the ACCJC affirmed that the College "...provided evidence that it has adequately responded to the recommendations for improvement relating to strategic planning, program reviews and annual assessment tied to planning and resource allocation . . ." ([Ref. 3D-1](#)).

Through Fiscal Year 2009, resource allocation recommendations were made by the College's Budget Committee while the Strategic Planning Committee conducted the Strategic Plan review ([Ref. 3D-2](#); [Ref. 3D-3](#)). Following his appointment as the College's new Chancellor in Summer 2009, Douglas Dykstra replaced these committees with the Planning and Budget Council (PBC; [Ref. 3D-4](#); [Ref. 3D-5](#)) to further integrate program evaluation, planning and budgeting with the College's Strategic Plan ([Ref. 3D-6](#)). The Council also refers to the BOR System-wide Strategic Plan ([Ref. 3D-7](#)) and UHCC System priorities and Strategic Plan ([Ref. 3D-8](#); [Ref. 3D-9](#)) in its decision-making. The 24-member PBC includes College-wide representation and makes recommendations to the Chancellor regarding the use of resources in the College budget as well as resource requests for future funding.

The PBC is involved in developing three types of budgets for the College: the Annual Operating Budget, the Biennium Budget, and the Supplemental Budget ([Ref. 3D-10](#); [Ref. 3D-11](#); [Ref. 3D-12](#)). According to the PBC process, the Windward CC unit, department, or program fills out a PBC Summary Sheet and combines it with its Departmental Report or Annual Assessment/Program Review in November. These are posted on the PBC website, and reviewed by Council members by the end of January. PBC members submit their ratings for budget items, which are then tabulated and discussed in meetings from February to April. The PBC then submits its recommendations to the Chancellor, who determines the budget allocations ([Ref. 3D-13](#); [Ref. 3D-14](#); [Ref. 3D-15](#)).

The Strategic Plan is updated annually by the PBC based on Annual Assessment Reports and Program Reviews. Each year in the Fall, the PBC reviews department and unit requests in conjunction with the Strategic Plan, and drafts a recommended Operating Budget.

The resource needs prioritized by the PBC become the basis for the College's Biennium Budget requests. The UH System Administration and the Office of the Vice President for Community Colleges (OVPC) also provide guidelines and System-wide priority categories for budget preparation ([Ref. 3D-16](#)). Sometimes the UHCC System will consolidate a request on behalf of all seven community colleges, such as allocations for repair and maintenance, health and safety, enhanced security or additional electricity or equipment. Capital improvement requests are consolidated for the UHCC System, and ranked in priority by the BOR. For the 2011-2013 Fiscal Biennium, Windward CC requested funds to renovate four existing buildings for faculty offices, administration, and additional classroom space ([Ref. 3D-17](#), pp. 60-61). UHCC System Repair and Maintenance (R&M) funds were divided up by the OVPC, and the result was that the College received design funds for No'eau and La'akea buildings.

Beginning with FY 2007-2009, Enrollment Growth General Funds were appropriated by the Legislature to the UH System (UOH 800) to cover the differential cost (additional costs net of tuition revenue) for adding credit classes to meet student demand. As the economy in Hawai'i has slowed, Windward CC has experienced some of the largest enrollment growth in the UH System. This Enrollment Growth Funding has enabled the College to offer classes that might not have been possible before this fund was in place ([Ref. 3D-18](#)).

For the 2011-2013 Biennium, the UH System took a slightly different approach to its legislative funding request. As noted in the 2011-2013 Budget Policy Paper ([Ref. 3D-19](#)), it divided its operating fund request into two parts: first, requesting outcome-based funding for the Hawai'i Graduation Initiative, Workforce Development and Technology Advancement and Project Renovate to Innovate, and second, requesting Performance-based Program Change Requests (PCRs). The PCRs included any requests from the campuses that advanced workforce development, technological advancement and diversifying the economy. Thus, the UH System is proposing that additional funding to the campuses be tied to reaching particular performance goals ([Ref. 3D-17](#)).

This approach has been proposed because in the past items ranked as having high priority at the campus-level may not have “fit” in certain categories at the UH System-level. Therefore, the hope is that performance-based funding will offer campuses more discretion in applying funds to their specific priorities. However, this is contingent on the Legislature supporting such an approach. The College’s Chancellor has also asked that the UH System consider identifying specific priorities and strategies early enough so that budget decisions at the campus-level can take those System goals into account for more meaningful shared governance.

**Self Evaluation:**

The College meets this standard.

**Planning Agenda:**

None.

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III.D.1.b. *Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.*

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**Descriptive Summary:**

The College’s Strategic Plan was updated with “Strategic Action Outcomes” to cover a period from 2008-2015, in coordination with UH System and UHCC System planning ([Ref. 3D-6](#)). The areas of focus include Native Hawaiian Educational Attainment, Increasing Hawai‘i’s Educational Capital, Contributing to the State’s Economic Growth, Addressing Critical Workplace Shortages, and Exercising Exemplary Stewardship of Resources. The PBC uses the document and its measurable outcomes ([Ref. 3D-20](#)) to make Biennium Budget recommendations and revise the Annual Operating Budget.

In recent years, the UH System has relied on tuition increases to help make up the difference for more restricted General Fund appropriations from the State Legislature. With its dramatic increase in enrollment during this same period and the UHCC System’s Enrollment Growth Funding initiative (a state General Funded system of partial subsidies for entry-level class sections added to meet rising enrollment demands), the College has managed to keep pace with the course demands of its students. The College has also been highly successful in receiving substantial Title III federal funds to address the needs of its growing Native Hawaiian student population—totaling about 40 percent of its enrollment. The funds are being used for both this targeted student group to expand and to benefit the College as a whole. This has resulted in more outreach services and credit courses in communities such as Waimānalo and Kahuku, increased student services at a One-Stop Center at Windward Mall, more focused outreach to adult students, and additional resources for tutoring and mentoring ([Ref. 3D-21](#); [Ref. 3D-22](#))

The College has also joined with the other UH Community Colleges in launching the Achieving the Dream (AtD) initiative, which receives funding from Kamehameha Schools and the Office of Hawaiian Affairs. The goal of this multiyear national initiative in Hawai‘i is to help more community college students succeed, especially Native Hawaiian, low-income and other under-served students ([Ref. 3D-23](#); [Ref. 3D-24](#)).

Other federal grants are helping the College continue initiatives through the USDA, NASA, Perkins and TRiO. The College's Astronomy program has gained funding for its Lanihuli Observatory, Hōkūlani Imaginarium, and NASA Lab. The Plant Biotechnology program has used funding from the USDA to buy equipment, supplies, expand course offerings and even establish international partnerships. And the Veterinary Technology program has received support from Perkins. Finally, the College is funded for all of the TRiO programs: Upward Bound, Talent Search and Student Support Services ([Ref. 3D-25](#)).

The College has also been successful in increasing its record for private giving from \$179,016 in 2006 to \$624,941 in 2012—part of the College's Strategic Plan – Outcome 3.1. UH Foundation records also show an increase in gifts (\$397,062 in 2008), the result of an annuity that was realized as well as pledges for other gifts. In the past several years, a Windward CC general scholarship endowment as well as other endowed scholarships have been started through the UH Foundation.

In addition, the College has a UH Foundation Major Gifts Officer assigned to work closely with the College and three other UH Community Colleges. She meets with the Chancellor to identify priorities for private giving, naming opportunities, and projects that would appeal to donors. Nine stellar programs have been identified as focal points for fund development at the College ([Ref. 3D-26](#)). Also, for the first time in the history of any UH campus, the College will be offering five-year as well as permanent naming opportunities for interior spaces in its theatre and the Library Learning Commons.

The College's Natural Science department launched its PaCES summer program ([Ref. 3D-27](#)) to provide research experience for promising high school science students with two grants from the Harold K. L. Castle Foundation: a three-year grant for \$225,000 followed by a five-year grant for \$75,000, and the Palikū Theatre ([Ref. 3D-28](#)) reached its goal of raising \$100,000 to name its lobby after Camille Almy, a leader in the arts. Finally, the College has recently revived its College Ambassadors Standing Committee with prominent friends and alumni of the college to help support the College's mission and build relationships with the community ([Ref. 3D-29](#); [Ref. 3D-30](#)). For the future, the Chancellor's Office will continue to update the section of the Windward CC website on "Giving to WCC," listing the Ambassadors and their role as well as communicating the College's fund development plans and efforts to the campus at large.

The local business community has also stepped up its support of the College through the annual Windward Ho'olaule'a, a joint project with the Kāne'ohe Business Group, which helps raise funds for Windward CC student scholarships as well as promote the College's facilities and programs ([Ref. 3D-31](#)). This festival, now in its eleventh year and held on the Windward CC campus, draws an estimated 15,000 people from all parts of the island and beyond ([Ref. 3D-32](#); [Ref. 3D-33](#); [Ref. 3D-34](#)). From the 2010 Ho'olaule'a, some \$16,000 was raised for scholarships for Windward CC students and another \$7,000 was donated to Windward CC's Advancement Fund.

A realistic assessment of financial resources availability has led the UHCC System to take steps to better manage increasing electrical costs. This is particularly critical for Windward CC since several new, larger buildings have been constructed on the campus in recent years, including the new Library Learning Commons set to open in Fall 2012. To achieve energy savings and share utility costs, the UHCC System colleges are embarking on a new agreement with Johnson Controls, Inc. The agreement identifies energy conservation measures and allows campuses to pool their resources and energy savings ([Ref. 3D-35](#); [Ref. 3D-36](#); [Ref. 3D-37](#)). To date, the College has been able to manage the increased electrical costs by reallocating resources internally and reminding the campus about conserving energy by turning off unneeded lights, shutting off computers when not in use, and other cost-saving measures ([Ref. 3D-38](#); [Ref. 3D-39](#)).

**Self Evaluation:**

The College meets this standard.

**Planning Agenda:**

None.

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*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.*

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**Descriptive Summary:**

The Planning and Budget Council (PBC) was established to regularly review and update the Strategic Plan and to prioritize the College budget. The Windward CC Strategic Plan has been widely distributed and is referred to by faculty, staff, and budget managers as the basis for budget items requests. The PBC reviews all Program Reviews, Annual Assessments, Departmental Reports, and other assessments to prioritize items for budget consideration and/or to modify the Strategic Plan.

The College considers long-range financial priorities in making short-term planning. According to the UHCC's Unrestricted Fund Reserve Policy, UHCCP #8.201, the College's reserve fund must be at three to four percent of the expenditures and encumbrances (E&E) for the fiscal year ([Ref. 3D-40](#)). However, this has been modified to reflect a minimum reserve of five percent and targeted reserve of ten percent of the operating funds ([Ref. 3D-41](#)). All campuses, including Windward CC, currently meet the five percent reserve levels. The reserve fund was established to maintain financial stability by ensuring that adequate reserves are set aside for unexpected situations (e.g., unforeseen decline in enrollment, significant delays in payments, unanticipated expenses, etc.).

The College sets aside sufficient cash (working capital) at the beginning of each fiscal year to cover operating costs before the revenues are collected. The Chancellor is responsible for managing the cash reserve and the working capital requirements. The status of the Special and Revolving Fund Cash Reserves is provided with Budget Level Summary (BLS) information on a quarterly basis. At the end of each year, the College must have a balanced budget. The College does not have any long-term financial liabilities or obligations.

**Self Evaluation:**

The College meets this Standard.

**Planning Agenda:**

None.

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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.*

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### **Descriptive Summary:**

With the creation and inauguration of the PBC, the College has revamped, and taken a large step towards confirming, that all campus constituencies are appropriately and adequately represented in financial and budgetary matters. In response to the GSIEC Self Evaluations of the Strategic Planning and Budget Committees, the PBC was created in 2009, by the new Chancellor of the College, as an attempt to see open discussion of budgetary and Strategic Plan items as well as to ensure active and full participation by faculty and staff.

This Council incorporates members from the administration, each academic department (usually the department chair), from the non-credit Vocational and Community Education group, from Academic Support, in addition to a representative from the Faculty Senate, the Associated Students of the University of Hawai'i-Windward CC (ASUH-WCC), the Ke Kumu Pali group, and the Institutional Effectiveness Committee.

Meetings are convened by the Chancellor following a schedule established by the entire Council at its first meeting of the academic year.

This Council replaces the Strategic Planning and Budget Committees under the prior administration, merging functions into one group that is large, but not unwieldy, and serves to see good discussion and concordance on budgetary items. The establishment of the PBC by the new administration was in response to faculty and staff concerns that prior arrangements for budget and strategic planning and implementation were inadequate.

Definition and description of the PBC, its membership, obligations, and purpose, are posted on the College website ([Ref. 3D-5](#)). Proceedings of the PBC are posted on this website, in addition to being transmitted to various academic departments and administrative/support units by representatives on the Council.

Membership of the PBC committee consists of the following:

1. Coordinator of Computing Services, or designee.
2. Coordinator, OCET, or designee.
3. Accreditation Liaison Officer.
4. Faculty Senate Member.
5. Department Chair – Language Arts, or designee.
6. Department Chair – Social Sciences, or designee.
7. Department Chair – Business and Math, or designee.
8. Department Chair – Humanities, or designee.
9. Department Chair – Natural Sciences, or designee.
10. Operational Support Member.
11. Institutional Support Member.
12. Academic Support Member.
13. Student Services Member.
14. ASUH\_WCC Member.
15. Ke Kumu Pali Member.
16. Employment Training Center Member.
17. Director of Planning and Program Evaluation.

18. Director of Institutional Research.
19. Chancellor (ex officio, non-voting).
20. Vice Chancellor of Instruction.
21. Vice Chancellor of Administrative Affairs.
22. Vice Chancellor of Student Affairs.
23. Director of Vocational and Community Education.
24. Chancellor's Secretary (non-voting, recorder).

It is important to understand that this Council and its outcomes are advisory to the College Chancellor. If, however, the Chancellor rejects any outcomes, a written explanation will be provided at the following PBC meeting.

Continuing and future discussions by faculty and staff, including self-appraisal by PBC members, monitors the success and effectiveness of the PBC.

**Self Evaluation:**

The College meets this standard.

**Planning Agenda:**

None.

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*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.*

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*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 service. Institutional responses to external audit findings are comprehensive, timely and communicated appropriately.*

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**Descriptive Summary:**

The seven community colleges in the UH System have never had independent annual external audits. Previous financial and compliance audits (prior to 2006) done by Price Waterhouse Coopers covered the entire University of Hawai'i System, but did not include any findings/recommendations specific to Windward Community College or any other community college in the System.

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. Since 2006, the UH Consolidated Financial Statements have included a combined balance sheet and income statement of the community colleges as supplemental information that is being produced by Acuity CC LLP ([Ref. 3D-42](#); [Ref. 3D-43](#); [Ref. 3D-44](#); [Ref. 3D-45](#); [Ref. 3D-46](#); [Ref. 3D-47](#)).

In 2007, the State of Hawai'i performed a legislative audit on the entire UH System. This audit criticized the UH System for failing to adequately account for how monies are spent from the Legislature. Specifically, the audit found that the University devoted considerable resources to planning, but ultimately produced strategic plans that lacked cohesion and measurability ([Ref. 3D-48](#)).

Windward CC has gone through great lengths in recent years to tie program and budget decisions to strategic plans and ultimately to student learning outcomes. The Planning and Budget Council (PBC) prioritizes budget requests based on their projected impact on strategic outcomes and student learning outcomes for the College.

Every fiscal year, the UH System undergoes a Financial and Compliance Audit conducted by independent auditors ([Ref. 3D-49](#)). If there is a budget item that is questionable, then the auditing agency notes it under its Summary of Findings and Questioned Cost Section (typically Section 3 of the A-133 Audit). In that section, the questionable cost is noted as well as the source campus. The UH System then submits a Corrective Action Plan that addresses the questionable costs as listed in the audits. In FY 2005 and FY 2008, Windward CC had questionable cost findings that were remedied in the Corrective Action Plan for 2005 and 2008 ([Ref. 3D-50](#); [Ref. 3D-51](#); [Ref. 3D-52](#); [Ref. 3D-53](#)).

In sum, since 2006, the UH Consolidated Financial Statements have included supplemental information on the UHCC System colleges. ACCJC has accepted this supplemental information as evidence of financial integrity. Windward CC has also responded quickly to any external audit, especially when they pertain to extramural funds and financial aid programs.

The College will continue to perform yearly internal audits on extramural funds and will continue to follow ACCJC advice on external audit procedures.

#### **Self Evaluation:**

The College meets this standard.

#### **Planning Agenda:**

None.

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III.D.2.b. *Appropriate financial information is provided throughout the institution.*

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#### **Descriptive Summary:**

Providing and distributing financial data is the responsibility of the Windward CC administration. The Annual Operational Expenditure Plan is published on the Windward CC website under "Budget Documents" ([Ref. 3D-10](#)).

Since 1996, the College, as part of the consolidated UH System, has used the Financial Management Information System (FMIS), to provide financial information to department and project principal investigators. However, FMIS has not been supported by its vendor, Software AG, and UH has been responsible for all support for FMIS since 1997. FMIS is also no longer repairable to meet UH's on-going fund accounting requirements (e.g. UH is running out of account codes, school codes, etc). As a result, the UH System will replace FMIS with the Kualii Financial System (KFS). The KFS system was jointly developed and cost shared with multiple universities across the country. It is the first of a series of community source information systems for higher education. Its software was first developed at the

University of Indiana and now includes partners such as Cornell University, UC Davis and the University of Hawai'i. The UH Board of Regents and the UH Business Process Council (BPC) strongly believe that a community source financial information system will optimize control, cost, and risk factors within the UH System. Unlike FMIS, Kualii is a system that provides integrated budget and financial data. The BPC believes that the KFS is a better fit for the UH System long-term future than FMIS ([Ref. 3D-54](#)).

The College will schedule training (which might include online tutorials) to staff and faculty as the transition on July 1, 2012 approaches. The new Kualii system should provide the necessary financial information for principal investigators and budget managers at the College.

**Self Evaluation:**

The College meets this standard.

**Planning Agenda:**

None.

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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.*

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**Descriptive Summary:**

The current funding levels of general funds and tuition and fee special funds are sufficient to support the various academic and operating programs of the College. The College has never exceeded its General Fund Allocation and has been able to meet its cash reserve requirement. The UHCC Reserve Policy calls for a minimum five percent of unrestricted funds.

By statute, the State of Hawai'i General Fund is not allowed to go into deficit spending. Windward CC's General Funds have always been fully spent at fiscal year end. Tuition and Fees special funds and other special funds that are retained by the campus have been kept at adequate levels for working capital and program needs.

Appropriations are allocated in a manner that allows for managing unexpected financial emergencies and unforeseen situations. Equipment funds of approximately \$500,000 are partially withheld to provide for a "safety net" to cover unanticipated costs. A small percentage of equipment funds are allocated in the beginning of the fiscal year to replace emergency equipment needs throughout the year. Other non-critical equipment funds are withheld and released when it is fairly certain that the College has adequate resources through the end of the fiscal year.

Additionally, the College minimizes its risk by securing maintenance contracts on various systems and equipment to avoid costly repairs and replacement. Financial risk aversion is also provided by utilizing the services of the Office of Risk Management to review programs or situations where a financial risk should be avoided.

The College adheres to ACCJC's guidelines to maintain an adequate Unrestricted Fund Reserve (General, Special, Revolving Funds). The reserve fund ensures adequate financial reserves to see financial stability, and is applied through UHCCP Memorandum #8.201 (last update – January, 2009; [Ref. 3D-40](#)).

The Chancellor is responsible for this fund. It provides both as cash reserve (at three to four percent of unrestricted expenditures and encumbrances funds), and working capital (in excess of three to four percent of a target reserve level). These are identified for addressing emergency/unanticipated fiscal situations, as well as for costs at the beginning of each fiscal year prior to those revenues being received.

**Self Evaluation:**

The College meets this standard.

**Planning Agenda:**

None.

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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.*

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**Descriptive Summary:**

Windward Community College currently utilizes the University of Hawai'i's Financial Management Information System (FMIS) to assure financial integrity and to insure appropriate control mechanisms are in place for all sources of funding. The University of Hawai'i must conform to the State's allocation and allotment accounting system. As such, quarterly allotment requests are done that require the College to budget and monitor its expenditures on a quarterly basis. Inherent to this system is a funds check feature that will not allow units to exceed their allotments or enter into a negative cash position. The Fiscal Officer is responsible to ensure that allotments are sufficient to cover projected expenditures for the campus.

All credit program tuition and fees received by the College are recorded and managed within BANNER, the System's student information software. BANNER maintains accountability of each student's account and interfaces with the FMIS. Each type of tuition and fee fund has its own account code and every transaction gets recorded in BANNER and summarized into FMIS. Federal, state, and local student financial aid grants and awards are also managed through BANNER and FMIS.

Internally, the College manages its resources through an Annual Operational Expenditure Plan that identifies what its resources are and how it plans to expend those resources. Programs are provided with their allocations and they are responsible to manage their budget allocations. Program Managers and Principal Investigators are provided access to the FMIS and are able to view the status of their budgets in real time. These monies are recorded in separate funds and are annually audited. (Section 487[c] of the Higher Education Act [HEA] of 1965 [[Ref. 3D-55, pp. 126-131](#)] and Section 668.23 of the Title 34 of the Code of Federal Regulations [CFR; [Ref. 3D-56](#)].) The Financial Aid Office determines student aid eligibility and the Business Office generates and disburses financial aid funds.

The Office of Research Services (ORS) assists the College in administering various externally funded contracts and grants. ORS acts as the contracting office for all University of Hawai'i proposals. Once the award is granted, ORS will advise the campus to establish an account code with budget allocations. ORS coordinates the establishment of accounts for contracts and grants which are serviced by the Research Corporation of the University of Hawai'i (RCUH). The College's Fiscal Officer and the Principal Investigator are responsible to manage these funds.

The UH Foundation (UHF) is the fund raising arm of the University of Hawai'i. UHF has their own financial management system and policies and procedures on managing their resources. The Chancellor is the overall person responsible for all UH Foundation accounts for the College.

The College currently has annual audits in place. The Higher Education Act of 1965 (HEA) and Section 668.23 of Title 34 of the CFR require all institutions participating in the Federal Student Assistance Programs to have annual audits conducted by an independent auditor. The audits are implemented System-wide in that the auditors meet and review records for all 10 campuses, and report their results as a whole for the "UH System." The A-133 Report is a cumulative report for all federal funds, i.e., grants, financial aid, etc. However, not all sources of funding at the College are specifically audited. Funds such as tuition and revenue do not get audited unless an audit is called for by the Office of the Internal Auditor.

External audits provide the College with tools to sustain and improve areas of weakness in relation to financial resources and the management of such funds. The College has had a few minor audit findings during the last six years, specifically for financial aid and other Federal Grant programs such as TRiO's Student Support Services and Upward Bound, according to the A-133 Report. The College has addressed all audit findings and does not have any outstanding findings. As stated in the Annual A-133 Report (required under HEA), corrective action has been taken (refer to the A-133 Report) to ensure compliance, and the College has continued to receive federal contracts and grants as well as financial aid programs.

Policies and procedures for review and authorization of purchases are in place to meet the funding agreements/contracts (UH APM Administrative Procedural Manual, A8.200-A8.295; [Ref. 3D-57](#)). A principal investigator is assigned to every funding source and that particular individual is responsible to review all purchases and authorize personnel hires within the scope of the contract/grant. For oversight, the Fiscal Officer conducts a second review.

In summary, the University's student information system, BANNER, is not solely a student information system. It is also used to store student information, financial aid information, and financial transactions information.

In the management of financial resources, the College is preparing for a smooth transition from FMIS to the new system, Kualu, to ensure continued and better oversight. Together, the BANNER and FMIS/Kualu systems are effectively used in managing financial aid, grants, externally funded programs and contractual relationships.

UH has maintained the systems adequately to enable fund managers to monitor and control the receipt and disbursement of the College's financial resources.

### **Self Evaluation:**

The College meets this standard.

**Planning Agenda:**

None.

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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.*

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**Descriptive Summary:**

All funds that are held at the University of Hawai‘i must be managed and administered in compliance with UH Administrative Procedures. Fiscal Officers are trained to ensure that all revenues and disbursements are in accordance with established policies and procedures. All disbursements of funds require dual approvals: first by a Principal Investigator or Program Manager, and second by a Fiscal Officer to ensure compliance and availability of funds.

The College’s Special and Revolving Funds such as auxiliary services programs or tuition and fees special funds may be audited by the UH Office of Internal Audit (OIA) or if necessary an external audit company. The purpose of these audits is for program improvement.

Money raised through fund raising efforts is deposited and expended with the University of Hawai‘i Foundation. Since the UH Foundation is not part of the UH System, their audit practices and findings, if any, would not be included in the A-133 Report. However, the Foundation does receive a full external audit of all their programs on an annual basis. Similar to the A-133 Report, the Foundation audit covers all their programs and Windward CC funds would just be a part of that report. The full audit reports are available on their website dating back to FY2005 ([Ref. 3D-58](#)). UH Foundation’s annual audit reports indicated that there have not been any negative audit findings from FY2005-2010.

As a System, grant monies are audited on an annual basis and the findings are reported in the A-133 Audit Report. According to the corrective actions stated in the A-133 Report, the audits provide a means for the College to determine which areas need to be addressed to become more compliant and fiscally responsible.

To assure financial integrity, control mechanisms for all funding sources are imbedded in the Financial Management System (FMIS) soon to be replaced with Kualii Financial System on July 1, 2012. 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 source and that individual is responsible to review all purchases and authorize personnel hires within the scope of the particular grant and/or contract. The Fiscal Officer conducts a second review.

**Self Evaluation:**

The College meets this standard.

**Planning Agenda:**

None

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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.*

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### **Descriptive Summary:**

Contractual agreements, Memoranda of Agreements (MOAs), Memoranda of Understanding (MOUs), 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 endorsed 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 additional campus analysis for fiscal acuity, soundness, and accuracy. The Chancellor will examine and may authorize the project for the campus.

Contracts that bind Windward CC financially specify the amount of financial commitment and/or resources expected from a division or the College as a whole. Contractual agreements are centralized throughout the UH System, for legal support and contract advisement. The UH Office of Research Services (ORS; [Ref. 3D-59](#)) conducts the final examination of documents. The ORS Director is the authorized signatory for all external grant funds for the UH System.

The UH Office of Procurement and Real Property Management (OPRPM; [Ref. 3D-60](#)) is responsible for the System-wide administration of policies and procedures for the acquisition of goods, services, construction and the processing of transactions involving real property. The Campus Fiscal Officer is delegated purchasing authority not exceeding \$25,000 and may issue purchase orders and enter into contracts within their authority. The OPRPM has the signature authority for designated levels of contracts with the University.

Policies and procedures are in place and available on both ORS and OPRPM Websites ([Ref. 3D-61](#); [Ref. 3D-62](#)). Both ORS and OPRPM insure that contracts and grants contain provisions to terminate contracts that do not meet the required quality standards. All contractual agreements are consistent throughout the UH System because legal support and contract advisement are centralized.

The College has been successful in receiving federal grants to strengthen the goals and Strategic Action Outcomes set by the College while adhering to the standards and policies set forth by the ORS and the OPRPM. Examples of these are the Title III Grant from the US Department of Education and the 3CT Grant from the US Department of Labor.

The College has recently been awarded three separate Title III grants, which total \$12.3 million for institutional funds:

1. Hūlili - A collaborative grant between UH-Mānoa and Windward Community College to improve the transfer and success rates of Native Hawaiian students ([Ref. 3D-63](#)).
2. Strengthening Student Engagement through the renovation of Hale A'ō and Hawaiian Studies Curriculum Expansion ([Ref. 3D-64](#)).
3. Strengthening Student and Institutional Engagement ([Ref. 3D-65](#)).

**Self Evaluation:**

The College meets this standard.

**Planning Agenda:**

None.

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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.*

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**Descriptive Summary:**

The College and UH System are currently in the process of switching from the Fiscal Management Information System (FMIS) to the Kualu Financial System effective July 1, 2012. FMIS maintains the financial information for the entire UH System, which is composed of 10 campuses. FMIS is over 20 years old, it cannot be modified, and it is primarily a manual accounting system. Kualu is expected to increase efficiency and improve easy access to financial data and information, streamline electronic processing of financial documents, allow electronic approvals, provide web accessible and digital archiving, and create dashboards of financial reports to help make better decisions.

The Kualu Financial System (KFS) is based on the Financial Information System used at Indiana University for more than ten years. KFS is a modular financial accounting system designed to meet the needs of higher education. According to the Kualu page on the UH website, UH will be implementing these KFS modules: Chart of Accounts, General Ledger, Financial Processing, Labor Ledger, Accounts Receivable, Contracts and Grants, Purchasing, Accounts Payable and Capital Asset Management ([Ref. 3D-66](#)).

The UH System receives an annual Office of Management Budget (OMB) A-133 Audit at the System-level conducted by an independent external audit firm. The review tests the validity of the Institution's financial statement information ensuring that the University is in compliance with general and specific government audit requirements, which cover both financial and non-financial factors such as program effectiveness, client eligibility, and efficiency with which resources are used. The auditors look closely at policies and procedures to ensure that the College is in compliance.

The Planning and Budget Council (PBC) uses past financial history as reference for current and future financial and budget planning. As an example prior fiscal year allocation is used as basis for current fiscal year's allocation. Extra funding is then presented to the PBC, who in turn, recommends to the Chancellor on how to allocate the remaining balance less five percent reserve.

**Self Evaluation:**

The College meets this standard.

**Planning Agenda:**

None.

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III.D.3. *The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.*

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**Descriptive Summary:**

The College assesses the use of financial resources through various annual internal and external audit reports and recommended procedural changes. The College continues with the UH System Consolidated Audit Reports as agreed to with the ACCJC in July of 2005. The PBC reviews the extent to which strategic outcomes are being achieved, Grant Performance Reports, Annual Departmental Reviews, and Five-Year Program Reviews are ongoing. These reviews evaluate the effectiveness of past uses of financial resources and investments. These assessments provide the data necessary to determine whether allocation adjustments are necessary to improve results, and identify opportunities for greater efficiencies and cost savings.

**Self Evaluation:**

The College meets this standard.

**Planning Agenda:**

None.

### Standard III.D Evidence

- 3D-1. ACCJC Letter and Acceptance of WCC's Midterm Report 2010/01/29 ([Archived Copy](http://windward.hawaii.edu/Accreditation/Documents/2010/ACCJC.MidtermRecommendation.1-29-2010.pdf))  
<http://windward.hawaii.edu/Accreditation/Documents/2010/ACCJC.MidtermRecommendation.1-29-2010.pdf>
- 3D-2. Windward CC Budget Committee Directives ([Archived Copy](http://windward.hawaii.edu/Committees/Budget/Directives.php))  
<http://windward.hawaii.edu/Committees/Budget/Directives.php>
- 3D-3. Windward CC Strategic Planning Directives ([Archived Copy](http://windward.hawaii.edu/Committees/Strategic_Planning/Directives.php))  
[http://windward.hawaii.edu/Committees/Strategic\\_Planning/Directives.php](http://windward.hawaii.edu/Committees/Strategic_Planning/Directives.php)
- 3D-4. Planning and Budget Council ([Archived Copy](http://windward.hawaii.edu/ir/PBCouncil/PlanningBudgetMenu.html))  
<http://windward.hawaii.edu/ir/PBCouncil/PlanningBudgetMenu.html>
- 3D-5. Planning and Budget Council Directives ([Archived Copy](http://windward.hawaii.edu/Committees/Planning_Budget/Directives.php))  
[http://windward.hawaii.edu/Committees/Planning\\_Budget/Directives.php](http://windward.hawaii.edu/Committees/Planning_Budget/Directives.php)
- 3D-6. Strategic Plan Action Outcomes ([Archived Copy](http://windward.hawaii.edu/ir/Planning/Plans/Strategic/StrategicPlan12-8-08.pdf))  
<http://windward.hawaii.edu/ir/Planning/Plans/Strategic/StrategicPlan12-8-08.pdf>
- 3D-7. UH System Strategic Outcomes and Performance Measures 2008-2015 ([Archived Copy](http://www.hawaii.edu/ovppp/uhplan/SOPM.pdf))  
<http://www.hawaii.edu/ovppp/uhplan/SOPM.pdf>
- 3D-8. UHCC Strategic Plan 2002-2010 Update, Strategic Outcomes and Performance Measures, 2008-2015 ([Archived Copy](http://www.hawaii.edu/offices/cc/strategicplan/Update_2008_2015.pdf))  
[http://www.hawaii.edu/offices/cc/strategicplan/Update\\_2008\\_2015.pdf](http://www.hawaii.edu/offices/cc/strategicplan/Update_2008_2015.pdf)
- 3D-9. Appendix B: UHCC Strategic Outcomes and Performance Measures 2008-2015 ([Archived Copy](http://www.hawaii.edu/offices/cc/strategicplan/Appendix_B_UHCC_Strategic_Outcomes_and_Performance_Measures_2008_2015%20.pdf))  
[http://www.hawaii.edu/offices/cc/strategicplan/Appendix\\_B\\_UHCC\\_Strategic\\_Outcomes\\_and\\_Performance\\_Measures\\_2008\\_2015%20.pdf](http://www.hawaii.edu/offices/cc/strategicplan/Appendix_B_UHCC_Strategic_Outcomes_and_Performance_Measures_2008_2015%20.pdf)
- 3D-10. Windward CC Operational Expenditure Plans FY 2009, 2010, 2011, 2012 ([Archived Copy](http://windward.hawaii.edu/Budget/Documents.php))  
<http://windward.hawaii.edu/Budget/Documents.php>
- 3D-11. UHCC Office of Budget, Planning, and Finance ([Archived Copy](http://www.hawaii.edu/offices/cc/ccadminbp_budgetDevelopment.html))  
[http://www.hawaii.edu/offices/cc/ccadminbp\\_budgetDevelopment.html](http://www.hawaii.edu/offices/cc/ccadminbp_budgetDevelopment.html)
- 3D-12. FB 2011-2013 Biennium Budget Request Summary ([Archived Copy](http://windward.hawaii.edu/Committees/Planning_Budget/Documents/2011/PBC_PCR_Priority_Summary_2010_07_06.pdf))  
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## Standard IV Leadership and Governance

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### Standard IV.A Decision-Making Roles and Processes

*Windward CC Community College is a collegial institution serving the Windward side of O‘ahu and connected to the University of Hawai‘i system. The decision-making structure is a combination of college administrators, committees, the college community, unions, the System-level governance structures, and the Board of Regents.*

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*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.*

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#### **Descriptive Summary:**

The institutional environment empowers members of the College to improve the College through the College’s website, campus-wide discussions, and the committee structure. The result is a communication system where all individuals connected to the College can participate in decision-making processes and understand what is happening on campus. Venues within this communication system are discussed in detail below. The committee structure, which is a crucial element of the overall leadership environment, is discussed in more detail in Standard IV.A.3. The assessment of the leadership environment is discussed in Standard IV.A.5.

#### **Forums**

The College has initiated face-to-face campus forums on a variety of topics affecting the future direction of Windward CC (e.g., dissolution of the ETC, possible changes to AA degree requirements, Faculty Senate constitutional changes, mission, vision, and core values), resulting in frank and open discussions among administration, faculty, staff, and students. Announcements for such important meetings are posted on the Windward CC website and sent to members of the College through an electronic mailing list that is maintained by the Office of Academic Computing.

#### **The College Website**

The College’s website ([Ref. 4A-1](#)) is a primary vehicle for communicating within the College. Following a substantial redesign in 2008, the website balances the different information needs connected to learning, governance, and marketing. Documents are posted, surveys are distributed, and information about the College is made widely available. Current policies are posted on the website. Various features on the website are being implemented to enhance the communication functions. For instance, some offices, such as the Office of Academic Affairs ([Ref. 4A-2](#)), have suggestion boxes that allow for anonymous feedback.

Individual offices have been given increasing control over presentation of information related directly to them (e.g., being able to maintain lists of their own events), resulting in a greater sense of shared ownership and responsibility for the website.

## **The Discussion Board**

The Faculty Senate's New Initiatives ([Ref. 4A-3](#)) Sub-committee took the lead in 2009 to create a "new initiatives" website, a virtual space that serves as a forum for sharing information about current projects and projects in the making. The goal was to provide another way for faculty and staff to ask questions, voice their ideas, and express concerns. In Spring 2010, a Discussion Board ([Ref. 4A-4](#)) System was integrated into the College's website that superseded the original new initiatives page. The discussion board has been used for such initiatives as changes to programs, policies, and buildings. An archive of the discussions ([Ref. 4A-5](#)) is available.

Anyone on campus can initiate a college discussion, though discussions tend to be initiated by the Faculty Senate, the Master Planning and Space Allocation Committee, and by the administration. Individuals or committees with new ideas can request input. The system also functions as an archive of past dialogues. Posting requires a UH User ID; however, the forums can either be read by anyone or only by people with UH IDs.

With the new curriculum policy adopted in 2012, all Course Change Proposals will be posted on the discussion board to elicit College-wide feedback. This process will ensure that the College is informed of curriculum changes and that an environment of cooperative improvement is created for the College's curriculum.

## **Social Media**

The College has also recently created an official Facebook presence ([Ref. 4A-6](#)). Other Windward CC Facebook accounts available to students include:

- Service Learning ([Ref. 4A-7](#))
- ASUH-WCC ([Ref. 4A-8](#))
- TRiO WCC ([Ref. 4A-9](#))
- WCC Recruitment – Outreach ([Ref. 4A-10](#))
- W CC Hawaiian Studies ([Ref. 4A-11](#))
- WCC Library ([Ref. 4A-12](#))
- WCC Film Club ([Ref. 4A-13](#))

## **Other Communication Systems**

E-mail is used as a primary means of communicating information between members of the College. The Chancellor and other administrators frequently share key information via e-mail by using the faculty and staff and the student electronic mailing lists. Further, emergency information (e.g., the decision to close the campus for a day) can be communicated via an Emergency Alert System ([Ref. 4A-14](#)) which utilizes e-mail and text alerts.

*Ka 'Ohana* ([Ref. 4A-15](#)), the College's award-winning student newspaper, contributes to communication and dialogue on campus. It is published monthly in print and online and regularly offers articles on campus issues, plans, and concerns, as well as providing students a place to express their thoughts on a variety of campus and community issues.

## **Student Participation**

The College Course Catalog ([Ref. 4A-16](#)) describes the roles of student participation in college governance and encourages students to contact ASUH-WCC Konohiki Council to get involved. This Council comprises up to 15 elected members from the enrolled student body and meets weekly and as needed to accomplish its identified projects and programs. The goal ([Ref. 4A-17](#)) of the ASUH-WCC is "to assist individuals within the community served by the College to come to greater awareness of themselves, the environment in which they live and their relationships with this environment" and "to

assist in developing skills and abilities necessary for them to cope with their environment and assume a role as contributors to this environment.” In addition to supporting student activities on campus, the ASUH-WCC Konohiki Council regularly appoints students to participate in regular College standing and ad hoc committees. They also appoint at least two students to serve on the UH System-wide Student Caucus ([Ref. 4A-18](#)), which meets monthly to address System-wide student concerns.

Students are invited to participate on decision-making committees such as the Institutional Effectiveness Committee, the Planning and Budget Council, Master Planning and Space Allocation Committee, and ad hoc personnel hiring committees for institutional-level positions. However, as discussed in Standard IV.A.1, even though opportunities for student representation on campus committees have improved over the years, student participation in governance has posed an ongoing challenge at Windward CC. The most obvious reasons are a lack of continuity of students year-to-year and the fact that most students have jobs, families, and other responsibilities more pressing than extracurricular responsibilities. During the 2010-2011 Academic Year, students had seats on the Commencement Committee, Master Planning & Space Allocation Committee, Planning and Budget Council, the Excellence in Teaching Committee, Aesthetics Committee, Institutional Effectiveness Committee, Student Publications and Faculty Senate.

Student Affairs will continue to impress upon students that representation on campus committees is a worthwhile opportunity, and ASUH-WCC Konohiki Council plans in 2011-2012 to improve their participation in recognition of the importance of the student voice. For example, they plan to send a regular representative for information purposes to Faculty Senate, which has only been done off and on over the years.

### **Results of Campus Surveys**

The Institutional Surveys of Students, Faculty, and Staff, first done in Fall 2005 and then in Fall 2011 ([Ref. 4A-19](#)), provide a broader perspective on areas to be addressed. Quantitative results are published on the web in an effort to create as much transparency as possible. Specifically, since the last re-accreditation visit in 2006, particular attention has been paid to ensuring greater staff and student representation. Comparing the College’s institutional surveys from 2005 and 2011, this has been shown to be successful. In 2006, 51 percent of students felt their “overall level of student involvement in campus decision-making” was excellent or satisfactory ([Ref. 4A-20, Item 14a](#)), and in 2011, this figure increased to 69 percent ([Ref. 4A-21, Item 14a](#)). Regarding “opportunities to participate in campus activities and student government,” 62 percent of students provided a response of excellent or satisfactory in 2006 ([Ref. 4A-20, Item 14e](#)), which increased to 82 percent in 2011 ([Ref. 4A-21, Item 14e](#)). It can be speculated that the growth in student satisfaction is partly due to an increase from 2005 to 2011 in activities available to students.

Staff perceptions also showed an increase. In 2005, staff rated “overall involvement of staff in campus decision-making” at 28 percent satisfactory (0 percent excellent; [Ref. 4A-22, Item 8a](#)), but that increased to 60 percent in 2011 (excellent or satisfactory; [Ref. 4A-23, Item 8a](#)). Staff also rated “overall availability of opportunities to evaluate college governance and decision-making process” at only 24 percent satisfactory (0 percent excellent) in 2005 ([Ref. 4A-22, Item 9p](#)) but that increased to at 57 percent in 2011 (excellent or satisfactory; [Ref. 4A-23, Item 9u](#)). These increases may partially be due to the creation of the New Initiatives Forum ([Ref. 4A-3](#)), or online discussion boards ([Ref. 4A-4](#)), that allow faculty and staff to learn about or remark on topics that impact the campus, as well as the opportunity to participate in open forums regarding the hiring of executive and managerial positions.

Furthermore, faculty, staff, and student perception of representation has remained consistent between 2005 and 2011 for ratings on the involvement of another division, but there were increases in excellent and satisfactory responses for ratings within one’s own group. The College’s Fall 2005 Institutional Surveys ([Ref. 4A-24](#)) for the 2006 Self Study showed that while faculty satisfaction with their involvement was 61 percent (excellent or satisfactory; [Ref. 4A-24, Item 11o](#)), only 32 percent of the staff were satisfied with their level of involvement ([Ref. 4A-22, Item 9m](#)). However, in 2011, staff rated their involvement at 44 percent excellent or satisfactory ([Ref. 4A-23, Item 9p](#)), while faculty remained

relatively constant at 60 percent ([Ref. 4A-25, Item 11q](#)). Further, while in 2005, 74 percent of faculty rated their “overall involvement of faculty in campus decision-making” as excellent or satisfactory ([Ref. 4A-24, Item 10a](#)) that number increased to 78 percent in 2011, with “excellent” ratings increasing from 12 percent to 29 percent ([Ref. 4A-25, Item 10a](#)). The ratings boost from staff and faculty could perhaps, again, be related to having the opportunity to provide feedback through New Initiatives and open forums.

In 2005, faculty members were unimpressed with student involvement, with only 40 percent perceiving it as excellent or satisfactory and 28 percent unable to judge ([Ref. 4A-24, Item 10b](#)). The perception remained the same in 2011 for faculty at 41 percent ([Ref. 4A-25, Item 10b](#)), but students’ perception of their own involvement increased from 51 percent ([Ref. 4A-20, Item 14a](#)) to 69 percent ([Ref. 4A-21, Item 14a](#)). It can be speculated this difference has to do with what each group perceives involvement to be, and what each group participates in. Faculty may distinguish participation as being through meetings and committees, which students do not always participate or have a seat in, while students may define involvement on a broader scope, as they have a wide range of opportunities, such as events, student clubs, service-learning, etc., to take part in. Also, the ASUH-WCC has markedly increased its presence and role on campus, in part fueled by the increased number of students during this period.

The Community College Survey of Student Engagement (CCSSE) Survey for 2010 indicates that students have very close, supportive relationships with instructors (6.11 on a scale of 1 to 7 where 1 is “Unfriendly” and 7 is “Friendly, supportive, sense of belonging”) and administrative personnel and offices (5.44 on a scale of 1 to 7; [Ref. 4A-26, Items 11b and 11c](#)) This is reinforced by results from the Student Institutional Survey conducted in Fall 2011 which found that 92 percent of students felt that they had the “opportunity to interact with faculty” ([Ref. 4A-21, Item 14d](#)). So while few participate in governance structures, students may have other informal means by which to communicate their concerns and ideas.

According to the 2010 CCSSE Survey, Windward CC is performing above the national average (average is 50) in terms of the benchmarks “Student-Faculty Interaction” (53.3) and Support for Learners” (57.5), two key indicators of student connectedness to the campus. Both factors increased from the 2008 survey (with 51.9 and 54.4 respectively; [Ref. 4A-27](#)). The Student Institutional Survey also found that 86 percent of Windward CC students experienced a “sense of being a part of the campus community,” ([Ref. 4A-21, Item 18e](#)) which in combination with the CCSSE indicates that the campus is actively designing opportunities for interaction and support of the student constituency. Information on the College’s CCSSE results can be found on the CCSSE webpage on the College’s website ([Ref. 4A-27](#)).

The Faculty and Staff Institutional Surveys conducted during the Fall 2011 semester were strong indicators that the campus governance and communication structures were providing opportunities for constituency involvement. One example of involvement can be found in the clear acceptance and incorporation of the recently adopted Windward Community College Mission Statement. Ninety-five percent of the faculty ([Ref. 4A-25, Item 7](#)) and 91 percent of the staff ([Ref. 4A-23, Item 6](#)) are familiar with the Windward CC Mission Statement, and 88 percent of the faculty ([Ref. 4A-25, Item 8](#)) and 85 percent of the staff ([Ref. 4A-23, Item 7](#)) feel that the mission statement adequately describes the mission of the College. Whereas, 80 percent of students are familiar with the mission statement ([Ref. 4A-21, Item 10](#)), and 90 percent feel that the mission statement describes their experience with the College ([Ref. 4A-21, Item 11](#)).

The Governance Sub-committee of the Institutional Effectiveness Committee (GSIEC; [Ref. 4A-28](#)) created Governance Perception Surveys ([Ref. 4A-29](#)) and first administered them in 2008 to assess leadership and governance structures. Faculty and staff are surveyed about their perceptions of all administrative offices, committees and their leadership.

The purpose of the GSIEC Surveys is to promote continual improvement in College leadership and decision-making structures. Both members and non-members of the entities take the surveys with questions aligned to this ACCJC standard. Feedback is sought on perceptions of how the

office/person/committee handles new ideas, inspires confidence, communicates information, solicits faculty/staff/student input, and conducts and utilizes assessment. Results are restricted to campus personnel and are available on Laulima through the College website. They are also available in print form, when requested.

To ensure that survey results are used for institutional improvement, each organizational entity (individual, office, or committee) for whom a survey is done must submit a self-assessment describing strengths and weaknesses revealed by the survey as well as improvements to be made, how those improvements will be measured, and changes made as a result. The self-assessments are available on Laulima via the College Website, but are accessible only by those on campus with a UH User ID.

In sum, staff, faculty, administration, and students have many different means by which to take initiative to improve the College: participation on committees and councils, providing input through institutional surveys, attending campus-wide forums and meetings, and exchange of information via the Discussions page. The expectation and welcoming of involvement by all campus constituents is a well-established part of campus culture. Increased transparency and inclusiveness of decision-making processes has empowered students and staff to take greater roles in campus leadership, and ensure that decision-makers hear their voices and concerns. However, improvement is still possible and desired.

### **Self Evaluation:**

The College meets this standard.

### **Planning Agenda:**

The Web Administrator will organize the expansion of communication features of the website, such as suggestion boxes.

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*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.*

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All College stakeholders have roles in institutional governance and, to varying degrees, participate in the areas of institutional policies, planning, and budgeting. Various stakeholders are involved in recommending student learning programs and services. Moreover, the College has made significant progress in the utilization of Program Review data to support its decisions regarding policy, planning, and program improvement, and the MaPSAC and Aesthetics Committees are now instrumental in ensuring that outside projects that have campus-wide implications are properly vetted.

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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.*

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### **Descriptive Summary:**

The primary roles played by administrators, faculty, and staff are outlined in the respective policies, procedures, and committee directives. Revision of the Policy Governing Committees and other chartered groups ([Ref. 4A-30](#)) occurred in Spring 2012, and the College will be undertaking a review of the committee structure for the remainder of the 2012 calendar year.

In the 2006 Accreditation Self Study Report ([Ref. 4A-31](#)), the College indicated that a Master Plan Committee would be formed to work with the Strategic Planning Committee to jointly consider programmatic Master Plan issues. In response to this, the Master Planning and Space Utilization Committee ([Ref. 4A-32](#)) was formed in early 2008 to address Master Plan issues. In December 2009, the Master Planning and Space Utilization Committee was renamed the Master Planning and Space Allocation Committee (MaPSAC; [Ref. 4A-33](#)) and charged with the tasks of working with the Master Plan, the Plan Review Use (PRU; [Ref. 4A-34](#)) and the Urban Design Guidelines (UDG; [Ref. 4A-35](#)) which detail how the campus addresses campus space allocation for short-range and long-range planning.

Campus-wide issues and concerns that involve policy, planning, and the curriculum can be identified in various ways: either through the committees or meetings discussed above or through other means of assessment. For example, an external survey conducted by SMS ([Ref. 4A-36](#)) identified a need for outreach classes in Waimānalo, a community served by the College. As a result of this March 2009 Survey, courses in Hawaiian language, Developmental Writing, and Speech have been offered in Waimānalo. Additionally, the Office of Institutional Research (OIR) and the UHCC System Office provide data to the Faculty Senate, Planning and Budget Council (PBC), Institutional Effectiveness Committee (IEC), and MaPSAC for planning and initiative assessments, academic planning, policy analysis, and program improvement.

Moreover, the Chancellor has charged the Windward CC Aesthetics Committee to re-establish itself as a permanent standing committee reporting to him and to oversee the aesthetic standards of the campus in accordance with the existing Master Plan, PRU ([Ref. 4A-37](#)) and Urban Design Plan ([Ref. 4A-35](#)). The Committee will be consulted and make recommendations for the physical appearance of the campus in regard to all campus aesthetic concerns that are brought to its attention.

The GSIEC also conducts Annual Assessment Surveys on all decision-making bodies on campus. For example, the Vice-Chancellor for Academic Affairs and his office are assessed by both members of the unit and non-members (those not directly working in or affected directly by the unit). The quantitative data and the unit's response (analysis and plan of action) are posted on the Windward CC website ([Ref. 4A-28](#)). The GSIEC results can be retrieved by the public at [http://www.WindwardCC.hawaii.edu/ir/GIC/2010-11/GovernanceMenu\\_2011.html](http://www.WindwardCC.hawaii.edu/ir/GIC/2010-11/GovernanceMenu_2011.html).

Based on the Fall 2011 Faculty Survey, 78 percent of the faculty gave “excellent” or “satisfactory” ratings in the area of “overall involvement of the faculty in campus decision making” ([Ref. 4A-25, Item 10a](#)). In the same survey, 66 percent of the faculty gave “excellent” or “satisfactory” ratings in the area of “overall involvement of the faculty in the budgeting process ([Ref. 4A-25, Item 10c](#)). In related areas of the survey, faculty gave even higher ratings. Excellent or satisfactory ratings were given out as follows: “overall involvement in scheduling of course offerings” 65 percent ([Ref. 4A-25, Item 10f](#)), “program review” 71 percent ([Ref. 4A-25, Item 10h](#)), and “curriculum approval” 75 percent ([Ref. 4A-](#)

[25, Item 10g](#)). This is a significant improvement over the 2005 Faculty Survey where 74 percent of the faculty gave “excellent” or “satisfactory” ratings in the area of “overall involvement of the faculty in campus decision making” ([Ref. 4A-24, Item 10a](#)). In the same survey, 45 percent of the faculty gave “excellent” or “satisfactory” ratings in the area of “overall involvement of the faculty in the budgeting process” ([Ref. 4A-24, Item 10c](#)).

The 2011 Staff Surveys showed significant improvement in similar categories. In overall involvement of staff in the decision making process, 27 percent answered “less than satisfactory or poor” compared with 60 percent “satisfactory or excellent” ([Ref. 4A-23, Item 8a](#)). In overall involvement of staff in the budgeting process, 32 percent answered “less than satisfactory or poor” compared with 49 percent “satisfactory or excellent” ([Ref. 4A-23, Item 8b](#)). In “setting campus priorities,” 36 percent of the staff answered that their involvement was “less than satisfactory or poor” compared with 49 percent “satisfactory or excellent” ([Ref. 4A-23, Item 8c](#)). In the 2005 Staff Survey, 68 percent of staff answered “less than satisfactory or poor” compared to 28 percent involvement in the decision-making process ([Ref. 4A-23, Item 8a](#)), 70 percent of the staff answered “less than satisfactory” involvement in the budgeting process, compared with 16 percent “satisfactory” ([Ref. 4A-22, Item 8b](#)) and 60 percent replied “less than satisfactory or poor” compared to 24 percent “satisfactory or excellent” regarding staff involvement in setting campus priorities ([Ref. 4A-22, Item 8c](#)).

In terms of decision-making connected to budget, the College prepares annual budget priorities based on the Strategic Plan ([Ref. 4A-38](#)), which is in turn connected to the Strategic Plans of the UHCC ([Ref. 4A-39](#)) and the UH ([Ref. 4A-40](#)) Systems. The College Strategic Plan is reviewed, evaluated, and updated by the Planning and Budget Council ([Ref. 4A-41](#)) at least once a year. The campus has completed one full cycle under this new policy, and the procedures ([Ref. 4A-42](#)) and forms ([Ref. 4A-43](#)) have undergone revisions in order to make the process more efficient and effective. As a way to standardize the decision-making process, a rubric ([Ref. 4A-44](#)) was created by an IEC member appointed as Auditor by the Chancellor. This rubric provides the criteria used to assess all PBC requests.

#### **Self Evaluation:**

The College meets this standard.

#### **Planning Agenda:**

Administrative units will refine learning, process, and functional outcomes analysis as part of the Program and Unit Review Reports to the Planning and Budget Council.

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*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.*

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#### **Descriptive Summary:**

The Faculty Senate ([Ref. 4A-45](#)) plays a primary role in curriculum and program development. With its members elected by faculty, the Senate operates as an authority independent from administration ([Ref. 4A-46](#)). The Chancellor and the University President have authority only to approve or disapprove the Senate’s constitution.

The Credit Curriculum and Academic Affairs Committee (CCAAC; [Ref. 4A-47](#)), a standing committee of the Faculty Senate, reviews and approves curricular actions, such as new course and/or program proposals. It plays a vital role in providing current and relevant curriculum to enhance student learning. Sub-committees of the CCAAC: the Hawaiian, Asian, and Pacific Issues Board ([Ref. 4A-48](#)); the Foundations Board ([Ref. 4A-49](#)); and the Writing Advisory Board ([Ref. 4A-50](#)) also have an impact on curricula.

Academic departments also have a major role in creating, developing, and implementing new course and program offerings, given CCAAC approval. Via monthly meetings with the Vice Chancellor of Academic Affairs, Department Chairs discuss campus issues, including student learning and services ([Ref. 4A-51](#)). Department Chairs are the departments' voices and are nominated by their respective departments and appointed by the Chancellor ([Ref. 4A-52](#)).

The Institutional Effectiveness Committee (IEC; [Ref. 4A-53](#)), a standing committee of the Chancellor, consisting of members from each academic department or unit, administration, staff, and students, oversees institution, program, and course-level assessment. Course and program changes may be the result of assessment results. An IEC Sub-committee on SLOs reviews SLOs for new/modified course and program proposals before these proposals are sent to the CCAAC ([Ref. 4A-47](#)) for action. Moreover, advisory committees ([Ref. 4A-54, p. 6](#)) provide insight in specific fields of study and can make recommendations for program currency and relevancy.

The academic decision-making bodies have clear roles and responsibilities. The concern about the coordination between Department Chairs and the now defunct Enrollment Management Committee from the last accreditation report has been addressed. In 2009, the Chancellor dissolved ([Ref. 4A-55](#)) the Enrollment Management Committee because it had completed its mission. The roles of the Department Chairs and the Office of the Academic Affairs have been delineated and the process of scheduling and cancelling classes has been clarified in the Policy and Procedures about the Schedule of Classes and Class Cancellation ([Ref. 4A-56](#)). A newly-developed online management tool ([Ref. 4A-57](#)) to schedule courses for each semester is on the College website.

### **Self Evaluation:**

The College meets this standard.

### **Planning Agenda:**

None.

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*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.*

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### **Descriptive Summary:**

College committees and councils are the primary organizational structures at the College that facilitate input into decision-making. College committees are established to investigate, consider, report, and take action on a particular subject matter. Committees generally conduct their own investigations of issues under consideration, while council discussions are based on input from additional sources.

In February, 2012, the College revised its Policies and Procedures for Chartered Groups ([Ref. 4A-30](#)) on Campus, replacing the earlier Policy on College Committees and Councils. The policy change arose as the result of an ad hoc Committee on Committees that formed in the summer of 2011 to formulate policies that would govern chartered groups on campus such as committees, councils, and advisory boards. The Committee on Committees reported suggestions to the Chancellor in September 2011, and the document ([Ref. 4A-30](#)) was approved in March 2012. Steps will be taken to implement this by reviewing it against the current committee structure to determine how committee organization can be improved. Suggestions for changes to the committee structure were elicited from the College's Discussion Board in March, 2012 ([Ref. 4A-5](#)).

### **Committee and Council Structures**

Faculty, students, staff, and administration have numerous opportunities for involvement in decision-making. A complete list of Committees and Councils along with their directives is available on the College website ([Ref. 4A-58](#)). Chartered Groups ([Ref. 4A-30](#)) assist the Chancellor and/or administrators in the operations and governance of the College. They are also used as a communication tool to keep the campus informed of issues, events, processes, and opportunities to provide College service. Representation by faculty, staff, students, administration, and community may be sought on councils and committees, depending on the scope of their task or responsibility.

Committees are identified as either Standing "deal with long-term and/or ongoing college-wide issues" or Ad Hoc "temporary...created as needs arise, such as meeting new initiatives or responding to special, one-time only issues." Ad hoc committees may become standing committees after being active for a period of two years, for instance, the Aesthetics Committee was given standing committee status by the Chancellor in April 2011.

Advisory Committees, consisting of business, industry, and professional community leaders, provide input in curriculum development based on their knowledge of requirements in their fields of expertise. The Windward CC Course Catalog 2011-2013 states, "Consultations with these leaders relate to course content, selection of training equipment, the nature and extent of employment needs, and evaluation of the effectiveness of the curriculum." Advisory committees include the Agriculture Advisory Committee, Hawaiian Studies Advisory Committee, Pacific Center for Environmental Studies Advisory / Fundraising Committee, Veterinary Studies Advisory Committee, and the Windward Community College Ambassadors.

New committees are created as the need arises. Ad hoc committees are typically created by the sanctioning group or person.

The organizational roles of each committee and council, along with the individuals to whom the committees or councils report, are described in their directives, all of which are available on the College's website along with lists of meetings convened and minutes, if available ([Ref. 4A-58](#)). The Committee on Committees is currently updating committee information to specify what kind of information ought to be posted, such as membership lists and meeting minutes.

An Information and Decision Making Flow Chart ([Ref. 4A-59](#)), produced in 2008, shows each committee's and council's place in the College organizational structure, and how information is distributed throughout the College. This will be updated once the reforms to the committee structure are completed.

The official College Organizational Charts ([Ref. 4A-60](#)), most recently revised in 2010, contains only legislatively budgeted positions ([Ref. 4A-61](#)). They do not include unbudgeted temporary positions, federally funded positions, positions that come through faculty reassigned time, or committees and councils. The Committee on Committees presented a proposal ([Ref. 4A-30](#)) to the Chancellor regarding committee governance, which was approved and is in the process of being implemented.

Committee membership lists are posted on the College website and disseminated through e-mail announcements to the faculty and staff list. Individual committee chairs or secretaries submit membership changes to the web administrator as they occur. To encourage greater participation, term lengths are normally one to two years, though, depending on committee, individuals may volunteer for consecutive terms. Currently, the Dean for Academic Affairs, Division II sends an e-mail at the start of every semester requesting people to check their committee assignments.

Committee vacancies are announced as they occur. Announcements are made by e-mail to the faculty and staff electronic mailing list, announcement at Convocation, or printed memorandum. Department Chairs or Division Heads recruit members from their units at the beginning of each school year for committees needing full representation. Student committee members are recruited through the student government, thus ensuring that a channel exists for information flow. Representation on College committees is generally broad and includes students, faculty, and staff, as appropriate.

When a new need or challenge is identified, the concern is referred to an appropriate existing committee or council, or a new one is created. For example, the Non-Credit Curriculum and Academic Affairs Committee, or NCCAAC, was created to address non-credit faculty input into decision-making. Sometimes these may include informal advisory groups, such as the Online Education Advisory Group, which is composed of faculty planning or teaching online courses, librarians, and administrators and is intended provide feedback and offer other advice as issues arise.

The template for committee and council directives includes a section on “Documentation.” Each chartered group specifies its methods of recording discussion and decisions and publicizing information. The Policy on Chartered Groups ([Ref. 4A-30, p. 4](#)) specifies that, “The charter will specify what documents must be created, such as agendas and minutes, and who has access to them. Other documents can be posted as decided by the group,” and that “The group’s charter must specify who is responsible for sending new or updated information to the person responsible for maintaining the college’s website.”

### **Core Elements of the Committee Governance Structure**

There are three key committees and councils at the College: The Planning and Budget Council, The Faculty Senate, and the Master Planning and Space Allocation Committee.

#### **The Planning and Budget Council**

To enhance the effectiveness of decision-making on campus, the Budget ([Ref. 4A-62](#)) and Strategic Planning ([Ref. 4A-63](#)) Committees were consolidated into the Planning and Budget Council (PBC; [Ref. 4A-64](#)) in November 2009 after the Chancellor reviewed the results of the GSIEC Surveys ([Ref. 4A-65](#)) for both committees and determined there was an overlap in the information, purpose, and responsibilities of each committee. A recommendation to combine the committees was discussed in an open forum and agreed upon.

The PBC was first convened in November 2009. According to the committee’s directives ([Ref. 4A-66](#)), its primary function is to provide “...advice and counsel to the Chancellor regarding economic, political, industry, and programmatic forces that are currently or will have impact on the College’s plan of action that is designed to accomplish specific goals.”

Specific budget requests are based on annual unit and departmental reports submitted every year ([Ref. 4A-41](#)). The campus Biennium Budget and Supplemental Budget Requests are then developed. The Biennium Budget Policy Paper ([Ref. 4A-67](#)), approved by the Board of Regents, impacts how the requests are prioritized. Initiatives to achieve campus goals are justified by assessment, analysis, and evidence of community needs ([Ref. 4A-44](#)). A major outcome of the PBC’s work is regular review and updating of the Strategic Plan and the prioritization of the College Budget ([Ref. 4A-42](#)). The PBC is widely representative ([Ref. 4A-68](#)) of Windward CC constituencies.

The PBC, composed of representatives of all campus constituencies, has the most direct hand in steering the institution. The PBC has gone through two complete planning cycles, producing a Biennium Budget proposal ([Ref. 4A-69](#)) and the following year addressing campus-based issues primarily because the Supplemental Budget request by the System solicited no campus-based requests ([Ref. 4A-70](#)). In Spring 2012 the PBC is preparing for another Biennium Budget proposal ([Ref. 4A-71](#)). Its processes, particularly in relation to budget recommendations, appear to be quite clear. However, the weight those recommendations carry with the Chancellor remains to be seen. The PBC's Directives state, "If the Chancellor does not implement or accept the Council's recommendation, the Chancellor will provide a written explanation to the Council" ([Ref. 4A-66](#)). Meeting notes of the PBC are posted on the Council's website ([Ref. 4A-41](#)), and non-members may attend meetings and even speak to items before the committee. Because the PBC comprises such diverse subgroups of the College, there is tremendous incentive for its discussions and decisions to focus on the good of the institution as a whole.

### **The Faculty Senate**

One key mechanism for faculty involvement is the Faculty Senate. Under its constitution ([Ref. 4A-72](#)), academic units, credit instruction as well as student support services and Career and Community Education, are represented. The Faculty Senate meets twice a month to oversee and coordinate activities that affect instruction and students. For example, the Faculty Senate was involved in the creation of the Mission, Vision and Values Committee ([Ref. 4A-73](#)) tasked with reviewing the current mission statement. It also created the committee to investigate and facilitate discussions on the CIL and Math requirements for Windward CC's Associate in Arts degree ([Ref. 4A-74](#)). Under the auspices of the Faculty Senate, the Credit Committee of Academic Affairs and Curriculum (CCAAC; [Ref. 4A-47](#)) and its Sub-committees - the Writing Advisory Board ([Ref. 4A-50](#)), the Foundations Board ([Ref. 4A-49](#)), and the Hawaiian, Asian, and Pacific Issues Board (HAP; [Ref. 4A-48](#)) - play a major role in the development of curriculum and issues related to instruction.

The Windward CC Faculty Senate ([Ref. 4A-45](#)) is the primary representative body for the College faculty. The relationship between the Faculty Senate and administration is mutually respectful and has been productive, especially in terms of collaboration to revise and create policies. From 2009-2011 the Faculty Senate, via its ad hoc Sub-committee on Procedures and Policies, worked collaboratively with administration and the Director of Planning and Program Evaluation to create the current policies on Excellence in Teaching Award, Emeritus faculty, New Faculty Prioritization, Sabbaticals, Schedule of Classes and Class Cancellation Procedures, Assigned Time, and the Policy and Procedures Formation Process ([Ref. 4A-75](#)).

The Faculty Senate also facilitates campus forums to disseminate information and to provide a venue for discussion of issues related to academic affairs. For example, the Faculty Senate initiated discussion on proposed changes to two AA degree requirements: Computer Information Literacy (CIL) and Math 25 ([Ref. 4A-76](#)). The forum was followed by a faculty vote, the results of which led to the removal of the CIL requirement, but the retention of the Math 25 requirement.

### **The Master Planning and Space Allocation Committee**

Space and facilities use on campus is largely delegated to specific divisions, where Academic Affairs, Student Affairs, and Administrative Services govern the use of their respective spaces. Overall management of space, including new buildings, renovations, and significant changes in space use is handled by the Master Planning and Space Allocation Committee ([Ref. 4A-32](#)). The committee membership, which totals 23, creates a broad representation of campus stakeholders.

### **Chancellor's Administrative Staff**

The Chancellor also holds a weekly meeting with the administrative staff ([Ref. 4A-77](#)). This is the primary opportunity for administrative team to share concerns. Notes to these meetings are posted on the College website for everyone to read ([Ref. 4A-78](#)).

### **Recent Changes to the College's Committee Structure**

With the adoption of the Policies and Procedures on Chartered Groups ([Ref. 4A-30](#)), which replaced the Policies and Procedures on Committees, changes to the committee structure have been made. A survey ([Ref. 4A-79](#)) of college faculty, staff and employees was done in March 2012 to elicit suggestions regarding the committees. The Committee on Committees *ad hoc* committee was then reconstituted to help guide the committee reform process. Changes to the committee structure are expected to be implemented beginning in Fall 2012.

### **University of Hawai'i System-Level Committees**

Windward CC faculty, administrators, and students sit on several System-level committees. The "Off-Campus Faculty Senate Chair" meets monthly with the UH All-Campus Council of Faculty Senate Chairs (ACCFSC; [Ref. 4A-80](#)), and the UH Community College Faculty Senate Chairs (CCFSC; [Ref. 4A-81](#)). The purpose of the ACCFSC is "to provide a formal, independent voice and organization through which the faculty of the University of Hawai'i System can participate in the development and interpretation of system-wide policy, and to promote and improve coordination, communication, and understanding among the faculty, students, community, administration, and Board of Regents" ([Ref. 4A-82](#)). The CCFSC ensures faculty input into decision-making as the Vice President for Community Colleges participates in those meetings. The Faculty Senate Off-Campus Chair reports on those meetings at Windward CC Faculty Senate meetings, and solicits feedback from faculty through the Senators both at the Senate meetings and by e-mail. The Chair e-mails minutes and summaries of meeting highlights to all faculty and staff ([Ref. 4A-83](#)).

The Chancellor, the Off-Campus Faculty Senate Chair, and the ASUH-WCC Konohiki Council (student government) President sit on a System-wide Strategic Planning Council ([Ref. 4A-84](#)), which has been meeting almost every quarter. The UH Director of Academic Planning, Assessment, and Policy Analysis (APAPA) and the UH Associate Vice President for Academic Affairs head the meetings. The primary purpose is sharing of data and strategic initiatives with the campuses. The Vice President for Community Colleges also conveys this information through semester visits to each campus ([Ref. 4A-85](#)).

In Spring 2011, the University of Hawai'i reconstituted the Distance Learning Advisory Committee (DLAC; [Ref. 4A-86](#)) to assist the UH System in advancing its mission through distributed and distance learning. It is a coordinated effort to improve distance learning by acting in an advisory capacity to identify and move action on concerns relating to distributed and distance learning. The Windward CC Dean of Academic Affairs, Division II currently serves on this committee.

### **Self Evaluation:**

The College meets the standard.

### **Planning Agenda:**

An ad hoc committee will review to the structure of groups on campus based on the Policy on Chartered Groups.

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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.*

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### **Descriptive Summary:**

Windward Community College has complied with the ACCJC requirements and deadlines. Windward CC has submitted reports requested by the ACCJC by the required deadline. Reports available on the Windward CC Website include:

- Annual Report to the ACCJC 2006-2007 ([Ref. 4A-87](#))
- Progress Report to the ACCJC 2007/10/15 ([Ref. 4A-88](#))
- Follow-Up Report to the ACCJC 2009/03/15 ([Ref. 4A-89](#))
- Annual Report to the ACCJC 2008-2009 ([Ref.4A-90](#))
- Windward CC Midterm Report to the ACCJC 2009/10/15 ([Ref. 4A-91](#))
- Annual Report to the ACCJC 2010 ([Ref. 4A-92](#))

This Self Evaluation Report was developed through broad, systematic participation across the College. At the Fall 2009 convocation, all faculty and staff were given the opportunity to sign up for a standard and/or sub-standard committee. They were asked to indicate their first, second, and third choice. The Accreditation Liaison Officer (ALO) and Chancellor formed the committees based on these choices and tried to ensure equal representation among faculty and staff. Most participants were given their first or second choice. Those who did not submit a sign-up sheet were assigned to a committee. New faculty and staff hired before January 2011 were assigned to a committee. Once the committees were formed, the ALO and Chancellor assigned the Accreditation Standard Chairs and sent out invitations to those chosen. In cases where individuals declined, the ALO and Chancellor made another selection and the process continued until all Accreditation Standard Chairs were in place. Accreditation Standard Chairs were given 3 credits per semester assigned time.

The same process was used to assign the Accreditation Sub-Standard Chairs within each Standard. These individuals report to Accreditation Standard Chairs about the research and findings that their committee members have done. For Standard I, there are two Sub-Standard Chairs; for Standard II there are three; for Standard III there are four; and for Standard IV there are two. Sub-Standard Chairs and their committee members received no compensation for their work (see Organization of this Report Section of the Introduction, p. 26-29).

The Accreditation Standard Chairs reported their progress to the Accreditation Steering Committee, which met once a month during the 2010 academic year and twice a month during the 2011 academic year to discuss the progress of the Report ([Ref. 4A-93](#)). This committee consists of the Chancellor, the ALO, the four Standard Chairs, the Director of Institutional Research, the IT Specialist, the Documentarian, and the Editor. A list of the committee members can be found online ([Ref. 4A-94](#)). The entire committee developed the timeline for the Self Evaluation. The first draft of the standards was submitted in Spring 2011.

The Standard Chairs worked over the summer to provide feedback to the Sub-Standard Committees on their first draft. More information was added to the report in the Fall 2011. A second draft of the report was submitted to the ALO in December 2011. The Steering Committee and the Chancellor's Administrative Team provided feedback both to the ALO and Editor in January 2012. After this review, the document went back to the Sub-Committees for further modification and was also put on the Discussion Board for faculty/staff comment before going to Windward CC's Faculty Senate, the Vice

President for Community Colleges, the President of the University of Hawai‘i, and, finally the Board of Regents. In August 2012, it will be sent to the ACCJC, along with documentation, for review before the October 15-18, 2012 visit. The College, thus, has complied with internal agency requirements and deadlines and followed the University of Hawai‘i’s Policies and Procedures.

The College interacts through short-term and long-term relationships with other external agencies. Among these are various federal and private granting institutions involving student and instructional funding. One of the external agencies with which the College interacts is the US Department of Education (including Pell grants; [Ref. 4A-95](#)) and auditors, such as Accuity LLP ([Ref. 4A-96](#)). The Kāne‘ohe Business Association ([Ref. 4A-97](#)) has also attested to the valuable partnership it enjoys with the College. 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 dealing with those agencies.

### **Self Evaluation:**

The College meets this standard.

### **Planning Agenda:**

None.

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*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.*

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### **Descriptive Summary:**

The evaluation of administrators is guided largely by System-level policies. The Board of Regents’ Policy, Executive Employees, Part IV, Conditions of Service, includes details on Performance Evaluation ([Ref. 4A-98, Section 9-14](#)) and the Evaluation of the Board of Regents’ Appointees ([Ref. 4A-98, Section 9-15](#)). In addition, Executive Policy E9.203 ([Ref. 4A-99](#)), Evaluation of Board of Regents’ Appointees, sets forth the evaluative purpose of evaluating the Board of Regents’ Appointees of the University of Hawai‘i.

The College evaluates leadership and governance and decision-making structures and processes through annual and longitudinal assessments. The primary tools of leadership evaluations are annual 360° Executive Assessments of Administrators ([Ref. 4A-100](#)), regular but infrequent Faculty/Staff/Student Institutional Surveys ([Ref. 4A-19](#)), and annual Governance Sub-committee of the Institutional Effectiveness Committee (GSIEC) Governance Perception Surveys ([Ref. 4A-29](#)) done for individuals, committees, and councils in primary leadership and decision-making roles.

The Administrative Evaluation Guidelines ([Ref. 4A-101](#)) are available online. Administrators (Deans, Directors, Vice Chancellors, and the Chancellor) are evaluated annually via the 360° Executive Assessment, a web-based assessment that is coordinated by the University of Hawai‘i System, Office of Human Resources ([Ref. 4A-100](#)). Evaluators are selected from three categories: peers, constituents, and

subordinates or personnel within the responsibility of the Executive employee being evaluated. Each Executive employee is asked to provide a list for each category. The Chancellor then reviews this list and might request additional names to be added. The Chancellor's Office indicates that the Chancellor is asking the Administrative team to include a broader base of evaluators. Evaluation results are confidential and shared only with the individual being evaluated.

In response to the accreditation 2006 recommendation, the College formulated a response to the criticism that it had not effectively evaluated its governance structure. In 2008, Kathleen French submitted her report on Recommendation 5 ([Ref. 4A-102](#)) to the campus. The recommendations in the report were the basis of a Governance Survey (referred to as GSIEC). The survey, as formulated by the Institutional Research Office and the Institutional Effectiveness Committee, was first implemented in 2009 and has been used annually.

Results are posted on the College website. Survey results for 2009 are available at <https://laulima.hawaii.edu/access/content/group/bae10c45-90f2-4cc2-a2be-8e00bb8ac0f3/2009/> and survey results for 2010 available at <https://laulima.hawaii.edu/access/content/group/bae10c45-90f2-4cc2-a2be-8e00bb8ac0f3/2010/>. These pages are password protected and access is limited to members of the College. A public site is available from the GSIEC home page. Copies of these self-assessments are also available as hard copies upon request.

GSIEC surveys have been done annually since 2008-2009 ([Ref. 4A-103](#)). The 2011 GSIEC results are not yet available. These surveys evaluate perceptions of effectiveness of the leadership and decision-making entities at the College: Committees, Councils, Coordinators, Department Chairs, Administrators, major servicing offices, and Faculty Senate Chairs. Those individuals and groups assessed must submit a response to the survey results, highlighting strengths and weaknesses and identifying actionable, measurable changes to be made based on the survey results. The following year, changes actually made must be described.

Department Chairs (DCs) are evaluated for their effectiveness at carrying out their duties via the annual Governance Perception Survey. These results are available to the College. An additional evaluation process, described in the Description of Duties and Responsibilities of the Department Chairs in Credit Instruction ([Ref. 4A-104](#)), includes evaluations by department members, the Dean of Academic Affairs, and the Vice Chancellor of Academic Affairs. The Natural Sciences Department has an Administrative/Professional/Technical (APT) employee working directly with their DC. Currently, that APT does not participate in the evaluation of the DC. The results of these evaluations are shared privately with Department Chairs and are not made available to the College.

As outlined in the Duties and Responsibilities of Department Chairs in Credit Instruction ([Ref. 4A-104](#)), elections for Department Chairs are conducted by the Chancellor. Technically, the departments do not elect their chairs since their decision is a recommendation to the Chancellor. Current policy states, "Faculty members in a department shall meet to consider the recommendation of a bargaining unit member to serve as Chair...If there is no consensus among the faculty members as to whom should serve as Chair, the Chancellor shall consider both the majority and minority views before making an appointment." There is no clear definition of what constitutes a consensus. According to the *2009-2015 Agreement between the University of Hawai'i Professional Assembly and the Board of Regents of the University of Hawai'i*, the Department's recommendation for DC "shall be based on a majority vote of all bargaining unit Faculty Members in the Department" ([Ref. 4A-105, p. 18](#)). Department Chairs serve a two-year term. For information on the duties and responsibilities of Department Chairs, see [http://Windward CC.hawaii.edu/Academic\\_Affairs/Department\\_Chairs/](http://Windward CC.hawaii.edu/Academic_Affairs/Department_Chairs/) ([Ref. 4A-104](#)).

Faculty, Staff, and Student Institutional Surveys were conducted in Fall 2005 and Fall 2011 ([Ref. 4A-19](#)). The College intends to continue conducting these surveys on a regular basis in order to assess longitudinal changes. The 2005 Survey asked faculty and staff to evaluate the overall effectiveness of the UH Board of Regents, the UH System administrative structure, College administration effectiveness, and opportunities for participation in governance and decision-making.

The College is currently assessing the effectiveness of its governance assessment procedures. An external evaluator, David Mongold, UH System Senior Institutional Analyst, reviewed GSIEC and his report was submitted to the Chancellor in January 2012 ([Ref. 4A-106](#)). Mongold recommended the process be continued for another planning cycle. However, the report also states deficiencies have become evident that need to be addressed, such as “redesign of the survey instrument; provision of adequate resources for institutional research support; increased commitment by senior administrators; better communication of process results and associated action plans.” It was also recommended that the College conduct a study that evaluates the decision-making process to outline what is under senior administration jurisdiction and what warrants input and participation from faculty. Despite the deficiencies, Mongold determined the GSIEC has value, and, if continued with the appropriate adjustments and full commitment by all involved, it can prove effective. An IEC Sub-committee reviewed the report during Spring 2012 and made recommendations that were approved by the IEC and blessed by the Faculty Senate in April 2012 ([Ref. 4A-107](#)).

**Self Evaluation:**

The College meets this standard.

**Planning Agenda:**

Under the leadership of the Institutional Effectiveness Committee, the College will consider the recommendations made by the IEC Sub-committee reviewing the Mongold Report on Governance Surveys, including a recommendation for separate assessments of offices currently subsumed by a broader authority (e.g. Marketing, Institutional Research, and Planning and Program Evaluation under the Chancellor’s Office).

## Standard IV.A Evidence

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## 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.*

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*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.*

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### **Descriptive Summary:**

In 1907, the University of Hawai‘i was established based on the model for land-grant universities created by the 1862 Morrill Act. In the 1960s and 1970s, the University was developed into a system of accessible and affordable campuses.

These institutions currently include:

- **A research university at Mānoa** 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 Moloka‘i and Lāna‘i (administered by UH Maui College), on the island of Hawai‘i in Kealahou (administered by Hawai‘i CC), and in the Wai‘anae/Nānākuli area of O‘ahu (administered by Leeward CC). Effective August 2009, Maui Community College’s accreditation was transferred from the WASC Junior to the WASC Senior Commission and renamed, University of Hawai‘i Maui College. The college remains part of the University of Hawai‘i Community College (UHCC) System for administrative and organizational reporting and funding.

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*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.*

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### **Descriptive Summary:**

The UH System is governed by a 15-member Board of Regents (BOR). 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 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 2007, The Regents Candidate Advisory Council of the University of Hawai‘i was created by Act 56. Act 56 was amended by Act 9 ([Ref. 4B-1](#)) in 2008 which, in part, established residency within the county as a requirement and, in 2010, Act 9 was amended by Act 58 ([Ref. 4B-2](#)) which, in part, ensured student involvement by creating a student advisory group.

There are seven members on the Council ([Ref. 4B-3](#)). They establish the criteria for qualifying, screening, and forwarding candidates for membership on the UH Board of Regents to the governor of the State of Hawai‘i. The Council also advertises pending vacancies and solicits and accepts applications from potential candidates. Furthermore, in 2010, Section 304A-104 of the Hawai‘i Revised Statutes was changed to read that Officers of the Board of Regents will consist of a Chairperson and up to two Vice Chairpersons. The Chairperson and up to two Vice Chairpersons are now elected by the Board at a meeting prior to July 1 of each year. The statute further states that, “Affairs of the university shall be under the general management and control of the Board of Regents” ([Ref. 4B-4](#)).

BOR Policy Chapter 9, Part III ([Ref. 4B-5, p. 24](#)), addresses recruitment and appointment of Executive and Managerial personnel. The BOR appoints the President of the University and approves other executive appointments, including Vice Presidents, Chancellors, and Deans. BOR Policy Chapter 2 ([Ref. 4B-6](#)) details how the BOR evaluates the President. Furthermore, The BOR elects its own officers and hires its own staff. Currently, it has two professional staff members, the BOR Executive Administrator and Secretary and the Executive Assistant, and three secretaries. System administrative staff also provides support to the BOR as needed.

Community college actions requiring Board approval are discussed and acted upon by the full Board at its regular monthly meetings. Meetings are held on all UH System campuses to assure that the Board has a change to visit all campuses within the System. In accordance with the State’s Sunshine Law ([Ref. 4B-7](#)), 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 website ([Ref. 4B-8](#)).

The VPCC remains the principal liaison with the full BOR and the standing Community Colleges Committee on all community college matters. The standing committee met as a separate committee in March, April, and November of 2010 (Community College Committee 2010; [Ref. 4B-9](#)), and January 18, 2012. The main agenda items for standing committee meetings were listed as “Campus Issues and Concerns – Information Only and Campus Tour. Within “Issues and Concerns,” the standing committee’s schedule is structured to include an open comment period for the community, meetings with student leaders, faculty leaders, and administration. A report from the standing committee chair to the full BOR was given at the November 19, 2010 BOR meeting.

### **Self Evaluation:**

The College meets the standard.

### **Planning Agenda:**

None.

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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.*

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### **Descriptive Summary:**

BOR policies are implemented through administrative policies and procedures and delegations of authority published and promulgated by means of the UH System Executive Policies and Administrative Procedures Manual. These documents are available on the Web at <http://www.hawaii.edu/apis/apm/sysap.html> (Ref. 4B-10). Implementation of BOR policies is the responsibility of the President and the Executive Managerial Team.

The issues of the community colleges are being addressed appropriately by the Board of Regents. The BOR Meeting Agenda and Minutes (Ref. 4B-9) show many agenda items focused on the needs and issues of the community colleges. The BOR practice of meeting at the colleges was designed to give Regents a better understanding of each college's climate and culture. The Regents have had a long-standing practice of holding its meetings on each of the University's campuses annually, which is evidenced by the BOR Meeting Agenda and Minutes (Ref. 4B-9).

The UHCC Strategic Plan 2002-2010 was adopted by the BOR on November 22, 2002 (Ref. 4B-11). This Plan (Ref. 4B-12) states that within the overall mission of the University of Hawai'i, the Community Colleges 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 that 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 System students' learning experiences will prepare them for the global workplace.

In Fall 2006, the interim VPCC filed a letter of intent for the UHCCs to join the national Achieving the Dream (AtD) initiative. Implementation began in July 2006 and will continue through June 2012. A Core

Team and a Data Team were set up under the VPCC. Members include an Initiative Director, representatives from each of the community colleges, and staff from the OVPCC.

The five AtD Goals ([Ref. 4B-13](#)) for student success focus primarily on success gaps for Native Hawaiian students. Although the UHCC System is focusing on increasing Native Hawaiian student success and achievement, all students benefit from the initiative because of the evidence-based strategies that are being employed. The commitment to these initiatives is evidenced by the inclusion of many AtD goals within the UHCC System and individual college Strategic Plans.

As mentioned above the AtD goals were included when the UHCC System updated the UHCC Strategic Planning Context Appendix A ([Ref. 4B-14](#)) and developed Strategic Outcomes and Performance Measures 2008-2015 Appendix B ([Ref. 4B-15](#)) in 2008. These provide a more uniform method with which to evaluate System progress. Furthermore, in 2008, the UHCC System established the Strategic Planning Council. The roles and responsibilities of this Council are codified in UHCCP 4.101 ([Ref. 4B-16](#)). The Council is made up of Chancellors, Faculty Senate Chairs, and Student Body Presidents from each college, and the Vice President and Associate Vice Presidents for the UHCC System.

In Spring 2008, the Strategic Planning Council began to evaluate and report on performance data represented in the UHCC Strategic Outcomes and Performance Measures 2008-2015 Appendix B ([Ref. 4B-15](#)). The VPCC visited each college to review benchmarks, baseline data, and suggested targets set by the Council. The colleges were asked to review the proposed outcomes and agree to or suggest new targets. Each college had a different starting reference point as well as a different capacity – all of which were taken into account in establishing the UHCC System Outcomes and Performance Measures. Thus, college-level goals and outcomes underlay the System goals and outcomes.

In Fall 2008, the Strategic Planning Council finalized the strategic outcomes, performance measures, definitions, data sources, and expected performance levels before making the results of their work public. This transparency has continued as the OVPCC currently distributes updated Annual Performance Data for the UHCC System as well as the individual colleges in the spring of each year ([Ref. 4B-17](#)), and the VPCC holds forums at each college to compare the UHCC System and college-level performance data expressed in these updates. The plans and performance measures align with the UH System Strategic Plan.

#### **Self Evaluation:**

The College meets the standard.

#### **Planning Agenda:**

None.

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IV.B.1.c. *The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.*

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#### **Descriptive Summary:**

The descriptive summary for Standard IV.B.1.b addressed the BOR's responsibility for educational quality. Assessment of the strategic planning process is conducted regularly using the Community College Inventory Survey. Survey data are used for determining progress for the following Strategic Plan Performance Measure: "Develop and sustain an institutional environment that promotes

transparency, and a culture of evidence that links institutional assessment, planning, resource acquisition, and resource allocation.” The need to assess this measure and to link assessment, planning, and resource allocation was further accentuated when Act 188 was adopted by the 2008 State Legislature. Act 188 established a task force that made recommendations to the governor on a budgetary system that “includes an equitable, consistent, and responsive funding formula for the distribution of fiscal resources to the various University of Hawai‘i campuses.”

One result of ACT 188 was that with the-2007-09 UH System Budget, general funds were appropriated by the Legislature to the University of Hawai‘i Community Colleges (UOH 800) to cover the differential cost (additional net tuition revenue costs) for expanding credit classes required to meet student demand. These general funds can only be used to defray the cost of additional credit classes. Any funds not used for this specific purpose lapse back into the State general fund at the end of each fiscal year ([Ref. 4B-18](#)). Due to declining levels of State funding, it has become necessary to assess each campus a pro rata share of certain unfunded costs that are administered on a System-wide basis. These costs include Risk Management Program costs, including legal settlements; private fundraising costs; and Workers’ Compensation/Unemployment Insurance premiums.

Evidence of the BOR as an independent policy-making body can be traced to a constitutional amendment in 2006 that gave greater autonomy to the University of Hawai‘i. Although the Constitution had previously granted the BOR authority to manage the University, a clause “in accordance with law” had been interpreted to mean that the BOR could not take action unless specific legislation permitted it. The constitutional amendment mentioned above removed that clause ([Ref. 4B-19](#)). This increased autonomy guarantees that the University has the right to determine where budgets will be cut or reallocated when state appropriations are reduced.

The budget procedure is as follows. The UH System President prepares a budget that includes all constituencies of the University. After this budget is approved by the BOR, it is submitted to the state legislature. After the legislature appropriates the general funds, there is a System-wide allocation of resources.

The UHCC System allocations are determined through a budget process overseen by the Strategic Planning Council and submitted to the president to include in the larger university budget. The president’s final budget recommendation is then communicated to the Community College Chancellors.

The University System’s Operating and Capital Improvement Projects (CIP) Budget Requests are submitted simultaneously to the Governor for review and incorporated into the Executive Budget Request for the State and to the Legislature for informational purposes after BOR approval. The State’s Executive Budget Request is submitted to the Legislature in December for consideration in the regular session of the Legislature in January. Appropriations by the Legislature are usually passed in May and transmitted to the Governor for approval. In June, after being approved by the governor, allocation notices are transmitted to all state agencies, including any restrictions imposed on Legislative appropriations. The Governor can impose further 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-Mānoa, UH-Hilo, West O‘ahu, Community Colleges, System-wide Programs, etc.). 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 reallocating between major organizational units. The Vice President for Community Colleges and the Community College Chancellors determine the general fund allocations awarded to individual colleges, normally maintaining established current service funding levels.

Furthermore, external auditors audit the UH System annually. The System's financial statements are prepared in accordance with generally accepted auditing standards using Government Accounting Standards (GASB) principles. In July 2005, 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 that the UHCC System met its audit requirements .

**Self Evaluation:**

The College meets the standard.

**Planning Agenda:**

None.

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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.*

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**Descriptive Summary:**

The BOR maintains a website ([Ref. 4B-8](#)) on which the by-laws, policies, and meeting minutes are regularly posted. All of the policies mentioned in this Standard are published on this site.

**Self Evaluation:**

The College meets the standard.

**Planning Agenda:**

None.

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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.*

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**Descriptive Summary:**

As mentioned in Standard IV.B.1.a., community college actions requiring Board approval are discussed and acted upon by the full Board at its regular monthly meetings. Meetings are held on all UH System campuses to assure that the Board has a change to visit all campuses within the System. In accordance with the State's Sunshine Law ([Ref. 4B-7](#)), 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 website ([Ref. 4B-8](#)).

During 2010/2011, the BOR initiated and completed a review of all BOR policies to ensure they followed best practices. These revisions were intended to remedy the following three areas: “readily apparent changes that are long overdue; convert prescriptive statements to broader policy statements; and

propose delegations of authority to enhance operational efficiency and effectiveness.” Vice Presidents were assigned specific chapters for review and revision ([Ref. 4B-20](#)). The UH System All-Campus Council of Faculty Senate Chairs (ACCFSC; [Ref. 4B-21](#)) was advised about the proposed revisions via a Memo from the BOR Chair on February 3, 2011.

At the February 25, 2011 ([Ref. 4B-22](#)), ACCFSC meeting, concern was raised about the short turn-around time for faculty consultation. In response to the request by the ACCFSC co-chair to the BOR, the deadline for feedback was extended. Individual college senates reviewed the proposed changes, and sent faculty feedback to the ACCFSC co-chairs. The proposed changes to BOR Policies, Chapters 1-8 and 10-12, were approved by the BOR on March 17, 2011. Language clarification and additional changes occurred at the BOR meeting ([Ref. 4B-23](#)) on April, 21, 2011 for Chapters 1-8 and 10-12. An in-depth discussion of Chapter 9 also occurred, and all revisions were approved.

Additionally, BOR Policy on Board Self Evaluation ([Ref. 4B-6, Section 2-4b](#)) requires that the BOR conduct a Self Study of its stewardship every two years. From minutes available from the Briefing and Workshop conducted by WASC executives ([Ref. 4B-24](#)) and the BOR Briefings and Workshop on Best Practices by the Association of Governing Board’s Dr. MacTaggart ([Ref. 4B-20](#)), the BOR has complied with this policy. Another Briefing and Workshop on Best Practices was conducted by Dr. MacTaggart on September 29, 2011, but those minutes are not yet available.

#### **Self Evaluation:**

The College meets the standard.

#### **Planning Agenda:**

None.

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*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.*

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#### **Descriptive Summary:**

Governance of the UH System is vested in a fifteen-member Board of Regents (BOR) who are confirmed by the State Senate after being nominated by the Governor from a list prepared by the Regents Selection Advisory Committee. Hawai‘i Revised Statutes §304A-104 ([Ref. 4B-4](#)) sets the term of office for Regents as five years except for the student member whose term is two years. The statute provides for staggered terms. Every member may serve beyond the expiration date of the appointment until a successor has been appointed by the governor and confirmed by the senate. Members may serve no more than two consecutive five-year terms.

The President facilitates an annual briefing and workshop on Best Practices for all Regents (conducted by Association Governing Boards; [Ref. 4B-20](#)). New Regent Orientation has been conducted by the UH Executive Vice President/Provost of Academic Planning and Policy. Orientations were conducted on August 24, 2010, May 20, 2011, and September 21, 2011. At the BOR meeting on February 23, 2012 ([Ref. 4B-25](#)), changes to BOR By-laws were adopted that reflect the Board’s obligation to conduct timely orientations for new members. The action is reflected in the March 2012 BOR minutes ([Ref. 4B-26](#)). The University has developed the Board of Regents’ Reference Guide ([Ref. 4B-27](#)) as the foundation. An updated copy was released May 2011.

**Self Evaluation:**

The College meets the standard.

**Planning Agenda:**

None.

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*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.*

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**Descriptive Summary:**

The BOR Policy on Board Self Evaluation ([Ref. 4B-6, Section 2-4](#)) details the purpose, policy, responsibility, process, and outcomes for the BOR Self Evaluation. As discussed in more detail in Standard IV.B.1.e above, the BOR has complied with this policy through a series of Workshops and Briefings on Best Practices.

**Self Evaluation:**

The College meets the standard.

**Planning Agenda:**

None.

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*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.*

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**Descriptive Summary:**

BOR Policy, Article X ([Ref. 4B-28, p. 11](#)), and HRS Chapter 84 ([Ref. 4B-29](#)) address the BOR's stated process for dealing with unethical behavior.

**Self Evaluation:**

The College meets the standard.

**Planning Agenda:**

None.

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IV.B.1.i. *The governing board is informed about and involved in the accreditation process.*

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**Descriptive Summary:**

Accreditation is part of the training for new BOR members ([Ref. 4B-27](#)). The Vice President for Community Colleges (VPCC) keeps the BOR informed about the accreditation process. The BOR meeting minutes from April 1, 2010, evidence a three-hour workshop presented by the WASC president/executive director and the ACCJC president.

The OVPCC coordinates the schedule of college Self Evaluations submitted to the BOR. In the past, the BOR has approved the Self Evaluations at their August or September meeting August 24-25, 2006 ([Ref. 4B-30](#)). However, since the Team Visit is scheduled for October 15-20, 2012, and copies of the self evaluation are due to the Team and ACCJC on August 15, 2012, the BOR will approve the Self Evaluations for all six ACCJC affiliated college's when they meet in July 2012.

**Self Evaluation:**

The College meets the standard.

**Planning Agenda:**

None.

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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.*

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**Descriptive Summary:**

Within the time frame of this Self Evaluation, the University completed successful searches for two Community College Chancellors and the president of the UH System. BOR policies and procedures were followed in conducting the searches. According to Chapter 2 ([Ref. 4B-6](#)) of the BOR By-laws on Administration ([Ref. 4B-6](#)), the UH System President has full responsibility and authority for execution of the policies authorized and established by the BOR, and will be evaluated by the Board.

On August 1, 2009, Dr. M.R.C. Greenwood became the 14th president of the University of Hawai'i. Dr. Greenwood previously served as Chancellor of the University of California, Santa Cruz and Vice Chancellor for Academic Affairs within the University of California System. During her tenure with the UC System, Dr. Greenwood had close working relationships with area community colleges and is very familiar with WASC and its accrediting requirements.

Dr. Greenwood highlighted the work of the UH Community Colleges in her inaugural speeches focusing on both the extraordinary enrollment increases and the emphasis that the community colleges have placed on student success through the Achieving the Dream (AtD) and the National Association of System Heads (NASH) Access to Success initiatives. She is firmly committed to establishing measurable outcomes and effective planning and budgeting to reach those decisions.

One of the System-wide initiatives initiated by Dr. Greenwood was the Hawai'i Graduation Initiative, which increases the number of college degrees awarded by System colleges by 25 percent by 2015. Hawai'i along with another 16 other states form the Complete College Alliance, a group committed to significantly increasing the number of students successfully completing college and closing attainment gaps for traditionally underserved populations. As part of the initiative, the UH System president coordinates local initiatives within the Complete College America agenda with a team of leaders, that includes the VPCC; the President of Chaminade University; the Director of Hawai'i Department of Business, Economic Development and Tourism (DBEDT); the Chairs of the Hawai'i State Senate and House of Representatives Committees on Higher Education; the Superintendent of Schools, Hawai'i Department of Education (HI DOE); the Executive Director of the Hawai'i Workforce Development Council; and the Executive Director of Hawai'i P-20. Minutes ([Ref. 4B-20](#)) from the BOR January 20, 2011, show approval of the President's goals and the extension of the President's contract with the UH System.

The current UHCC organizational structure is the result of a June 2005 BOR approved reorganization ([Ref. 4B-31](#)) of the community colleges that included the re-establishing of the VPCC position. The VPCC is responsible for executive leadership, policy decision-making, resource allocation, and development of appropriate support services for the seven community colleges. The reorganization also consolidated the academic and administrative support units for community colleges under the VPCC.

The reorganization also created a dual reporting relationship whereby the Community College Chancellors report to the VPCC as the Council of Community College Chancellors for leadership and coordination of community college matters, and concurrently to the UH System President as the Council of Chancellors for System-wide policymaking and decisions impacting the campuses. This dual reporting relationship preserves a previous BOR action that promoted and facilitated campus autonomy in balance with System-wide academic and administrative functions and operations. College Chancellors retain responsibility and control over campus operations, administration, and management.

As mentioned above, the UHCC System is led by the VPCC. The VPCC is approved by the BOR, but the position is evaluated by the President of the UH System. The Board also approves the appointment of each college Chancellor who is evaluated by the VPCC and the UH System president. At present, there are no immediate plans to change the current organizational UHCC System structure.

**Self Evaluation:**

The College meets the standard.

**Planning Agenda:**

None.

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IV.B.2. *The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.*

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**Descriptive Summary:**

An effective governance structure includes clear lines of authority that are ultimately consolidated in the Chief Executive. The organization at Windward Community College combines three primary levels: the College, the OVPCC office, and the UH System as a whole. As indicated by the organization chart ([Ref. 4B-32](#)), within Windward Community College, authority ultimately resides with the Chancellor. Beyond the College, authority resides in the Vice-President of Community Colleges (VPCC), the President of the UH System, and ultimately to the UH Board of Regents.

The Chancellor, as the leader of the College, provides effective leadership for the College as evidenced by the effectiveness of the College budget, the learning outcomes and academic achievements of the students, and the overall coherence of the College. Oversight over the education and resource planning process is discussed under Standard IV.B.2.b. The Chancellor’s relationship to the budgeting process is also discussed in Standard IV.B.2.b.

The Chancellor’s role as the leader of the College is tied to the overall quality of the communication and governance systems in the College. He is ultimately responsible for the information systems in the College, such as the website, and ensures that committees and other elements of the governance structure operate effectively.

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IV.B.2.a. *The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.*

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**Descriptive Summary:**

In a discussion draft of organizational principles, the VPCC states, “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.” The Office of the Chancellor is responsible for the orderly and proper functioning of Windward Community College. The Office is also responsible for directing all aspects of the administration and development of the College in order that the College fulfills its mission. Furthermore, the Chancellor delegates authority to campus administrators and others consistent with their responsibilities.

Windward CC’s Chancellor has demonstrated the ability to appropriately delegate duties and responsibilities. His Executive Staff is ready, willing, and able to provide the management and leadership to operate their respective areas. Windward CC’s Chancellor’s experience and understanding of college operations allows him to exercise his authority to get the job done. He respects the roles of the members of the Administrative Team and has delegated authority appropriately. Furthermore, the Chancellor appropriately has delegated more authority to the Vice Chancellor of Academic Affairs to operate the programs consistent with the ordinary requirements for reporting and requesting authority when an action may be beyond the ordinary scope of the Vice Chancellor of Academic Affairs’ authority.

### **The Chancellor's Evaluation of the Administrative Structure**

The administrative structure is evaluated in relation to the functional roles that each element plays in the structure. Functional diagrams for each administrative unit of the College may be found in the Organization Charts updated on July 1, 2011, which are also located online at [http://Windward.CC.hawaii.edu/documents/governance/2011/WINDWARD CC\\_Organization\\_Charts\\_2011.pdf](http://Windward.CC.hawaii.edu/documents/governance/2011/WINDWARD_CC_Organization_Charts_2011.pdf) (Ref. 4B-32) and in the Introduction of this report.

### **360° Evaluations**

360° Evaluations (Ref. 4B-33) are administered by the UH System and are personal and private performance evaluations. The results are shared only between the staff member and the immediate supervisor. The evaluations are used by the Chancellor to evaluate his administrative staff. These are done online and each person is contacted by e-mail to participate. After the evaluations are completed, the Chancellor reviews the results and meets with each person and discusses what they are doing well and what needs to be improved. Among other uses, these evaluations are taken into account for recommendations for salary adjustments.

All members of the Administration Staff participate in 360° evaluations. Each administrator identifies ten or more peers from the administration ranks anywhere in the System, ten or more subordinates from the College, and at least 50 constituents from the College. Those surveyed include **all** faculty and staff who report to the administrator, as well as some who may be outside the administrator's jurisdiction. The Chancellor then discusses the results with administrators, identifies areas for improvement and compares this year results with the previous years to gauge progress or lack thereof.

The Chancellor uses the 360° Evaluations to write an evaluation of the administrators who directly report to him, this evaluation is then submitted to the VPCC and the UH System President with a rating of the administrator's work. The Chancellor's own 360° goes to the VPCC for analysis, discussion, and review to produce a rating of the Chancellor during a face-to-face evaluation session with the VPCC and the UH President.

The Chancellor also meets with the VPCC and UH System President on an annual basis to review the results of his own 360° review. They work together to interpret this information and discuss other issues not addressed through the 360°, including those that pertain to the Chancellor's functions in the college's administrative structure.

### **College Governance Surveys (GSIEC)**

College Governance Surveys (GSIEC; Ref. 4B-34) are campus-wide surveys of governance and decision-making structures. The surveys are open to all faculty and staff on campus and are carried out by a sub-committee of the Institutional Effectiveness Committee (IEC). Chairs of committees and responsible parties for the administration offices interpret those results and determine what steps they need to take to address the more serious concerns expressed through the GSIEC survey process. The GSIEC web page provides information on survey results and any responses that have been made. The Chancellor's primary role is to ensure that people respond to the results of the surveys by setting targets.

In 2011, an external report (Ref. 4B-35) was requested from an evaluator, David Mongold, to consider the effectiveness of the Governance Survey and to suggest changes. In March, 2012, an ad hoc sub-committee of the IEC reviewed the recommendations and suggested how the College could improve the survey mechanism. The suggestions were approved by the IEC via an e-mail vote, and blessed by the Faculty Senate at its April 17, 2012, meeting.

### **The Chancellor's Identification and Communication of Challenges to the College**

The identification and response to challenges is based on fostering an open, transparent, and proactive communication system where some groups have a formal responsibility and other groups and people have an informal, but often encouraged, ability to identify challenges. The College likewise has a formal and informal system to produce solutions to those challenges, whether through the committee structure,

the College's discussion board, or informal conversations with stakeholders. Evidence of this communicative system can be found in the committee structure, program reviews, and the use of communication technologies such as e-mail and an electronic discussion board.

### **Interactions with College Committees**

Challenges that the College faces are identified and addressed primarily through the committee structure, which allows College concerns to be transmitted to the appropriate governance channels. In addition to formal interactions, the Chancellor's door is open to all students, staff, and faculty.

### **Faculty Senate**

The Faculty Senate ([Ref. 4B-36](#)) provides formal faculty involvement in educational decision-making, academic policy, and program development to ensure that quality education is provided, preserved, and improved at Windward CC and in the UH System. Challenges, specifically those connected to education and academic policy, are often brought up by the Senate and transmitted directly to the Chancellor through a weekly meeting with the Senate Executive Officers. After every Faculty Senate meeting, the Senate Executive Officers meet with the Chancellor to update him on faculty concerns and initiatives. Given the scope of the Faculty Senate, much of this feedback is informal and expressed in terms of recommendations and requests.

### **Chancellor's Administrative Staff**

The Chancellor's Administrative Staff ([Ref. 4B-37](#)), including the Vice Chancellors of Academic Affairs, Administrative Affairs, and Student Affairs, the Deans of Academic Affairs, and the Interim Director of Career and Community Education, meets weekly to report on and discuss issues related to the College and the UH System. In this way, challenges in one area of the College are brought to the attention of other units and discussed in a broader group.

### **Planning and Budget Council (PBC)**

The PBC is the chief body through which Program and Unit Reviews are collegially reviewed and prioritized giving the Chancellor guidance on what direction the College should take. The PBC is the chief collegial governance body on campus that advises the Chancellor on long-range objectives that satisfy the goals of Windward CC's Strategic Plan. Likewise, it evaluates budgetary concerns drawn from Program and Unit Reviews to propose Program Change Requests (PCRs) that first go to the OVPCC before going to the UH System President, and finally to the Legislature requesting general funds from the State as described in Standard IV.B.1.c above. PCRs can include everything from new faculty and staff positions, all the way to additional budgetary support for new positions, new equipment, and new or renovated facilities. The PBC also prioritizes all equipment and Capital Improvement Requests so the Chancellor has a pulse of the needs of the campus.

### **Master Planning and Space Allocation Committee (MaPSAC)**

MaPSAC ([Ref. 4B-38](#)) is an advisory committee whose membership broadly represents the campus. The committee's directives are explained in the Standard III.B of this document. MaPSAC reviews the use of space on the campus and makes its recommendations to the Chancellor concerning any significant changes to building or space use. Requests for buildings and space must comply with the College's Mission and Strategic Plan.

### **Aesthetics Committee**

The Aesthetics Committee ([Ref. 2B-39](#)) is an advisory body that works in conjunction with MaPSAC, but is focused on aesthetic concerns rather than space. Recommendations are provided to the Chancellor and the College regarding the aesthetic elements of the campus, including the appearance of buildings, the College's landscape, and the signage. As discussed in Standard III.B, the Aesthetics Committee has been allocated additional responsibilities by the Chancellor.

### **Student Senate**

The student government ([Ref. 4B-40](#)) is encouraged to bring forth concerns about the College to the Chancellor through the Student Life Coordinator, who is the faculty liaison between the students and the institution. Many Student Senate representatives serve on various College committees. Therefore, they have a significant voice in College decision-making.

### **Department and Staff Meetings**

Typically, the Chancellor does not attend departmental meetings except when invited or when a major announcement must be made. Developments of departmental and staff meetings are reported to the Chancellor via the Vice Chancellors and through minutes that are posted on the web. Any issues that come up are also reported at the Administrative Staff Meetings.

### **Program and Unit Reviews**

Programs and units produce Annual Reports that include a discussion of challenges and possible solutions. Every five years, programs and units are responsible for doing a more in depth longitudinal analysis to foster sustainable, continuous improvement. More information can be found at <http://Windward CC.hawaii.edu/Assessment/> ([Ref. 4B-41](#)).

### **Discussion Board**

Inspired by the quality and functionality of the Faculty Senate's New Initiatives Forum, the College's Discussion Board allows proposals to be transmitted to the College for discussion and feedback. More information can be found at <http://Windward CC.hawaii.edu/Discussions> ([Ref. 4B-42](#)).

### **College Ambassadors**

The Windward CC Ambassadors, a group of community members, meet bi-monthly. Programs and initiatives in need of support are presented to the group and the Ambassadors in turn provide feedback on where funding might be secured as well as making introductions of prominent community members to the Chancellor as part of the "friend raising leads to fund raising" nexus.

### **Meetings with other units in the UH System**

The Chancellor, his administrative staff, and faculty attend meetings at the UHCC and UH System-level. The Chancellor attends monthly meetings of the Council of Community College Chancellors as well as monthly meetings of the Council of Chancellors and Vice Presidents. There are also monthly meetings for all Vice Chancellors of Academic Affairs and Vice Chancellors of Student Affairs. Additionally there are monthly meetings with System-level Faculty Senate personnel. All of these groups offer places where external and System-wide challenges can be identified and discussed.

### **Interactions with Faculty, Staff, Students, Parents, Community Groups**

As with people who are part of the College, the Chancellor is accessible to members of the community. Appointments to meet with the Chancellor can be made simply by calling his office.

### **Meetings with State Legislators**

The Chancellor frequently meets with Hawai'i State legislators, which allows him to identify significant external challenges to the College such as those connected to the State's budget, education policy, and other legislation. When the legislature is in session, the Chancellor and others will meet with the local representatives or attend legislative hearings to deliver testimony as appropriate.

### **Community Groups**

The Chancellor regularly attends meetings of community groups such as the Kāne`ohe Business Group ([Ref. 4B-43](#)), the Kailua Chamber of Commerce ([Ref. 4B-44](#)), Hawai`i Council for the Humanities ([Ref. 4B-45](#)), Aloha United Way ([Ref. 4B-46](#)), Rotary ([Ref. 4B-47](#)), and the Kāne`ohe Neighborhood Board ([Ref. 4B-48](#)). He is a Board member on the Kailua Chamber of Commerce and the Hawai`i Council for the Humanities and also a Steering Committee member for the Aloha United Way.

### **Delegation of Authority**

In addition to evaluating the College, the Chancellor also delegates authority in appropriate and effective ways. The organization chart ([Ref. 4B-32](#)) reflects the formal authority structure of the College which divides the primary College functions into Academic, Administrative, Student Affairs, and Career and Community Education. Authority is further delegated within each aspect of the College to the administrator for each unit.

### **Self Evaluation:**

The College meets the standard.

### **Planning Agenda:**

None.

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*IV.B.2.b. The Chancellor guides institutional improvement of the teaching and learning environment by the following: 1) establishing a collegial process that sets values, goals, and priorities; 2) ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions; 3) ensuring that educational planning is integrated with resources planning and distribution to achieve student learning outcomes; and 4) establishing procedures to evaluate overall institutional planning and implementation efforts.*

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### **Descriptive Summary:**

Windward CC has a systematic process of assessment, program review, strategic planning, and budget allocation. The Chancellor connects institutional, program, and course assessment to the Strategic Plan, Mission, and goals of the College and the UH and UHCC Systems. He takes a “hands-on” approach to assessment to ensure institutional improvement. He provides feedback to Department Chairs on SLO assessment and requests a more in-depth analysis as needed. The Chancellor also requires that all requests for resources and personnel be supported with data linked to improving the teaching and learning environment. When making planning and budgeting decisions, the Chancellor aligns decision-making with the UH System and UHCC Strategic Plans and the Windward CC’s Mission and goals.

In an interview with the Standard IV.B Self Evaluation Sub-Committee, the Chancellor indicated that the College is performing adequately in assessing SLOs at the course-level. According to the timeline set in 2004, 20 percent of the courses in each department are assessed each year. Therefore, all courses taught at the College are assessed in a five-year cycle. All courses have been mapped to both program (AA degree) SLOs and institutional (General Education) SLOs; therefore, when assessing course SLOs, faculty were also implicitly assessing program and institutional SLOs. As of Spring 2012, a more explicit assessment of program and institutional SLOs has occurred as described in Standard II.A.c above. Additionally, as convener of the Planning and Budget Committee (PBC), the Chancellor ensures

that the departments link Course-level SLO Assessment to Departmental Budgetary Requests. For example, departments requesting an increase in Supplemental Instruction must now support their requests with SLO assessment data.

Moreover, the Chancellor has encouraged the College to embrace the value of external validation. With external evaluation, student work is also evaluated by other faculty outside of the College or the department of the course the student is being assessed in using an established rubric to validate the internal assessments. The planning for institutionalizing external validation is part of the current College push to expand the assessment of SLOs.

An example of the Chancellor's commitment to a collegial process is in his vision statement ([Ref. 4B-49](#)) to the Planning and Budget Council in October 2011. The paper created the basis for a campus-wide discussion regarding the future direction of the College. Another example of his commitment to a collegial process is his creation of task forces to consider the College's educational goals.

In Summer 2011, the Chancellor convened a General Education Task Force to identify General Education Outcomes (GE SLOs). This committee established four General Education themes with associated outcome measures as compared with the ten outcomes established in 2004. Additionally, the Chancellor established an "AA SLO Task Force" in Fall 2011 to identify SLOs and Assessment tools for the Associate of Arts degree ([Ref. 4B-50](#)). The AA SLOs have gone through the curriculum adoption process and were accepted by the CCAAC and the Faculty Senate in April 2012.

The Chancellor also has encouraged a closer connection between teaching, resource planning, and student learning through campus-wide trainings and modifications to the committee structure. An example of his commitment to the assessment process is that a portion of each Convocation ([Ref. 4B-51](#)) has been devoted to assessment workshops designed to help faculty analyze data and connect assessment to Program Review, SLOs, Strategic Planning, and Budgeting.

According to the Chancellor, strategic planning for the College typically occurs at the UH System-level. Institutional planning, however, takes place locally via the Planning and Budget Council (PBC), and appropriate decisions are communicated to external entities. When the current Strategic Plan matures in 2015, the Chancellor encourages the PBC to sponsor a broader effort to determine the future direction of the College.

The Office of Planning and Program Evaluation was established in December 2007 to provide comprehensive support services to the faculty, staff, and administration for planning, research, accreditation, and assessment. The Director of this office convenes the Institutional Effectiveness Committee (IEC) and is the Accreditation Liaison Officer (ALO) for the College. An additional function of the office is to improve the communication between elements of the College. The Office has been very active on campus; and its effectiveness has been assessed in the 2011 Institutional Surveys and three iterations of the GSIEC Surveys.

Additionally, each unit is required to submit a comprehensive Program Review every five years. The PBC reviews every Annual Assessment and Program Review and prioritizes budget requests for equipment, supplies, and positions based on the needs of the College. Budget requests are linked to the Strategic Plan, Annual Assessment and Five-Year Program Review, and the Mission and goals of the College ([Ref. 4B-52](#)).

The Chancellor submits an Annual Report to the Vice President for Community Colleges (VPCC) indicating the performance (Ref. 4B-53) of the College in meeting the Windward CC and UHCC System Strategic Plan Objectives. In preparing his report, the Chancellor draws on data from sources throughout the College, and is thus able to create a comprehensive sense of how the College is doing. For instance, according to the Chancellor in using Achieving the Dream (AtD) data, it is evident that the College meets AtD requirements, particularly in regards to increasing the enrollment, persistence, and graduation rate of Native Hawaiian students.

Further evidence of the Chancellor's role in the improvement of the teaching and learning environment at the College is that he has given assign time to Department Chairs for the added responsibility of overseeing learning outcome assessment in their respective departments. The Department Chairs have become an integral part of the assessment process in part through their participation on the Institutional Effectiveness Committee.

**Self Evaluation:**

The College meets the standard.

**Planning Agenda:**

The Chancellor will develop more explicit training to help department chairs to lead departmental analysis and application of learning outcomes assessment as part of the planning and budget process.

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*IV.B.2.c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.*

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**Descriptive Summary:**

The College's Mission Statement was revised in 2010 through the work of the Mission, Vision and Core Values Committee (Ref. 4B-54). The current mission is posted in classrooms, on class syllabi, and on the College's Website at [http://windward.hawaii.edu/About\\_WCC](http://windward.hawaii.edu/About_WCC) (Ref. 4B-55). The mission serves as a shared reference point for all College activities.

Furthermore, the Chancellor meets directly with his executive staff every week in the Chancellor's Administrative Staff meeting (Ref. 4B-37). These meetings focus on events and issues relevant to the campus such as: the Accreditation Self Evaluation, the Title III Grant, agenda items for Convocation, facility renovation plans, etc. At these meetings, the Chancellor also informs the group of System-wide matters such as the impact of State budget cuts on the System and how Windward CC is affected. Subsequently, these meetings afford the Chancellor an opportunity to hear about issues related to College policies and to discuss possible responses.

The Chancellor also holds bi-weekly, one-on-one meetings with the staff under his immediate supervision: the Directors of Marketing and Public Relations, Institutional Research, Planning and Program Evaluation, the Vice-Chancellors of Academic Affairs, Administrative Services and Student Affairs, and the Director of the Office of Career and Community Education. These meetings are used as an opportunity for these officials to raise issues that need to be addressed, and for the Chancellor to ensure that all units under his control are functioning properly.

Implementation of the College's Mission is assured through Planning and Budget Council deliberations. Budget requests to the Council include a narrative section where the request is tied to the College's Mission, Strategic Plan, and relevant SLO assessment. In situations where non-compliance is indicated, the Chancellor implements a prescribed practice and works with the individual(s) to resolve any issues.

**Self Evaluation:**

The College meets the standard.

**Planning Agenda:**

None.

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IV.B.2.d. *The president effectively controls budget and expenditures.*

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**Descriptive Summary:**

The effective control of budget and expenditures at Windward CC is largely the result of authority delegated to the Vice Chancellor of Administrative Services and to the Fiscal Officer. The Chancellor's oversight in this process is based on his supervision of people in these positions and on the procedures and committees tied to the budget and expenditure process.

The Chancellor delegates minor budget decisions to other administrators. Minor departmental expenditures that occur within the established budget, for instance, are authorized by the appropriate Dean of Academic Affairs, while larger instructional purchases are authorized by the Vice Chancellor of Academic Affairs. Effective oversight in these instances occurs within the context of broader budget allocations tied to the specific goals of the office. The Chancellor is, thus, not overly burdened with minor decisions and can focus on exerting a broader oversight of the budget.

**The Use of the College Website**

The College presents the budget information in an open and coherent way both in the Program Reviews and on the College's website. There is an assessment page ([Ref. 4B-41](#)) that consolidates assessment documents. The College also has a Budget webpage ([Ref. 4B-56](#)) that provides an overview of the College's budget and budget-related policies.

**Program Review Process**

The Program Review process ([Ref. 4B-57](#)) at Windward CC involves the departments and other units of the College consolidating data and reports on programs and disciplines. The primary data for budget discussions is located in the Annual Unit and five-year Program Reviews, which are based on data provided by the Institutional Research Office (OIR; [Ref. 4B-58](#)) and other sources as appropriate. A Program Review and Annual Assessment Template has been constructed by the UHCC Office of Academic Programs, Academic Policy and Assessment (APAPA) with input from the campus.

These reviews include requests for funds that become the basis for the budget and planning process. All Departmental Reports, Annual Reviews, and Five-Year Comprehensive Program Reviews are posted on the College's Assessment page ([Ref. 4B-59](#)) and copies are sent to appropriate administrators. The Chancellor reads the final versions, which then form the basis for subsequent discussions for funding at Planning and Budget Council meetings.

### **Planning and Budget Council (PBC)**

One way that the Chancellor effectively controls the College's budget and expenditures is by convening the PBC. The PBC is a large, broadly representative group of campus faculty, staff, and students that was created in November, 2009 when the Strategic Planning Committee and the Budget Committee were merged due to the Chancellor's evaluation of the GSIEC surveys showing a duplication of responsibilities and representation. The impetus behind this merger was to increase the connection between budgetary decisions and the College's strategic planning process. According to the directives the Council reviews, "...all program reviews and annual assessments to prioritize items for budget consideration and for modifying the Strategic Plan" ([Ref. 4B-60](#)).

Budget requests must be included in Annual Reports and must be justified in terms of evidence and program need. Moreover, offices, departments, and programs must prioritize their requests as part of their initial submission to the Council. SLO assessment and data provided by the Institutional Research Office (OIR) is used to justify budget requests. Requestors not on the Council are also able to present their case when their request is heard.

In 2011, a rubric ([Ref. 4B-61](#)) was adopted by the PBC that included measures on how budget requests were connected to the College's priorities, whether the request was supported by evidence of need, and how much impact the request would have on the College. Therefore, during the Council's deliberation process, budget requests are ranked and advice offered to the Chancellor is finalized. The Policy Review and Budget Process, thus, creates a framework where the results of Program Reviews are aligned to resource allocation.

Given the nature of budget allocation for the College described above, the Chancellor's control over the budget must exist within a funding context where the budget can be reduced or increased at any time and for reasons that were not part of the Council's deliberation. Effective control, then, has meant combining well-discussed recommendations from the Council with the ability to respond flexibly to changing funding situations. The College's annual operational expenditure plan (budget) is also reviewed by the PBC and posted on the Budget Website ([Ref. 4B-56](#)).

### **Monitoring Expenditures**

The College tracks expenditures through the use of an Operational Expenditure Plan (OEP). The OEP is essentially the College's operating budget for a given fiscal year, July 1-June 30. The OEP identifies sources of income and planned expenditures for the fiscal year. For Windward CC, sources of income are derived from General Funds (GF), Tuition and Fees Special Funds (TFSF), and Research and Training Revolving Funds (RTRF)—more commonly known as the return of indirect cost from contracts and grants. Expenditures are categorized by personnel or payroll costs, and other current expenditures. Personnel costs are broken down further by types of employees. Other current expenditures include, but are not limited to, electricity, water, equipment maintenance, educational and office supplies, software licenses, training fees, airfare, consultant services, travel, janitorial supplies, computers, and equipment. The College further allocates planned expenditures by Program Area (e.g. Instruction, Academic Support, Student Affairs, Career and Continuing Education, and Institutional Support). As part of a general commitment to fiscal responsibility, the College aims at a balanced budget and avoids deficit spending. The College has reserves set aside as described in Standard III.D in the event of emergency.

Printed Budget Status Report summaries are provided to the Chancellor by the Vice Chancellor for Administrative Services upon request. Data can also be obtained online via the University's Financial Management Information System (FMIS). The current FMIS system will be replaced with the Quali Financial System on July 1, 2012 as described in Standard III.D above.

Through the Planning and Budget Council, the Chancellor is aware of what programs are planning to do with their allocated funds. The Chancellor's secretary has access to the College's FMIS information, and can produce allocations and account status reports at any time. Budget Status Reports are also provided by the Vice Chancellor of Administrative Services for the Chancellor's review and information.

The Business Office ([Ref. 4B-62](#)) and in particular the Fiscal Officer, is responsible for ensuring that the expenditures follow State and University policies and procedures. Significant issues are reported to the Vice Chancellor of Administrative Services and, if necessary, to the Chancellor. Given the formal structure of the accounting system, problems of this nature do not happen on campus. The primary issues are minor concerns related to compliance with purchasing rules, especially related to grants.

In sum, there is improved budget process transparency when compared with previous systems. The system is more open, the input is more varied, and the documentation is more comprehensive. In the previous budget process, it became clear that the budget requests considered by the PBC should be vetted more effectively. That is, minor budget requests should be delegated to the appropriate campus office or unit so that the Council can focus on larger planning and budgeting issues.

### **Self Evaluation:**

The College meets the standard.

### **Planning Agenda:**

The IEC will re-evaluate appropriate data to be collected and included in Departmental Reports and Unit Reviews to provide standardized data elements for subsequent budgetary and other recommendations.

The Office of Planning and Program Evaluation will formulate a process for posting assessment and budget documents on the web to ensure that they can be easily found.

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*IV.B.2.e. The Chancellor works and communicates effectively with the communities served by the institution.*

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### **Descriptive Summary:**

The Chancellor's effort to reach out to organizations on the Windward side of O'ahu is important for Windward CC, because our mission is to provide the communities we serve with liberal arts, career, and lifelong learning. The Chancellor's efforts mean that opportunities offered at the College are better known in the community and that the community's needs are better represented by the College.

The College also has taken the lead in supporting the Hakipu'u Charter School as it searches for a temporary campus after its ouster from the State Hospital property adjoining the Windward CC campus. Windward CC is allowing the charter school to use cottages on Windward CC property that were recently turned over to the College from the State Hospital. According to the Chancellor ([Ref. 4B-63](#)), providing this support to a fellow educational institution in distress is a meaningful way of supporting a source of students for the dual credit program known as Running Start. Although the Charter School is small, several graduating students each year matriculate at Windward CC.

The Chancellor indicated in an interview ([Ref. 4B-63](#)) with the Standard IV.B Self Evaluation team that he has spent much time and effort in developing and enhancing relationships and connections with community organizations, specific client groups served by the College, and significant leaders in the community. He cited his efforts to reach out to the community by working with and meeting with organizations such as:

- Department of Education (DOE) K-12: Windward CC encourages partnerships for Environmental Studies and connects K-12 school students with science and higher education through the Hōkūlani Imaginarium, NASA Flight Training Center, Lanihuli Observatory and the Aerospace Exploration Lab.
- DOE Community School for Adults ([Ref. 4B-64](#)): Windward CC is one of the DOE's unique sites and services on the Windward Coast for adult learners.
- Hawai'i Council for the Humanities Board Member: The Windward CC Chancellor has been selected as a member of the Hawai'i Council for the Humanities Board of Directors as of October 22, 2010, for a three-year term.
- Hawai'i Job Corps Center ([Ref. 4B-65, p. 3](#)): Waimānalo: Assists Windward CC Waimānalo Extension Program.
- Hawai'i Literacy's Run and Read Program ([Ref. 4B-66](#)): Star Poets is part of the Run and Read event at Windward CC.
- Kailua Chamber of Commerce: The Windward CC Chancellor has been a member since 2011, and selected as a member of the Board of Directors in January 2012, which provides opportunities for Windward CC to publicize events, programs and achievements to the Chamber.
- Kāne'ōhe Business Group: Co-coordinates the Windward Ho'olaule'a ([Ref. 4B-67](#)), as well as offering a scholarship to Windward CC students who are planning a career in the field of business, nursing, or education ([Ref. 4B-68](#)).
- Kāne'ōhe Marine Corps Base: One of the participating employers at the Windward CC College and Career Fair ([Ref. 4B-69](#)).
- Kāne'ōhe Neighborhood Board: Windward CC requested a regular reporting slot on their agenda ([Ref. 4B-70](#)).
- State Hospital Community Advisory Board Member: The Windward CC Chancellor attends a Community Advisory Board meeting that discusses State Hospital issues as the State Hospital is one of the College's closest neighbors ([Ref. 4B-71](#)).
- Windward Arts Council: The Council supports Windward CC's Star Poets Project ([Ref. 4B-72](#)) and gives the Golden Plover Awards annually for excellent writing by a writer in *Rain Bird* ([Ref. 4B-73](#)), Windward CC's annual literary and art journal.
- Windward Ho'olaule'a Committee: The Windward CC Chancellor is on the committee that organizes the Windward Ho'olaule'a ([Ref. 4B-74](#)).
- Hawai'i Council for the Humanities: The Council collaborates with the College on the Star Poets Project ([Ref. 4B-72](#)).
- Aloha United Way Steering Committee ([Ref. 4B-46](#)): The Chancellor is on the Steering Committee that supports the annual O'ahu Aloha United Way campaign.

Campus facilities such as the Palikū 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 'Ākoakoa have been used by numerous community groups and non-profit agencies for meetings and

gatherings at affordable rates. Community-based committees (including Friends of Lanihuli, Friends of WCC and Kokua Palikū) support the above-related activities. These efforts are important for Windward CC because, again, our mission is to provide the communities we serve with liberal arts, career and lifelong learning.

A new effort to enhance the educational relationship with communities was the addition of the Lanihuli Observatory, and renovation of the Hōkūlani Imaginarium. This enhances the educational relationship with the communities we serve by connecting K-12 school students with science and higher education at Windward CC. This connection is further strengthened through DOE participation at the NASA Flight Training Center, and the Aerospace Exploration Lab.

Also, in 2006, Windward CC obtained a \$26.28 million appropriation from the State (\$ 2.7 million for design, \$22 million for construction, \$1.58 million for furniture and equipment) and started the construction of new Library Learning Commons. The building, which will enhance student learning by providing a supportive learning environment, will open in Fall 2012.

Since 2004, the Chancellor's Office has managed marketing and private fundraising with the assistance from various College staff and faculty. As indicated in the Chancellor's Office 2010 Annual Report ([Ref. 4B-75](#)), the office's external leadership functions include: meeting with the public, attending public functions and events, analyzing and presenting information to various constituencies, gaining politicians support, and building rapport and relationships with community leaders.

The Marketing and Public Relations Office (MPRO) staff reports directly to the Chancellor. MPRO's mission is to promote public awareness and understanding of the College, its programs, policies and services to internal and external constituencies including prospective students, the news media, the community, potential donors, current students, faculty and staff. A marketing theme "Define Your World" was developed in 2008. As indicated in the Chancellor's Office 2010 Annual Report ([Ref. 4B-75](#)), approximately 87 press releases and media advisories were sent to various media resulting in free publicity valued at approximately \$250,000.

The University of Hawai'i Foundation, the 501 (c) 3 fundraising arm of colleges in the UH System has assigned one Development Officer, to assist in Windward CC's fund raising efforts. This Officer also reports to the Chancellor. The Foundation's website is located at <http://www.uhfoundation.org/> ([Ref. 4B-76](#)). Its mission is to transform and create a better future for Hawai'i through alumni and community philanthropic support for public higher education, to be a trusted manager of private investments, and to build and sustain the university's relationships with donors, alumni, the community, and institutional and university partners ([Ref. 4B-77](#)).

The Development Officer cultivates and builds rapport with alumni, friends, parents, community leaders and others to ask for support for Windward CC. For example, the Chancellor and the Development Officer raised \$103,000 for the naming rights to the upstairs lobby in Palikū Theatre and have hosted numerous fund-raising related activities to bring additional funds to the campus. According the Development Officer, during the last two academic years, she and the Chancellor have raised \$141,058 (2010) and \$216,547 (2011) through such events. As of February, they have raised \$624,941 for AY 2012.

The Chancellor also uses the College's website as an important tool to communicate with both stakeholders and communities served by the institution. Since the last Self Evaluation, a major redesign of the website was completed in January, 2008. The website's functionality and content were both expanded, responding to the needs of the College, the students, and the community. Under the direction of the Dean of Academic Affairs, Division II, the College website is a key communication tool for the institution.

Thus, during the reporting period, 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. The increased awareness, in turn, has helped student learning by providing opportunities and resources to Windward CC students. For example, as reported in the *Ka 'Ohana* ([Ref. 4B-78](#)), Windward CC received \$40,000 from UH Regent Kitty Lagareta and \$10,000 from the Harold K.L. Castle Foundation for a scholarship in 2008. To enhance the educational relationship with the communities, Windward CC received \$800,000 for a purchase of Waikalua Loko ([Ref. 4B-79](#)), a fishpond, from the Department of Housing and Urban Development in 2009, \$41.6 million for a construction of a new library/learning center in 2006, approximately \$287,000 in grant funds for the aeronautical studies program from NASA, \$12.5 million to serve the Native Hawaiian population through a Title III Grant, and approximately \$1.5 million for student support services from a 5-year TRiO grant.

The annual Windward Ho'olaule'a ([Ref. 4B-67](#)) serves as an excellent model of College-community. This event, which provides free entertainment and other activities, attracts thousands of community members to the Windward CC campus every year, and also allows the College to reach out to the community and showcase its programs and services to potential students and community groups.

Another annual event with a similar promotional impact for the College is the Haunted Village Halloween family and community event, which attracted over 1,800 people to the campus according to 2010 statistics. It provides an Imaginarium (planetarium) show, haunted house, knightly combat show, jack-o-lantern carving competition and more. This event is supported by many community groups, including the Safeway store in Kāne'ohe, and connects the Ko'olau communities and beyond with the science and higher education facilities available at Windward CC.

To collaborate with the community and expand its higher education opportunities, the Windward CC Chancellor has reached out to Waimānalo, which has had a very low percentage of students pursuing higher education. Windward CC is committed to raising the bar of achievement in the community ([Ref. 4B-67](#)). Additionally, one of Windward CC's goals for 2010-2011 resulted in Windward CC's Career and Community Education Office partnering with the Department of Labor and the Hawai'i Community Foundation to start a remedial education non-credit program Ready Set Grow Hawai'i to address the basic skills and work readiness gaps for out-of-school adults. This program is a state-wide initiative that addresses the basic skills, career exploration, and work readiness gap for those who are not equipped to acquire a living wage in their present lives.

#### **Self Evaluation:**

The College meets this standard.

#### **Planning Agenda:**

None.

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IV.B.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.*

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IV.B.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.*

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### **Descriptive Summary:**

The UHCC System includes the seven community colleges as discussed in Standard IV.B.1, UH Maui College is now accredited by WASC Senior, but administratively still under the UHCC System. The colleges are located on the main Hawaiian islands: Hawai‘i, Kaua‘i, Maui, and O‘ahu. The islands of Lāna‘i and Moloka‘i are served by Education Centers staffed and operated by UH Maui College. The UHCC System office is located on O‘ahu 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-institution UH System.

Community College Chancellors have dual reporting roles: to the President of the UH System for system-wide policy making and decisions impacting the campuses and to the VPCC for leadership and coordinating community college matters. According to the June 2005 Reorganization Functional Statement ([Ref. 4B-80](#)), the dual reporting relationship is designed to preserve BOR actions promoting and facilitating campus autonomy in balance with System-wide academic and administrative functions and operations.

The VPCC’s functional statement and position description include descriptions of the executive leadership the Vice President will provide in setting and communicating expectations of educational excellence and integrity throughout the UHCC System. The functional statement also makes clear that the Chancellors have full responsibility and authority to implement and administer delegated System policies and are accountable for the operation of the each individual college.

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 UH System Offices, the UHCC System Office, the BOR, the State of Hawai‘i, and the colleges. The functions are regularly reviewed by the Council of Community College Chancellors and updated as necessary. Following a major review of BOR policies in the spring of 2011, and the delegation of additional functions to the President, Vice President, and Chancellors, UHCC Chancellors reviewed and revised the UHCC Functional Road Map ([Ref. 4B-81](#)).

A number of UH System and UHCC System committees/workgroups exist. These organizations allow for discussions, information sharing, and consultation to advise/inform/recommend to the Chancellors and Vice President and the leaders of the System pertinent information for sustainable quality improvement. Several UHCC faculty and administration groups continue to work on developing new UHCC Policies and converting the former Chancellor for Community College Memoranda (CCCMs) to UH Community College Policies, as appropriate. This CCCM Conversion ([Ref. 4B-82](#)) begun in 2005 is on-going.

**Self Evaluation:**

The College meets the standard.

**Planning Agenda:**

None.

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IV.B.3.b. *The district/system provides effective services that support the colleges in their missions and functions.*

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**Descriptive Summary:**

The OVCPP provides centralized support services in the areas of Administrative Affairs and Academic Affairs. The Associate Vice President for Community Colleges for Academic Affairs (AVPCCAA) is responsible for providing leadership in internal operational policy making that has an impact on the development and implementation of UHCC System academic plans, goals, objectives, and assessments. According to the June 2005 Reorganization Functional Statement ([Ref. 4B-80](#)), the AVPCCAA provides leadership, assistance, and coordination in the areas of:

- Academic Support Services.
- Academic Planning, Assessment, and Policy Analysis.
- Career and Technical Education.
- Student Affairs.
- Workforce Development.

The Office of the Associate Vice President for Community Colleges for Administrative Services (AVPCCAS) is responsible for facilitation and coordination in all aspects of administrative services for the UHCC System community colleges. The AVPCCAS provides leadership, assistance, and coordination in the areas of:

- Budget and Planning.
- Equal Employment Opportunity and Affirmative Action (EEO/AA).
- Facilities, Environmental Health, and Human Resources.
- Marketing Communications.
- Research, Training, Commercial Enterprises and Emergency Management.

All UH System Capital Improvements Projects (CIP) are managed at the System-level by the UH Office of Capital Improvements ([Ref. 4B-83](#)). All UHCC System Repair and Maintenance and Capital Improvement Projects are under the AVPCCAS. However, colleges are responsible for routine maintenance, and health and safety issues. Therefore, as stated in the June 2005 Reorganization Functional Statement ([Ref. 4B-80](#)), colleges have worked with consultants to develop Long Range Development Plans (LRDP) which are used by the UHCC System to develop capital improvement plans.

**Self Evaluation:**

The College meets the standard.

## Planning Agenda:

None.

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IV.B.3.c. *The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.*

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## Descriptive Summary:

The VPCC has functional responsibility for providing a fair distribution of resources that are adequate to support the effective operations of the community colleges ([Ref. 4B-80](#)). The Vice President's work is reviewed by the President for results and effectiveness. The budgeting process is described in detail below.

The development process of the UHCC System Budget request is described earlier in this report and is available online ([Ref. 4B-84](#)). 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. A key determinant in approving budget requests are quantifiable and measurable goals supporting the achievement and advancement of strategic planning goals. Although budget details are maintained at the individual college-level, the UHCC Budget is summarized and consolidated at System-level.

In accordance with State law, the UH System submits a biennial budget request, program and financial plan, and program performance report to the Governor and Legislature for consideration when the Legislature convenes in regular session in every odd-numbered year. A Supplemental Budget request to amend any appropriations for the current fiscal biennium may 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 UH System are given to its major organizational units (UH Mānoa, UH Hilo, UH West O'ahu, UH Community Colleges, System-wide Support, etc). The statutes governing the State of Hawai'i budget preparation process are primarily reflected under Hawai'i Revised Statutes Chapter 37 ([Ref. 4B-85](#)).

The UHCC System Office coordinates the budget development and request process for UHCC System colleges, as a single unit in the UH System Budget request. The budget process is grounded in the UH System, the UHCC System, and the individual college Strategic Plans. The Community College Strategic Planning Council (SPC) is the primary body for ensuring System-wide participation in the UHCC System Strategic Planning Process. SPC Membership 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 colleges. The guiding principles of the Community College Strategic Academic Planning Process, which defines the role of the SPC, are codified in UHCCP 4.101 ([Ref. 4B-16](#)).

The SPC develops a planning context that identifies System budget request categories and priorities to ensure consistency with the UHCC System and college's Strategic Plan goals and objectives. This oversight ensures that strategic planning and budget development remain closely linked processes. Thus, all major organizational units participate in the University's Budget Preparation Process and present budget proposals to the UH Biennium Budget Committee ([Ref. 4B-86](#)). This committee is composed of representatives from the baccalaureate campuses, the UHCC System, the All-Campus Council of Faculty Senate Chairs, the Pukoa (Native Hawaiian) Council, the UH Student Caucus, and members of the UH System Senior Management Team. The Biennium Budget Advisory Committee formulates and submits recommendations to the University Executive Budget Committee. These recommendations are made in

accordance with the FB 2011-13 Biennium Budget Policy Paper ([Ref. 4B-87](#)) issued by the President, and set forth the process, strategic priorities, and timeline for the biennium budget process.

The President, then, reviews the budget proposal, and submits the UH System recommended budget proposal to the BOR for final approval. Finally, the BOR approved budget is presented to the Governor and Legislature for consideration and approval. Although position counts and funding are appropriated by the Legislature occur at the UHCC System-level, details on decisions related to individual campus budget requests are provided to each campus through Legislative worksheets. At their discretion, the Governor and Legislature may add budget items to address high priority areas of concern of the State or remove items due to lack of general funds. The UHCC System has appropriated college funds in accordance with Legislative intent.

While State general funds provide the most significant funding resource for the colleges, tuition revenues are a critical, growing component of college revenue streams. Tuition revenues have risen considerably over the past few years as a result of higher tuition rates and rapid student population growth. The Fall 2011 credit headcount enrollment for the UH System was 35,233 students, an 3.8 percent increase from Fall 2010 ([Ref. 4B-88](#)). Other non-general funding resources (e.g. Special funds, Revolving funds, Extramural funds, UH Foundation, as described in Standards III.D and IV.B.2 above.) are also generated and retained by each college.

In 2008, Act 188 ([Ref. 4B-89](#)) was adopted by the State Legislature. It established a task force to make recommendations on a budgetary system that, "...includes an equitable, consistent, and responsive funding formula for the distribution of fiscal resources to the various University of Hawai'i campuses."

After deliberating and consulting with the UH System President and the BOR, the Act 188 Task Force recommended to the Hawai'i State Legislature that the University FB 2011-13 biennium budget include:

- An outcomes component that provides funds to the University based on actual strategic outcomes related to graduation, Native Hawaiian graduation, Science Technology Engineering and Math (STEM) graduation, enrollment of low income students, and student transfers.
- An enrollment component that provides funds to the UH System based on actual enrollment increases.

Due to the downturn in the State economy, the legislature did not approve funding for the components listed above in the FB 2011-13 biennium budget; however, in FY 2012, the UHCC System, internally reallocated \$3.5 million in incentive funding for meeting the goals contained in the UHCC Strategic Outcomes and Performance Measures, 2008 - 2015 ([Ref. 4B-15](#)) and \$1.5 million to supplement \$1.7 million in general funds (total \$3.2 million) for enrollment growth. Enrollment Growth ([Ref. 4B-18](#)) allocations are based on the increase in the number of credit hours taught over a FY 2007 baseline, and include a differential calculation to recognize the different resource requirements for remedial and non-remedial instruction.

An additional \$2 million was also identified for UHCC System reallocation: to expand financial aid programs through Financial Aid Scholarship reallocation ([Ref. 4B-90](#)), improve remedial/developmental education, augment the *Achieving the Dream* initiative, and address other Strategic Plan related requirements such as differential repairs and maintenance allocations to ensure that high priority repairs are addressed at each campus on a timely basis ([Ref. 4B-91](#)).

### **Self Evaluation:**

The College meets the standard.

## Planning Agenda:

None.

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IV.B.3.d. *The district/system effectively controls its expenditures.*

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## Descriptive Summary:

The statutes governing the State of Hawai'i budget execution process are primarily reflected in Hawai'i Revised Statutes Chapter 37 ([Ref. 4B-85](#)). As required by State law, the UH System implements the budget execution process as provided in the Governor's Budget Execution Policies ([Ref. 4B-92](#)) although it is exempt from some of the special requirements set forth in the instructions. The maintenance of allocations, ceilings, quarterly allotments, and the Form A-19 approval process provide for appropriate monitoring, control, and safeguarding of the budget executive process.

The UH System Financial Management Information System (FMIS) was implemented on July 1, 1996, and provides the basic mechanism for monitoring and controlling the financial resources of the System. It is designed to adhere to Federal, State, and UH System requirements, address management information needs, and comply with accounting principles for colleges and universities ([Ref. 4B-93](#)). The quarterly allotment (Form A-19) monitoring and control requirements are programmed into FMIS with transactions edit rejections currently maintained at the campus/fund level. A separate project-based expenditure category for contracts and grants is in place to administer these types of funds. Other funds (e.g. endowments, agency, bond, and financial aid,) are also maintained and controlled as appropriate under FMIS.

Fund management is accomplished through the Budget Level Summary System (BLS). The BLS System is a management tool designed to provide campus administrators with relevant data with which to appropriately manage available resources as well as providing them with a reporting mechanism to inform the financial status of individual campuses to both the UH and UHCC Systems, the BOR, and the Legislature throughout the fiscal year. The BLS System projects the current fiscal year-end financial status of each fund based upon current cash balances, projected current year expenditures/encumbrances (allotments), projected current year revenues, projected transfers/loans, and other relevant factors. The BLS System is integrated with the formal budget execution and control process established under FMIS and the State budget allocation system. The BLS System is updated on a quarterly basis, and its reports are available at each campus ([Ref. 4B-94](#)).

The BLS System is also used to monitor the status of Special and Revolving Fund cash reserves as based upon the standards set by the UHCC's Unrestricted Reserve Policy UHCCP 8.201 ([Ref. 4B-95](#)), which was established to ensure financial stability through the maintenance of adequate reserves for unforeseen or emergency situations. The status of Special and Revolving fund cash reserves is provided with BLS System information on a quarterly basis to the campuses.

The UH System is in the process of developing and testing a replacement to FMIS. The new system, the Kualii Financial System (KFS; [Ref. 4B-96](#)) is scheduled to go online on July 1, 2012. KFS is an open source financial system, collaboratively designed among partner schools to meet the needs of all Carnegie Class Institutions by integrating best practice processes into its core design. The new system will improve efficiency, bring business practices up to date and provide improved data driven decision-making. The new system will also provide a mechanism to ensure compliance with all applicable Federal, State and UH System requirements.

An independent audit is conducted annually for the entire UH System. These independent audits include a combined balance sheet and income statement for the UHCC System as supplemental information to the UH System's Consolidated Financial Statements ([Ref. 4B-97](#)).

The audits are prepared in accordance with Governmental Accounting Standards Board (GASB) principles, which establish the standards for external financial reporting for public colleges and universities. The audits provide external, independent reviews of the University's financial information and are key indicators of fiscal health and sound financial management.

**Self Evaluation:**

The College meets the standard.

**Planning Agenda:**

None.

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*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.*

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**Descriptive Summary:**

The UH System has a single president, a Vice President for Community Colleges (VPCC), and college Chancellors. The Vice President for Community Colleges has the functional responsibility to ensure that Community College Chancellors have full responsibility and authority to implement and administer delegated System policies without interference. The VPCC holds the Chancellors accountable for the operation of the colleges and evaluates each of them ([Ref. 4B-80](#)). The Vice President's work is reviewed by the President for results and effectiveness. Therefore, 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-98](#)). 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-99](#)).

The BOR approved reorganization of the UH President's Office, the creation of the Office of the Vice President for Community Colleges, and the realigning of functions established an organizational infrastructure for the UHCC System while retaining the integrity of the individually accredited colleges. When approving the structure and positions, the President stated, "that 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 that, "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-100](#)).

**Self Evaluation:**

The College meets the standard.

**Planning Agenda:**

None.

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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.*

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**Descriptive Summary:**

The OVPCC acts as liaison between the community colleges and the BOR ([Ref. 4B-101](#); [Ref. 4B-80](#)). The VPCC serves as an Administrative Representative to the BOR's Community College Standing Committee. When presentations regarding the UHCC 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). Items forwarded to the BOR for approval, such as college Strategic Plans and college Institutional Self Evaluation Reports are forwarded under the signature of the VPCC. The functional road map provides more detail ([Ref. 4B-81](#)).

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 also convenes regular meetings of the seven-campus Council of Community College Chancellors.

The VPCC visits each campus at least twice a year. During the Spring Campus Visits ([Ref. 4B-102](#)), the VPCC holds an open campus forum to discuss UHCC System and college-level performance based on their Strategic Plan Performance Measures. In the Fall, the VPCC reviews UHCC System major initiatives and the UHCC System budget for the upcoming year. These regular opportunities to meet with the VPCC and to discuss campus issues and concerns are well received and appreciated.

**Self Evaluation:**

The College meets the standard.

**Planning Agenda:**

None.

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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.*

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**Descriptive Summary:**

The UHCC System is compiling best practices and processes into policies which are posted on the community college website ([Ref. 4B-103](#)). Written policies are aligned with BOR and UH System Executive Policies and provide for regular policy review and assessment.

The VPCC and the Chancellors have agreed to and made public a UHCC Campus – System Functions Map ([Ref. 4B-81](#)). One of the UHCC System’s first policies ([Ref. 4B-104](#)) delineates the role of faculty governance and defines its advisory role to the VPCC.

UHCC Strategic Planning is codified in UHCCP 4.101 ([Ref. 4B-16](#)). This policy provides the process and establishes the UHCC Strategic Planning Council (SPC) as the primary body for ensuring System-wide participation in the UHCC Strategic Planning Process. The policy identifies roles and responsibilities and includes the relationship to and responsibility of campus academic planning.

**Self Evaluation:**

The College meets the standard.

**Planning Agenda:**

None.

## Standard IV.B Evidence

- 4B-1. Act 9 ([Archived Copy](https://www.hawaii.edu/rcac/docs/Act9.pdf)) <https://www.hawaii.edu/rcac/docs/Act9.pdf>
- 4B-2. Act 58 ([Archived Copy](https://www.hawaii.edu/rcac/docs/Act58.pdf)) <https://www.hawaii.edu/rcac/docs/Act58.pdf>
- 4B-3. UH Regents Candidate Advisory Council ([Archived Copy](https://www.hawaii.edu/rcac/members.php))  
<https://www.hawaii.edu/rcac/members.php>
- 4B-4. Hawai'i Revised Statutes: Chapter 304A-104 Regents; Appointment; Tenure; Qualifications; Meetings ([Archived Copy](http://www.capitol.hawaii.gov/hrscurrent/Vol05_Ch0261-0319/HRS0304A/HRS_0304A-0104.htm)) [http://www.capitol.hawaii.gov/hrscurrent/Vol05\\_Ch0261-0319/HRS0304A/HRS\\_0304A-0104.htm](http://www.capitol.hawaii.gov/hrscurrent/Vol05_Ch0261-0319/HRS0304A/HRS_0304A-0104.htm)
- 4B-5. Board of Regents Policy: Chapter 9 Personnel ([Archived Copy](http://www.hawaii.edu/offices/bor/policy/borpch9.pdf))  
<http://www.hawaii.edu/offices/bor/policy/borpch9.pdf>
- 4B-6. Board of Regents Policy: Chapter 2 Administration ([Archived Copy](http://www.hawaii.edu/offices/bor/policy/borpch2.pdf))  
<http://www.hawaii.edu/offices/bor/policy/borpch2.pdf>
- 4B-7. Hawai'i Revised Statutes: Chapter 92 Public Agency Meetings and Records ([Archived Copy](http://www.capitol.hawaii.gov/hrscurrent/Vol02_Ch0046-0115/HRS0092/HRS_0092-.HTM))  
[http://www.capitol.hawaii.gov/hrscurrent/Vol02\\_Ch0046-0115/HRS0092/HRS\\_0092-.HTM](http://www.capitol.hawaii.gov/hrscurrent/Vol02_Ch0046-0115/HRS0092/HRS_0092-.HTM)
- 4B-8. Office of the Board of Regents ([Archived Copy](http://www.hawaii.edu/offices/bor/)) <http://www.hawaii.edu/offices/bor/>
- 4B-9. Board of Regents Meeting Minutes and Agendas ([Archived Copy](http://www.hawaii.edu/offices/bor/archive/))  
<http://www.hawaii.edu/offices/bor/archive/>
- 4B-10. UH System-wide Administrative Procedures ([Archived Copy](http://www.hawaii.edu/svpa/apm/sysap.php))  
<http://www.hawaii.edu/svpa/apm/sysap.php>
- 4B-11. Board of Regents, meeting minutes, 2002/11/ 22 ([Archived Copy](http://www.hawaii.edu/offices/bor/regular/minute/20021122.regular.html))  
<http://www.hawaii.edu/offices/bor/regular/minute/20021122.regular.html>
- 4B-12. UHCC Strategic Plan 2002-2010 ([Archived Copy](http://www.hawaii.edu/offices/cc/strategicplan_2002-2010.html))  
[http://www.hawaii.edu/offices/cc/strategicplan\\_2002-2010.html](http://www.hawaii.edu/offices/cc/strategicplan_2002-2010.html)
- 4B-13. Achieving the Dream Goals ([Archived Copy](http://www.hawaii.edu/offices/cc/achieving_the_dream_goals.php))  
[http://www.hawaii.edu/offices/cc/achieving\\_the\\_dream\\_goals.php](http://www.hawaii.edu/offices/cc/achieving_the_dream_goals.php)
- 4B-14. Appendix A: The Hawai'i Planning Context Fall 2007 ([Archived Copy](http://www.hawaii.edu/offices/cc/strategicplan/Appendix_A_The_Hawaii_Planning_Context_Fall_2007.pdf))  
[http://www.hawaii.edu/offices/cc/strategicplan/Appendix\\_A\\_The\\_Hawaii\\_Planning\\_Context\\_Fall\\_2007.pdf](http://www.hawaii.edu/offices/cc/strategicplan/Appendix_A_The_Hawaii_Planning_Context_Fall_2007.pdf)
- 4B-15. Appendix B: UHCC Strategic Outcomes and Performance Measures 2008-2015 ([Archived Copy](http://www.hawaii.edu/offices/cc/strategicplan/Appendix_B_UHCC_Strategic_Outcomes_and_Performance_Measures_2008_2015%20.pdf))  
[http://www.hawaii.edu/offices/cc/strategicplan/Appendix\\_B\\_UHCC\\_Strategic\\_Outcomes\\_and\\_Performance\\_Measures\\_2008\\_2015%20.pdf](http://www.hawaii.edu/offices/cc/strategicplan/Appendix_B_UHCC_Strategic_Outcomes_and_Performance_Measures_2008_2015%20.pdf)
- 4B-16. UHCC Policy #4.101 Strategic Academic Planning ([Archived Copy](http://www.hawaii.edu/offices/cc/docs/policies/4.101.pdf))  
<http://www.hawaii.edu/offices/cc/docs/policies/4.101.pdf>
- 4B-17. Annual Performance Data: 2011 Update ([Archived Copy](http://www.hawaii.edu/offices/cc/strategicplan/2011_Actuals.html))  
[http://www.hawaii.edu/offices/cc/strategicplan/2011\\_Actuals.html](http://www.hawaii.edu/offices/cc/strategicplan/2011_Actuals.html)
- 4B-18. CC Enrollment Growth Cost Differential Funding - Final FY 2011 Allocations ([Archived Copy](http://www.hawaii.edu/offices/cc/downloads/FY2011_Enrollment_Growth.pdf))  
[http://www.hawaii.edu/offices/cc/downloads/FY2011\\_Enrollment\\_Growth.pdf](http://www.hawaii.edu/offices/cc/downloads/FY2011_Enrollment_Growth.pdf)
- 4B-19. Hawai'i Revised Statutes: Chapter 304A-105 Powers of Regents; Official Name ([Archived Copy](http://www.capitol.hawaii.gov/hrscurrent/Vol05_Ch0261-0319/HRS0304A/HRS_0304A-0105.htm))  
[http://www.capitol.hawaii.gov/hrscurrent/Vol05\\_Ch0261-0319/HRS0304A/HRS\\_0304A-0105.htm](http://www.capitol.hawaii.gov/hrscurrent/Vol05_Ch0261-0319/HRS0304A/HRS_0304A-0105.htm)
- 4B-20. Board of Regents' Meeting on Briefing and Workshop on Best Practices for Board of Regents' Policies and Bylaws, meeting minutes, 2011/01/20 ([Archived Copy](http://www.hawaii.edu/offices/bor/regular/minute/20110120.special.pdf))  
<http://www.hawaii.edu/offices/bor/regular/minute/20110120.special.pdf>
- 4B-21. All Campus Council of Faculty Senate Chairs ([Archived Copy](http://www.hawaii.edu/accfsc/))  
<http://www.hawaii.edu/accfsc/>
- 4B-22. All Campus Council of Faculty Senate Chairs, meeting minutes, 2011/02/25 ([Archived Copy](http://www.hawaii.edu/accfsc/minutes/accfsc_min_20110225.doc))  
[http://www.hawaii.edu/accfsc/minutes/accfsc\\_min\\_20110225.doc](http://www.hawaii.edu/accfsc/minutes/accfsc_min_20110225.doc)
- 4B-23. Board of Regents, meeting minutes, 2011/04/21 ([Archived Copy](http://www.hawaii.edu/offices/bor/regular/minute/20110421.regular.pdf))  
<http://www.hawaii.edu/offices/bor/regular/minute/20110421.regular.pdf>
- 4B-24. Board of Regents, meeting minutes, 2010/04/01 ([Archived Copy](http://www.hawaii.edu/offices/bor/regular/minute/20100401.special.pdf))  
<http://www.hawaii.edu/offices/bor/regular/minute/20100401.special.pdf>
- 4B-25. Board of Regents, meeting minutes, 2012/02/23 ([Archived Copy](http://www.hawaii.edu/offices/bor/regular/minute/20120223.regular.pdf))  
<http://www.hawaii.edu/offices/bor/regular/minute/20120223.regular.pdf>
- 4B-26. Board of Regents, meeting minutes, 2012/03/15 ([Archived Copy](http://www.hawaii.edu/offices/bor/regular/minute/20120315.regular.pdf))  
<http://www.hawaii.edu/offices/bor/regular/minute/20120315.regular.pdf>
- 4B-27. Board of Regents Reference Guide ([Archived Copy](http://www.hawaii.edu/offices/app/bor/Reference_Guide_05_2011.pdf))  
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- 4B-28. Bylaws of the Board of Regents of the UH ([Archived Copy](#))  
<http://www.hawaii.edu/offices/bor/policy/bylaws.pdf>
- 4B-29. Hawai'i Revised Statutes: Chapter 84 Standards of Conduct ([Archived Copy](#))  
<http://hawaii.gov/ethics/constitution/chap84>
- 4B-30. Board of Regents, meeting minutes, 2006/08/24-25 ([Archived Copy](#))  
<http://www.hawaii.edu/offices/bor/regular/minute/20060824.regular.pdf>
- 4B-31. System Level Reorganization of the CCs and Establishment of the New Executive Class, Vice President for CCs ([Archived Copy](#)) <http://www.hawaii.edu/vpaa/posts/053105-signed-cc-reorg.pdf>
- 4B-32. Organization Chart ([Archived Copy](#))  
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- 4B-33. 360° Evaluations ([Archived Copy](#)) <http://windward.hawaii.edu/assessment/360/>
- 4B-34. Governance Survey Information Page 2010-11 ([Archived Copy](#))  
[http://www.wcc.hawaii.edu/ir/GIC/2010-11/GovernanceMenu\\_2011.html](http://www.wcc.hawaii.edu/ir/GIC/2010-11/GovernanceMenu_2011.html)
- 4B-35. Governance Subcommittee of the Institutional Effectiveness Committee Evaluation Process at WCC: Report of the Consultant ([Archived Copy](#))  
[http://windward.hawaii.edu/documents/governance/2012/GSIEC\\_Report\\_2012.pdf](http://windward.hawaii.edu/documents/governance/2012/GSIEC_Report_2012.pdf)
- 4B-36. Faculty Senate ([Archived Copy](#))  
[http://windward.hawaii.edu/Committees/Faculty\\_Senate/index.php](http://windward.hawaii.edu/Committees/Faculty_Senate/index.php)
- 4B-37. Chancellor's Administrative Staff ([Archived Copy](#))  
[http://windward.hawaii.edu/Committees/Chancellor\\_Staff/index.php](http://windward.hawaii.edu/Committees/Chancellor_Staff/index.php)
- 4B-38. Master Planning and Space Allocation Committee ([Archived Copy](#))  
[http://windward.hawaii.edu/Committees/Master\\_Planning/index.php](http://windward.hawaii.edu/Committees/Master_Planning/index.php)
- 4B-39. Aesthetics Committee Directives ([Archived Copy](#))  
<http://windward.hawaii.edu/committees/Aesthetics/Directives.php>
- 4B-40. Student Government ([Archived Copy](#))  
[http://windward.hawaii.edu/Student\\_Life/Student\\_Government/index.php](http://windward.hawaii.edu/Student_Life/Student_Government/index.php)
- 4B-41. Assessment and Program Review ([Archived Copy](#)) <http://windward.hawaii.edu/assessment/>
- 4B-42. Discussions ([Archived Copy](#)) <http://windward.hawaii.edu/discussions/>
- 4B-43. Kāne'ōhe Business Group ([Archived Copy](#)) <http://kaneohebusinessgroup.com/>
- 4B-44. Kailua Chamber of Commerce ([Archived Copy](#)) <http://www.kailuachamber.com/>
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