



WINDWARD

Community College

Self-Evaluation Report of Educational Quality and Institution Effectiveness

SUPPORT OF REAFFIRMATION OF ACCREDITATION

SUBMITTED BY:

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

SUBMITTED TO:

Accrediting Commissions for Community and Junior Colleges
Western Association of Schools and Colleges

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UNIVERSITY of HAWAII®

WINDWARD
COMMUNITY COLLEGE

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Abbreviations

AA Associate in Arts	CIP capital improvement program
AAPU American Association of University Professors	CLO course learning outcome
ACCJC Accrediting Commission for Community and Junior Colleges	CMMS Computerized Maintenance Management System
ALO accreditation liaison officer	CNA certified nurse's aide
AP Administrative Procedure	CO Certificate of Competence
APAPA Academic Data, Assessment and Policy Analysis office	CRDM capital renewal and deferred maintenance
APT administrative, professional, and technical	CRE Comprehensive Review and Evaluation
APT EPE administrative, professional, technical electronic personnel evaluation	CS Civil Service
ARPD Annual Report of Program Data	CS Computing Services
AS Associate in Science	CSAC Chancellor's Search Advisory Committee
ASC Academic Program Certificate	CTE career and technical education
ASC Accreditation Steering Committee	DAGS State of Hawai'i Department of Accounting and General Services
ASUH-Windward CC Associated Students of the University of Hawai'i Windward Community College	DAPIR data access portal
ATG Advisory Task Group on Operational and Financial Controls Improvement	DC department chair
AVMA American Veterinary Medical Association	DE distance education
AVTS AV & Technology Services	DOE State of Hawai'i Department of Education
BO Business Office	DPC division personnel committee
CA Certificate of Achievement	DPPE director of planning and program evaluation
CAP Corrective Action Plan	DQ desirable qualifications
CC Certificate of Completion	DVAC Domestic Violence Action Center
CCCC Council of Community College Chancellors	EEO/AA Equal Employment Opportunity and Affirmative Action
CCSWS University of Hawai'i Community College Systemwide Support Group	E/M Executive/Managerial positions
CEO chief executive officer	EMG Enrollment Management Group
CFO chief financial officer	EP Executive Policy
CCSSE Community College Survey of Student Engagement	ER Eligibility Requirement
	FA Fiscal Administrator
	FAFSA Free Application for Federal Student Aid
	FAO Financial Aid Office
	FCI facilities condition index

FEH Office of Facilities and Environmental Health
FMO Office of Financial Management
FRRM facilities renewal reinvestment model
FTE full-time equivalent
FQ Quantitative Reasoning
FYE First Year Experience
GAC Governance Assessment Committee
GASB General Accounting Standards Board
GELO general education learning outcome
GF general funds
GPS Guided Pathway System
HBA Hawai'i Banker's Association
HGEA Hawai'i Government Employee Association
HINET Ho'ole Ike
HLC Hawai'i Library Consortium
HSSI Hawai'i Student Success Institute
IAFP Integrated Academic and Facilities Plan
ICS Information and Computer Science
ID Instructional Development
IEC Institutional Effectiveness Committee
ILO institutional learning outcome
IPEDS Integrated Postsecondary Education Data System
IROA Institutional Research and Analysis Office
ISER institutional self-evaluation report
ISS integrated student support
IT information technology
KFS Kualii Financial System
KKP Ke Kumu Pali
KSCM Kualii Student Curriculum Management
LDAP Lightweight Directory Access Protocol
LGBTQ+ Lesbian, Gay, Bisexual, Transgender, Queer, +
LMS Learning Management System
LRDP Long Range Development Plan
LVN licensed vocational nurse

MaPSAC Master Plan and Space Allocation Committee
MFTF Modern Facilities Task Force
MOU Memorandum of Understanding
MPRO Marketing and Public Relations Office
MQ minimum qualifications
MS Media Services
M&TS Media and Technology Services
MVCV mission, vision, and core values
NACES National Association of Credential Evaluation Services
NASA National Aeronautics and Space Administration
NH Native Hawaiian
NSF National Science Foundation
NSO New Student Orientation
OCCE Office of Career & Continuing Education
OCET Office of Continuing Education and Training
OEP Operational Expenditure Plan
OER Open Educational Resources
OHA Office of Hawaiian Affairs
OHR Office of Human Resources
OIA Office of Internal Audit
OIR Office of Institutional Research
OLA Online Learning Academy
O/M Operations and Maintenance
OPEB Other Post-Employment Benefits
OPPE Office of Planning and Program Evaluation
OPRPM Office of Procurement and Real Property Management
ORS Office of Research Services
OVPBF University of Hawai'i Office of the Vice President for Business and Finance
OVPCC Office of the Vice President for Community Colleges
PaCES Pacific Center for Environmental Studies
PAS performance appraisal system
PBC Planning and Budget Council

PD professional development
PLA prior learning assessment
PLO program learning outcome
PO Personnel Officer
PPIS Policies and Procedures Information System
PRU Plan Review Use
PSD State of Hawai'i Department of Public Safety
QFE Quality Focus Essay
QM Quantitative Methods
RCAC Regents Candidate Advisory Committee
RCUH Research Corporation of the University of Hawai'i
RILS Review of Integrated Library Systems Committee
RMSF University of Hawai'i System Risk Management Special Fund
RN registered nurse
RP Regents Policy
RTRF Research Training and Revolving Funds
SCA special compensation adjustment
SCVP senior citizen's visitor pass
SI supplemental instruction
SDC Staff Development Committee
SLO student learning outcome
SNAP *Supplemental Nutrition Assistance Program*
SPDA Sub-Committee on Professional Development in Assessment
SSP Student Success Pathway
SSS TRiO Student Support Services
STAR online advising system (brand name)
STEM Science, Technology, Engineering, and Math

TALENT Teaching and Learning with Electronic Networked Technologies
TCO total cost of ownership
TFSF tuition and fees special funds
TPRC Tenure and Promotion Review Committee
UH University of Hawai'i
UHBOR University of Hawai'i Board of Regents
UHF University of Hawai'i Foundation
UH ITS University of Hawai'i Information Technology Services
UH Mānoa University of Hawai'i at Mānoa
UH System University of Hawai'i System
UH West O'ahu University of Hawai'i-West O'ahu
UBS University Bond Service
UHCC University of Hawai'i Community Colleges
UHCCP University of Hawai'i Community Colleges Policy
UHPA University of Hawai'i Professional Assembly
USDA United States Department of Agriculture
USDOE United States Department of Education
VA Veteran's Administration
VCAA vice chancellor for academic affairs
VCAS vice chancellor of administrative services
VCSA vice chancellor of student affairs
VITA Volunteer Income Tax Assistance
VPCC vice president for community colleges
WASC Western Association of Schools and Colleges
Windward CC Windward Community College

STEM Science, Technology, Engineering, and Math

TALENT Teaching and Learning with Electronic Networked Technologies

TCO total cost of ownership

TFSF tuition and fees special funds

TPRC Tenure and Promotion Review Committee

UH University of Hawai‘i

UHBOR University of Hawai‘i Board of Regents

UHF University of Hawai‘i Foundation

UH ITS University of Hawai‘i Information Technology Services

UH Mānoa University of Hawai‘i at Mānoa

UH System University of Hawai‘i System

UH West O‘ahu University of Hawai‘i- West O‘ahu

UBS University Bond Service

UHCC University of Hawai‘i Community Colleges

UHCCP University of Hawai‘i Community Colleges Policy

UHPA University of Hawai‘i Professional Assembly

USDA United States Department of Agriculture

USDOE United States Department of Education

VA Veteran’s Administration

VCAA vice chancellor for academic affairs

VCAS vice chancellor of administrative services

VCSA vice chancellor of student affairs

VITA Volunteer Income Tax Assistance

VPCC vice president for community colleges

WASC Western Association of Schools and Colleges

Windward CC Windward Community College

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

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

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

I certify there was effective participation by the campus community, and I believe the Self
Evaluation Report accurately reflects the nature and substance of this institution.

Signatures:



Douglas Dykstra, Chancellor and Presiding Chair,
Planning and Budget Council

4/16/18

Date



Ardis Eschenberg, Vice Chancellor of Academic Affairs,
Native Hawaiian Student Achievement Parity QFE

4/20/18

Date



T. Michael Moser, Director Office of Community
And Continuing Education

4/16/18

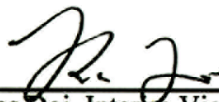
Date



Brian Pactol, Vice Chancellor of Administrative Services

4/16/18

Date



Thomas Doi, Interim Vice Chancellor of Student Affairs

4/16/18

Date



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Distance Education Student Achievement Parity QFE

4/16/18

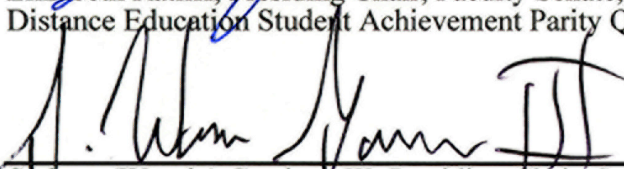
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Elizabeth Ratliff, Presiding Chair, Faculty Senate,
Distance Education Student Achievement Parity QFE

4/17/18

Date



Sydney (Woody) Garrison III, Presiding Chair, Staff Senate
Distance Education Student Achievement Parity QFE

4-11-18

Date



Makana Tani, President, ASUM

04/27/18

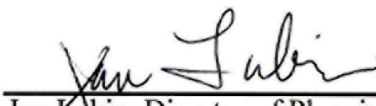
Date



Sarah Sur, Chairperson, Ke Kumu Pali
Native Hawaiian Student Achievement QFE

04/17/18

Date



Jan Lubin, Director of Planning and Program Evaluation and
Accreditation Liaison Officer

04/11/2018

Date

Introduction

History of Windward Community College

Windward Community College (Windward CC) is located in Kāneʻohe on the island of Oʻahu at the base of the Koʻolau mountains. It primarily serves residents from Waimānalo on the East Shore to Kahuku on the North Shore. Its offerings further 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.

Situated on lush, tropical lands, the College's physical infrastructure not only supports the beauty of the surroundings, but also the strong educational foundation that Windward CC provides for the communities it serves. Most recently, the Student Support Services (Hale Kakoʻo), Hawaiian Studies (Hale Aʻo), Social Sciences (Hale Naʻauao), and Language Arts (Hale Manaleo) buildings have been renovated to create more optimal learning spaces. Our most recent new construction project, the Library Learning Commons (Hale Laʻakea), completed in Fall 2012, has become the core for many of the College's educational support and outreach activities including housing tutoring services, the Hawaiian collection, and writing, speech, and math labs. Moreover, the College has also sought to increase student persistence and retention rates by enhancing its tutoring, counseling, and student support efforts through participation in the Achieving the Dream initiative ([I-1](#)), University of Hawaiʻi Community College (UHCC) Student Success Initiative ([I-2](#)) and in federal programs such as Upward Bound Educational Support Services ([I-3](#)) Educational Talent Search ([I-4](#)), and Student Support Services ([I-5](#)).

Recent Major Developments

In order to attract more students, Windward CC has expanded its curricular offerings, distance education opportunities, classroom space, student support services, and offered significant coursework at target high schools to better serve the local community, the State of Hawaiʻi, and others living outside the State. The College has also embraced pedagogical innovations, including learning communities and supplemental instruction, as well as added new forward-thinking disciplines such as Creative Media.

The College has developed the following degrees and concentrations from 2012-2017:

- Associate in Arts in Liberal Arts ([I-6](#))
- Associate in Arts in Hawaiian Studies ([I-7](#)).
- Associate in Arts degree in Liberal Arts with a concentration in Visual Arts ([I-8, fall 2018](#)).
- Associate in Arts degree in Liberal Arts with a concentration in Performing Arts ([I-9, Fall 2018](#)).

- Associate in Science in Natural Sciences with a concentration in Biological Sciences ([I-10](#)).
- Associate in Science in Natural Sciences with a concentration in Physical Sciences ([I-11](#)).
- Associate in Science in Natural Sciences with a concentration in Engineering ([I-12](#)).
- Associate in Science in Natural Sciences degree with a concentration in Information and Communication Technology ([I-13](#)).
- Associate in Science in Veterinary Technology ([I-14](#)).
- Certificate of Achievement in Veterinary Assisting ([I-15](#)).
- Certificate of Achievement in Agripharmatech ([I-16](#)).
- Certificate of Competence in Information Security ([I-17](#)).

These offerings enable students to earn associate degrees and certificates, which grant them the opportunities to develop basic skills, transfer to Hawai'i and nationwide baccalaureate institutions, and gain career and technical proficiency to become active members of a global society.

Meeting Distance Education Needs

Distance Education (DE) learning provides students with access to education through a network of various technologies. Instructor and students interact at a distance without having to be physically present in the same location. Distance learning provides students greater flexibility in achieving their educational goals through audio, video, and computer technologies ([I-18](#), [I-19](#)).

Although the seven UHCCs were originally envisioned to serve defined local populations, that perception has changed as each campus has created unique classes and programs that are in demand throughout the State. Owing to the geographic separation of campuses, commuting between UHCCs can be economically and logistically unfeasible. As a result, most of the UHCCs have developed a robust Distance Education curriculum.

Working collaboratively, the UHCC System offers courses leading to an Associate in Arts degree through cable TV, the Internet, and interactive television. Students may choose to earn their AA degree through a combination of distance delivered and on-campus courses. Windward CC is no exception. In AY 2015-2016, the campus offered 120 classes online ([I-20](#)), and almost 30% of registered students are home-based on other campuses ([I-21](#)). These large enrollment numbers challenge us to manage and provide quality services but also benefit the campus by allowing Windward CC to offer more sections of high-demand courses and a fuller curriculum than what might be expected of other small community colleges. This is the basis for the Distance Education Student Achievement Quality Focused Essay.

Windward CC has also led the System in converting its highly popular Certificate of Achievement (CA) in Veterinary Assisting, into a hybrid delivery format for residents of the Neighbor Islands. Students in this program complete lecture classes online and satisfy hands-on portions of the program by participating in fast-track labs which are held at satellite facilities outside of O'ahu ([I-22](#)). The hybrid CA program was offered on the island of Maui in AY 2015-2016 and is being offered on Hawai'i Island in AY 2017-2018. Demand for hybrid-delivered programs is growing; a total of 15 students (75% program capacity) enrolled in the Veterinary Assisting program on Maui, and, the following year, 20 students

(100% capacity) have enrolled on Hawai‘i Island. As a result of this, the College is evaluating the efficacy of converting other degree and certificate programs to a DE format.

Therefore, to accommodate the high demand for DE classes, the University of Hawai‘i has devoted substantial resources to support distance education. Technology support is shared by the UH System for major enterprise systems and for the UH technical infrastructure and by the colleges for on-campus support for students and staff using college technology resources. The UH System has also created a very high-speed digital network connecting all campuses, learning centers, libraries, and DOE schools.

To ensure equal access for these students, the College and UHCC System have acquired several resources, including:

- Laulima and Canvas Learning Management Systems ([I-23](#)).
- BrainFuse online tutoring system ([I-24](#)).
- Distance Education Proctoring Services ([I-25](#)).
- Blackboard Virtual Classrooms ([I-26](#)).
- HITS Classroom ([I-27](#)).
- Web Access to Online Library Resources ([I-28](#)).

The UHCC community colleges assess all of their internal campus networks to assure that they provide the required high-speed connectivity to the teaching and learning space, to the business operations, and to the students in general. Necessary upgrades are implemented based on this assessment.

The College also assesses its delivery of DE education through SLO analysis ([I-29](#)), student engagement surveys ([I-30](#)), departmental reports and program analyses ([I-31](#), [I-32](#), [I-33](#)). Currently, success rates for online classes (65%) are slightly lower than that of conventional face-to-face classes (70%; [I-32](#)), though in the area of Veterinary Technology, online success rates actually surpass face-to-face classes ([I-31](#)). In instances when these analyses uncover deficiencies, faculty and staff can request additional DE resources via the Planning and Budget Process ([I-34](#)). See section III.B.3 for more details on this process. The Distance Education Student Achievement Quality Focused Essay is the College’s attempt to remedy the lower success rates ([I-35](#)).

The Students Windward Community College Serves: Student Trends

By State law, Windward CC has an open-door admission policy that includes, but is not limited to, residents who have completed high school or who are 18 years of age or older. In its 45 years, Windward CC has grown from a small collection of aging buildings that were once the home of the Hawai‘i 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 with events and performances at the Palikū Theatre ([I-36](#)), Hōkūlani Imaginarium ([I-37](#)), Gallery ‘Iolani ([I-38](#)), and the Windward Ho‘olaule‘a festival ([I-39](#)).

The College also participates in programs that extend College access to high school students, non-resident members of the military, international students, and other non-residents.

Outreach efforts are focused on the Windward side of O‘ahu, with special attention paid to underserved and minority populations. The College’s institutional mission and values ([I-40](#)) mirror the communities that it serves as shown in the Community College Survey of Student Engagement results ([I-30](#)), and the diversity of its students, as shown in Table 1 below, is representative of the Ko‘olau districts of O‘ahu.

Nonetheless, enrollment at Windward CC has decreased from a headcount of 2741 students in Fall 2012 to a headcount of 2511 in Fall 2016 (See Table 1), mostly because the economic conditions of the area have improved. This headcount is still significantly higher than historical headcounts.

**Table 1: Windward Community College Fall Enrollment
All Students: Full-time and Part-time**

	Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016	
Total	2,741		2,799		2,661		2,610		2,511	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
	1,287	1,454	1,367	1,432	1,356	1,305	1,281	1,329	1,281	1,230
Age										
Recent High School Graduates	192	65	193	51	189	43	186	40	171	35
Other< 22 Year Olds	569	423	585	410	586	385	524	506	541	406
22-24	179	274	221	254	208	236	202	212	205	211
25-48	322	593	335	603	338	542	343	463	330	465
>49	25	99	33	114	35	99	26	108	34	113
Age Not Reported										
Race/ Ethnicity										
American Indian or Alaska Native	3	6	4	8	9	4	10	3	6	9
Asian	234	243	234	247	224	228	249	276	240	249
Black or African American	15	9	14	10	17	17	15	16	16	14
Hispanic/Latino of Any Race	17	26	31	35	31	33	25	35	26	26
Native Hawaiian	588	574	621	551	618	500	560	512	546	485
Other Pacific Islander	25	38	24	24	27	16	15	17	22	19
White	210	322	238	320	234	291	215	261	222	224
Two or More Races	180	222	196	227	192	208	190	201	199	195
Unknown/Other	15	14	5	10	4	8	2	8	4	9
Gender										
Female	788	896	816	889	787	789	755	829	754	809
Male	473	544	524	521	535	501	491	466	505	408
Not Reported	26	14	27	22	34	15	35	34	22	13

	Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		
Socio Economic (Pell)											
Received Pell	652	527	694	501	661	409	592	371	579	294	
Did not receive Pell	635	927	673	931	695	896	689	958	702	936	
Distance Completely On-Line Courses (DCO)											
Student Took No DCO	872	1,041	866	962	857	836	704	819	687	729	
Student Took 1 or More DCO	415	413	501	470	499	469	577	510	594	501	

Data Source: ODS - IRAO Freeze Tables - IRO_BASE, IROREGS, and DIAD_SEMESTER, CENSUS

Major Demographic Trends

The mean age of our students is 25 with the median age being 25 ([I-41](#)). Students primarily are from the two Ko‘olau districts of O‘ahu as defined below. Table 1 above shows that the student body at Windward CC is diverse. In Fall 2016, Native Hawaiians (NH) comprised the largest percentage of any race or ethnicity (41%). In addition to NH, Windward CC’s student body consisted of 19% Asian, 18% Caucasian, 16% two or more races, 2% Hispanic, 1% Pacific Islander, Black, Alaskan/American Indian and Other/Unknown students. On average, 62% of students are female while 38% are male, and 35% receive Pell Grants, pointing towards relatively high levels of financial need. When comparing these demographics with those of Honolulu County, Windward District ([I-42](#)), they are representative. albeit a bit higher, for some ethnicities and a bit lower for others. The need to appropriately serve the Native Hawaiian population is noted in our mission and strategic plan, and is reflected in our Quality Focus Essay on Native Hawaiian Student Achievement Parity.

According to the 2016 US Census American Community Survey, ([I-43](#)), the demographics of the Kāne‘ohe area indicate an older population. This may be one of the reasons why Windward CC has a majority of students over 25 years old. This MAPS Table ([I-44](#)) shows that the number of students who enter directly from high schools has gone down during the reporting period. Windward CC is trying to reverse this downward trend through its Early College, Upward Bound, and recruitment programs described in Standard II.C.3.

Table 1 above also shows that the percentage of Windward CC’s students enrolled in 12 or more credits per semester has fluctuated during the reporting period. In Fall 2012, 47% of students enrolled in more than 12 credits per semester, whereas in 2016, 51% were enrolled in more than 12 credits per semester. This increase in the percentage of full time enrollment may be due to the UH System’s 15 to Finish ([I-45](#)) initiative that encourages students to graduate in two years. Promoting full-time and higher course loads has also been a feature of several initiatives at Windward CC such as Hūlili ([I-46](#)) and Paipai o Ko‘olau ([I-47](#)), which are discussed in detail in Standards I.B.1 and II.C.2. As discussed in detail in Standards II.A.6 and II.C.2, Windward CC has also embraced dedicated student success pathways in STAR ([I-48](#)) and advised students accordingly.

The Community Windward Community College Serves: The Ko‘olau Regions

The windward side of O‘ahu is made up of two districts: Ko‘olaupoko (long Ko‘olau) to the north, and Ko‘olaupoko (short Ko‘olau) to the south. These districts are bordered on the west by the entire ridge of the Ko‘olau Mountain range. Ko‘olaupoko extends from Makapū Point on the southeast to Ka‘ō‘io Point on the north. Included within the Ko‘olaupoko district are the largest Windward towns of Kāne‘ohe, Kailua, and Waimānalo. Ko‘olaupoko extends from Ka‘ena Point to Kahuku Point, and includes Kahuku, Laie, and Hale‘iwa.

Table 2: Ko‘olaupoko Median Age: 2016

Kāne‘ohe	Kailua	Waimānalo
42.1	43.1	34.2

2016 American Community Survey ([I-49](#), [I-50](#), [I-51](#))

Table 3: Ko‘olaupoko Employment Status: 2016 (16 or older)

Employed	Employment to population ratio	Unemployment rate
66.5%	56.6%	4.6%

2016 American Community Survey ([I-52](#))

Table 4: Ko‘olaupoko: Earned Income of 34,990 Households

Less than \$10,000	\$10,000-\$24,999	\$25,000-\$49,999	\$50-\$99,999	Over \$100,000
2.9%	5.7%	14.2%	30.1%	37.1%

2016 American Community Survey ([I-53](#))

Of those below poverty level, 14.5% were families with a female householder and no husband, with 23.9% of those having children under 18, and 11% having children under the age of 5.

Table 5: Ko‘olaupoko: Occupational Fields (53,790, 16 or older)

Management, business, science, and art	Service occupations	Sales and office occupations	Natural resources, construction and maintenance occupations	Production, transportation, and material moving occupations
41.1%	17.1%	24%	10.1%	7.7%

2016 American Community Survey ([I-54](#))

Table 6: Ko‘olaupoko Median Age: 2016

Kahuku	Laie	Hale‘iwa
33.8	24.1	36.1

2015 American Community Survey ([I-55](#), [I-56](#), [I-57](#))

Table 7: Ko‘olaupoko Employment Status: 2016 (16 or older)

Employed	Employment population ratio	Unemployment rate
63.5%	59.2%	4.5%

2016 American Community Survey ([I-52](#))

Table 8: Ko‘olaupia: Earned Income of 5,082 Households

Less than \$10,000	\$10,000-\$24,999	\$25,000-\$49,999	\$50-\$99,999	Over \$100,000
4.1%	8.8%	24%	32.2%	41.2%

2016 American Community Survey ([I-53](#))

Of those below poverty level, 23.3% were families with a female householder and no husband, with 26.8% of those having children under 18, and 10.1% having children under the age of five.

Table 9: Ko‘olaupia: Occupational Fields (9,093, 16 or older)

Management, business, science, and art	Service occupations	Sales and office occupations	Natural resources, construction and maintenance occupations	Production, transportation, and material moving occupations
39.3%	23.9%	18.5%	12.3%	6%

2016 American Community Survey ([I-54](#))

Presentation of Student Achievement Data and Institution-set Standards

As described in detail in Standard I.B.3, Windward CC follows University of Hawai‘i Community College (UHCC) Policy 4.203 ([I-58](#)) on Institution-Set Standards for student achievement. The policy requires each standard have a baseline level of achievement and an aspirational target that aligns with strategic plan targets and are valid across programs and courses no matter what the modality of instruction.

The eight strategic plan targets are: Course Completion, Degrees and Certificates Awarded, Native Hawaiian Degrees and Certificates Awarded, Pell Recipient Degrees and Certificates Awarded (see table 10), Transfer to Baccalaureate Institutions (see tables 11 and 12), Integrated Postsecondary Education Data System (IPEDS) and Student Success Rate (see tables 11 and 12). Licensure and Certification Examination, and Job Placement baseline and aspirational targets are available on pages 4-7 of Policy 4.203 ([I-58](#)).

**Table 10: Windward Community College Degrees and Certificates Awarded
Fiscal Year**

	2012	2013	2014	2015
Total	164	223	353	369
Age				
Recent High School Graduates				
Other< 22 Year Olds	54	83	98	114
22-24	41	47	102	83
25-49	67	87	140	154
>49	2	6	13	18
Age Not Reported				
Race/Ethnicity				
American Indian or Alaska Native	2	0	0	1
Asian	29	32	61	46
Black or African American	2	4	2	3
Hispanic/Latino of Any Race	2	3	7	7
Native Hawaiian	74	88	135	156
Other Pacific Islander	2	3	4	6
White	30	48	78	96
Two or More Races	21	44	65	54
Unknown/Other	2	1	1	0
Gender				
Female	101	153	237	234
Male	63	67	113	131
Not Reported		3	3	4
Socio Economic (Pell)				
Received Pell	87	100	174	200
Did not receive Pell	77	123	179	169
Distance Completely On-Line Courses (DCO)				
Student Took No DCO	86	77	130	119
Student Took 1 or More DCO	78	146	223	250
AtD Cohort				

Data Source: ODS - IRAO Freeze Tables - IRO_DEGREE_UH, EOS, MTT_ACCOUNT_DETAIL (Pell received with 'WPEL' - Win Fed Pell Grant only)

Windward CC has met its graduation metrics for performance based funding from the UHCC System and UH System as discussed in Standard III-D until this year. The College is trying to remedy this situation with its Quality Focused Essay on Native Hawaiian Student Achievement Parity. Enrollment also decreased during this period and that trend appears to be continuing to the 2017 academic year.

**Table 11: IPEDS Graduation and Persistence Rates
Fall 2012 Cohort**

Windward Community College - Fall 2012 Cohort	Percentage
Graduation Rate – 150% of normal time to completion	17%
Gender	
Men	12%
Women	20%
IPEDS Race/Ethnicity	
Nonresident Alien	#
Hispanic/Latino	10%
American Indian or Native Alaskan	#
Asian	20%
Black or African American	#
Native Hawaiian or Other Pacific Islander	14%
White	22%
Two or more races	18%
Race and ethnicity unknown	#
Federal Grant/Loan Recipient	
Recipient of Federal Pell Grant	13%
Recipient of subsidized Stafford Loan who did not receive Pell Grant	8%
Student who did not receive either a Pell Grant or a subsidized Stafford Loan	23%
Persistence Rate – Still Enrolled after 150% of normal time	14%
Transfer Out Rate	16%

A pound sign (#) denotes any cohort/subcohort with fewer than 10 students.

This information is provided for the Student Right-to-Know Act, Public Law 101-542. It provides a partial description of the graduation and enrollment patterns of students. It should not be used to infer or predict individual behavior.

Institutional Research and Analysis Office, University of Hawai'i, February 2016

Table 11 above shows that Windward CC's IPEDS Student Success Rate (Graduation in 150% of normal time to completion) was 17% in 2015. Table 12 below shows that the Success Rate dropped to 16% in 2016 primarily because 3% more of Windward CC's students transferred out.

**Table 12: IPEDS Graduation and Persistence Rates
Fall 2013 Cohort**

Windward Community College - Fall 2013 Cohort	Percentage
Graduation Rate – 150% of normal time to completion	16%
Gender	
Men	12%
Women	18%
IPEDS Race/Ethnicity	
Nonresident Alien	#
Hispanic/Latino	#
American Indian or Native Alaskan	#
Asian	24%
Black or African American	#
Native Hawaiian or Other Pacific Islander	12%
White	23%
Two or more races	16%
Race and ethnicity unknown	#
Federal Grant/Loan Recipient	
Recipient of Federal Pell Grant	13%
Recipient of subsidized Stafford Loan who did not receive Pell Grant	8%
Student who did not receive either a Pell Grant or a subsidized Stafford Loan	22%
Persistence Rate – Still Enrolled after 150% of normal time	14%
Transfer Out Rate	19%

A pound sign (#) denotes any cohort/subcohort with fewer than 10 students.

This information is provided for the Student Right-to-Know Act, Public Law 101-542. It provides a partial description of the graduation and enrollment patterns of students. It should not be used to infer or predict individual behavior.

Institutional Research and Analysis Office, University of Hawai'i, February 2017

Most students enrolled at Windward CC complete the classes that they enrolled in. However, Table 13 below shows that the rate has modestly decreased since 2013. Windward CC is trying to mitigate this by providing more proactive advising, Supplemental Instruction, and other interventions that will help students stay enrolled as discussed in Standards IIB and IIC.

**Table 13: Windward CC Retention in Fall
All Students**

	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Total Percentage	92.0%	94.0%	93.7%	91.7%
Age				
Recent High School Graduates	91.6%	95.4%	93.9%	93.2%
Other< 22 Year Olds	92.2%	94.5%	94.5%	91.6%
22-24	93.6%	94.1%	92.5%	90.4%
25-49	91.3%	92.8%	93.4%	91.6%
>49	90.8%	92.2%	92.6%	92.7%
Age Not Reported				
Race/Ethnicity				
American Indian or Alaska Native	81.8%	85.7%	95.7%	90.2%
Asian	91.6%	92.2%	93.4%	91.2%
Black or African American	98.6%	91.4%	98.8%	97.3%
Hispanic/Latino of Any Race	85.1%	94.1%	93.3%	95.9%
Native Hawaiian	91.6%	93.9%	93.5%	91.9%
Other Pacific Islander	89.0%	92.9%	93.7%	84.2%
White	93.2%	95.3%	94.0%	92.5%
Two or More Races	93.2%	94.5%	93.9%	90.2%
Unknown/Other	92.1%	95.1%	91.2%	87.0%
Gender				
Female	92.1%	94.5%	93.6%	92.2%
Male	91.7%	93.1%	93.8%	90.7%
Not Reported	98.5%	93.8%	93.8%	93.8%
Socio Economic (Pell)				
Received Pell	91.7%	94.0%	93.4%	91.8%
Did not receive Pell	92.4%	93.9%	94.0%	91.6%
Distance Completely On-Line Courses (DCO)				
Student Took No DCO	92.4%	94.1%	94.2%	91.9%
Student Took 1 or More DCO	91.0%	93.6%	92.7%	91.2%

Data Source:

ODS - IRAO Freeze Tables - IRO_REGS_UH (CENSUS), OVPCC_DIAD_SEMESTER

ODS - IRO_REGS_UH (End of Semester)

Persistence from semester to semester is an important factor when measuring the success of an educational institution. As seen in Table 14 below, our persistence rates have remained fairly consistent with a 2-3% drop in 2015. Native Hawaiian and students of 2 or more races, as well female students display larger decreases than Asian, White and male students. This data helped to inform our decision to center one of Windward CC's Quality Focus Essays on

Native Hawaiian Student Achievement Parity. Furthermore, students taking one or more totally online distance education class(es) persist at a lower rate than those taking face-to-face classes. This and lower student achievement scores and SLO assessments by students taking online classes has led to Windward CC's other Quality Focused Essay (QFE) centered on Distance Education Student Achievement Parity. Both QFEs are attached to this report.

**Table 14: Windward CC Persistence
Fall to Spring Enrollment
All Students**

	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Total Percentage	68.8%	69.1%	69.8%	66.6%
Age				
Recent High School Graduates	75.0%	81.1%	83.8%	77.4%
Other< 22 Year Olds	69.1%	69.1%	68.6%	65.0%
22-24	63.1%	63.3%	64.4%	65.9%
25-49	68.2%	67.3%	69.2%	64.9%
>49	74.3%	71.3%	68.7%	67.6%
Age Not Reported				
Race/Ethnicity				
American Indian or Alaska Native	37.5%	66.7%	75.0%	66.7%
Asian	63.6%	69.3%	71.1%	65.2%
Black or African American	77.8%	61.1%	65.0%	35.0%
Hispanic/Latino of Any Race	74.3%	64.8%	67.3%	62.2%
Native Hawaiian	72.0%	69.4%	70.2%	68.5%
Other Pacific Islander	50.9%	65.9%	77.1%	60.7%
White	65.5%	68.5%	68.2%	65.3%
Two or More Races	70.9%	71.4%	69.0%	66.4%
Unknown/Other	79.2%	50.0%	66.7%	100.0%
Gender				
Female	69.9%	69.0%	71.0%	66.4%
Male	67.3%	69.5%	67.4%	66.7%
Not Reported	65.8%	63.0%	78.3%	70.6%
Socio Economic (Pell)				
Received Pell	76.1%	74.7%	76.6%	75.1%
Did not receive Pell	62.1%	63.9%	64.6%	61.1%
Distance Completely On-Line Courses (DCO)				
Student Took No DCO	70.2%	68.7%	70.7%	67.3%
Student Took 1 or More DCO	64.6%	70.2%	67.2%	65.2%

Data Source:
ODS - IRAO Freeze Tables - OVPCC_DIAD_SEMESTER, CENSUS
ODS - IRO_XOVER, CENSUS

Organization of the Self Evaluation Process

Timeline

Semester	Tasks
Fall 2016	<ul style="list-style-type: none"> • The accreditation liaison officer (ALO) and the chancellor identified the writers for each of the standards. • The vice president of community colleges (VPCC) met with the ALOs from all seven community college campuses to discuss the self-evaluation process and efforts being done at the UHCC System level. • The ALO, core team, and administrators participated in a two-day workshop conducted by Dr. Robert Pacheco for all community college campuses. • The ALO, core team, and administrators met with Dr. Pacheco to design tactics and create a timeline. • Standard writers began to collect evidence.
Spring/Summer 2017	<ul style="list-style-type: none"> • The core team continued to collect evidence, began to identify possible changes and plans, and wrote the narrative for the Evidence of Meeting the Standard sections • Standard IV team leads participated in the UHCC System task force to compose system response to Standard IV.C and IV.D. • The editor, ALO, and administrators reviewed and commented on the institutional self-evaluation report (ISER)
Fall 2017	<ul style="list-style-type: none"> • The ALO distributed the first draft of the institutional self-evaluation ISER to the campus on the Discussion Board • The campus community provided feedback on the draft. • Standard IV team leads continued to participate in the UHCC System task force.
Spring 2018	<ul style="list-style-type: none"> • The core team collected broad campus input at convocation through structured roundtable discussions on the standards. • The ALO distributed the second draft of the ISER to the campus on the Discussion Board. • The editor ALO, and administrators finalized the report. • Campus governance groups approved the ISER. • The formatting of the ISER began.
Summer 2018	<ul style="list-style-type: none"> • The UHCC System and UHBOR sign off on the ISER • The documentarian and media specialist finalize the evidence and formatting of the ISER. • The ISER is sent to the Visiting Team and to the ACCJC
Fall 2018	<ul style="list-style-type: none"> • The Visiting Team arrives on campus.

Accreditation Steering Committee

Name	Responsibilities	Position
Jan Lubin	ALO, Accreditation Steering Committee Convener, Self-Evaluation Co-Chair	Director of Planning and Program Evaluation
Frank Palacat	Self-Evaluation Co-Chair, Standard IV	Professor of Psychology
Robert Barclay	Editor	Professor of English
Bonnie Beatson	Contributing Editor	Director, Marketing and Public Relations
Elizabeth Ratliff	Document Designer	Media Specialist
Laura Sue	Documentarian	ICS Instructor
Michael McIntosh	Contributing Documentarian	Web/Multimedia Specialist
Douglas Dykstra	ISER Reviewer	Chancellor
Ardis Eschenberg	Native Hawaiian Student Parity QFE Co-Lead	Vice Chancellor for Academic Affairs
Amy Rozak/Tom Doi	Native Hawaiian Student Parity QFE Co-Lead	Vice Chancellor for Student Affairs/Interim Vice Chancellor for Student Affairs
Brian Pactol	ISER Reviewer	Vice Chancellor for Administrative Affairs
T. Michael Moser	ISER Reviewer	Director of the Office of Career & Continuing Education
Charles Sasaki	Distance Education QFE, ISER Reviewer	Dean Division II
Colette Higgins	Distance Education QFE, ISER Reviewer	Dean Division I
Sarah Sur	Native Hawaiian Student Parity Co-Lead	Head Librarian, Ke Kumu Pali (Native Hawaiian Advisory Board), Chair
Nalani Kaun	Standard I	Institutional Analyst
Kathleen French	Standard IIA	Professor of Sociology
Tara Severns	Standard IIB and Standard IIIC, Distance Education QFE	Professor, Librarian
Kathleen (Kate) Zane	Standard IIC	Assistant Professor, Counselor
Ross Langston	Standard IIIA and Standard IIIB	Associate Professor of Biology
Leticia Colmenares	Standard IIID	Professor of Chemistry

In addition to feedback from members of the Accreditation Steering Committee, the College received feedback from over 100 contributors during the fall 2017 and spring 2018 semesters.

First Name	Last Name	Division/Unit/Area
Clayton	Akatsuka	Math
Sarah	Akina	Counseling
Christine	Akiona	Office of Student Affairs
Ka'ahu	Alo	Counseling
Renee	Arakaki	Title III
Audrey	Badua	Language Arts/Speech Lab
Kimberlee	Bassford	Journalism and Creative Media
Allison	Beale	Natural Sciences

First Name	Last Name	Division/Unit/Area
Lisamarie	Bensman	Psychology
Jamie	Boyd	Office of Career & Community Education
Donna	Camvel	Hawaiian Studies
Dani	Carico	Veterinary Technology
Steven	Chigawa	Financial Aid
Matt	Chong	Counseling
Patricia	Chong	Office of Student Affairs
Angela	Choy	Learning to Grow
Joseph	Cioti	Physics
Gus	Cobb Adams	Outreach and Recruitment
Gwen Demitria	De Leeuw	Upward Bound
Koren	Fiefia	Early College
David	Fry	Media Technology Services
Woody	Garrison	Media Technology Services
Sam	Geiling	Animal Science
Lisa	Gillis-Davis	First-Year Experience
Danielle	Grimes	Student Affairs
Elizabeth	Hale	Business Office
Mark	Hamasaki	Art
Laura	Hashimoto	Educational Talent Search
Kathy	Helfrich	HINET
Tom	Holowach	Paliku Theatre
Jake	Hudson	Imaginarium/Physics
Jeff	Hunt	Office of Institutional Research
Geri	Imai	Admissions & Records
Roy	Inouye	TRIO Student Support Services
Kirk	Ishida	Educational Talent Search
Kehau	Iwashita	Office of Academic Affairs
Puanani	Kama	Hānaiaulu Childcare Center
Heipua	Ka'opua	Counseling
Stephanie	Kashiwaeda	Office of Administrative Services
Michael	Kato	ICS
Jenny	Kelly	Veterinary Technology
Mariko	Kershaw	Library
Kamuela	Kimokeo	Music
David	Krupp	Biological and Marine Sciences
Malia	Lau Kong	History
Christy	Lawes	Library
Anne	Lemke	Counseling
Soledad	Lencinas	Library
Gina	Lewis	Learning to Grow
Jordan	Lewton	Counseling
Andy	Li	Office of Administrative Services
Hong Wei	Li	Agripharmatech
Ku'ulei	Miranda	Counseling
Antoinette (Toni)	Martin	Gallery 'Iolani
Cyndy	Matsatsugu	MySuccess
Michelle	Matsumoto	Human Resources
Erin	Mattos Harrell	Office of Academic Affairs
Kalani	Meinecke	Language Arts

First Name	Last Name	Division/Unit/Area
Ku`ulei	Miranda	Counseling
Kalawaia	Moore	Hawaiian Studies
Sean	Moroney	Natural Sciences
Wendy	Mow-Taira	Educational Talent Search
Bryce	Myers	Art
Ellen	Nagaue	Testing Center
Pearl	Nakagawa	Office of Career & Community Education
Sharon	Nakagawa	Business Office
Dorene	Niibu	Chancellor's Office
Kacie	Nishioka	Office of Career & Community Education
Carol	Okimi	Office of Academic Affairs
Jean	Okumura	Math
Ha`aheo	Pagan	Pu`uhonua
Christian	Palmer	Anthropology
Christine	Pang	Office of Academic Affairs
Alex	Parisky	Title III
Dawn	Poh	Office of Career & Community Education
Lauren	Prepose-Forsen	Ka'ie'ie Transfer Program
Annette	Priesman	Language Arts/Writing Center
Suzette	Robinson	Interim Chancellor, Leeward CC
Carla	Rogers	Counseling
Makanani	Sala	Hawaiian Studies
Tatiana	Santiago	Early College
Stacie	Sato	Human Resources
Kawai	Shapiro	Business Office
Amelia	Shibata	Business Office
Karla	Silva-Park	Student Affairs
Navtej (Johnny)	Singh	Math
Jesse	Soileau	Testing Center
Pavica	Srsen	Natural Sciences
Susan	St. John	Language Arts
Jody-Lynn	Storm	Math
Kayleen	Sur	Upward Bound
Sarah	Sur	Academic Support and Ke Kumu Pali (Native Hawaiian Advisory Board)
Scott	Sutherland	Title III
Akiko	Swan	Language Arts
Kevin	Takayama	Math
Kahea	Tani	Office of Administrative Services
Brian	Tokuda	Computing Services
Michael	Tom	Computing Services
Lance	Uyeda	Language Arts
Jane	Uyetake	Office of Career & Continuing Education
Leighton	Vila	Early College
Colleen	Watanabe	Office of Academic Affairs
Jenny	Webster	Language Arts
Jill	Westover	Library
Ivan	Wu	Office of Planning and Program Evaluation
Carolyn	Yamada	Office of Career & Continuing Education
Lance	Yamamoto	UHCC System Office

First Name	Last Name	Division/Unit/Area
Wendy	Yamamoto	Office of Career & Continuing Education
Joseph	Yoshida	Student Affairs: Early Alert/My Success

Organizational Information

As shown in Standard III.A and Standard IV, Windward CC is a semi-autonomous college in the University of Hawai‘i System ([I-59](#)) with sufficient administrators, faculty, and staff. The College is subject to the authority of the vice president for community colleges (VPCC) ([I-60](#)), the UH System president ([I-61](#)), and the Board of Regents of the University of Hawai‘i (UH BOR) ([I-62](#)), a state-appointed board that governs all 10 campuses in the UH System. It is committed to continuous improvement based on a variety of feedback measures and a commitment to shared governance as shown in its organizational chart ([I-63](#)) which includes each major function and title of the individuals holding each position.

System-College Functional Map

The governance structure of the College and both the UH and UHCC Systems is based on a commitment to shared governance and transparency, balancing the need for broad input and for effective administrative oversight and responsibility. As discussed in Standard IV, the functional map ([I-64](#)) shows the degree to which each unit is involved as related to the standards.

Certification of Continued Institutional Compliance with Eligibility Requirements

1. Authority

Windward CC is in compliance with Eligibility Requirement 1: Authority. Windward CC is in its 44thth year of service, is accredited by the Accrediting Commission of Community College’s (ACCJC) ([I-65](#)) of the Western Association of Schools and Colleges (WASC) ([I-66](#)), and is recognized as an accredited 2-year community college by the UH System, UHCC System, the United States Department of Education (USDOE) ([I-67](#)), and the Veteran's Administration (VA) ([I-68](#)).

The College was first accredited by the ACCJC of the WASC in 1977 and has been fully accredited since that time. The College has the authority to award degrees and certificates under the auspices of the UH BOR.

2. Operational Status

Windward CC is in compliance with Eligibility Requirement 2: Operational Status. Windward CC was first accredited in 1977 and has maintained continuous accredited status ever since. Students are enrolled full-time and part-time in credit and noncredit programs. All courses offered at the College are published in the credit and noncredit schedule of classes and are posted on the College’s website.

3. Degrees

Windward CC is in compliance with Eligibility Requirement 3: Degrees. The College's credit and noncredit 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 currently offers four Associate in Arts (AA) degrees: an AA degree in Liberal Arts ([I-6](#)), which is the primary transfer degree for students moving on to 4-year colleges, as well as an AA degree with concentrations in Visual Arts (Fall 2018) ([I-8](#)), an AA degree in Performing Arts (Fall 2018) ([I-9](#)), an AA degree in Hawaiian Studies ([I-7](#)), an Associate in Science (AS) degree in Natural Sciences (ASNS) with concentrations Biological Sciences ([I-10](#)), Physical Sciences ([I-11](#)), Engineering ([I-12](#)), and Information and Communication Technology ([I-13](#)) degree, and an AS degree in Veterinary Technology ([I-14](#)).

In addition to the associate degrees, the College offers the following certificates:

- **Certificate of Achievement (24 to 45 credits):**
 - Veterinary Assisting ([I-15](#)).
 - Agripharmatech ([I-16](#)).
- **Academic Subject Certificates (12 credits or more):**
 - Art: Drawing and Painting ([I-69](#)).
 - Bio-Resources and Technology: Bio-Resource Development and Management ([I-70](#)).
 - Business ([I-71](#)).
 - Hawaiian Studies ([I-72](#)).
 - Psycho-Social Developmental Studies ([I-73](#)).
- **Certificates of Competence (4 to 10 credits):**
 - Agricultural Technology ([I-74](#) stopped out August 2016).
 - Plant-Food Production and Technology ([I-75](#)).
 - Sustainable Agriculture ([I-76](#)).
 - Web Support ([I-77](#)).
 - Information Security Specialist ([I-17](#)).
- **Other**
 - Marine Option Program ([I-78](#)).
 - Certified Nurse's Aide (non-credit [I-79](#)).
 - A planned certificate in Creative Media ([I-80](#)).

Students enrolled full-time can complete the degree requirements in two academic years and a certificate in less time. Details on graduation unit requirements ([I-81](#) pp. 38-39), scholarships ([I-81](#) p. 22), competencies ([I-81](#) pp. 29-32), residency ([I-81](#) pp. 10-11), and course descriptions ([I-81](#) pp. 58-128) are included in the Windward CC Catalog ([I-81](#)). Additional information regarding transfer ([I-81](#) p. 29), major departmental requirements ([I-81](#) pp. 38-57), and courses that satisfy lower-division general education requirements ([I-81](#) p. 38) at any UH baccalaureate campus, are also listed. Pathways that lead to completion of a higher degree at a UH baccalaureate institution ([I-81](#) p. 42) are also presented. Pathways are

also available from the non-credit Certified Nurse's Aide Program to completion of a Licensed Vocational Nursing (LVN) or Registered Nursing (RN) degree ([I-82](#)).

4. Chief Executive Officer

Windward CC is in compliance with Eligibility Requirement 4: Chief Executive Officer. Standard IV.B goes into this area in detail. The UH BOR hires the chancellor as a full-time employee of the College. Douglas Dykstra ([I-83](#)) was appointed chancellor, the Chief Executive Officer, of Windward CC Community College in 2009. Prior to his official appointment, Mr. Dykstra served as Vice Chancellor of Academic Affairs at Hawai'i Community College (2004-2009) Interim Vice Chancellor of Academic Affairs at Leeward Community College (2000-2004), and Assistant Dean of Instruction (1999-2000) at Leeward Community College. The affairs of Windward CC constitute his full-time responsibilities as is the authority to administer UH BOR Policies.

5. Financial Accountability

Windward CC is in compliance with Eligibility Requirement 5: Financial Accountability. As discussed in Standard III.D.5 (pp. 159-162), 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 a cost item 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, 2016, was performed by Accuity LLP, CPAs. 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 2008 Higher Education Act ([I-84](#)) and Section 668.23 of Title 34 of the Code of Federal Regulations ([I-85](#)) 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 10 campuses, but report their results as a whole are for the "System." The A-133 report is a cumulative report for all federal funds, i.e., grants, financial aid, etc. 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 meets its financial obligations and maintains 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 of the new initiatives suggested because of reductions and restrictions in the State general fund allotment. The College has, therefore, developed strategies to secure additional funds through federal grants and other grant sources to enhance teaching and services in Hawaiian Studies, the Natural Sciences, and the Office of Career and Community Education as well as assessment of general student learning outcomes, such as Title III ([I-86](#)), USDA ([I-87](#)), NSF ([I-88](#)), Perkins Grants for CTE ([I-89](#)), and NASA ([I-90](#)). The College also has the services of a fund developer through the auspices of the University of Hawai'i Foundation and is in the process of hiring a full-time

grant writer. Thus, the College has maintained continuous compliance with all Title IV requirements.

Certification of Continued Institutional Compliance with Commission Policies and Federal Regulations

Windward CC, as part of the self-evaluation process, evaluated its continued compliance with the ACCJC policies aligned with Federal Regulations as well as those embedded within the standards. The College focused on the policies specific to the College's mission and activities.

For policies embedded in the Standards, the College has provided evidence of compliance within the Evidence of Meeting the Standard section of the Institutional Self-Evaluation Report and the Analysis and Evaluation section for each relevant standard. Policies relevant to the accreditation process were noted in the same way, specifically in Standard I.C, and in other standards as appropriate.

For the policies requiring separate coverage, Windward CC has prepared the following section to demonstrate both continued policy compliance and evidence of meeting the requirements of the Commission Checklist.

Public Notification of an Evaluation Team Visit and Third Party Comment [Regulation Citation: 602.23(b)]

☒ *The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit.*

The entire Institutional Self Evaluation Report was placed on the College's online discussion board on August 28, 2017 for a period of 2 weeks and March 12 for 10 days for comment. It is still posted for people to read as of now. All College faculty and staff have access to the discussion board and can comment anonymously. Pertinent modifications to the document were also made via a feedback activity involving the entire campus during Spring Convocation ([I-91](#)). The document was also vetted in the Faculty Senate, Staff Senate, discipline and college-wide advisory groups, and placed on the discussion board again prior to submission to the ACCJC in August 2018.

☐ *The institution cooperates with the evaluation team in any necessary follow-up related to the third party comment.*

The College has not received any notification of third-party comments other than those described above and remains poised to work with the visiting team and with the Commission should any new third-party comments of concern come to light.

☒ *The institution demonstrates compliance with the Commission Policy on Rights and Responsibilities of the Commission and Member Institutions as to third party comment.*

Windward CC has provided the correct link to the College community and to the public so that third-party comments can meet the Commission requirements ([I-92](#)). Additionally, Chancellor Dykstra has communicated in meetings this expectation to inform the public in ample time for adequate comment before the Commission—five weeks before the scheduled Commission consideration.

Standards and Performance with Respect to Student Achievement [Regulation Citations: 602.1(a)(1)(i); 602.17(f); 602.19(a-e)]

- x *The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement.*
Other elements of student achievement performance for measurement have been determined as appropriate to the institution's mission.

Successful course completion is one of the measures of analysis. The College has also set standards of institutional performance for fall-to-fall persistence, degrees and certificates awarded, and transfer to four-year colleges and universities. All measures are pertinent to all courses and programs across the College regardless of mode of instruction, and have a baseline and stretch goal. This is discussed more thoroughly in Standard I.B.3.

- x *The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers.*

Windward CC's institution-set standards for student achievement at the program level were established in 2004 with the establishment of its Program Review Policy. This policy has been revised since that time, the last time being in 2016. Program-level student achievement standards also appear in the UHCC Annual Report of Program Data (ARPD). Job Placement rates and licensure are two aspects of the ARDP. This is discussed more thoroughly in Standards I.B.4, I.B.5, and I.B.6.

- x *The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements.*

As discussed in Standards I.B.3, I.B.5, and III.A.5, Windward CC evaluates progress in fulfilling its mission and meeting the goals and outcomes of its Strategic Plan in the Planning and Budget Council (PBC). The PBC evaluates and discusses the College's performance on

the goals and outcomes and makes recommendations to the chancellor on budget and equipment needs. Student performance metrics are also included in Annual Assessments and 5-Year Program and Unit Reviews to determine the viability of programs.

As discussed in Standards I.B.3, I.B.5, III.A.5, and all standards covering Eligibility Requirement 11, student performance metrics are included in Annual Assessments and 5-Year Program and Unit Reviews. Programs are evaluated on the extent to which they have aligned with the College's Strategic Plan, analyzed student performance, and results of learning assessment in order to determine their viability.

☒ *The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level.*

As discussed in Standards I.B.3, I.B.5, III.A.5, and all standards covering Eligibility Requirement 11, student performance metrics are included in Annual Assessments and 5-Year Program and Unit Reviews. Programs are evaluated on the extent to which they align with the College's Strategic Plan, analyze student performance, and determine the viability of learning assessments.

Credits, Program Length, and Tuition [Regulation Citation: 602.16(a)(1)(i); 602.17(f); 602.19(a-e)]

☒ *Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure).*

As discussed in Standards II.A.5, II.A.6, II.A.9, II.A.10, II.A.11, and II.A.12, as well as those standards related to Eligibility Requirements 9, 10, and 12, awarding of credits and degree program lengths are within the range of good practice in higher education. UH BOR Policy codifies minimum accepted program length for associate degrees as 60 semester units of course credit in a selected curriculum. Additionally, the College has written policies and procedures in place for determining a credit hour that meets commonly accepted academic expectations.

☒ *The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution).*

As discussed in Standards II.A.5, II.A.6, II.A.9, II.A.10, II.A.11, and II.A.12, as well as those standards related to Eligibility Requirements 9, 10, and 12, all programs and courses are approved by the College Curriculum Committee, a subcommittee of the Faculty Senate,

using a curriculum approval process that takes into consideration the federal regulations and Title IV expectations for financial aid. The Committee reviews all new degree proposals as well as degree revisions and confirms that the degrees meet the minimum 60-unit requirement.

☒ *Tuition is consistent across degree programs (or there is a rational basis for any program specific tuition).*

As discussed in the Standards related to Eligibility Requirement 11, and touched on in Standards I.C.2 and I.C.6, tuition at the College is a uniform rate per unit as set by the UH BOR. As year-round programs, tuition for the Associate of Science in Veterinary Technology and the Certificate of Achievement in Veterinary Assisting are based on a different tuition schedule, also approved by the UH BOR.

☒ *Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice.*

The College does not offer clock-hour based courses.

☒ *The institution demonstrates compliance with the Commission Policy on Institutional Degrees and Credits.*

Windward CC conforms to a commonly accepted minimum program length of 60 semester credit hours awarded for achievement of an associate degree as discussed in Standards II.A.5, II.A.6, II.A.9, II.A.10, II.A.11, and II.A.12 as well as those standards related to Eligibility Requirements 9, 10, and 11. The College has written policies and procedures in place for determining a credit hour that meet commonly accepted academic expectations. UH BOR Policy codifies minimum accepted program length for associate degrees as 60 semester units of course credit in a selected curriculum

Transfer Policies

☒ *Transfer policies are appropriately disclosed to students and to the public.*

As discussed in Standard II.A.10, and those standards related to Eligibility Requirement 20, policies and administrative procedures on the transfer of credit are available on the UH System, UHCC System, and College websites.

The College Catalog describes the evaluation process and the necessary forms to complete the process, and the College website provides students with the Transcript Evaluation Application Form and a list of approved Transcript Evaluation Agencies. Students are encouraged at every stage in the process to meet with a counselor for evaluation.

☒ *Policies contain information about the criteria the institution uses to accept credits for transfer.*

As discussed in Standard II.A.10 and responses to Eligibility Requirement 20, College policies require courses awarded as credit to satisfy degree requirements to be from an institution accredited by either the U.S. Department of Education or the Council on Postsecondary Accreditation. Furthermore, administrative procedures specify the policies and criteria for the transfer and award of credit between the College and other institutions of higher learning and define the guidelines for acceptance of degree-applicable coursework completed at other colleges and for military service transfer credit.

___x___ *The institution complies with the Commission Policy on Transfer of Credit.*
[Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).]

The institution demonstrates compliance with the Commission Policy on Transfer of Credit to evaluate and grant transfer credit, College faculty, counselors, students, and staff use a common articulation system to determine course-to-course articulation for general education and major requirements.

As noted in Standard II.A.10 and responses to Eligibility Requirement 20, the University of Hawai‘i Common Course Numbering System is used to articulate the College’s courses with the UH System baccalaureate campuses and to streamline transfer among UHCC institutions. College counselors use the articulation database for coursework taken within institutions of higher education in the United States.

Distance Education and Correspondence Education

___x___ *The institution has policies and procedures for defining and classifying a course as offered by distance education or correspondence education, in alignment with USDE definitions.*

The dean of Division I oversees and supports online instructional programs and support services, including online, hybrid, and web-enhanced instruction for credit courses. The Office of Career and Community Education (OCCE) oversees and supports the noncredit classes. The College also has an authentication process through the learning management system, Lulima, which maps to the College’s LDAP directory and requires students to input a unique username and password for credit courses. The same type of authentication process is used for noncredit courses in Canvas (The UH System is currently looking at a new systemwide learning management system and, since Windward CC has used Canvas extensively for its online noncredit courses, Windward CC is now piloting the use of Canvas for the UH System in this effort).

See responses to Standards II.A.1, II.B.1, and II.C.1 and Eligibility Requirements 9, 15, and 17 for the discussion of how all of the College’s class offerings, regardless of delivery, follow the same template for their syllabus, which includes the SLOs for the course and the program. The assessment of these outcomes as well as the inclusion of success and enrollment metrics are disaggregated for online as well as face-to-face modes of delivery in the Annual Assessment, 5-Year Program Review or Unit Review completed by the program’s department chair (See Standard I.B.6).

___x___ *There is an accurate and consistent application of the policies and procedures for determining if a course is offered by distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities are included as part of a student's grade) or correspondence education (online activities are primarily "paperwork related," including reading posted materials, posting homework and completing examinations, and interaction with the instructor is initiated by the student as needed).*

See responses to Standards II.A.1, II.B.1, and II.C.1 and Eligibility Requirements 9, 15, and 17 for the discussion of how all class offerings, regardless of delivery mode, follow the template to formulate their syllabus. Discipline faculty in academic programs complete SLO assessments and assist department chairs in compiling data in Department or Unit Annual Assessments and 5-Year Program Reviews which include success and enrollment metrics disaggregated for online as well as face-to-face modes of delivery. Dialog regarding these data for online and face-to-face courses takes place during faculty meetings; in discussions between coordinators, deans, and the Institutional Effectiveness Committee (IEC); and in the Distance Education Committee, and form the basis for the Quality Focused Essay on Distance Education Student Achievement Parity.

___x___ *The institution has appropriate means and consistently applies those means for verifying the identity of a student who participates in a distance education or correspondence education course or program, and for ensuring that student information is protected.*

See responses to Standards II.A.1, II.B.1, and II.C.1 and Eligibility Requirements 9, 15, and 17 to see the discussion of how the College currently uses Laulima as its learning management system for online, hybrid, and web-enhanced classes. Laulima and Canvas, which Windward CC is piloting for Systemwide use, both provide secure login for both faculty and students.

___x___ *The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings.*

See the discussion in Standard III.C and the Quality Focus Essay on Distance Education Student Achievement Parity in Student Achievement to see how the College has a fully interactive web presence and distance learning program that assures that the online infrastructure, financial, student, and academic support are present and ready for future needs and advancements.

___x___ *The institution demonstrates compliance with the Commission Policy on Distance Education and Correspondence Education.[Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.]*

As reported in Standard III.A.6, the dean of Division I oversees and supports online instructional programs and support services, including online, hybrid, and web-enhanced instruction for credit classes. OCCE oversees and supports the College's non-credit classes. The dean supports professional development for the College's learning management system

(currently Laulima) and effective strategies in online learning through workshops given by the Title III Specialist. Moreover, the dean of Division II and the College's ALO have prepared 2 substantive changes regarding the new Certificate of Achievement in Veterinary Assisting cohorts on Maui and Hawai'i (the Big Island) during the reporting period that have been approved by the ACCJC Substantive Change Committee.

Student Complaints

☒ *The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.*

As described in the College's response to Eligibility Requirement 21, policies and administrative procedures are accessible on the UH System, UHCC System, and College websites, and Windward CC is in compliance with the Commission Policy on Representation of Accredited Status and the Policy on Student and Public Complaints Against Institutions and the Checklist.

Board of Regents Executive Policy 7.208, Systemwide Student Conduct Code ([I-93](#)), Executive Policy 7.205, Systemwide Student Disciplinary Sanctions ([I-94](#)), and Interim Regents Policy 1.204, Rights and Responsibilities of the University Community ([I-95](#)), define key terms for the complaint process (e.g., complaint and discrimination) and use terms under federal and state laws and the categories of discrimination. In addition to prohibited discrimination, other student complaints and grievances are described and available online at the College's website.

☒ *The student complaint files for the previous 6 years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures.*

As described in response to Eligibility Requirement 21, if there are any student complaint files for the previous six years since the last comprehensive evaluation, they are available in the Office of the Vice Chancellor of Student Affairs for the team to review.

☒ *The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities.*

As discussed in Eligibility Requirement 21, the College is prepared for any questions that the team members may have about complaint files, procedures, or policies.

☒ *The institution posts on its website the names of associations, agencies, and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities.*

Discussion on Eligibility Requirement 21 shows that the College lists all of the required information from the ACCJC on the College's website. It lists all of the programmatic accreditors and organizations that accredit, approve, or license the institution and identifies links for any student complaints ([I-92](#)).

___x___ *The institution demonstrates compliance with the Commission Policy on Representation of Accredited Status and the Policy on Student and Public Complaints Against Institutions. [Regulation citations: 602.16(a)(1)(ix); 668.43.]*

Discussion on Eligibility Requirement 21 stipulates that policies and procedures are accessible on the UH System, UHCC System, and College websites. Board of Regents Executive Policy 7.208, Systemwide Student Conduct Code ([I-93](#)), Executive Policy 7.205, Systemwide Student Disciplinary Sanctions ([I-94](#)), and Interim Regents Policy 1.204, Rights and Responsibilities of the University Community ([I-95](#)), define key terms for the complaint process (e.g., complaint and discrimination) and use terms under federal and state laws and the categories of discrimination. In addition to prohibited discrimination, other student complaints and grievances are described online at the College's website.

To facilitate the complaint process, the policies and procedures on complaints are found in the College Catalog. The language in the College Catalog describes the purpose of student grievances and directs a student to contact the appropriate party.

Institutional Disclosure and Advertising and Recruitment Materials

___x___ *The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies.*

See Windward CC's responses to Standard I.C.2, II.C.4 and Eligibility Requirement 21 to see how the College assures its integrity through having multiple people across the College review major documents such as the College Catalog and Class Schedule. The College Catalog was a 2-year catalog for several years, but starting in 2017 has been revised to be an annual Catalog. The Class Schedule is published twice per year (summer/fall and spring). Inaccuracies and ambiguities are corrected promptly with errata noted. Additionally, subject experts review publications and advertising pertaining to specific areas.

Moreover, the College Catalog accurately provides the College's official name, address, telephone number, and website address as well as the College mission, vision, and core values statements and entrance requirements and procedures. The College's official name, address, telephone number and website address are also provided in the Class Schedule. Entrance requirements and procedures are found on the Admissions Office webpages. College staff and faculty who are well versed in the College admissions procedures and programs handle student recruitment.

___x___ *The institution complies with the Commission Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status.*

See the College's responses to Standard I.C.1, I.C.2, I.C.5, I.C.13 and Eligibility Requirement 21 for a more thorough discussion on how Windward CC demonstrates compliance with the Commission Policy on Institutional Advising and Recruitment and Representation of Accredited Status. Moreover, the College ensures all publications and advertising disseminated to the public are clear, accurate, and free of any misrepresentations. All documents and webpages are reviewed for accuracy and completeness.

The use of the term "accredited" is used in compliance with ACCJC Policy on Institutional Advertising, Student Recruitment, and Representation on Accredited Status. It is stated accurately and fully in a comprehensive statement that identifies the accrediting body by name. One program, The Associate of Science in Veterinary Technology (which includes the Certificate of Achievement in Veterinary Assisting) is referred to as "this program is accredited."

 x *The institution provides required information concerning its accredited status as described above in the section on Student Complaints.[Regulation citations: 602.16(a)(1))(vii); 668.6.]*

The discussion in the College's Self Evaluation of Standard I.C.12 and Eligibility Requirement 11 shows that the College lists all of the required information from the ACCJC on the College's website.

Title IV Compliance

 x *The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE.*

Windward CC complies with the Commission Policy on Contractual Relationships with Non-Regionally Accredited Organizations and the Policy on Institutional Compliance with Title IV. As discussed in Standard III.D.15 and Eligibility Requirement 5, the College ensures compliance with Title IV responsibilities and expectations through an internal system of oversight and with several quality improvement strategies with professional development of financial aid staff.

 x *The institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements.*

The Financial Aid Office staff conducts compliance requirement checks on an annual basis by following the US Department of Education's (USDE) Federal Student Aid assessment guide. Financial Aid Office staff also attend regular conferences, workshops, and web trainings offered by the State of Hawai'i and the federal government.

x *The institution's student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range.*

Discussion in Standard III.D.15 and Eligibility Requirement 5 also show that the College's default rates have been monitored and are within the federal guidelines. The College's 3-year Cohort default rate is 21.5 percent which meets the federal requirement (<30 percent). Default rates for fiscal year 2012, fiscal year 2013, fiscal year 2014 and fiscal year 2012 are 19.6 percent, 21.8 percent, 23.1 and 23.1 percent (III.D.15, p. 177).

 x *Contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required.*

For further discussion on how the College has contract relationships to offer and receive educational, library, and student support services appropriate for an institution of higher education, see Standard II.B.5, III.D.16 and Eligibility Requirement 5. The College purchases subscriptions from the UH Library Consortium, and the College renews formal membership agreements on an annual basis. These and other contracting practices and agreements support the College mission and Strategic Plan and these priorities are in compliance with UH and UHCC System policies and regulations. These system regulations ensure the integrity of such agreements.

Purchasing practices are reviewed as part of the annual audit and Program and Unit Annual Assessments and 5-Year Program and Unit Review processes. There have been no exceptions cited for contractual agreements with external agencies.

 x *The institution demonstrates compliance with the Commission Policy on Contractual Relationships with Non-Regionally Accredited Organizations and the Policy on Institutional Compliance with Title IV. [Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.]*

See the College's responses to Standards III.D.15, III.D.16, and Eligibility Requirement 5 to see how Windward CC ensures compliance with Title IV responsibilities and expectations through an internal system of oversight and with several quality improvement strategies with professional development of financial aid staff.

For fiscal years 2010-11 through 2014-15, the College received an unmodified opinion over federal awards. There were no material weaknesses or significant deficiencies identified in the results of Student Financial Aid Assistance Cluster (Title IV) audits.

The College also has designated personnel with signing authority for contracts and such contracts include details regarding the work to be performed or the services to be provided, the period of the agreement, and delineate responsibilities for the College and the contracted organization.

List of Evidence

<u>I-1</u>	<u>Achieving the Dream Website</u>
<u>I-2</u>	<u>University of Hawai'i Community College (UHCC) Student Success Initiative</u>
<u>I-3</u>	<u>Upward Bound</u>
<u>I-4</u>	<u>Educational Talent Search</u>
<u>I-5</u>	<u>Student Support Services</u>
<u>I-6</u>	<u>AA in Liberal Arts</u>
<u>I-7</u>	<u>AA Hawaiian Studies</u>
<u>I-8</u>	<u>AA Liberal Arts with Concentration in Visual Arts</u>
<u>I-9</u>	<u>AA Liberal Arts with a Concentration in Performing Arts (Fall 2018)</u>
<u>I-10</u>	<u>AS Natural Sciences with Concentration in Biological Sciences</u>
<u>I-11</u>	<u>AS Natural Sciences with Concentration in Physical Sciences</u>
<u>I-12</u>	<u>AS Natural Sciences with Concentration in Pre-Engineering</u>
<u>I-13</u>	<u>AS Natural Sciences with Concentration in Pre-Computer Science</u>
<u>I-14</u>	<u>AS Veterinary Technology</u>
<u>I-15</u>	<u>CA Veterinary Assisting</u>
<u>I-16</u>	<u>CA Agripharmatech</u>
<u>I-17</u>	<u>CC Information Security</u>
<u>I-18</u>	<u>University of Hawai'i Community Colleges (UHCC) Distance Learning Home Page</u>
<u>I-19</u>	<u>UHCC Strategic Directions 2015-2021</u>
<u>I-20</u>	<u>Windward CC Annual Report of Program Data – Executive Summary 2016</u>
<u>I-21</u>	<u>Windward CC Student Services Annual Report of Program Data – Quantitative Indicators 2016</u>
<u>I-22</u>	<u>Veterinary Studies Online</u>
<u>I-23</u>	<u>Laulima</u>
<u>I-24</u>	<u>Brainfuse</u>
<u>I-25</u>	<u>Distance Learning at UH – Proctoring Services</u>
<u>I-26</u>	<u>Blackboard</u>
<u>I-27</u>	<u>HITS</u>
<u>I-28</u>	<u>Windward CC Library Homepage</u>
<u>I-29</u>	<u>Jody-Lynn Storm Math 100 Online Assessment – Fall 2015</u>
<u>I-30</u>	<u>CCSSE 2016 Key Findings</u>
<u>I-31</u>	<u>Windward CC Instructional Annual Report of Program Data – Executive Summary 2016</u>
<u>I-32</u>	<u>Windward CC Liberal Arts Annual Report of Program Data – Program Analysis 2016</u>
<u>I-33</u>	<u>Online Learning at WCC – 2010 Report</u>
<u>I-34</u>	<u>Planning and Budget Council home page</u>
<u>I-35</u>	<u>Distance Education Committee 2015-2016 Report</u>
<u>I-36</u>	<u>Palikū Theater</u>
<u>I-37</u>	<u>Imaginarium</u>
<u>I-38</u>	<u>Gallery 'Iolani</u>
<u>I-39</u>	<u>Ho'olaule'a</u>
<u>I-40</u>	<u>Windward CC Mission, Vision, and Core Values Statements</u>
<u>I-41</u>	<u>Windward CC Quick Facts</u>

<u>I-42</u>	<u>US Census – Windward District</u>
<u>I-43</u>	<u>US Census – American Community Survey – Ko‘olau-poko and Ko‘olau-loa – Ethnicity and Age</u>
<u>I-44</u>	<u>High School Background of First Time Students</u>
<u>I-45</u>	<u>15 to Finish</u>
<u>I-46</u>	<u>Hūlili</u>
<u>I-47</u>	<u>Paipai o Ko‘olau</u>
<u>I-48</u>	<u>Guided Pathways, OVPCC</u>
<u>I-49</u>	<u>US Census – American Community Survey 2016 – Kaneohe Age</u>
<u>I-50</u>	<u>US Census – American Community Survey 2016 – Kailua Age</u>
<u>I-51</u>	<u>US Census – American Community Survey 2016 – Waimānalo Age</u>
<u>I-52</u>	<u>US Census – American Community Survey 2016 – Ko‘olapoko and Ko‘olauloa Employment Status</u>
<u>I-53</u>	<u>US Census – American Community Survey 2016 – Ko‘olapoko and Ko‘olauloa Earned Income</u>
<u>I-54</u>	<u>US Census – American Community Survey 2016 – Ko‘olapoko and Ko‘olauloa Occupational Fields</u>
<u>I-55</u>	<u>US Census – American Community Survey 2016 – Kahuku Age</u>
<u>I-56</u>	<u>US Census – American Community Survey 2016 – La‘ie Age</u>
<u>I-57</u>	<u>US Census – American Community Survey 2016 – Hale‘iwa Age</u>
<u>I-58</u>	<u>CC Policy 4.203</u>
<u>I-59</u>	<u>University of Hawai‘i Website</u>
<u>I-60</u>	<u>Office of the Vice President of Community Colleges Website</u>
<u>I-61</u>	<u>UH System President Website</u>
<u>I-62</u>	<u>Board of Regents Website</u>
<u>I-63</u>	<u>Windward CC Organizational Chart</u>
<u>I-64</u>	<u>UH/UHCC/ College Functional Map</u>
<u>I-65</u>	<u>ACCJC Website</u>
<u>I-66</u>	<u>WASC Website</u>
<u>I-67</u>	<u>US Department of Education Website</u>
<u>I-68</u>	<u>US Veteran's Affairs Website</u>
<u>I-69</u>	<u>ASC Art, Drawing, and Painting</u>
<u>I-70</u>	<u>ASC Bio-Resources and Technology: Bio-Resource Development and Management</u>
<u>I-71</u>	<u>ASC Business</u>
<u>I-72</u>	<u>ASC Hawaiian Studies</u>
<u>I-73</u>	<u>ASC Psycho-Social Developmental Studies</u>
<u>I-74</u>	<u>CC Agricultural Technology</u> (stopped out)
<u>I-75</u>	<u>CC Plant-Food Production and Technology</u> (stopped out)
<u>I-76</u>	<u>CC Sustainable Agriculture</u> (stopped out)
<u>I-77</u>	<u>CC Web Support</u>
<u>I-78</u>	<u>Marine Options Program</u>
<u>I-79</u>	<u>Certified Nurse's Aide</u> (non-credit)
<u>I-80</u>	<u>Creative Media</u>
<u>I-81</u>	<u>Windward CC Catalog</u>
<u>I-82</u>	<u>CAN-LVN-RN Pathway</u>
<u>I-83</u>	<u>Douglas Dykstra Webpage</u>

<u>I-84</u>	<u>Higher Education Act of 2008</u>
<u>I-85</u>	<u>CFR Title 34 Section 668.23</u>
<u>I-86</u>	<u>Title III</u>
<u>I-87</u>	<u>USDA Grant</u>
<u>I-88</u>	<u>National Science Foundation Grant</u>
<u>I-89</u>	Substantive Change for CA in Veterinary Assisting – Maui Cohort
<u>I-90</u>	<u>National Aeronautics and Space Administration Grant</u>
<u>I-91</u>	<u>Spring 2018 Convocation</u>
<u>I-92</u>	<u>Windward CC Accreditation Homepage</u>
<u>I-93</u>	<u>EP 7.208</u>
<u>I-94</u>	<u>EP 7.205</u>
<u>I-95</u>	<u>RP 1.204</u>

Standard I: Mission, Academic Quality and Institutional Effectiveness and Integrity.

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

Standard I.A.1

The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement (ER 6).

Evidence of Meeting the Standard

Windward CC's mission is related to the University of Hawai'i Community College's mission ([IA-1](#)) and was re-endorsed in 2017 following a series of open forums, discussion board postings, and meetings with campus governance bodies led by the Mission, Vision, and Core Values Task Force. Windward CC's mission is clearly defined, and was approved by the University of Hawai'i Board of Regents (UH BOR) as required by Windward CC's Mission policy ([IA-2](#)) (ER6). The mission statement is presented in both Hawaiian and English.

As with the mission statement, the vision and core values are presented in both Hawaiian and English. The vision of Windward CC is Ka Mālamalama o ke Ko'olau (Enlightening Ko'olau). Students and community members will be enriched by "the light of knowledge" through quality programs and able to lead full, productive lives in a rapidly changing world ([IA-3](#)). The core values of Windward CC demonstrate a commitment to student learning and achievement by emphasizing Windward CC's commitment to creating meaningful curricula and diverse learning experiences, working collaboratively and inclusively, serving and supporting with aloha, striving for excellence, and caring for Hawai'i and the planet ([IA-3](#)).

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

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

Commitment to Student Learning and Achievement (ER 6)

Windward CC's commitment to student learning and achievement is found in the College's mission statement, vision statement, and core values. The mission statement highlights the "opportunities to gain knowledge and understanding of Hawai'i and its unique heritage" and encourages "lifelong learning in a supportive and challenging environment—inspiring students to excellence" ([IA-3](#)). The vision statement discusses enriching the lives of students and the community by providing quality programs ([IA-3](#)). The first four core values detail the College's commitment to student learning and achievement by talking about creating meaningful curricula and diverse learning experiences, working collaboratively and inclusively, serving and supporting with aloha, and striving for excellence.

Broad Educational Purpose and Degrees Offered

The mission statement directly states the broad educational purpose that "Windward CC offers innovative programs in the arts and sciences and opportunities to gain knowledge and understanding of Hawai'i and its unique heritage" ([IA-3](#)). The mission statement is guided by the College's vision that "Students and community members will be enriched by 'the light of knowledge' through quality programs and able to lead full, productive lives in a rapidly changing world." The final core value of caring for Hawai'i also defines the College's broad educational purpose.

Intended Student Populations

Windward CC primarily serves the diverse population of the Ko'olau region of O'ahu. As shown in Table 1 of the introduction of this report, Windward CC's student population includes recent high school graduates, returning students, a large Native Hawaiian population, and at-risk students, demonstrating the College's commitment to an open-door admissions policy. Addressing the unique needs of the College's students is among the highest priorities expressed through the mission, vision, and core values statements ([IA-4](#) p. 2).

The mission statement notes that Windward CC "provide(s) the Ko'olau region of O'ahu and beyond with liberal arts, career and lifelong learning..." ([IA-3](#)). The "beyond" portion of the mission statement addresses students enrolled in distance education (DE) courses, and demonstrates the College's commitment to those students. As shown in Tables 1, 4, and 5 of the introduction, approximately 30% of Windward CC's student population is enrolled in online courses, which includes many students not home-based at Windward CC. While this "and beyond" statement may seem small, it speaks to a significant portion of the College's population that is not always treated with the same scrutiny as our other populations. As such, it was decided that DE parity in student achievement with face-to-face instruction will be addressed in one of Windward CC's Quality Focus Essays (QFEs) (QFE: DE).

Analysis and Evaluation

The College meets this Standard. Guided by the College's vision statement and core values, the College's mission statement describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its

commitment to student learning and student achievement. The mission, vision, and core values are prominently displayed on the College's website ([IA-3](#)).

While the mission statement does everything that the standard requests, Table 4 in the DE QFE shows that students taking DE classes do not perceive that the campus pays enough attention nor delegates enough resources to that student population. The College has understood the need for online and distance education, but has not looked at options to maintain quality for a significant subsection of students. This will be addressed in the college's DE QFE (QFE: DE p. 1).

Standard I.A.2

The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

Evidence of Meeting the Standard

Instructional department chairs and non-instructional department heads at Windward CC submit Annual Reviews to the Office of Academic Affairs. Annual Reviews include program analyses and proposed action plans ([IA-6](#) pp. 4-7, 9-12, 14-15, [IA-11](#) pp. 3-10, [IA-8](#) pp. 2-30, 33) to determine how effectively each department is accomplishing its mission and if the mission is directing institutional priorities. Windward CC Policy 4.4 highlights that the focus of the Annual Reviews is to determine how effectively the department or office is accomplishing its mission ([IA-9](#)).

Windward CC also uses a strategic planning process to ensure that the College is meeting the requirements of its mission. The 2015-2021 Strategic Plan states that strategic planning is “the core process that allows the College to effectively meet the requirements of its mission” ([IA-10](#) p. 3). It is used to determine performance-based funding (see discussion in Standard III.D of this report) distributed by the Office of the Vice President of Community Colleges (OVPCC) and the UH System. To assure transparency leading to the performance-based funding allocation, the vice president for community colleges (VPCC) visits Windward CC every semester to review and evaluate initiatives—including baseline data, and suggested performance targets in Windward CC's Strategic Plan ([IA-10](#) pp. 3-4).

Analysis and Evaluation

The College meets this Standard. Windward CC uses data to evaluate how successfully it is accomplishing its mission and meeting students' educational needs. Strategic Plan data is collected and studied annually, and this is the primary way the College evaluates how well it is meeting its mission, and the primary way the OVPCC evaluates its performance-based funding initiative ([IA-10](#) p. 3).

The College also uses Annual Reviews to help assess mission achievement. While less direct than the Strategic Plan data, Annual Review quantitative data is a secondary method the

College uses to evaluate how it meets its mission ([IA-9](#)). Annual Reviews discuss how efficiently and effectively departments are serving the needs of the campus ([IA-11](#) pp. 6-25, [IA-12](#)). Each report also includes an action plan for addressing any deficiencies.

One specific area of the mission statement addressed in both the Strategic Plan and Annual Review data is Windward CC's "special commitment to support the access and educational needs of Native Hawaiians." Addressed in enrollment and graduation data for the Strategic Plan, as well as in demand, effectiveness and efficiency data for the Annual Review, this emphasis on Native Hawaiian access needs is repeatedly addressed. However, in the Annual Reviews and Strategic Plan the data has not been fully disaggregated to enable discussions of Native Hawaiian student achievement parity (QFE: NHP p. 4). This will be addressed in Windward CC's Quality Focus Essay (QFE) on Native Hawaiian Student Achievement Parity with Other Windward CC Student Populations, as the mission specifically mentions a commitment to Native Hawaiian students.

Standard I.A.3

The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

Evidence of Meeting the Standard

Programs and Services Alignment

Each program at Windward CC has program learning outcomes (PLOs) that align with (or support) the College's mission. PLOs, especially in terms of course and College outcomes, are assessed every five years ([IA-14](#) pp. 8-9). All programs and PLOs are listed in the College Catalog and on Windward CC's website.

Non-instructional academic support services also support the College's mission, and some offices and committees directly address the College's mission in their list of charges or mission statements. Examples are: The Office of Academic Affairs ([IA-15](#)), Administrative Services ([IA-6](#) pp. 1, 14), Business Office ([IA-6](#) p. 4), The Chancellor's Office ([IA-16](#) p. 6), Human Resources ([IA-6](#) p. 6), Office of Career and Community Education ([IA-17](#) p. 27-28), Operations and Maintenance ([IA-6](#) p. 9), Recruitment and Outreach ([IA-18](#) p. 3), and TRIO ([IA-18](#) pp. 9-11). Other services on campus directly support the mission without

Degrees:

- **Associate in Arts in Liberal Arts** ([IA-4](#) pp. 38-41) with concentrations in:
 - Visual Arts (fall 2018)
 - Performing Arts (fall 2018).
- **Associate in Arts in Hawaiian Studies** ([IA-4](#) pp. 42-43).
- **Associate in Science in Natural Science** ([IA-4](#) pp. 44-45) with concentrations in:
 - Biological Sciences
 - Physical Sciences
 - Engineering
 - Information and Communication Technology
- **Associate in Science in Veterinary Technology** ([IA-4](#) pp. 46-47).

Certificates of Achievement:

- Agripharmatech ([IA-4](#) p. 53).
- Veterinary Assisting ([IA-4](#) p. 54).

Academic Subject Certificate (ASCs):

- Art: Drawing and Painting ([IA-25](#) p. 1)
- BioResources and Technology: Bio-Resource Development and Management ([IA-4](#) p. 48).
- Business ([IA-4](#) p. 49).
- Hawaiian Studies ([IA-4](#) pp. 50-51).
- Psycho-Social Developmental Studies ([IA-4](#) p. 52).

Certificates of Competence:

- Agricultural Technology ([IA-26](#) p. 1- stopped out, August 2016).
- Information Security Specialist ([IA-4](#) p. 55).
- Plant-Food Production and Technology ([IA-4](#) p. 55).
- Sustainable Agriculture ([IA-4](#) p. 56).
- Web Support ([IA-4](#) p. 55).

Other:

- Marine Option Program (MOP) ([IA-4](#) p. 57).
- Certified Nurse's Aide (CNA) ([IA-16](#) pp. 6, 7, 9, 18).
- A planned certificate in Creative Media

specifically listing Windward CC's mission statement as one of their charges. Some examples are: Admissions and Records ([IA-18](#) p. 4), Center for Aerospace Education ([IA-19](#) p. 4), Counseling ([IA-18](#) p. 7), Financial Aid ([IA-18](#) p. 6), Library ([IA-20](#) p. 1), Marketing and Public Relations ([IA-16](#) p. 25), Media and Duplication Services ([IA-7](#)), Office of Institutional Research ([IA-16](#) p. 18), Office of Planning and Program Evaluation ([IA-16](#) p. 11), Office of Safety and Security ([IA-6](#) p. 12), Palikū Theater ([IA-21](#), p 7), Private Fundraising ([IA-16](#) p. 33), Student Life ([IA-18](#) p. 8), Technology Resources ([IA-22](#)), Testing Service ([IA-23](#)), TRIO ([IA-18](#) pp. 9-11), and Tutoring Services ([IA-24](#)).

Decision Making, Planning, and Resource Allocation

Windward CC's mission statement guides decision making, planning, and resource allocation through the Planning and Budget Council (PBC) process. The PBC is a representative group of faculty, administrators, and staff who "reviews all program reviews, annual assessments, departmental reports, and other assessments to prioritize items for budget consideration and/or to modify the Strategic Plan" ([IA-27](#) p. 3). The PBC handbook directs all members to consider Windward CC's mission, vision, and core values in all the decisions that they make ([IA-29](#) p. 4).

Institutional Goals for Student Learning and Achievement

Windward CC's mission guides institutional goals for student learning and achievement. As previously noted, the mission drives the Strategic Plan. The 2015-2021 Strategic Plan contains the following elements that directly impact student learning and achievement: increasing graduation rates—with specific attention to Native Hawaiian students ([IA-10](#) p. 9), transfer rates ([IA-10](#) p. 12), eliminating access and success gaps ([IA-10](#) p. 13), reduction in time to degree ([IA-10](#) pp. 14-15), student retention and credit accumulation ([IA-10](#) pp. 15-16), developing a robust workforce ([IA-10](#) pp. 16-18), and student year-to-year retention ([IA-10](#) pp. 32-33). These efforts will benefit from improved disaggregation of data by race and ethnicity, a focus of the College's Native Hawaiian Parity QFE. ([IA-14](#)).

Analysis and Evaluation

The College meets this Standard. All of Windward CC's instructional and non-instructional programs and services are aligned with and support the College's mission, and are regularly assessed in their ability to do so. Additionally, the College's mission guides institutional decision-making, planning, and resource allocation via the College's Strategic Plan and the PBC process ([IA-27](#) p. 4). The QFE for Native Hawaiian Student Achievement Parity specifically underscores this commitment to the mission by reviewing and refining the data we have for this target population and creating specific steps to effectively utilize the improved data (QFE: NHP pp. 6-8).

Standard I.A.4

The institution articulates its mission in a widely-published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary (ER 6).

Evidence of Meeting the Standard

The College's mission statement was approved by the University of Hawai'i's Board of Regents (UH BOR) on May 11, 2011 ([IA-28](#) p. 12). According to Policy 4.4, Windward Community College will review and revise the mission statement every five years, if necessary. Following this timeline will assure that the mission will be reviewed and revised during the process of writing Windward CC's Institutional Self Evaluation Report." ([IA-2](#) pp. 1-2). This process ensures that Windward CC's educational mission is clearly defined and highlights the College's institutional commitment to student learning and achievement (ER6).

The mission was recently reviewed by the campus under the leadership of the Mission, Vision, and Core Values Task Force (MVCV). In Fall 2015, the MVCV created a survey to determine campus satisfaction with the mission statement ([IA-29](#)). In Spring 2016, the MVCV distributed the survey to the campus and found that 80% of Windward CC faculty, staff, and administrators were satisfied with the current mission statement. The MVCV then reviewed a draft of Windward CC's 2015-2021 Strategic Plan to ensure the mission was aligned. After consulting with respective departments on campus, the MVCV created two new mission statements for the College to review. The current mission statement, and the two new drafts were posted on the campus online Discussion Board for two weeks. The College overwhelmingly supported the current mission statement. As a last step, the MVCV held an open forum where the campus community again voiced their support for the current mission statement. The MVCV determined that the College had ample time and opportunity to review and change their mission statement ([IA-30](#), [IA-29](#)). In the Fall 2016, the MVCV conducted a similar review of the College's Vision and Core Values ([IA-30](#), [IA-29](#)).

Analysis and Evaluation

The College meets this Standard. Through a far-reaching and transparent process, Windward CC's mission statement was reviewed and endorsed by the campus community in Spring 2016. It is published on Windward CC's website ([IA-3](#)) and in the Course Catalog ([IA-4](#) p. 2). The mission statement is highly visible—appearing on course syllabi and posters around campus. Windward CC's mission statement centers the campus and is at the heart of all programs and services provided to students.

List of Evidence

<u>IA-1</u>	UHCC Mission Statement
<u>IA-2</u>	Mission Statement policy
<u>IA-3</u>	Windward CC's Mission, Vision, and Core Values
<u>IA-4</u>	Windward CC College Catalog 15-17 Rev: 7/16
<u>IA-6</u>	Admin. Services 2015 Program Review
<u>IA-7</u>	Media and Duplication Services 2015 Annual Review
<u>IA-8</u>	Humanities 2017 Annual Review
<u>IA-9</u>	Program Review Policy
<u>IA-10</u>	WCC 2015-2021 Strategic Plan 07172016
<u>IA-11</u>	2017 Math and Business Annual Review
<u>IA-12</u>	2016 Testing Services Program Review.pdf
<u>IA-14</u>	Morton's Fall 2013 presentation
<u>IA-15</u>	Academic Affairs Website
<u>IA-16</u>	Chancellor's Office 2015 Annual Review
<u>IA-17</u>	OCCE 2015 Annual Review
<u>IA-18</u>	Student Services 2105 Annual Review
<u>IA-19</u>	Center for Aerospace Education
<u>IA-20</u>	Library Annual Review 2015
<u>IA-21</u>	Palikū Theatre 2015 Annual Review
<u>IA-22</u>	Technology Resources 2015 Annual Review
<u>IA-23</u>	Testing Services 2015 Annual Review
<u>IA-24</u>	Tutoring Services 2015 Annual Review
<u>IA-25</u>	Art ASC Webpage
<u>IA-26</u>	Agriculture Technology Webpage
<u>IA-27</u>	PBC Handbook
<u>IA-28</u>	BOR Meeting Minutes 5-11-11
<u>IA-29</u>	Mission and Vision Statement Survey
<u>IA-30</u>	MVCV Task Force Recommendations April 2017

Standard I.B.1

The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

Evidence of Meeting the Standard

Student Learning Outcomes

Since the last Accreditation Self Study, the College has continued and expanded its dialogue about student learning outcomes (SLOs). Dialogue occurs in department meetings, campus convocations, New Faculty Orientations, Lecturer Evaluations, Contract Renewals, Tenure/Promotion Dossiers, and workshops conducted by the Institutional Effectiveness Committee (IEC) Subcommittee on Professional Development in Assessment (SPDA).

Evidence of significant departmental dialogue on SLO and SLO assessment is embedded in Annual Reviews. Departments discuss course SLOs, and a summary of those conversations is found in Part III of each Annual Review. In that section, the department chair identifies which courses have been assessed in the current academic year, the analysis of the assessments completed in the current academic year, and the courses that will be assessed in the next academic year ([IB-1](#) p. 32, [IB-2](#) pp. 18-19, [IB-3](#) pp. 22-24, [IB-4](#) pp. 27-28, [IB-5](#) pp. 34-36, [IB-6](#) pp. 23-24, [IB-7](#) pp. 33-34, [IB-8](#) pp. 32-34, [IB-9](#) pp. 29-30, [IB-10](#) pp. 33-34, [IB-11](#) pp. 21-25, [IB-12](#) pp. 15, [IB-13](#) pp. 26-27, [IB-14](#) pp. 20-21, [IB-15](#) pp. 27-28).

Workshops and breakout discussions on SLOs occurred at the Spring 2013, Fall 2013, Spring 2014, Spring 2015, and Fall 2015 convocations ([IB-16](#)). All Windward CC staff, faculty, and administrators are encouraged to participate in campus convocations so these SLO conversations are truly collegial. General education learning outcomes (GELOs) and SLO assessments are also discussed during New Faculty Orientation that occurs every Fall and Spring, ensuring that new faculty are introduced to learning outcomes at the beginning of their tenure at the College ([IB-17](#) pp. 5-11).

SPDA has helped maintain self-reflective dialogue among faculty, staff and administration about the continuous improvement of student learning outcomes by providing professional workshops and convening meetings on learning outcomes ([IB-18](#)).

Student Equity

A key portion of Windward CC's mission statement mentions its "special commitment to support the access and educational needs of Native Hawaiians" ([IB-19](#)). Since the College's mission specifically points to supporting the needs of Native Hawaiian students, many of the College's interventions address disparities between Native Hawaiian and Non-Hawaiian students.

This commitment to Native Hawaiian students is reflected in the College's 2008-2015 Strategic Plan. Seven action outcomes of Windward CC's 2008-2015 Strategic Plan were

focused on Native Hawaiian student success ([IB-20](#) pp. 9-10). Every semester the Vice President for Community Colleges (VPCC) visits the campus to present data related to its Strategic Plan progress. Every member of the campus is encouraged to attend these presentations and the PowerPoint version is available online for those not able to attend ([IB-21](#)).

Looking forward, the 2015-2021 Strategic Plan extends the conversation on student equity by expanding its commitment to Native Hawaiian students through: establishing a Native Hawaiian Success Center, increasing the number of Native Hawaiian faculty, staff, and administrators, and increasing enrollment of students from Hawaiian culture-based schools ([IB-22](#) p. 11). Additionally, the 2015-2021 Strategic Plan includes a focus on increasing enrollments and success rates for students from other underrepresented groups including Filipinos, Micronesians, and Pacific Islanders ([IB-22](#) p. 11). While these conversations are still in the preliminary stage, they show a dedication to student equity. Additionally, the 2015-2021 Strategic Plan and programs like Early College High School, Title III grant projects, Paipai o Ko‘olau, TRiO SSS, and Frosh Cohorts expand student equity discussions beyond Native Hawaiian students.

Several programs at Windward CC address student parity. The College’s Paipai o Ko‘olau Program aims to increase college enrollment and graduation rates for community members who don’t think college is possible (e.g. due to financial hardships, lack of social support, lack of academic preparedness). Priority is given to individuals who have substantial financial need, are of Native Hawaiian ancestry, from Windward O‘ahu, and are either out of the academic pipeline, never attended college, or aged out of the foster care system ([IB-23](#)). From this and other Windward CC programs, the campus has been able to pilot and institutionalize best practices for all students, especially those underrepresented ([IB-24](#)).

Another program at Windward CC that addresses student parity is the Federal TRiO program. TRiO Student Support Services (SSS) provides services to disadvantaged students (e.g. low-income, first-generation, students with disabilities). The goal of TRiO SSS is to increase the college retention and graduation rates of its participants and help students make the transition from one level of higher education to the next. Each semester, TRiO SSS visits over 60 classes to talk to both faculty and students about their program. Through their conversations with faculty and students, TRiO SSS creates a dialogue throughout the campus on student equity ([IB-25](#)).

Unlike Paipai or TRiO, Windward CC’s Frosh Cohorts target all incoming full-time freshman with a developmental need; these are not specifically targeting Native Hawaiian or economically disadvantaged students. However, the underlying principles of these cohorts are specifically chosen to be cohesive with Native Hawaiian cultural values and knowledge building. Discussions of Frosh Cohort success center on student equity due both to the cultural foundations of this intervention, the disproportionate representation of Native Hawaiian and Pell eligible students in developmental education, and the original funding source for these programs (i.e. Title III Native Hawaiian Serving Institutions funding). Program success rates have been consistently disaggregated to look at Native Hawaiian success versus the success of non-Hawaiian students ([IB-26](#) pp. 2-4).

Academic Quality

Windward CC's Staff Development Committee (SDC) is tasked with planning and coordinating faculty and staff development activities by issuing grants, planning professional development opportunities, and fundraising for those activities ([IB-28](#)). Sixty-eight awards have been provided to faculty and staff since Fall 2014 which have allowed faculty and staff many opportunities for discussions about academic quality throughout the world ([IB-29](#)). The knowledge gained is brought back to Windward CC unofficially and via Post Grant Reflection reports ([IB-30](#)). The Chancellor's Office increased the budget for the SDC from \$14,000 to \$18,000 in 2017 when the committee chair requested an increase to find more development opportunities ([IB-31](#)). The SDC is a key source of discussions of academic quality on campus.

Additionally, the Office of Academic Affairs and the Faculty Senate are two governing committees on campus that mention academic quality as one of their goals. The Office of Academic Affairs' mission statement notes that their "office promotes and ensures academic quality and academic freedom ([IB-32](#)).” The Curriculum Committee (a subcommittee of the Faculty Senate) leads the campus conversations about SLO currency, course proposals and modifications, and course currency ([IB-33](#) p. 5). The Faculty Senate Constitution notes that it was established “to provide formal faculty involvement in educational decision-making, academic policy, and program development. The purpose of this formal faculty involvement is to ensure that quality education is provided, preserved, and improved at Windward Community College and in the University of Hawai'i System in general” ([IB-34](#)).

Institutional Effectiveness

Dialogue on institutional effectiveness has been largely coordinated by the IEC, which:

- Plans and oversees an institutional schedule to ensure a systematic, comprehensive, and ongoing assessment of the credit programs, non-credit programs, and other units identified in the Program Review Policy.
- Develops and sustains a culture of assessment throughout the institution.
- Provides the necessary training and skills for units to assess themselves.
- Maintains materials and reports related to all assessment activities ([IB-35](#)).

Since the last Accreditation Self Study, the College has continued and expanded its dialogue about institutional effectiveness through workshops, college-wide forums, and IEC Subcommittee on Professional Development in Assessment trainings.

Continuous Improvement of Student Learning and Achievement

At Windward CC, student achievement and learning are measured in the 2005-2015 and 2015-2021 Strategic Plan by graduation rates, transfer rates, retention rates, credit accumulation, enrollment, and successful course completion rates. All discussions about the Strategic Plan mentioned above and in Standard IV, are conversations specific to student

learning and achievement. The evidence listed above on conversations about student learning outcomes, Student Equity, Academic Quality, and Institutional Effectiveness show Windward CC's dedication to continuous improvement of student learning and achievement across the institution.

Analysis and Evaluation

The College meets this Standard. Through convocations, committee meetings, department meetings, orientations, evaluations, dossiers, and professional development activities, Windward CC administrators, faculty, and staff participate in substantive dialog focused on student outcomes, equity, academic quality, institutional effectiveness, program development, and the continuous improvement of student learning and achievement.

With so many programs focusing on Native Hawaiian parity, the College would benefit from consistent data on outcome attainment for Native Hawaiians and others across measures on an annual basis. This will help improve the quality of dialogue on parity measures, and decision-making and allocation of resources to promote parity—especially given the College's commitment to Native Hawaiian students. This will be addressed in the College's Native Hawaiian Student Achievement Parity QFE.

Standard I.B.2

The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services (ER 11).

Evidence of Meeting the Standard

Instructional Program Student Learning Outcomes (SLOs)

Instructional Program Learning Outcomes (PLOs) are vital to the program creation process. That process can be found on the Curriculum Committee's website ([IB-36](#)). PLOs are created by faculty or groups of faculty after consulting with departments and other faculty within the University of Hawai'i System. Faculty can also use the Program Outcome Guide ([IB-37](#)) found on Windward CC's Assessment webpage to help create PLOs for their proposed programs. PLOs are then submitted to the Curriculum Committee in a program proposal for review ([IB-38](#)). The Curriculum Committee Coordinator posts the proposal on the campus-wide discussion board so all faculty, staff, and administrators can review and give feedback on the proposed program ([IB-39](#)), ([IB-40](#)). The final PLOs are reviewed by the Curriculum Committee and Faculty Senate, and then given for final approval to the deans, vice chancellors, and the chancellor. Through this process, Windward CC has clearly defined outcomes for all of its instructional programs. This includes all Associate in Arts (AA) Degrees, the Associate in Science (AS) Degrees, the Certificates of Achievement (CA), the Academic Subject Certificates (ASC), Certificates of Competence (CO), and the Certified Nurse's Aide (CNA) program offered at the College.

PLOs for all of the College's degrees and certificates are prominently listed in their Annual Reviews and can be found on the College's website: AA in Liberal Arts ([IB-41](#)), AA in Hawaiian Studies ([IB-42](#)), AS in Natural Science ([IB-43](#)), AS in Veterinary Assisting ([IB-44](#)),

CA in Agripharmatech ([IB-45](#)), CA in Veterinary Assisting ([IB-46](#)), ASC in Art ([IB-47](#)), ASC in BioResources and Technology: Bio-Resource Development and Management ([IB-48](#)), ASC in Business ([IB-49](#)), ASC in Hawaiian Studies ([IB-50](#)), ASC in Psycho-Social Developmental Studies ([IB-51](#)), CO in Agricultural Technology ([IB-52](#); stopped out August 2016), Plant-Food Production and Technology ([IB-53](#)), Sustainable Agriculture ([IB-54](#) p. 3), Web Support ([IB-55](#)), CNA ([IB-56](#) pp.11-13), and OCET ([IB-57](#) pp. 3, 24).

After Windward CC began scaffolding its SLO assessments, instructional PLOs are reviewed annually ([IB-58](#)). The University of Hawai‘i Community Colleges (UHCC) Instructional Annual Report of Program Data (ARPD) tracks which PLOs have been assessed for the AA, AS, and CA Degrees ([IB-59](#)). The ARPD data show the PLOs for Agricultural Technology, Agripharmatech, Hawaiian Studies, Liberal Arts, Natural Science, and Veterinary Technology have been assessed during this current accreditation cycle ([IB-60](#) p. 5, [IB-61](#) p. 7, [IB-62](#) p.4, [IB-63](#) pp.4-5, [IB-64](#) p. 5, [IB-65](#) p.4).

PLO assessments for the ASCs, COs, and the CNA (as well as the AA, AS, and CA) can be found in Part III of the Annual Departmental Reports ([IB-66](#) pp. 20-21, [IB-67](#) p. 56-59) or Part IV of the Annual Reviews ([IB-56](#) pp. 11-13). Further evidence of PLO assessment can be found in Windward CC’s assessment database ([IB-68](#), [IB-69](#)). PLO achievement is also used as evidence in the Planning and Budget Council’s (PBC) resource allocation process if a PLO assessment demonstrates a need for additional funds to improve student learning ([IB-70](#), [IB-71](#), [IB-72](#)).

Student Services SLOs

In the winter of 2012 Windward CC’s Student Affairs Division created and adopted a single overarching Student Affairs SLO: *Students will access appropriate information and resources to support their academic journey*. All of the departments in the Student Affairs Division then linked at least one of their learning outcomes to the division-wide SLO to help assess the unit as a whole and create a list of 13 PLOs for Student Affairs ([IB-73](#) pp. 5-6). The SLOs in the Student Affairs Division are from: Recruitment and Outreach, Admission and Records, Financial Aid, Counseling, Student Life, TRiO, Career and Transfer, Disabilities Services, Supplemental Instruction, Frosh Camp STAR Workshops, and the Office of the Vice Chancellor for Student Affairs.

All 13 of the PLOs were assessed in the 2013 Student Affairs Annual Reports of Program Data (ARPD), when it was decided that future assessments would occur on a rotating basis ([IB-74](#)). In 2014 and 2015, the PLOs (and their associated departments) were assessed on a rotating schedule, and those assessments and results are listed in the Student Affairs Annual Report of Program Data ([IB-75](#), [IB-76](#)).

Learning Support Services

As detailed in II.B.3, Windward CC defines and assesses library and other learning support service outcomes in their Annual Reviews. Data from sources such as embedded learning assessments, surveys, and service logs are used to assure their adequacy in meeting identified student needs, and drives program improvement as required.

Analysis and Evaluation

The College meets this Standard. Learning outcomes for Windward CC's instructional programs, student services, and learning services are clearly defined, published, and are regularly assessed. The results of these assessments are used by faculty and staff to modify programs and services, and to make budget requests to help improve their programs and services. This ensures that students who complete programs can achieve the identified outcomes (ER 11).

Standard I.B.3

The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information.

Evidence of Meeting the Standard

The University of Hawai'i Community College System (UHCC) has established Policy 4.203 to specifically address institution-set standards. The purpose is to ensure that both ER11 and Standard I.B.3 are met. This policy covers all of the evaluation items listed in the "Standards and Performance with Respect to Student Achievement" on the Federal Regulations Checklist ([IB-77](#) p. 2). Policy 4.203 requires each institution-set standard have a baseline level of achievement and an aspirational goal, these goals aligning with Strategic Plan targets. The eight Strategic Plan standards are: Course Completion, Degrees and Certificates Awarded, Native Hawaiian Students Receiving Degrees and Certificates Awarded, Pell Recipient Degrees and Certificates Awarded, Transfer to Baccalaureate Institutions, Integrated Postsecondary Education Data System (IPEDS) Student Success Rate, Licensure and Certification Examination, Success Rate, and Job Placement Rate ([IB-78](#) p. 1-2). Baseline and aspirational targets are available on pages 4-7 of Policy 4.203. These are Windward CC's defined standards of student achievement, and performance is assessed against each standard (ER11). Per Policy 4.203, the Office of the Vice President for Community Colleges (OVPCC) is responsible for an Annual Review that compares baseline to target values, and will publish those results on the OVPCC website. Each campus is then responsible for reviewing the results and using them in planning and resource allocation ([IB-78](#) p. 2-3).

When an institution-set standard is not met, Windward CC does not receive all performance funding monies available, and then takes measures to achieve the goal in the following fiscal year. For example, the results for FY 2018 show that Windward CC did not meet the baseline goals for Degrees and Certificates Awarded to Native Hawaiian Students ([IB-79](#)). This deficiency will be addressed in one of the college's Native Hawaiian Student Achievement Parity QFE.

The Native Hawaiian Student Achievement Parity QFE considers Windward CC's mission statement, specifically the special commitment to support the educational needs of Native Hawaiian students to address the College's focus on Native Hawaiian parity. Distance Education (DE) courses are included in the eight standards listed above, and are not treated as their own entity. The Distance Education Student Achievement Parity QFE will delve into

this to ensure achievement across modalities—particularly by targeted professional development to faculty and improved online support services (QFE: DE). Student achievement standards are consistent across programs and courses no matter the modality of instruction.

Analysis and Evaluation

The College meets this Standard. The College has published its established institution-set standards for student achievement at both the baseline and aspirational levels. Windward CC is in full compliance with University of Hawai‘i Community College Policy 4.203 on Institution-Set Standards for Student Achievement ([IB-78](#)). However, both of the College’s QFEs on student achievement parity will help Windward CC improve performance on institution-set standards (QFE: NHP, QFE: DE).

Standard I.B.4

The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Evidence of Meeting the Standard

Windward CC uses assessment data to organize its institutional processes to support student learning and student achievement. This includes:

- Under the 2005-2015 Strategic Plan time-frame, the OVPCC provides Annual Performance Data to Windward CC each Spring so the College can determine how well we are accomplishing our Strategic Plan goals ([IB-81](#)). Under the current Strategic Plan, the VPCC has presented data to the College in his Fall campus visits for planning purposes ([IB-82](#)).
- UH System Institutional Research and Analysis Office (IROA) provides data on enrollment, applications, initiatives, degrees and certificates earned, faculty and staff, financial aid, and student tracking so the College can quickly access information. These reports are found via their website ([IB-83](#)) and their Data Access Portal ([IB-84](#)).
- The Windward CC Office of Institutional Research (OIR) provides quantitative data and analysis to faculty, staff, and administrators to strengthen and improve courses, programs and services. Students and the public can view and retrieve Windward CC data on the OIR website. ([IB-85](#) pp. 19-22, [IB-86](#)).
- The Community College Survey of Student Engagement (CCSSE) is administered to Windward CC students every even numbered year. Results are used by the Administrative Staff ([IB-87](#)), Student Affairs ([IB-76](#) p. 2-3), Computing Services, and the Media and Duplication Center ([IB-88](#) p. 3-6) to improve student services and support. For example, Student Affairs has used CCSSE results to help justify funding requests for a Supplemental Instruction Program ([IB-70](#)), program equipment ([IB-71](#)), and a counselor ([IB-72](#)).

- The IEC now conducts institutional surveys every other year to see what improvements can be made on campus for students, faculty, and staff. The results from both the Faculty/Staff and the Student Institutional Surveys are posted on Windward CC's Accreditation Documents page ([IB-89](#), [IB-90](#)).
- The Windward CC Title III Data Analyst provides data to administrators and faculty on Title III funded activities such as Freshman Learning Cohorts. A report was presented at Fall 2015 convocations that determined that there needed to be a sustained support for freshman throughout their entire first year of school ([IB-91](#)).
- Student Learning Outcome (SLO) assessment results are used for course, department, program, and institutional improvement. SLO data are input into the College's assessment database at the instructor and department chair levels. The instructor forms show results and analysis of the course and program SLO assessments, changes needed to support student learning, and steps the department can take to assist ([IB-68](#)). The Annual Reviews submitted are records of department-level dialogue on SLO assessment and set department-wide plans to improve student learning ([IB-69](#)). SLO achievement is also used as evidence in the Planning and Budget Council's resource allocation process ([IB-70](#), [IB-71](#), [IB-72](#)). See Standard II.A.3 for additional discussion on SLO assessment.

Analysis and Evaluation

The College meets this Standard. The College uses assessment data from various sources to support student learning and achievement. As noted in 1.B.3, the College's DE courses are not treated as their own entity and are often included in the assessment data discussed above. One of the goals of the DE Student Achievement Parity QFE is to align institutional practices so the College can complete an assessment of current practices related to online course evaluations (QFE: DE). Once completed, this will be another piece of assessment data used to support student learning and student achievement.

Standard I.B.5

The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Evidence of Meeting the Standard

Annual Reviews and Five-Year Program Reviews

Every organizational unit of the College completes an Annual Review and a Comprehensive Program Review every five years. These reports:

- Systematically assess instructional programs, student support services and administrative services using quantitative, qualitative, and student learning data.
- Assess the degree to which programs and services effectively support the Mission and Strategic Plan.
- Influence curriculum, college planning, decision-making, and resource allocation.
- Promote collaboration and dialogue across campuses and disciplines.

The Annual Reviews and 5-Year Program Reviews are part assessment, part evaluation, and part recommendation. These reports describe the process by which academic programs, student service programs, and administrative units assess their effectiveness. The different areas of the College then use the data presented in the report to recommend changes to improve their effectiveness ([IB-92](#) p. 9).

Annual Reviews are typically completed by the end of the fall semester every academic year, and are posted on the college's Planning and Budget Council (PBC) page. Examples are:

- Natural Sciences 2012-2013 Annual Departmental Report ([IB-4](#)).
- Student Affairs 2014 Annual Review ([IB-75](#)).
- Chancellor's Office Annual Review ([IB-85](#)).
- Career & Community Education and Facilities Assessment ([IB-57](#)).

The 5-Year Program Review schedule ([IB-58](#)) ensures that programs are thoroughly reviewed once an accreditation cycle. Examples are:

- Associate in Arts-Liberal Arts 5-Year Program Review 2012-2016 ([IB-93](#)).
- Academic Support 5-Year Program Review 2012-2017 ([IB-94](#)).
- Chancellor's Office Annual Review ([IB-95](#)).

Strategic Plan

The Strategic Plan promotes continuous improvement by explicitly stating strategic goals and objectives for the College to address ([IB-92](#) p.9). As noted in I.A.2, strategic planning is the core process that allows the College to effectively meet the requirements of its mission ([IB-19](#) p. 3). Strategic Plan data is collected annually. Refer to I.A.2 for additional discussion on how the Strategic Plan measures the accomplishment of Windward CC's mission.

Student Learning Outcomes

Windward CC has three types of learning outcomes: general education (GELO), program (PLO), and course (SLO). All outcomes are aligned with the college's mission, and most course and program outcomes can be linked to one of these GELOs (institutional outcomes):

- Global and Cultural Awareness.
- Critical Thinking and Creativity.
- Communication.
- Information Literacy ([IB-96](#)).

Windward CC assesses GELO achievement through the course SLO assessment process, and all four have been assessed during this accreditation cycle. All SLO assessment results are recorded in the college's assessment database, and screenshots of those assessments can be found in the following evidence: ([IB-97](#), [IB-98](#), [IB-99](#), [IB-100](#)). Assessment results are used to determine how well Windward CC is accomplishing its mission by determining if students have acquired the GELO skills during their tenure at the college ([IB-97](#) pp. 1-2, [IB-98](#) pp. 1-2, [IB-99](#) pp. 1-2, [IB-100](#) pp. 1-2)

As of spring 2017, the Institutional Effectiveness Committee (IEC) is in the process of creating a subcommittee to assess the GELOs and another committee to check the current course, program, and general education outcomes links for accuracy ([IB-101](#) p. 2). Subcommittee conclusions and Windward CC's subsequent actions will be posted on the Windward CC website and trainings will be offered to faculty and staff when the process is completed.

Analysis and Evaluation

The College meets this Standard. Windward CC's mission centers the campus, and serves as a guide for institutional processes. Mission success is measured via Annual Reviews, Five-Year Program Review, Strategic Plan data, and SLO assessments. As noted in I.A.2, the College would benefit from additional annual data that simply disaggregates measures found in the Annual Reviews and Strategic Plan by Native Hawaiian and non-Hawaiian students. This will be addressed in Windward CC's Native Hawaiian Student Achievement Parity QFE.

Standard I.B.6

The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal, and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Evidence of Meeting the Standard

The Office of Institutional Research has run a Distance Education (DE) report covering course count, enrollment, student performance data, and degree and transfer rates for DE courses since 2014 ([IB-102](#), [IB-103](#), [IB-104](#)). This report compares DE students to face-to-face students disaggregated by Native Hawaiian ancestry. Throughout the reports, face-to-face students have had higher course completion rates and success rates, and lower withdrawal rates than students in online courses ([IB-105](#) p. 6). Windward CC will address this disparity in the DE Student Achievement Parity QFE by focusing on the following: DE professional development, coordinating student support, and aligning institutional practices to make DE course offerings comparable to face-to-face options.

In addition to the previous report, Windward CC has been able to preliminarily disaggregate SLO achievement data for face-to-face and DE courses:

**Table I.B.1 Face to Face versus Distance Education SLO Achievement
Fall 2012 through Fall 2016**

Course property	FALL 2012	SPRING 2013	FALL 2013	SPRING 2014	FALL 2014	SPRING 2015	FALL 2015	SPRING 2016	FALL 2016	SPRING 2017	Grand Total
Face-to-Face	89.7%	82.5%	85.2%	83.7%	84.4%	86.1%	84.4%	90.1%	87.7%	100%	86.0%
Online	86.5%	78.3%	76.7%	80.5%	76.9%	82.0%	84.0%	91.0%	87.0%		82.0%
Hybrid, Cable, Other DE	70.0%	85.0%			64.5%	79.5%					77.2%
Grand Total	88.8%	82.3%	83.8%	83.2%	83.0%	85.3%	84.4%	90.2%	87.6%	100.0%	82.2%

This table is the College's initial attempt to disaggregate learning outcome data, and simply points out the percentage of students who meet the course learning outcomes by instruction type.

The College has devoted significant resources to online education in the past five years. These include a Title III grant project, Hānaiaulu: Feed and Grow, which provides significant resources to renovating the online classroom through a curriculum development position, acquisition of lecture capture resources, and improved infrastructure ([IB-106](#)). Workshops

have also been conducted at each convocation since Fall 2014 on use of online learning management systems and other online teaching topics ([IB-16](#) pp. 8, 10-14). These efforts have resulted in increasing parity between online and face-to-face classes, which will be built upon by the upcoming DE Student Achievement Parity QFE.

Analysis and Evaluation

The College meets this Standard. Distance Education (DE) is becoming an important modality of teaching for Windward CC. The College has allocated significant resources and implemented robust strategies to address online parity. The College will further strive to reach parity between face-to-face and DE in the methods outlined in the DE Student Achievement Parity QFE. This QFE will aim to strategically increase DE courses to improve degree completion rates and close the achievement gap between those taking DE courses and those taking face-to-face courses in terms of success, completion, and withdrawal rates.

Standard I.B.7

The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

Evidence of Meeting the Standard

Instructional Programs and Student and Learning Support Services

Windward CC systematically reviews and assesses its evaluation mechanisms. The Annual Reviews and 5-Year Program Reviews are one of the College's primary methods of evaluating its effectiveness. Most recently, the Annual Reviews were evaluated through focus groups conducted by the Institutional Effectiveness Committee (IEC) Subcommittee on Professional Development in Assessment (SPDA). These results were provided confidentially to the appropriate offices so changes could be made to the report.

Resource Management

A primary responsibility of Windward CC's Planning and Budget Council (PBC) is to review, evaluate, prioritize, and make recommendations to the chancellor regarding the use of resources in the College's budget requests, and regarding resource requests for future funding ([IB-108](#) p. 2). The PBC also conducts a self-assessment of its processes every two years. Responses to that survey are discussed by the PBC and posted on the PBC summary page ([IB-108](#) p. 6, [IB-109](#)). This was formally done through a Governance Assessment Survey which is no longer conducted at Windward CC. In the future, PBC assessments will be covered by the SPDA's Meta Assessment, the PBC member assessment, and institutional surveys.

Governance

In the Spring of 2013, a new Governance Assessment Committee (GAC) was created as a subcommittee of the Institutional Effectiveness Committee (IEC). The GAC was composed of seven members of Windward CC's faculty and staff ([IB-110](#)). This committee constructed surveys on Survey Monkey that were distributed to the governing structures on campus, the entire campus community, and to the students. The committee was disbanded, and its responsibilities will be covered by the IEC Meta Assessments and Institutional Surveys.

Analysis and Evaluation

The College meets this Standard. Policies and Practices for instructional programs, student and learning support services, and resource management are evaluated yearly to assure their effectiveness in supporting academic quality and accomplishment of mission. Governance policies and processes are assessed every two years. This is per Windward CC's Policy on Policies which notes that an ad hoc committee will review all campus policies every five years for currency, coherence, consistency, and relevance to the College's mission ([IB-111](#) p. 3).

Standard I.B.8

The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Evidence of Meeting the Standard

Course Student Learning Outcome (SLO) and institutional SLO assessments are conducted by individual faculty, discussed in departmental meetings, and documented both in Annual Reviews ([IB-15](#) pp. 27-28, [IB-9](#) p. 30, [IB-112](#) p. 14) and in the college's assessment database ([IB-113](#)). Program, department, and unit assessments are posted yearly on the PBC webpage ([IB-114](#), [IB-115](#)). These assessments are used to set campus budget priorities in the PBC process. All divisions are required to support their budget requests using the course and program-level data and analyses from their Annual Reviews.

The Institutional Effectiveness Committee's Subcommittee on Professional Development in Assessment (SPDA) has provided 48 assessment workshops during the accreditation cycle ([IB-18](#)). During 2016, SPDA conducted Meta Assessment focus groups for all governance committees on campus. SPDA asked the groups the following questions:

- What's working?
- What's not working?
- What can be improved concerning the [group] process?
- How are the [group] results used?
- How does the [group] relate to the Windward CC mission?

The results were sent back to the governance groups so that the groups could have an understanding of their strengths and weaknesses, and could make any needed changes. Examples of changes made can be found in group meeting notes ([IB-116](#) p.1).

Windward CC's Strategic Plan data are collected by the OVPCC's Academic Data, Assessment and Policy Analysis (APAPA) office and presented to the campus community annually by the VPCC ([IB-117](#), [IB-118](#)). These presentations are e-mailed to the campus and also posted online on the OVPCC website ([IB-119](#)). Those data are used by faculty, staff, and administrators to determine trends, assess institutional needs, establish benchmark comparisons and track advancements in reaching the stated goals and objectives. As of Fall 2016, the OVPCC is using some of the Strategic Plan elements as performance funding measures which are presented to the campus and posted on the OVPCC website ([IB-120](#) p. 12). Similarly, the University of Hawai'i (UH) System was given \$6.3 million to create a performance funding system, and the College's progress on those measures can be found online ([IB-121](#)). The performance funding indicators tie to some of the UH Strategic Directions Measures, and those results are listed online as well ([IB-122](#)). Windward CC sets their goals and action items to meet Strategic Plan and Performance Funding measures ([IB-123](#) pp. 10-12, 14-19, 21, 23, 25-32, [IB-124](#) p. 14).

Analysis and Evaluation

The College meets this Standard. Windward CC assessment and evaluation results are either emailed to the campus community or posted online. Through Annual Reviews, IEC-SPDA, the Strategic Plan, and yearly visits from the VPCC, Windward CC keeps the campus community informed so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Standard I.B.9

The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology and financial resources.

Evidence of Meeting the Standard

The PBC is an advisory group to the chancellor that uses assessment, analysis, and evidence of community needs to regularly review and update the College's Strategic Plan and prioritize the budget ([IB-92](#) p. 3). The PBC is composed of constituents from all units of the College ([IB-92](#) p. 4). A list of former and current members may be found under the "Membership" column on the PBC's summary page on the PBC website ([IB-125](#)).

The following figure is from the PBC handbook ([IB-92](#) p. 7) and illustrates the PBC process, which is linear in nature (white bubbles). Blue and pink bubbles further identify documents and evidence which connect the short-term and long-term needs of the college to the overall PBC planning process.

Figure I.B.1 Windward Community College Planning Process



The white column shows that the PBC planning process uses Annual Reports of Program Data (ARPD) ([IB-126](#)) and Annual Reviews ([IB-15](#)) to generate PBC requests ([IB-127](#)). Note that the buff and blue columns show how long-term and short-term needs of the College are considered in multiple stages of the PBC process. To ensure that PBC requests lead to accomplishment of the College's mission (and improve institutional effectiveness and academic quality), requestors need to show how their request aligns with the Strategic Plan and course, program, or general education learning outcomes ([IB-127](#) p. 1). The plan outlined in the College's Native Hawaiian Student Achievement Parity QFE will be instituted so as to ensure the data related to ARPD's and strategic plan outcomes is more accurate. This will help to further elucidate such key measures as Native Hawaiian enrollment, persistence and graduation, which will support requests that appropriately target this population and strategic measures related to it.

Over the course of the academic year, the committee members read the PBC requests, listen to a department representative explain the requests, and then anonymously rank the requests which is tabulated into a PBC Request Ratings survey ([IB-128](#)). PBC members are directed to consider the following factors when ranking requests: System Priorities, College Goals and Priorities for the Fiscal Calendar, Assessment Data to Support the Request, Immediacy, Health and Safety, and Level of Impact ([IB-92](#) p. 23). Those results are posted on the PBC webpage for the campus community to read and the link is emailed to PBC members. The PBC process occurs annually, and shows that Windward CC engages in continuous, broad based, systematic evaluation and planning.

Analysis and Evaluation

The College meets this Standard. The College integrates program review, planning, and resource allocation in a systematic and transparent fashion (ER19). Evidence of this can be found in the College's Planning and Budget Council (PBC) process discussed more thoroughly in Standard IV.A.1 and IV.A.3.

List of Evidence

<u>IB-1</u>	Humanities 2012-13 Annual Review
<u>IB-2</u>	Language Arts 2012-13 Annual Review
<u>IB-3</u>	Math and Business 2012-13 Annual Review
<u>IB-4</u>	Natural Science 2012-13 Annual Review
<u>IB-5</u>	Social Sciences 2012-13 Annual Review
<u>IB-6</u>	Humanities 2013-14 Annual Review
<u>IB-7</u>	Language Arts 2013-14 Annual Review
<u>IB-8</u>	Math and Business 2013-14 Annual Review
<u>IB-9</u>	Natural Science 2013-14 Annual Review
<u>IB-10</u>	Social Sciences 2013-14 Annual Review
<u>IB-11</u>	Humanities 2014-15 Annual Review
<u>IB-12</u>	Language Arts 2014-15 Annual Review
<u>IB-13</u>	Math and Business 2014-15 Annual Review
<u>IB-14</u>	Natural Science 2014-15 Annual Review
<u>IB-15</u>	Social Sciences 2014-15 Annual Review
<u>IB-16</u>	New Faculty Orientation PPT
<u>IB-17</u>	SPDA Activities Fall 2012-present
<u>IB-18</u>	Windward CC's Mission, Vision, and Core Values
<u>IB-19</u>	2005-2015 Strategic Plan
<u>IB-20</u>	VPCC John Morton's Fall 2013 presentation
<u>IB-21</u>	Windward CC 2015-2021 Strategic Plan 07172016
<u>IB-22</u>	Paipai info.
<u>IB-23</u>	Paipai coordinator email
<u>IB-24</u>	TRiO SSS email
<u>IB-25</u>	AAAC Meeting Minutes (equity)
<u>IB-28</u>	Staff Development Committee
<u>IB-29</u>	Staff Dev. Funded List
<u>IB-30</u>	Post Grant Reports
<u>IB-31</u>	StaffDevMinutes_20170310
<u>IB-32</u>	Admin. Services 2015 Program Review
<u>IB-33</u>	Faculty Senate Meeting Minutes-SLO and Course Currency
<u>IB-34</u>	Faculty Senate Constitution
<u>IB-35</u>	IEC Directives
<u>IB-36</u>	Curriculum Committee's Website
<u>IB-37</u>	Program Outcome Guide
<u>IB-38</u>	Program Proposal Form
<u>IB-39</u>	Cyber Security Program--Discussion board
<u>IB-40</u>	Discussion Board
<u>IB-41</u>	AA Lib Arts Webpage (for SLOs)
<u>IB-42</u>	AA Hawaiian Studies Webpage (for SLOs)
<u>IB-43</u>	AS Natural Science Webpage (for SLOs)
<u>IB-44</u>	AS Veterinary Studies (for SLOs)
<u>IB-45</u>	CA AgipharmaTech (for SLOs)
<u>IB-46</u>	CA Vet Assisting (for SLOs)

<u>IB-47</u>	ASC-ART (for SLOs)
<u>IB-48</u>	ASC-BRT (for SLOs)
<u>IB-49</u>	ASC-Business (for SLOs)
<u>IB-50</u>	ASC-Hawaiian Studies (for SLOs)
<u>IB-51</u>	ASC-PSDS (for SLOs)
<u>IB-52</u>	CO-Ag. Tech. (for SLOs)
<u>IB-53</u>	CO P-F Prod. and Tech (for SLOs)
<u>IB-54</u>	CO-Sust. Ag (for SLOs)
<u>IB-55</u>	CO-Web Support (for SLOs)
<u>IB-56</u>	CNA 2015 Annual Review
<u>IB-57</u>	CCE Facilities Annual Review 2016-2017
<u>IB-58</u>	5-Year Program Review Assessment Schedule
<u>IB-59</u>	ARPD home page
<u>IB-60</u>	2012 Ag. Tech. ARPD
<u>IB-61</u>	2016 Agripharmatech ARPD
<u>IB-62</u>	2016 Hawaiian Studies ARPD
<u>IB-63</u>	2016 Liberal Arts ARPD
<u>IB-64</u>	2016 Natural Sciences ARPD
<u>IB-65</u>	2016 Vet. Tech. ARPD
<u>IB-66</u>	Natural Sciences 2015-16 Annual Review
<u>IB-67</u>	Social Sciences 2015-16 Annual Review
<u>IB-68</u>	Instructor Assessment Form
<u>IB-69</u>	Department Assessment Form
<u>IB-70</u>	SI PBC Request
<u>IB-71</u>	Equipment PBC Request
<u>IB-72</u>	Transfer Counselor PBC Request
<u>IB-73</u>	Student Affairs Quarterly Meeting Spring 2013
<u>IB-74</u>	Student Affairs 2013 ARPD
<u>IB-75</u>	Student Affairs 2014 ARPD
<u>IB-76</u>	Student Serviced 2105 Annual Review
<u>IB-77</u>	Federal Checklist
<u>IB-78</u>	Institution Set Standards Policy
<u>IB-79</u>	Performance Funding Summary FY2018
<u>IB-81</u>	OVPCC's 2005-2015 Strat. Plan Data
<u>IB-82</u>	OVPCC's 2015-2021 Strat. Plan Presentations
<u>IB-83</u>	IRAO's Website
<u>IB-84</u>	DAPIR Tool
<u>IB-85</u>	Chancellor's Office 2015 Annual Review
<u>IB-86</u>	WCC OIR Website
<u>IB-87</u>	CCSSE-discussion Admin Staff
<u>IB-88</u>	2015 Technology Services ARPD
<u>IB-89</u>	WCC Assessment Documents
<u>IB-90</u>	WCC 2015 Student Institutional Survey
<u>IB-91</u>	TIII Analyst Freshman Learning Cohort Report
<u>IB-92</u>	PBC Handbook
<u>IB-93</u>	AA-Liberal Arts 5-Year Review

<u>IB-94</u>	Academic Support 5-Year Review
<u>IB-95</u>	Chancellor's Office 5-Year Review
<u>IB-96</u>	GLO list
<u>IB-97</u>	Global and Cultural Awareness GLO
<u>IB-98</u>	Communication GLO
<u>IB-99</u>	Information Lit. GLO
<u>IB-100</u>	Critical Thinking GLO
<u>IB-101</u>	IEC Minutes 2-3-17
<u>IB-102</u>	2014 DE Student Achievement Data
<u>IB-103</u>	2015 DE Student Achievement Data
<u>IB-104</u>	2016 DE Student Achievement Data
<u>IB-105</u>	2017 DE Student Achievement Data
<u>IB-106</u>	Hanaiaulu Grant Papers
<u>IB-108</u>	Current PBC Charter
<u>IB-109</u>	PBC Assessment Results
<u>IB-110</u>	IEC 2-6-13 meeting minutes
<u>IB-111</u>	WCC Policy on Policies
<u>IB-112</u>	Language Arts 2015-16 Annual Review
<u>IB-113</u>	Institutional and Program Outcome Assessment Page
<u>IB-114</u>	Planning and Budget Council Page 2012-13
<u>IB-115</u>	Planning and Budget Council Page 2015-16
<u>IB-116</u>	Staff Senate Meeting Notes 8-10-16
<u>IB-117</u>	VPCC F13 Strategic Plan Presentation
<u>IB-118</u>	VPCC F16 Strategic Plan Presentation
<u>IB-119</u>	OVPCC Campus Presentation Links.pdf
<u>IB-120</u>	CC Performance Funding Measures
<u>IB-121</u>	UH Performance Funding
<u>IB-122</u>	UH Strategic Directions Measures
<u>IB-123</u>	Windward CC 2015-2021 Strategic Plan
<u>IB-124</u>	VPCC Sp17 Campus Presentation
<u>IB-125</u>	PBC Summary Page
<u>IB-126</u>	Windward CC Liberal Arts (2016) ARPD
<u>IB-127</u>	PBC Request Form-Hawaiian Studies Instructor
<u>IB-128</u>	PBC 2017 Ratings Summary

Standard I.C.1

The institution assures the clarity, accuracy and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors.

Evidence of Meeting the Standard

Mission Statement

As mentioned in I.A.4, Windward CC's Policy 4.4 states that "Windward Community College will review and revise the mission statement every five years, if necessary. Following this timeline will assure that the mission will be reviewed and revised during the process of writing Windward CC's Institutional Self Evaluation Report" ([IC-1](#) pp. 1-2). The mission was reviewed in the Fall of 2016 by the Mission Vision, and Core Values Task Force. The task force determined (with campus input) that the mission statement accurately represented the College.

Learning Outcomes ([IC-2](#))

Windward CC's Curriculum Committee works with the Vice Chancellor for Academic Affairs' (VCAA) Advisory Committee to ensure that course student learning outcomes (SLOs) are assessed for currency at least once every five years ([IC-3](#)). The VCAA Advisory Committee, which includes all department chairs, also engages in a top-down survey of course SLOs for currency and accuracy ([IC-4](#)).

Educational Programs and Student Support Services ([IC-5](#))

Students primarily receive information about programs and services via the Windward CC Catalog, website, email, brochures, and College orientation (new student orientation, mandatory advising appointment, Frosh camp, and other events). Materials are reviewed on an annual and/or semester basis. The VCAA leads the catalog and schedule review, and the Vice Chancellor for Student Affairs (VCSA) reviews student services materials.

Accreditation Status

Windward CC gives accurate information to students and the public about its accreditation status on its accreditation webpage ([IC-6](#)). Accreditation documents are prominently listed on that webpage so users can quickly access accreditation status information ([IC-7](#), [IC-8](#), [IC-9](#)).

Analysis and Evaluation

The College meets this standard. Windward CC makes every effort to give accurate information to students and the public. Information provided to students is listed prominently on the campus' webpage ([IC-6](#), [IC-7](#), [IC-8](#), [IC-9](#)), and is regularly reviewed for clarity and accuracy by Task Forces, Advisory Committees, the VCAA, and the VCSA.

Standard I.C.2

The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the (ER 20).

Evidence of Meeting the Standard

The College Catalog is available for download on the College's website. The catalog is a comprehensive document that provides students with all facts, requirements, policies, and procedures listed in the ACCJC Catalog Requirements ([IC-10](#)). Locations or publications where other policies may be found are accessed by clicking hyperlinks throughout the catalog ([IC-11](#)).

Analysis and Evaluation

The College meets this Standard. The College provides an online catalog that is available on the College's website and can be downloaded by current and prospective students ([IC-11](#), [IC-12](#)). The catalog is precise, accurate, current, and is reviewed annually ([IC-13](#)).

Standard I.C.3

The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public (ER 19).

Evidence of Meeting the Standard

Communication of Student Learning Outcomes

Instructors are directed to list course SLOs on course syllabi ([IC-14](#)). All course syllabi can be found on the College's Academics webpage ([IC-15](#)). Standard I.B.1 discusses SLO dialogue on campus, and evidence of SLO dialogue and assessments are found in Part III of the Annual Departmental Reviews. Refer to Standard I.B.1 for the links and page numbers to the documented SLO assessments. These assessments communicate matters of academic quality to Windward CC faculty, staff, and any other interested party on an annual basis. This demonstrates that Windward CC systematically evaluates and publishes how well and in what ways it is assessing SLOs (ER19).

Communication of Student Achievement

Documented assessment of Windward CC student achievement data is primarily found from the following sources: the Office of the Vice President for Community Colleges (OVPC), the University of Hawai'i (UH) System's Institutional Research and Analysis Office (IRAO), and Windward CC Office of Institutional Research (OIR). Examples of the data those offices supply are found in Standard I.B.4. The data those offices provide are made public so that the academic quality of the College is transparent and demonstrates that Windward CC makes decisions regarding improvement through an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation (ER19).

Analysis and Evaluation

The College meets this Standard. Student learning and achievement data are well documented and posted online to communicate matters of academic quality to appropriate constituencies through Windward CC's Annual Reviews listed in the Student Learning Outcomes section of I.B.1 and other documented evaluations and reports such as the OVPCC's Annual Performance Data, the Community College Survey of Student Engagement (CCSSE), and the Institutional Effectiveness Committee's (IEC) institutional surveys (which are all detailed in I.B.4). These assessments are available to faculty, staff, current and prospective students, and the public.

Standard I.C.4

The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

Evidence of Meeting the Standard

Current and prospective students can easily find program, certificate, degree, and course descriptions and expectations via program websites, the catalog, and course syllabi. All certificate and degree requirements, content, and learning outcomes are listed in the catalog and on program webpages ([IC-11](#) pp. 38-56, [IC-16](#)). Course learning outcomes are listed in the catalog and in each course syllabus ([IC-11](#) pp. 59-125, [IC-15](#)).

Analysis and Evaluation

The College meets this Standard. The College clearly describes the purpose, content, course requirements, and all expected learning outcomes for its certificates and degrees both in the catalog and on the front page (or one click away) of program websites ([IC-11](#) pp. 38-56, [IC-16](#)). Course learning outcomes are also listed in the catalog and in each course syllabus ([IC-11](#) pp. 59-125, [IC-15](#)).

Standard I.C.5

The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representation of its mission, programs, and services.

Evidence of Meeting the Standard

Integrity of the Mission

According to Policy 4.4, "Windward Community College will review and revise the mission statement every five years, if necessary. Following this timeline will assure that the mission will be reviewed and revised during the process of writing Windward CC's Institutional Self Evaluation Report." The integrity of the mission statement is discussed in more detail in I.A.4.

Integrity of Programs

According to the Curriculum Policies and Procedures the college curriculum is composed of the credit courses and programs required to meet the educational needs of the students and the mission of the College ([IC-17](#) p.2). The Office of Academic Affairs is responsible for ensuring that curriculum conforms to University of Hawai'i and Windward CC policies and goals ([IC-17](#) p.1).

Integrity of Services

Student services are reviewed in the Academic Support and Student Affairs Annual Reviews ([IC-18](#)) ([IC-19](#)). These reports can be found from 2009 to present on the College's Planning and Budget Council's webpage ([IC-20](#)).

Analysis and Evaluation

The College meets this Standard. Windward CC policies, procedures and publications are regularly reviewed by various members of the campus community ensuring that information presented is current and accurate. The Policy Formation Process states that the chancellor will establish an ad hoc committee to review all campus policies at least every five years. Policies are reviewed for coherence, consistency, and relevance to Windward CC's mission ([IC-21](#)). Since Windward CC is part of the larger Community College and University of Hawai'i Systems, the College is also responsible for following applicable policies created by the UHCC System and UH Board of Regents. However, Windward CC is not responsible for reviewing those policies.

Standard I.C.6

The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

Evidence of Meeting the Standard

The College publishes information on resident and non-resident tuition, fees, and refund information in the Windward CC Catalog ([IC-11](#) pp.19-20). Current and historical tuition information is also published on the College's tuition webpage ([IC-22](#)). Students can preview the cost of and comparison shop for their textbooks on the Windward CC Bookstore website ([IC-23](#)).

Analysis and Evaluation

The College meets this Standard. All relevant information necessary for current and permanent students is published online and is accessible.

Standard I.C.7

In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make

clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students (ER 13).

Evidence of Meeting the Standard

The Windward CC Catalog states:

Windward Community College embraces those aspects of academic freedom that guarantee the freedom to teach and the freedom to learn. Free inquiry and free expression for both students and faculty are indispensable and inseparable. As members of the academic community, students are encouraged to develop a capacity for critical judgment and to engage in a sustained and independent search for truth ([IC-11](#) p. 6).

The Office of Academic Affairs provides further proof of a campus atmosphere that supports academic freedom by including a specific commitment to academic freedom in their office's mission statement ([IC-24](#)). The faculty also have the University of Hawai'i Community College's Policy (UHCCP) #5.211 Statement on Professional Ethics (Faculty) as a guide. The policy states that faculty protect the academic freedom of their students ([IC-25](#) p. 2). Standard III.A.13 discusses professional ethics policies in more detail.

Analysis and Evaluation

The College meets this Standard. The Windward CC Catalog includes a statement about the Academic Rights and Freedoms of Students that fosters the atmosphere of intellectual freedom for both faculty and students. This ensures that faculty and students are free to examine and test all knowledge appropriate to their discipline, and the institution maintains an atmosphere in which intellectual freedom and independence exist (ER13).

Standard I.C.8

The institution establishes and publishes clear policies and procedures that promote honesty, responsibility, and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty, and the consequences for dishonesty.

Evidence of Meeting the Standard

The catalog informs students that a copy of the Student Code of Conduct is available in the Office of the Vice Chancellor for Student Affairs and provides a link to the Systemwide Student Conduct Code ([IC-11](#) p. 15). A link to this is also provided on Windward CC's Policies, Procedures, and Guidelines webpage ([IC-26](#), [IC-27](#) p. 2). The Student Code of Conduct, EP 7.208, defines the types of behaviors that violate the Student Code of Conduct, and the consequences for violations ([IC-26](#) pp. 6-11).

Analysis and Evaluation

The College meets this Standard. The Student Code of Conduct section in the College Catalog suggests that students familiarize themselves with the Code of Student Conduct, and

that their enrollment at Windward CC comes with the expectation that they will conduct themselves accordingly. The catalog further discusses impermissible behavior, academic dishonesty, cheating, and plagiarism.

Standard I.C.9

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

Evidence of Meeting the Standard

Article IV of the 2015-2017 Collective Bargaining Agreement between the University of Hawai'i Professional Assembly (UHPA) and the Board of Regents of the University of Hawai'i states, "In giving instruction upon controversial matters, Faculty Members are expected to set forth justly and without suppression the differing opinions of other investigators, and in their conclusions provide factual or other scholarly sources for such conclusions" ([IC-28](#) p. 1). All new faculty are provided copies of this agreement.

The faculty also have the UHCC's Policy #5.211 Statement on Professional Ethics (Faculty) as a guide. Specifically, the policy mentions that faculty members "accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty" ([IC-25](#) p.2). This policy states that it is the chancellor's responsibility to provide a copy of UHCC Policy #5.211 to all new faculty. Standard III.A.13 discusses professional ethics in more detail.

Analysis and Evaluation

The College meets this Standard. The College follows the guidelines of faculty professionalism outlined in Article IV of the 2015-2017 Collective Bargaining Agreement Between the University of Hawai'i Professional Assembly (UHPA) and the Board of Regents of the University of Hawai'i. Both of those dictate that faculty will practice intellectual honesty—presenting data fairly and objectively.

Standard I.C.10

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

This standard is not applicable as Windward CC is an open, public institution that does not require that staff, faculty, administrators, or students have specific beliefs or worldviews.

Standard I.C.11

Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

This Standard is not applicable as Windward CC does not operate in any foreign locations.

Standard I.C.12

The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities.

Evidence of Meeting the Standard

Windward CC is responsive to the directives of ACCJC, and evidence can be found on the College's accreditation website ([IC-25](#)). This evidence shows that the College has followed the Federal Checklist requirements listed under "Public Notification of an Evaluation Team Visit and Third-Party Comment" ([IC-29](#) p.1). Additional evidence of the College's willingness to work with ACCJC is that our Accreditation Liaison is currently serving on the ACCJC Substantive Change Advisory Group ([IC-30](#)).

Analysis and Evaluation

The College meets this Standard. The College has continuously complied with all Eligibility Requirements, Accreditation Standards, Commission Policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes (ER21).

Standard I.C.13

The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public (ER 21).

Evidence of Meeting the Standard

I.C.1 notes where ACCJC accreditation status and other information can be found for the campus. The Veterinary Technology webpage clearly mentions its accreditation status, and has a clear link to the AVMA, and additional information is provided at information sessions ([IC-31](#)).

The Certified Nurse's Aide program is certified and approved by the State of Hawai'i, Department of Human Services, Social Services Division. The program is re-certified every two years, and students can find the approved program certificate posted in the CNA classroom. All printed materials and website information states that the course is a state approved training program ([IC-32](#), [IC-33](#)).

Analysis and Evaluation

The College meets this Standard. Windward CC demonstrates honesty and integrity in its relationships with external agencies and complies with all regulations and statutes. The College consistently describes itself to the ACCJC, the American Veterinary Medical Association (AVMA), and the State of Hawai'i, Department of Human Services, Social Services Division (ER 21).

Standard I.C.14

The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Evidence of Meeting the Standard

As mentioned in 1.A.2 and I.A.3, Windward CC's mission statement guides the campus. Everything from instructional programs to student services, strategic planning, and budgeting is focused on providing "...innovative programs in the arts and sciences and opportunities to gain knowledge and understanding of Hawai'i and its unique heritage. With a special commitment to support the access and educational needs of Native Hawaiians, we provide the Ko'olau region of O'ahu and beyond with liberal arts, career and lifelong learning in a supportive and challenging environment — inspiring students to excellence" ([IC-34](#)).

Analysis and Evaluation

The College meets this Standard. The OVPCC's financing webpage notes that community colleges are the state's "open-door entry points to higher education...to maintain its open-door access, the Community Colleges rely on state revenues to finance a significant portion of its operations" ([IC-35](#) p.1). Windward CC is a non-profit, state-funded teaching organization, and its commitment to high quality education, student achievement, and student learning is paramount to any other objective on campus.

List of Evidence

<u>IC-1</u>	Mission Statement policy
<u>IC-2</u>	Curriculum Committee Chair 5-12-17 email
<u>IC-3</u>	SLO currency check
<u>IC-4</u>	ENG 209 SLO Update
<u>IC-5</u>	VCSA 5-16-17 email
<u>IC-6</u>	Windward CC Accreditation Home Page
<u>IC-7</u>	ACCJC 2013 Reaffirmation
<u>IC-8</u>	ACCJC 2015 Follow-up
<u>IC-9</u>	ACCJC Mid Term Follow-up
<u>IC-10</u>	ACCJC Catalog Requirements
<u>IC-11</u>	Current Windward CC College Catalogue
<u>IC-12</u>	Catalog webpage
<u>IC-13</u>	Tentative Catalog timeline
<u>IC-14</u>	Syllabus Instructions
<u>IC-15</u>	All Windward CC Course Syllabi
<u>IC-16</u>	Degree and Certificate Homepages
<u>IC-17</u>	College Policies and Procedures for Curriculum
<u>IC-18</u>	Student Affairs 2017 ARPD Exec. Summary
<u>IC-19</u>	Academic Support 2017 ARPD Exec. Summary
<u>IC-20</u>	Planning and Budget Council's homepage
<u>IC-21</u>	Windward CC Policy on Policies
<u>IC-22</u>	Tuition Webpage
<u>IC-23</u>	Windward CC Bookstore Textbook Webpage
<u>IC-24</u>	AA Mission, Vision, and Core Values
<u>IC-25</u>	UHCCP 5.211
<u>IC-26</u>	Systemwide Student Code of Conduct
<u>IC-27</u>	Windward CC Policies, Procedures, and Guidelines Webpage
<u>IC-28</u>	UHPA 15-17 Contract Article IV
<u>IC-29</u>	Federal Checklist
<u>IC-30</u>	Substantive Change Advisory Group Conference Call Notes May 2017
<u>IC-31</u>	Vet Tech Homepage
<u>IC-32</u>	CNA Homepage
<u>IC-33</u>	CNA Certification Email
<u>IC-34</u>	Windward CC's Mission Statement
<u>IC-35</u>	OVPCC Financials

Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services that are aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

Standard II.A.1

All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs (ER 9 and ER 11).

Evidence of Meeting the Standard

Programs, Degrees, and Certificates

The College's instructional programs are consistent with the Mission ([IIA-1](#)) by providing the following fields of study to the surrounding Ko'olau communities and beyond ([IIA-2](#) pp. 34, 35):

Two Associate in Arts (AA) degrees:

- AA degree in Liberal Arts, with concentrations in:
 - Visual Arts (Fall 2018)
 - Performing Arts (Fall 2018)
- AA degree in Hawaiian Studies

Two Associate in Science (AS) degrees:

- AS degree in Natural Sciences (ASNS) with concentrations in:
 - Biological Sciences
 - Physical Sciences
 - Engineering
 - Information and Communications Technology
- AS degree in Veterinary Technology.

The College also offers the following certificates, which may lead to employment and transfer to other higher education programs:

- Certificate of Achievement (24 to 45 credits):
 - Veterinary Assisting
 - Agripharmatech
- Academic Subject Certificates (12 credits or more):
 - Bio-Resources and Technology: Bio-Resource Development and Management
 - Business
 - Hawaiian Studies
 - Psycho-Social Developmental Studies
 - ART: Drawing and Painting
- Certificates of Competence (4 to 10 credits):
 - Agricultural Technology (admissions stop out August 2016).
 - Plant-Food Production and Technology
 - Sustainable Agriculture
 - Web Support
 - Information Security Specialist

The College also offers remedial/developmental pathways in math and English to prepare students for college-level work ([IIA-2](#) p. 105), as well as articulation agreements for transfer to 4-year institutions ([IIA-3](#)).

Learning Outcomes and the College Mission

The College's course and program student learning outcomes (SLOs) are consistent with its mission and are appropriate for higher education ([IIA-4](#)) (ER 9, ER 11):

- Every course and program has specific and measurable SLOs that are aligned with the College's general education learning outcomes and included in the College Catalog ([IIA-2](#)).
- The College's General Education Learning Outcomes (GELOs) represent the Institutional Learning Outcomes (ILOs).
- Every SLO is provided on syllabi for all classes ([IIA-4](#)).
- Course and program SLOs are approved through the curriculum approval process ([IIA-5](#)).
- Distance education courses ([IIA-6](#)) meet the same SLOs as their face-to-face equivalents.
- The College's program review process ensures that programs are high-quality and consistent with the mission ([IIA-5](#)).
- The College's program review process uses student achievement data to improve instruction ([IIA-7](#)).
- The Planning and Budget Council (PBC) guides resource allocation ([IIA-8](#)) and bases decision-making on SLO attainment, relationship to the College mission, learning outcomes, and institutional priorities. Please see Standard I.A.2; I.B.2 for further discussion.

Analysis and Evaluation

The College meets this Standard. The College's program review process ensures that instructional programs in all delivery formats are consistent with the mission and are of high-quality. To ensure that instructional practices are aligned for online delivery, the Distance Education (DE) Student Achievement Parity with Face-to-Face Courses Quality Focused Essay recommends the following three steps for improvement.

- Provide faculty who teach online with expert training and support
- Provide equivalent support services to online and face-to-face students
- Align institutional and programmatic practices for online instruction

All course and program student learning outcomes are approved through the curriculum approval process, communicated to the College community via the catalog and course syllabi, and regularly assessed as part of the program review process. The College meets regularly to discuss student learning and achievement assessment results and to identify instructional interventions appropriate for each program to improve instruction.

Standard II.A.2

Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.

Evidence of Meeting the Standard

College-wide Curriculum Review Participation

Faculty, including full-time and part-time, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations through the curriculum approval process ([IIA-5](#)). The formal approval process begins with the sponsoring department, and then a thorough review of each proposal occurs on the College Discussion Board ([IIA-9](#)) to ensure transparency and solicit feedback on the quality of a proposal, including feedback on course SLOs ([IIA-10](#)), before it is discussed at the Curriculum Committee. Once the Curriculum Committee approves a proposal, the Faculty Senate must then review and approve it ([IIA-11](#)). Finally, all curriculum proposals are reviewed and approved by the administration, to ensure the content and methods of instruction meet accepted academic and professional standards across the UHCC System. All approved curriculum proposals are then entered into the Kuali Student Curriculum Management (KSCM), the UHCC System's curriculum database.

Faculty members submit proposals to create, modify, or deactivate a course/program through this process. The curriculum form contains required elements from the UHCC System as well as elements from the College's Faculty Senate ([IIA-12](#)) to ensure compliance with accepted academic and professional standards and expectations. All required questions on the proposal form are answered equally, regardless of course delivery modality. Additionally, faculty follow College guidelines for writing clear and measurable student learning outcomes (SLOs) ([IIA-13](#)).

Curriculum Review Process

Faculty are required to review and maintain the quality of their courses and programs through the Annual Assessment and 5-Year Program Review processes ([IIA-7](#)). These processes draw on data sent by the UHCC System that documents the status of all programs, as well as institutional data on learning outcome attainment and other data, in order to help assess the quality of the program. Using these assessments as a guide, faculty also ensure quality content by creating and assessing innovative programs, such as the development of associate transfer degrees in Liberal Arts and Natural Sciences ([IIA-14](#)), and Certificates of Achievement in Agripharmatech ([IIA-2](#) pp. 34, 35) and Hawaiian Studies ([IIA-15](#)), as well as a Career Technical Education program associate degree in Veterinary Technology ([IIA-16](#)).

The Office of Career & Community Education also uses national industry standards and employer advisory boards to review curriculum in Health, Culinary Arts, Hospitality, Ocean Safety, Business, Leadership, Computer Skills, and Facilities Maintenance programs.

College-wide Student Learning Outcome Assessment Participation

Assessment is listed as an assigned duty for all full-time teaching faculty ([IIA-17](#)) and lecturers ([IIA-18](#)). Teaching faculty are expected to “update and assess SLOs and develop appropriate assessment instruments” ([IIA-17](#)). Lecturers are not expected to design or revise SLOs, but they are required to submit a periodic self-evaluation which describes the “degree of attainment of student learning outcomes in the classes taught” ([IIA-18](#)).

Assessment is also included as an assigned duty in job descriptions for all academic administrators, including the chancellor ([IIA-19](#) p. 4), vice chancellor for academic affairs ([IIA-20](#) p. 3), and Division I dean ([IIA-21](#) p. 3) and Division II dean ([IIA-22](#) p. 3). Examples of administrative assessment duties include:

- Oversee curriculum development, review, and assessment
- Direct annual reports and assessments of assigned units
- Participate in institution-wide strategic planning and assessment
- Evaluate and assess ongoing instructional programs and student learning outcomes
- Integrate educational planning with resource planning and distribution

Therefore, all teaching faculty are required to assess all SLOs for their courses in a 5-year cycle. The schedule for course-level assessments is set by the Director of Planning and Program Evaluation (DPPE) and is communicated to faculty via the department chairs and the College's website ([IIA-23](#)). Please see Standard II.A.6 for more information on SLO assessment.

Course-level assessments may be embedded (i.e., part of a course exam, assignment, or practicum) or administered as stand-alone evaluations. Regardless of which type of assessment is used, the instructor must objectively evaluate student performance for each SLO and compare it to a predetermined “benchmark for success,” typically 70 percent. As part of the assessment, the instructor must formulate a plan for improvement and describe how s/he will implement the changes over the next academic year. The completed assessment, including methods, analysis, plan, and evidence, is then uploaded to the College’s assessment database ([IIA-24](#)) where it is reviewed by the DPPE, academic dean, department chair, and faculty within the department.

Program Learning Outcome Assessment

Program Coordinators are responsible for the assessment of Program Learning Outcomes (PLOs), which are done simultaneously with SLO and GELO assessments. Individual outcomes may be assessed in several courses, or they may all be assessed in a single “capstone course” which has been designed to demonstrate mastery in all areas of the program. As with course-level assessments, PLO assessments must include an objective analysis of outcomes data and a detailed plan for improvement. The completed assessment is posted to the assessment database ([IIA-24](#)).

In addition to PLO assessments, all UHBOR-recognized programs (including AA and AS degrees, and Certificates of Achievement) are annually evaluated via the Annual Report of Program Data (ARPD) process. In October of each year, the UHCC System provides the College with quantitative data for each of its programs. These data include indicators of demand, efficiency, and effectiveness (e.g., [IIA-25](#)) as well as program scores for individual performance measures (e.g., number of degrees and certificates awarded). Each indicator is analyzed using a standardized rubric ([IIA-26](#)) to determine a “health call” for each. A program can receive a “cautionary” or “unhealthy” designation if the number of majors-to-FTE faculty is excessive or if the class fill rates drop below a set threshold. Please see II.A.11; II.A.12.

Changes Made as a Result of Learning Outcome Assessment

The discipline or program coordinator is responsible for analyzing these data and forming an action plan to address any deficiencies. As part of this action plan, s/he must discuss any resources needed to implement the plan, describe the results of PLO assessments, and establish a timeline for implementing any changes. The completed ARPD reports ([IIA-25](#)) are evaluated by College and UHCC administration and posted on a public website. As shown in Standard II.A.7 and Standard III.A.14, the College also has a robust system of professional development resources and grants through the Staff Development Committee ([IIA-27](#)), which provide opportunities for faculty to engage in conversations about teaching and learning and best practices.

Analysis and Evaluation

The College meets this Standard. The College uses the curriculum and program review processes to systematically assess, maintain and improve courses and programs in order to ensure that the professional and academic standards required by the UHCC System and the College are met. Required elements, such as contact hours, prerequisites, SLOs, instructional, and evaluation strategies are found in all proposed or modified curriculum and these elements are discussed, evaluated, and made transparent to the College and the community through the College Discussion Board, Kualii, and annual department reports. Faculty maintain their instructional expertise by taking advantage of multiple professional development opportunities provided by the College and the UH and UHCC Systems.

Assessment is listed as an assigned duty in job descriptions for all teaching faculty and academic administrators and is also included as an assigned duty in lecturer contracts. The College has implemented a culture of assessment, in which courses, programs, and general education (institutional) learning outcomes are regularly and systematically evaluated. It uses the annual assessment/program review process and community needs to drive curricular decisions by both improving existing programs and developing new and innovative ones.

Standard II.A.3

The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

Evidence of Meeting the Standard

Student Syllabi and Learning Outcomes

The Office of Academic Affairs requires that all faculty make available to students a syllabus which includes approved student learning outcomes. These syllabi are posted on the Credit Courses webpage ([IIA-4](#)), thereby making accessible current and past course syllabi to students and to the community. Faculty create course syllabi using the Curriculum Committee approved course content and methods of instruction, using a model provided by the Office of Academic Affairs ([IIA-28](#)).

The Curriculum Review Process

The Curriculum Review Process requires that SLOs are developed and vetted at several approval levels to ensure clear and measurable learning outcomes. Various resources are available for faculty to develop their SLOs ([IIA-29](#)). The College's GELOs are developed through Institutional Effectiveness Committee processes and involve collegewide participation as described in Standard I.B.2, and SLOs are communicated as described in Standard I.C.3. As noted in Standards I.B.5 and I.C.2, all instructional programs have established SLOs which are published in the Catalog ([IIA-2](#)). Course SLOs are present on course syllabi and are also on several places on the College website ([IIA-30](#)).

Curriculum Assessment Procedure and Schedule

The Assessment Plan requires that 20% of the active courses in any department at the College be assessed every year for course, program, and general education (institutional) learning outcomes ([IIA-31](#)). Therefore, each semester, each department chair is informed by the director of planning and program evaluation which courses need to be assessed for that semester and respective faculty are directed to the College's online assessment database to submit their course assessments. This database allows faculty to indicate the specific SLOs being assessed along with particular program and general education outcomes. The database also enables faculty to upload anonymous student examples of assignments that both meet and do not meet the expected level of achievement, and asks the faculty to use the SLO data to create a plan for improving the percentage of students who meet the outcomes ([IIA-32](#)).

Analysis and Evaluation

The College meets this Standard. The College has established procedures to systematically identify, communicate, and assess learning outcomes as part of the curriculum and program review process. Course syllabi reflect the information approved through the curriculum process and syllabi are widely shared for both students and the community. All program and course SLO documentation are updated and reviewed for currency and revision on an ongoing and systematic basis, and formally every 5 years ([IIA-5](#)). The College's annual assessment/program review process and timeline ensures that all SLOs are systematically assessed.

Standard II.A.4

If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

Evidence of Meeting the Standard

The College is committed to robust and appropriate developmental curriculum such as those in math and English, designed to meet the learning needs of students. A standard numbering system used across the UHCCs identifies developmental curriculum with courses numbered 01-99 and college-level credit courses are numbered from 100-299. The College Catalog includes descriptions of both college-level, as well as developmental courses ([IIA-2](#)).

Since November 2016, based on cognitive assessment options and recommendations from the UHCC Student Success Council, the College uses high school grades, ACT Exam scores, and placement exams to place students into appropriate English and math courses ([IIA-33](#)). For students who take the placement exams, 86% place into developmental math courses, and 52% into developmental English courses ([IIA-34](#)).

The UHCC System implemented an acceleration strategy at all seven community colleges to improve success and completion rates for underrepresented students, especially for students placed in developmental math and English courses. The College studied data for developmental students and learned that less than 5 percent of math students complete college level math because it takes up to an additional two years for them to finish their developmental math courses.

Math Developmental Curriculum Redesign

In response to these data-identified needs, math faculty redesigned the developmental curriculum:

- Beginning in Fall 2016, the math department replaced their eight developmental math courses with two developmental math pathways for students.
 - The first pathway is Math 75X, the only general developmental math course offered, which is open to anyone. If students pass Math 75X with a C grade or higher, they move into transfer-level college math ([IIA-35](#)).
 - The second pathway begins with Math 82, which requires a higher ACT Math composite score ([IIA-35](#)).
- Beginning in Spring 2017, the math department created two corequisite classes: Math 78 that is corequisite with Math 100 and Math 88 that is corequisite with Math 103, which are geared towards students placing just below transfer level math.

Math Developmental Curriculum Redesign Results

In Fall 2016, 22% of the students that were placed one level below college, completed college-level math after two semesters ([IIA-36](#)). In comparison, in Fall 2013, 15% of the students completed college-level math after two semesters, and only 36% completed college-level math after four semesters. Therefore, there was a 7% increase in college-level math completion after two semesters. This data appears to be encouraging.

Of the students who placed two or more levels below college-level in Fall 2016, 15% completed college-level math after two semesters. In comparison, in Fall 2013, four percent completed college-level math after two semesters and eight percent completed college-level math after four semesters. Therefore, there was an 11% increase in college-level math completion after two semesters. For the Fall 2016 cohort, college-level math completion after two semesters was even higher than college-level math completion after four semesters for the Fall 2013 cohort. This appears to be a more dramatic increase ([IIA-36](#)).

English Developmental Curriculum Redesign

Substantial revisions to the procedure for placing students in first-year English courses, as well as to the developmental English course sequence as a whole, were implemented in AY 2016-17:

- English faculty redesigned developmental English curriculum by eliminating standalone reading courses and creating a single developmental course pathway. The pathway consists primarily in a corequisite offering, ENG 100/ENG 100X, which students with moderate developmental needs complete within one semester (IIA-37).

A new class being proposed, ENG 100W, is planned to replace 100X, providing students increased contact time with their instructor and a blended class population (half developmental, half college ready). Students with more serious developmental needs must complete a standalone course in reading and writing, ENG 23, before enrolling in the 100-level corequisite course.

English Developmental Curriculum Redesign Results

Fall 2016 data indicates that 26% of the students placed into developmental writing courses. Compared with the 2013-2014 academic year, 47% of the students placed into developmental reading, and 57% placed into developmental writing. This reduction in developmental English placements likely reflects recent revisions to the placement procedure as described above ([IIA-33](#)).

In the first year of the corequisite model (2016-2017), 40% of students who placed one level below college completed English 100 on time. Before the corequisite model, only 29% of students who were one level below college level completed English 100 on time. Preliminary analysis of the corequisite offering shows that this model benefits students who place one level below English 100, and the current offering increases their percentage of English 100 completion ([IIA-38](#)).

Support Services for Students in Developmental Courses

Appropriate supports are also provided throughout developmental education pathways. For math, the College has supported Supplemental Instruction as a successful program in advancing student success through peer supported group tutoring and classroom support ([IIA-39](#)). Math is also supported through the Math Lab ([IIA-40](#)), Brainfuse online tutoring ([IIA-41](#)), and the Online Learning Academy ([IIA-42](#)). English is supported through Supplemental Instruction, the Writing Center ([IIA-43](#)), as well as Brainfuse and the Online Learning Academy. Currently, through a US Department of Education Title III project called Kahua Na‘auao, Windward CC is developing a Peer Coaching model to further support non-cognitive needs of developmental education students in both math and English ([IIA-44](#)).

Analysis and Evaluation

The College meets this Standard. The College Catalog ([IIA-2](#) p. 59) distinguishes pre-collegiate level curriculum from college-level curriculum through its numbering system. Pre-collegiate courses are offered in English and math. Disaggregated student performance outcome data have been analyzed by course level and student enrollment status every year in Annual Performance Data Reports (ARPD) compiled by the UHCC System. The results of this assessment have resulted not only in curricular redesign, but also in additional supports for students in developmental education courses.

Consideration of this data alongside instructors' qualitative reflections has led to an evaluation process that takes place in stages every year among discipline and department faculty, the Developmental Education Committee, counselors, administrators, Achieving the Dream data coaches, and, starting in 2015, the UHCC System Subgroup on English. These discussions have led to a revision of Windward CC's developmental English and math curriculum.

Standard II.A.5

The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level (ER 12).

Evidence of Meeting the Standard

The Curriculum Committee, composed of representatives elected from each credit Faculty Senate unit, is a standing subcommittee of the Faculty Senate and is the principal reviewing and recommending body on all aspects of the educational curricula. It adheres to UHCC policies ([IIA-5](#)) to ensure that the curriculum review process produces curriculum with appropriate length, breadth, depth, rigor, course sequencing, time to completion, and allows synthesis of learning to occur. This process of establishing and modifying courses and programs is described in Article V, Section A, subsection 1 of the Faculty Constitution ([IIA-45](#)). See Standard II.A.2 for a more in-depth discussion of the process.

Graduation Requirements

The graduation requirements for associate degrees are set forth in UHCCP #5.203 ([IIA-46](#)). To earn an AA degree, Windward CC students must complete 60 credits in courses numbered 100 or above with a grade point average of at least 2.0. Students who are awarded an AA degree from a UHCC college must have a community college cumulative GPA of 2.0 or higher for all course work taken in fulfillment of AA degree requirements. Concentrations (available in some degrees) include no fewer than 9 credits of related coursework. The College also adheres to a rigorous curriculum review and assessment process and engages in discussions of assessment results (ER 12).

Analysis and Evaluation

The College meets this Standard. In accordance with the UHCC Systems' AA degree ([IIA-46](#)) and general education policy ([IIA-47](#)), the College develops curriculum to ensure appropriate breadth, depth, and rigor. The College also follows the UHCC System credit hour policy ([IIA-48](#)) (IIA-50) to ensure that the amount of work represented in intended student learning outcomes and evidence of student achievement is reflected in the number of course hours. The UHCC System data shows data for each college on the successful completion of degrees and certificates ([IIA-49](#), [IIA-50](#)).

Standard II.A.6

The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education (ER 9).

Evidence of Meeting the Standard

Degree Pathways

To ensure that students attain certificates and degrees in a timely manner, Windward CC has adopted degree pathways. From fall 2015 through spring 2017, select instructional faculty were trained in pathways and then visited each department to review and refine the pathways based on degree requirements. These pathways guide students to achieve their degree in a more efficient manner, recommending courses to fulfill requirements and providing error messages, which can be overridden, when the student chooses courses that do not help them progress to a degree (ER 9).

The pathways account for prerequisites and corequisites as well as remediation needs for students. The pathways default to comply with UH's Strategic Directions' Hawai'i Graduation Initiative's "15 to Finish" initiative ([IIA-51](#)). At Windward CC, students are encouraged to take 15 credits to maintain progress toward their degree (e.g. 60 credits for an AA degree in four semesters). However, students can override recommendations and take fewer (or more) courses ([IIA-52](#)).

Scheduling Courses to Improve Efficiency

Additional insight into scheduling has been gained through a STAR Velocity analysis, which considered each degree pathway, how efficiently students were progressing, and how scheduling might increase the ability to graduate in a timely manner ([IIA-53](#)). This analysis resulted in an effort to add Writing Intensive courses to ensure students could progress toward their degree. Scheduling was also considered through a study by Ad Astra ([IIA-54](#)), which noted that Windward CC utilized buildings very efficiently during peak hours and could not easily add more classes ([IIA-55](#)).

Courses are scheduled based on student need and enrollment. The Academic Affairs Advisory Council is responsible for course scheduling decisions and is made up of chairs of the academic departments, the unit heads of the library, Media Services, and Computing Services, the Academic Affairs deans, and the vice chancellor for academic affairs ([IIA-56](#)). In 2017-18, the College began to pilot the development of a master schedule. Academic deans and department chairs reviewed three years of enrollment data for each of the 646 active credit courses offered by the institution to make data-driven decisions about course offerings. The master schedule, when fully implemented, will allow the College to better anticipate student course needs. The process entails:

- Discipline coordinators, in consultation with department chairs, submit class schedules to the department at the start of the previous semester ([IIA-57](#)).
- Division deans review the class schedules of their respective departments.
- Class schedules from each department are submitted to the Academic Affairs Advisory Council.
- The Academic Affairs Advisory Council, with representation from Student Affairs, reviews the College's class schedule and makes final decisions to ensure that a sufficient number of diverse classes are offered in the afternoons, evenings, and online so that non-traditional students will be able to earn a degree.
- Low-enrolled course meetings occur, where department chairs, counselors, and administrators make cancellation decisions for low-enrolled courses.

Analysis and Evaluation

The College meets this Standard. Windward CC has adopted degree pathways which are implemented via the STAR Guided Pathway System (GPS). Windward CC's schedule is based on these pathways. The College schedules courses in a manner that allows students to complete certificate and degree programs in a period consistent with what has been established for higher education. In spring 2014, the Academic Affairs Advisory Council articulated priorities and values related to scheduling ([IIA-53](#)), which are referred to for decision-making. These note that the first goal in scheduling classes is to "Offer courses students need for efficient progress to graduation." Other scheduling priorities include "Degree pathways: provide courses in sequence and times needed to promote degree attainment," and cancellation decision-making including factors such as whether another class is available at that time of the class being canceled which can fulfill the same degree requirement ([IIA-58](#)).

Standard II.A.7

The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Evidence of Meeting the Standard

Professional Development to Support Changing Needs of Students

The College's Staff Development Committee offers faculty numerous professional development workshops to improve instructional strategies and delivery of instruction to the College's diverse student population ([IIA-27](#)). These workshops include an 8-week workshop for developing scenarios online, workshops on acting and games in the classroom, strategies to address Native Hawaiian achievement gaps ([IIA-59](#)), strategies for online learning, understanding students with autism disorder, and interactive strategies in the classroom ([IIA-60](#)). Faculty also have the opportunity to attend the Hawai'i Great Teachers Seminar to inspire good teaching and exchange ideas with other instructors ([IIA-61](#)). The College is systemizing professional development for online education. Please see the Quality Focused Essay (QFE) on Distance Education Student Achievement Parity with Face-to-Face Classes for further details.

Professional development opportunities have been offered at each convocation since Spring 2015. During the semester, the College's Title III STEM developer ([IIA-62](#)) provides individualized help to STEM faculty, the media specialist provides individualized help to Liberal Arts/Hawaiian Studies faculty, and the CA in Veterinary Assisting online coordinator provides help to the Neighbor Island Veterinary Technology faculty and students.

In addition, the College offers various Windward Staff Development Hui. These informal groups, or hui, share common interests and knowledge, which encourage faculty and staff to come together and improve teaching in certain areas. For example, hui have been formed to discuss online teaching and technology, Reading Across the Disciplines, and Hawaiian Culture and Values ([IIA-63](#)). In addition, the Staff Development Committee provides funding for a variety of development activities such as attending a conference or putting on a workshop. To support new faculty, the College offers an orientation workshop ([IIA-64](#)) as well as guidance from their respective department chairs ([IIA-65](#)).

Furthermore, professional development activities such as attending national conferences are regularly pursued by Windward CC faculty.

Distance Education Supporting the Changing Needs of Students

The Distance Education Committee and the Office of Institutional Research (OIR) provide comparisons between success and withdrawal rates for face-to-face and distance education classes as well as specific student demographic information on indigenous and underserved populations ([IIA-66](#)). As reported in the College's 2016 Executive Summary ([IIA-62](#)), 120 Distance Education (DE) classes were offered in 2015-16, compared to 108 in 2014-15 and 96 in 2013-14. The fill rate is over 80% for distance education classes in all degree programs

except for Veterinary Technology (60%). The AA in Hawaiian Studies, in particular, has a 98% fill rate for distance education, providing information to the College that more classes should be added. Persistence has decreased in Liberal Arts to 43% (c.f. 49% AY15, 48% AY14). This low persistence rate likely reflects the large number of students from other campuses taking online classes here when it is convenient. This is reflected in Windward CC's large percentage of "home campus-other" students.

The 2016 Executive Summary also reports that DE success at Windward CC is also increasing. For Veterinary Technology, the success rate for DE classes is better than that of the face-to-face classes (i.e. 100% vs. 87%). For Hawaiian Studies and Liberal Arts, the difference between success rates in the traditional face-to-face format vs. DE classroom is only 5%. This compares to a 16% differential in 2010-11 ([IIA-62](#)). These improved outcomes have been accomplished by intentional, planned faculty and student support. The College's distance education QFE details action steps that will enable the College to better serve the needs of online students.

Support Services for Academic Success

The College offers a variety of support services to ensure academic success as discussed in Standard II.C.

- To support students with disabilities, the College offers disability services such as assistive technologies ([IIA-67](#)).
- To support incarcerated students, the College has begun its Pu'uhonua initiative, which includes academic advising, peer mentoring, and credit coursework at 2 facilities ([IIA-68](#)).
- To support low-income students, the Office of Career & Continuing Education enrolls students in the State's SNAP program for assistance with food, transportation, childcare, and educational costs ([IIA-69](#)).
- To support all students, the College offers Supplemental Instruction ([IIA-39](#)), Peer Coaching ([IIA-44](#)), Ka Piko Student Success Services ([IIA-70](#)), the Library Learning Commons ([IIA-71](#)), TRIO SSS ([IIA-72](#)), and the STAR Graduation Pathway System (GPS) ([IIA-73](#)).
- To support online students, the College offers Brainfuse online tutoring ([IIA-41](#)) and access to the Online Learning Academy, a service of UH Mānoa.
- To support noncredit students, the Matsuda Center at the College offers non-credit courses ([IIA-74](#)).
- To support science students, the College offers PaCES ([IIA-75](#)).
- To facilitate student/teacher interaction for student success, the College has My Success ([IIA-76](#)).
- To assist students with writing assignments, the College has The Writing Center ([IIA-43](#)).
- To provide assistance for math courses, the College has the Math Center ([IIA-40](#)).
- To help students with their speech courses, and speech assignments in all classes, the College has the Speech Lab ([IIA-77](#)).

Analysis and Evaluation

Windward Community College meets this Standard. The College effectively uses a variety of delivery modes and teaching methodologies to support the success of all its students. The College's Staff Development Committee offers faculty numerous professional development workshops to improve instructional strategies and delivery of instruction to the College's diverse student population. The Distance Education Committee and the Office of Institutional Research support faculty by providing data on the effects of student success in various delivery modes. The College also offers a variety of support services to ensure the academic success for students.

Standard II.A.8

The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

Evidence of Meeting the Standard

Prior Learning Assessment

The College has recently begun to implement Prior Learning Assessment (PLA). Students with life and work experience can shorten the path to a college degree by applying for PLA, a process through which students earn college credit by identifying and documenting college-level learning acquired through life experiences. Students with such life experiences may choose to validate their expertise through a number of evaluation procedures. Awarding of credits at Windward CC applies ONLY to degrees and/or certificates a student is enrolled in at Windward CC ([IIA-2](#) p. 29).

In Fall 2017, the first two instances of PLA credit awarding occurred. Students with prior knowledge of Hawaiian language were tested for proficiency using the final exam administered to students in Hawaiian 101. Students were given materials to review such as the syllabus, including learning outcomes, and course textbook to allow them to prepare. All students taking the test passed. The discipline coordinator reviewed the exam and results to ensure reliability.

Prior learning credit was also given to students who took a high school course in botany which was similar to preparation for our college level botany course. The College's instructor met with the high school instructor to discuss what additional outcomes and rigor needed to be met and formed a plan for additional assessment. The students completed additional projects beyond the high school course requirements to demonstrate meeting the college level outcomes. Their work was reviewed by Windward CC's discipline coordinator and assessed to determine whether it met the same outcomes as the college course. All students completing these advanced projects were given credit.

Credit by Exam

Students who present evidence of having achieved course objectives through prior experience may also apply for credit by exam ([IIA-78](#)). Credit by exam is not available for all courses. Students are advised to check with individual instructors and the department chairperson on a course-by-course basis. Credit may also be awarded to students who have taken Advanced Placement courses and the affiliated test during high school by presenting a transcript from the College Board.

Students must be officially enrolled in at least one course at the College, other than the course they wish to receive credit by exam for, during the semester in which credit by exam is attempted. The credit by examination form must be filed with the Admissions and Records Office prior to the end of the late registration period ([IIA-78](#)). Students are charged for credit by exam courses at the prevailing tuition and fees rate regardless of the outcome of the examination ([IIA-79](#)).

Analysis and Evaluation

The College meets this Standard. Prior learning assessments are offered, such as Credit-by-Institutional-Exams, as well as portfolio-based assessment projects to award college credits.

Standard II.A.9

The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions (ER 10).

Evidence of Meeting the Standard

Standard II.A.5 discusses how the College follows policies and practices common to higher education to ensure that all degrees and certificates developed are based on student attainment of learning outcomes ([IIA-46](#)). The College's general education policy is designed to incorporate the College's general education learning outcomes of Global and Cultural Awareness, Critical Thinking and Creativity, Communication, and Information Literacy into the curriculum ([IIA-47](#)).

Credit Hour Policy

According to the UHCCP #5.228 on credit hours ([IIA-48](#)), a credit hour is an amount of work represented in intended student learning outcomes and verified by evidence of student achievement. The policy defines a credit hour as 50 minutes to one hour of class or faculty instruction and a minimum of two hours of work per week outside of class over approximately 15 weeks. Across the UHCC System, a credit is defined as 45 hours of direct

and indirect instructional, student work within a standard semester or equivalent term of study (accelerated terms, summer terms, etc.). In general, this reflects the expected work a student, prepared for the class, would need to achieve the intended student learning outcomes (ER 10).

The credit hour policy is described in the catalog ([IIA-2](#)), the College's curriculum policies ([IIA-5](#)), within the AA degree/GE policy ([IIA-47](#), [IIA-46](#)), and within the course credit policy ([IIA-48](#)).

Analysis and Evaluation

The College meets this Standard. Course credit, degrees, and certificates are awarded based on student attainment of learning outcomes. Faculty develop course learning outcomes to reflect the course objectives that students should demonstrate upon successful completion of the course. These learning outcomes are vetted by faculty through the curriculum approval process to ensure that the outcomes are clear and measurable, and that assignments directly indicate student learning. The College's general education policy is designed to incorporate the College's general education learning outcomes of Global and Cultural Awareness, Critical Thinking and Creativity, Communication, and Information Literacy into the curriculum ([IIA-47](#)). In addition, the College follows UHCC System credit hour policy ([IIA-48](#)) where academic credit hours awarded follow the Carnegie Unit, which is a widely followed practice to ensure that the amount of work represented in student learning outcomes and evidence of student achievement is reflected in the number of course hours.

Standard II.A.10

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 courses are comparable 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 (ER 10).

Evidence of Meeting the Standard

Transparency of Transfer of Credit Policies

The procedures to transfer credits from other institutions are available to students in the catalog ([IIA-2](#) p. 29), through the Office of the Vice Chancellor for Student Affairs (VCSA), through academic counselors, and on the College's website. 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. While counselors strive for consistency in matching learning outcomes, the course descriptions from other institutions may or may not include them.

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 ([IIA-80](#)). Additionally, students in the UH System may also use the UH System Course Transfer Database ([IIA-81](#)), an online resource that explains how courses transfer between institutions.

Supporting Articulation Agreements in the UH System

The College has taken steps to facilitate transfer to the baccalaureate institutions in the UH System. The UH System formalized a General Education Articulation Agreement ([IIA-3](#)) to facilitate the immediate and unencumbered transfer of general education core requirements, which include the Foundations/Basic and Diversification/area requirements. Graduates from any of the seven UHCC System colleges are automatically admitted to the any of the three UH System baccalaureate institutions. In accordance with UHCC Reverse Transfer Policy ([IIA-82](#)), students who transfer to one of the three UH 4-year universities without receiving a degree are reviewed through the reverse transfer process to determine if the courses they took at the 4-year university will complete degree requirements for an Associate in Arts or Associate of Science in Natural Science degree ([IIA-83](#), p. 3) (ER 10).

Analysis and Evaluation

The College meets this Standard. The College facilitates students’ academic progress through its transfer-of-credit and articulation policies. Students who present evidence of having achieved course objectives through prior experience may apply for credit by exam and advanced placement.

The College has taken steps to facilitate transfer to the baccalaureate institutions in the UH System. It has clearly identified associate degrees for transfer and approved courses. Information for transfer of credit and articulation are clearly stated in its College Catalog and on its website. These resources, along with counselors, help facilitate the transfer of credit process.

Standard II.A.11

The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Evidence of Meeting the Standard

Program and General Education Learning Outcomes

As a result of broad discussion and campus-wide efforts to review the appropriateness and effectiveness of the College’s GELOs and PLOs, they were rewritten, approved, and implemented in 2012. The College’s GELOs are Global and Cultural Awareness; Critical

Thinking and Creativity; Communication; and Information Literacy ([IIA-84](#)), which also serve as the College's institutional learning outcomes (ILOs). Quantitative competency has been ensured by math degree requirements to date (this will be replaced by the Foundations requirement in Quantitative Reasoning (FQ), effective in Fall 2018). The math degree requirement and FQ are part of the GELO Critical Thinking and Creativity. Program learning outcomes are listed on the College website and published in the College print and online catalog for all degrees and certificates ([IIA-2](#), [IIA-84](#), [IIA-85](#)).

Assessment of Learning Outcomes and College-wide Dialogue

Course SLOs, PLOs, and GELOs are assessed simultaneously by faculty teaching a particular course. All course assessment results are entered and stored within the College's assessment database, where individual course SLOs are mapped directly with their corresponding PLOs and GELOs. After these individual course assessments are complete, departments meet to discuss the results, and decide what resources are needed in order to better facilitate student success ([IIA-86](#)). After these department discussions, the Institutional Effectiveness Committee (IEC) facilitates College-wide dialogues where faculty meet to discuss the GELO results in order to decide what actions will be taken to improve student learning ([IIA-87](#), [IIA-88](#)) (ER 12).

Analysis and Evaluation

The College meets this Standard. The College's GELOs and PLOs have been revised to address the College's commitment to institutional effectiveness and now include Global and Cultural Awareness, Critical Thinking and Creativity, Communication, and Information Literacy. PLOs are listed on the College website, and published in the College print and online catalog for all degrees and certificates. All learning outcomes are assessed on a schedule as discussed in Standard II.A.3 above, and the College facilitates College-wide dialog to discuss and act on the results of learning outcome assessment.

Standard II.A.12

The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences (ER 12).

Evidence of Meeting the Standard

General Education Curriculum Rooted in General Education Philosophy

The College follows the UHCCP #5.200, which requires a general education component for all degree programs ([IIA-47](#)). The policy delineates the general education philosophy

followed by the College, that students should have “an understanding of the basic content and methodology of the major areas of knowledge,” including the humanities and fine arts, the natural sciences, and the social sciences ([IIA-47](#) p. 2).

All credit programs of study at the College require sufficient depth in the discipline/field as well as achievement of breadth in the two required general education areas of “diversification and foundation.” The diversification requirement allows students to examine different domains of academic knowledge such as arts, humanities, literature, natural sciences, and social sciences. Foundation courses, such as written, global and multicultural perspectives and symbolic reasoning, provide students with the basic skills for higher education.

Courses are regularly reviewed for their connection to diversification and foundation hallmarks through the curriculum review process. Each course added to the curriculum at the College is required to list the specific course SLOs as well as the GELOs and PLOs during the proposal process. This learning outcome mapping is reviewed by the Curriculum Committee, Faculty Senate, and administration (ER 12).

The College General Education Mission Statement is clearly articulated in the College Catalog, along with an explanation of all degrees, programs, and certificates ([IIA-2](#) pp. 34, 35).

Analysis and Evaluation

The College meets this Standard. The general education requirements as well as diversification and foundation requirements are published in the College Catalog. The curriculum process ensures that SLOs and PLOs are aligned to the College’s GELOs.

Standard II.A.13

All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

Evidence of Meeting the Standard

Programs, Concentrations, and Certificates

The College offers degree programs with both general education requirements and an area of specialization. Students can earn an Associate in Arts in Liberal Arts or Hawaiian Studies, or an Associate of Science in Natural Sciences (ASNS) or Associate of Science in Veterinary Technology ([IIA-46](#)). In addition, the AA in Liberal Arts degree program has an interdisciplinary core that prepares students for transfer to a 4-year college with a significant introduction to broad areas of knowledge, theories, and methods of inquiry, along with the

College's diversification requirements. The AA Liberal Arts degree has available concentrations in Visual Arts and Performing Arts (fall 2018), and the ASNS degree has concentrations in Engineering, Biological Sciences, Physical Sciences, and Information and Communication Technology.

The College also offers five Academic Subject Certificates (ASCs) which enable students to acquire training and instruction in career paths that typically require a bachelor's degree or above for employment, including: Art, Bio-Resources and Technology: Bio-Resource Development and Management, Business, Hawaiian Studies, and Psycho-Social Development Studies ([IIA-2](#) p. 52). These ASCs allow students to focus on their area of special interest and prepare graduates for immediate employment in specific career areas. The College also offers two Certificates of Achievement: Agripharmatech and Veterinary Assisting, and four Certificates of Competence: Information Computer Science-Web Support, Information Security Specialist, Agricultural Technology, Plant-Food Production and Technology, and Sustainable Agriculture – the last three having been stopped out.

Additionally, the Office of Career and Community Education (OCCE) offers courses and employment training in Health, Ocean Safety, Hospitality, Finance, Construction, and Business. The OCCE has actively engaged businesses to develop new and relevant courses reflecting workplace competencies identified by employers. Students enrolled in the College's Health, Hospitality, and Safety sectors take industry exams leading to state or national certifications ([IIA-69](#)).

The College's curriculum and program review processes require that faculty in charge of each interdisciplinary core develop and assess program student learning outcomes that demonstrate students' proficiency in a particular area of specialization. As discussed in Standard IIA-2, during the curriculum approval process, course and program learning outcomes are developed and approved and then specifically mapped to those program and general education learning outcomes by the department teaching the course. This process ensures that program graduates achieve the outcomes necessary to be successful for transfer or employment.

Analysis and Evaluation

The College meets this Standard. Each degree, including the Associate in Arts in Liberal Arts, includes a focus of inquiry that reflect the knowledge and skills required for that particular interdisciplinary area. Each degree develops program student learning outcomes that are aligned with appropriate course content and are assessed regularly through the program review process to ensure that each degree maintains appropriate rigor to prepare students for transfer or employment opportunities.

Standard II.A.14

Graduates completing career technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Evidence of Meeting the Standard

Career-Technical Programs

The College includes a small number of credit career-technical programs: Agripharmatech, Plant Landscaping/Agricultural Technology (admissions stop out August 2016), Subtropical Urban Tree Care (stopped out, August 2016), Veterinary Assisting, and Veterinary Technology that meet industry standards and external licensure and certification, and are designed to train students for direct employment into various industries. As discussed in Standard II.A.13 above, the College offers five 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 four Certificates of Competence. The College's noncredit unit, OCCE, offers a Certified Nurse Aide training program leading to a certification from the State of Hawai'i Department of Health. More recently, this program has been expanded to become Hawai'i's first CNA Apprenticeship program in partnership with local healthcare businesses. Moreover, the OCCE's hospitality courses are aligned with American Culinary Federation competencies and lead to various credentials with the National Restaurant Association. As discussed further in Standard II.A.16 below, the OCCE recently joined a finance sector steering committee to co-develop a competency based training, named Universal Banker.

Assessing Career-Technical Programs

The credit and noncredit curriculum review processes require that all program goals are based upon labor market needs assessments and that program student learning outcomes reflect published industry standards as well as the College's general education learning outcomes. For example, classes created for the AS degree in Veterinary Technology and Certificate of Achievement (CA) in Veterinary Assisting were designed using the essential skills checklist published by the American Veterinary Medical Association.

In addition, each career-technical program utilizes advisory committees which include faculty and industry representatives to ensure that the training offered at the College is current and meets workforce needs and complies with industry standards. Finally, program coordinators assess their programs annually through the Annual Assessment/Program Review Process ([IIA-89](#)). These mechanisms help to ensure that program graduates meet industry standards and can quickly enter the workforce.

For example, in spring of 2017, a gainful employment survey was conducted for Fall 2014 – Fall 2016 graduates of the CA in Veterinary Assisting program ([IIA-90](#)). The purpose of the survey was to assess graduates' job placement rate, conveyed as the percentage of respondents who self-reported employment related to their education within six months of graduating Windward CC, and to publish these findings to allow prospective students the ability to make informed decisions regarding their educational endeavors. All graduates with an email on record received an invitation to complete the survey, along with four reminder emails. All graduates with a current, valid mailing address received a hard copy survey as well. A link to the survey was also posted on a Facebook page for vet tech graduates. Of the 70 graduates sent surveys, 32 graduates responded (45.7% response rate). Of the responders, 78.1% (25 of 32) were employed in a job related to their Windward CC education within six months of graduating from Windward CC. This data is now provided on the Windward CC website, and the procedure will be repeated yearly with all new CA's in Veterinary Assisting ([IIA-90](#)).

Analysis and Evaluation

The College meets this Standard. The College's career-technical programs are developed to meet industry standards and align with the general learning outcomes of the College through the College's credit and noncredit curriculum review process. These standards are maintained through the Annual/Assessment/Program Review Process, advisory board feedback, labor needs assessment and student completion rates to ensure that graduates are prepared to enter the workforce successfully.

Standard II.A.15

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

Evidence of Meeting the Standard

Supporting Students After Changes in Programs

The College's curriculum review process ensures that when programs are eliminated, or if program requirements are significantly changed, the College makes appropriate arrangements so that enrolled students may complete their education in a timely manner ([IIA-5](#)). Once a credit or noncredit program has been eliminated, the College informs students through the Catalog, the College website, open forums, newspaper articles, and advising sessions with counselors, and stops accepting new students.

For example, an assessment of the ARPD for the Agricultural Technology program demonstrated low retention, weak graduation, and poor rates of job placement. This data and the retirement of the single Agriculture faculty member led the College to implement a 2-year "admissions stop out" in 2016. All declared students were notified of the stop out by email and/or registered letter. Individual meetings with the academic dean were scheduled to determine the courses students needed for graduation and to determine a timeline for their completion. Support services were offered by counselors and the academic dean, and

individualized courses were scheduled for all declared Agricultural Technology and Subtropical Urban Tree Care students. This effort resulted in the conferral of 12 certificates between 2014 and 2017. Currently there are no students enrolled in these programs and the institution is now assessing the curriculum, working to engage the industry, hiring faculty, and ultimately redesigning the Agriculture programs to better meet current and emerging industry needs ([IIA-91](#)).

Analysis and Evaluation

The College meets this Standard. The College's curriculum review process ensures that the elimination of any program will not be approved by the Curriculum Committee unless accommodations are provided to ensure that students already in the program complete their education in a timely manner. The College communicates the elimination of a program to students through various modalities provides individual assistance to all students declared in these programs, designs a program to ensure that the program of study may be completed, and provides the courses needed by these students.

Standard II.A.16

The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Evidence of Meeting the Standard

Evaluating and Improving Instructional Programs

The College systematically evaluates and improves all instructional programs to maintain high quality and currency of courses and programs in order to support student learning outcomes and achievement. As discussed in Standard IIIA.1 and Standard IIIA.2, the development of quality programs begins with the hiring of quality faculty whose focus is on effective teaching, professional development, and service to both the College and community. As discussed in Standard III.A.14, the faculty review process provides feedback to faculty on any areas needing improvement, which then allows faculty to seek professional development to improve their effectiveness ([IIA-27](#)).

The College maintains the high quality and currency of its courses and programs through its curriculum and program review process. As discussed in Standard II.A.2, the curriculum review process ensures that all new courses or modifications to courses, programs, degrees, and certificates reflect both College and UHCC System policies, and that student learning outcomes align at the course, program, and institutional level. As discussed in Standard II.A.3, the College uses the Annual Assessment/Program Review Process to maintain its high-quality curriculum as well as its student support programs, to ensure that students are satisfying the College's learning outcomes and achieving their academic goals.

Continuing Education and Training Unit and Noncredit Training and Courses

The College also offers a variety of noncredit training and courses through its Continuing Education and Training Unit (OCET) within the Office of Career & Community Education (OCCE). This unit is committed to providing education and training to meet the needs of the state's workforce and community enrichment ([IIA-69](#)). Since 2013, the OCCE has actively engaged industry partners, resulting in a 300% growth for the unit. The unit has responded by creating two mainstay programs servicing the Health ([IIA-92](#)) and Ocean Safety ([IIA-93](#)) sectors and four new units: Hospitality and Food Service ([IIA-94](#)), Business and Leadership ([IIA-95](#)), Computer Skills ([IIA-96](#)), and Facilities Maintenance.

One of the OCCE's new initiatives is a partnership with the Hawai'i Banker's Association (HBA) and a few of Hawai'i's major Banks: First Hawaiian Bank, Bank of Hawai'i, Hawai'i National Bank, Central Pacific Bank, American Savings Bank, and Territorial Savings Bank. The Bank Human Resource Departments are redefining their teller positions to transform them into new positions entitled "Universal Bankers" ([IIA-97](#)). HBA and bank executives have been meeting with OCCE to define these new job duties and identify the new skills sets and competencies needed in their new roles. OCCE is now developing the courses, defining learning outcomes, assessment measures, and instructional resources to retrain Hawai'i's current tellers. The final curriculum will be certified by both the College and HBA as an industry-driven and approved training. The courses will also be offered to the public and high schools in order to provide a better-prepared employment pool for the banks. This new career pathway is intended for statewide delivery through all seven UHCC campuses and began its pilot offering in July 2017 ([IIA-98](#)).

The OCCE also seeks to improve the quality of life for community members and provide employment training assistance to individuals, businesses, and government offices. Traditional courses for community members include Tai Chi, Photography, Music, Ikebana, Writing, Arts and Crafts. These personal enrichment offerings have been in response to community interest and will typically change in schedule or content based on community input ([IIA-69](#)).

Additionally, over the past 17 years, the OCCE has partnered with the State of Hawai'i Department of Boating and Recreation to offer community certification training required by the state in Ocean Safety. ([IIA-93](#)). Annually, over 300 community members receive their state certifications through these courses offered at Windward CC.

Analysis and Evaluation

The College meets this Standard. The College's hiring practices, faculty evaluation system, professional development opportunities, and the curriculum and program review processes ensure that high quality curriculum is developed and maintained to help facilitate student success. Workforce training and community education are also offered to provide additional opportunities for everyone in the College's community to achieve their personal, professional, and academic goals.

List of Evidence

<u>IIA-1</u>	<u>Mission Statement</u>
<u>IIA-2</u>	<u>WCC Catalog</u>
<u>IIA-3</u>	<u>UH System Articulation Agreements</u>
<u>IIA-4</u>	<u>Credit Courses</u>
<u>IIA-5</u>	Curriculum Policies
<u>IIA-6</u>	<u>Windward Evening & Online Education</u>
<u>IIA-7</u>	<u>Course/Program Review Process</u>
<u>IIA-8</u>	PBC Policies and Procedures
<u>IIA-9</u>	<u>Discussion Board</u>
<u>IIA-10</u>	<u>SLO Feedback Example</u>
<u>IIA-11</u>	Faculty Senate Minutes Example
<u>IIA-12</u>	<u>Curriculum Form</u>
<u>IIA-13</u>	<u>Writing SLOs</u>
<u>IIA-14</u>	<u>AS in Natural Science</u>
<u>IIA-15</u>	<u>AA in Hawaiian Studies</u>
<u>IIA-16</u>	<u>Vet Tech</u>
<u>IIA-17</u>	Instructor Advertisement
<u>IIA-18</u>	Lecturer Contract
<u>IIA-19</u>	Chancellor Job Duties
<u>IIA-20</u>	VCAA Job Duties
<u>IIA-21</u>	Dean I Job Duties
<u>IIA-22</u>	Dean II Job Duties
<u>IIA-23</u>	<u>Course Assessment Schedule</u>
<u>IIA-24</u>	Assessment Database
<u>IIA-25</u>	ARPD
<u>IIA-26</u>	ARPD Rubric
<u>IIA-27</u>	<u>Staff Development Committee</u>
<u>IIA-28</u>	<u>Syllabus Requirements Webpage</u>
<u>IIA-29</u>	<u>Blooms SLO Webpage</u>
<u>IIA-30</u>	<u>Example of Course Webpage</u>
<u>IIA-31</u>	<u>SLO Webpage</u>
<u>IIA-32</u>	Program Review Policy
<u>IIA-33</u>	UHCC Placement Recommendations Memo
<u>IIA-34</u>	Compass Data 2013-2014
<u>IIA-35</u>	Math Pathways Chart
<u>IIA-36</u>	Math Completion Data 9/2017
<u>IIA-37</u>	Compass Email Fall 2016
<u>IIA-38</u>	UHCC English and Math Completion
<u>IIA-39</u>	<u>Supplemental Instruction</u>

<u>IIA-40</u>	<u>Math Lab</u>
<u>IIA-41</u>	<u>Brainfuse Online Tutoring</u>
<u>IIA-42</u>	<u>Online Learning Academy</u>
<u>IIA-43</u>	<u>Writing Center</u>
<u>IIA-44</u>	Kahua Na‘auao Grant Program Sheet
<u>IIA-45</u>	Faculty Senate Constitution
<u>IIA-46</u>	UHCC AA Policy
<u>IIA-47</u>	UHCC Gen Ed Policy
<u>IIA-48</u>	Course Credit Hour Policy
<u>IIA-49</u>	<u>Enrollment Data</u>
<u>IIA-50</u>	<u>Graduation and Persistence Data</u>
<u>IIA-51</u>	<u>Hawaii Graduation Initiative</u>
<u>IIA-52</u>	HI 15-Finish Flyer
<u>IIA-53</u>	AAAC Minutes 10/2/2015
<u>IIA-54</u>	AAAC Minutes 9/2/2015
<u>IIA-55</u>	Ad Astra Summary
<u>IIA-56</u>	<u>AAAC Webpage</u>
<u>IIA-57</u>	<u>Creation of Schedule of Classes</u>
<u>IIA-58</u>	AAAC Minutes 11/6/2015 Master Schedule
<u>IIA-59</u>	Teaching Workshops KCC Flyer
<u>IIA-60</u>	Teaching Workshops WCC Flyer
<u>IIA-61</u>	<u>Hawaii National Great Teachers Seminar</u>
<u>IIA-62</u>	Executive Summary 2016
<u>IIA-63</u>	<u>Staff Development Hui Webpage</u>
<u>IIA-64</u>	<u>New Faculty Orientation</u>
<u>IIA-65</u>	Department Chair Duties
<u>IIA-66</u>	Distance Education Data
<u>IIA-67</u>	<u>Disabilities Services Webpage</u>
<u>IIA-68</u>	Title III Outcomes and Attainment – Puuhonua
<u>IIA-69</u>	<u>Office of Continuing Education</u>
<u>IIA-70</u>	<u>Ka Piko</u>
<u>IIA-71</u>	<u>Library Learning Commons</u>
<u>IIA-72</u>	<u>TRiO Webpage</u>
<u>IIA-73</u>	<u>Star GPS Webpage</u>
<u>IIA-74</u>	<u>Fujio Matsuda Education Center</u>
<u>IIA-75</u>	<u>PaCES Pacific Center for Environmental Studies</u>
<u>IIA-76</u>	<u>WCC MySuccess</u>
<u>IIA-77</u>	<u>Speech Lab</u>
<u>IIA-78</u>	Credit by Exam Form
<u>IIA-79</u>	Credit by Exam Policy
<u>IIA-80</u>	Windward CC Transfer Policy

<u>IIA-81</u>	<u>Course Transfer Database</u>
<u>IIA-82</u>	UH Transfer Policy UHCC 5.206
<u>IIA-83</u>	ACCJC Checklist
<u>IIA-84</u>	<u>GenEd Rubrics Webpage</u>
<u>IIA-85</u>	<u>Archive of Catalogs and Schedules of Classes</u>
<u>IIA-86</u>	Dept Discuss Assessment Results
<u>IIA-87</u>	Gen Ed Comm Forum
<u>IIA-88</u>	GLO Discussion Campus Plan
<u>IIA-89</u>	<u>APRD Vet Tech</u>
<u>IIA-90</u>	<u>Gainful Employment – Vet Assisting</u>
<u>IIA-91</u>	<u>Plant Landscaping and Ag Tech Webpage</u>
<u>IIA-92</u>	<u>Health CCE Webpage</u>
<u>IIA-93</u>	<u>Ocean Safety CCE Webpage</u>
<u>IIA-94</u>	<u>Food Service CCE Webpage</u>
<u>IIA-95</u>	<u>Business CCE Webpage</u>
<u>IIA-96</u>	<u>Computing CCE Webpage</u>
<u>IIA-97</u>	<u>Banking CCE Webpage</u>
<u>IIA-98</u>	Banking Flyer

Standard II.B.1

The institution supports student learning and achievement by providing library and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and learning support services (ER 17).

Evidence of Meeting the Standard

Information and learning support services at Windward CC are provided primarily through the Office of Academic Affairs, which oversees the Academic Support division—comprising the Library, Computing Services, Media Services (recently reorganized into Media and Technology Services and Instructional Development), the Testing Center, and Ka Piko Student Success Center ([IIB-1](#), [IIB-2](#)).

Additional learning support services, including TRiO Student Support Services, operate under the auspices of the Office of Student Affairs ([IIB-3](#), [IIB-4](#) p. 16).

Library

The Library is open 61 hours per week in a contemporary, 69,000-square foot facility constructed in 2012. It houses nearly 50,000 items — including a 5,500-volume Hawaiiana collection — and provides authenticated access to over 160,000 e-books, 50,000 videos, 27,000 of e-periodicals, and hundreds of e-reference resources ([II-5](#) p. 2). The count of circulations, e-books used, and full-text articles downloaded per student and faculty FTE numbered 42.1 in FY 2017 ([IIB-6](#)).

Half of library users have reported using the physical Course Reserves service during the semester ([IIB-7](#) p. 2). Most UH libraries offer patron-initiated, reciprocal borrowing privileges and will transfer circulating items to any other UH campus for users to borrow free of charge. Windward CC offers a patron-initiated, authenticated article request service via OCLC's WorldShare ILL ([IIB-8](#)).

Librarians provide reference and research consultation services 56 hours per week by phone, email, and in person. Collaborative curricular support is provided through assistance to faculty in integrating information literacy instruction into courses, creation of online pathfinders and tutorials, identification of and facilitated access to primary and supplemental instructional materials, and facilitation of learning activities tailored to specific classes and assignments ([IIB-9](#) pp. 8-9, [IIB-10](#) p. 3, [IIB-11](#), [IIB-12](#), [IIB-13](#)). All ENG 100 courses assign the Library's information literacy curriculum, and librarians offer live workshops to traditional and remote classes (in person or via Polycom for dual-enrollment courses), and via screencasts for online courses ([IIB-14](#), [IIB-15](#)).

Information and Educational Technologies

The Library, Computing Services (CS), Media Services (MS)—recently reorganized into the Instructional Development (ID) and the AV & Technology Services (AVTS) departments—the Professional Development Committee, and the University of Hawai‘i’s Information Technology Services (UH ITS), provide equipment and other resources, support, and user training in computing and learning technologies for on campus, remote, and distance learning as detailed in Standard III.C.

The CS, ID, and AVTS departments proactively provide, maintain, and support technology resources in the College's shared learning facilities ([IIB-16](#) pp. 1-4, [IIB-17](#) pp. 3-11, [IIB-18](#), [IIB-19](#)). UH ITS, UHCC, or the College variously license and administer learning management systems (LMS) ([IIB-17](#) p. 9), teleconferencing technologies, instructional technology services, online tutoring programs ([IIB-20](#)), and productivity software ([IIB-21](#), [IIB-22](#), [IIB-23](#), [IIB-24](#)).

The College’s learning support units use a variety of technology hardware, software, services, and technical support resources. These include student retention and guided pathways registration systems ([IIB-25](#), [IIB-26](#)), online testing and tutoring services, telecommunication platforms ([IIB-27](#), [IIB-28](#), [IIB-29](#)), and the computers, peripherals, e-content, and assistive technologies in the library and learning labs ([IIB-22](#), [IIB-30](#), [IIB-31](#), [IIB-32](#)).

Testing

The Testing Center has a main room for 36 people with a second room for 28 more during peak periods. It serves any academic institution or community member with walk-in testing and proctoring for courses, college placement, basic education, pre-employment, and professional certification exams ([IIB-33](#), [IIB-34](#) p. 2, [IIB-35](#) p. 2). For students who cannot use the Testing Center due to hospitalization, deployment, geographic isolation, etc., the College has an agreement with ProctorU as an option for instructors to provide authenticated, secure, and monitored remote-testing ([IIB-36](#) p. 1).

Tutoring

Tutoring services are offered by a variety of programs, which have proliferated in recent years due to several grant initiatives. In Fall 2016, most were consolidated into the Academic Affairs division’s Ka Piko Student Success Center—a loose affiliation comprising the Writing Center, Math and Speech Labs, the Supplemental Instruction program, and the Ho‘onui ‘Ike academic assistance program ([IIB-36](#) p. 1). The Peer Mentoring program and the federal TRiO programs, including TRiO Student Support Services ([IIB-37](#) p. 5), remain under the auspices of the Office of Student Affairs.

In AY2016, the Writing Center and Math and Speech Labs were open 30-42 hours a week and served 23, 17, and 16 percent of enrolled students, respectively ([IIB-36](#) p. 4). The Supplemental Instruction (SI) program employs a full-time grant-funded coordinator to hire, train, and schedule the SI leaders for gatekeeper and historically difficult courses. SI leaders are former course completers who attend class and lead structured study sessions ([IIB-37](#) p. 2, [IIB-36](#)). Thirty percent of students enrolled in developmental education classes have made use of the Writing Center, Math Lab, or Supplemental Instruction ([IIB-37](#)).

Like the SI program, Ho‘onui ‘Ike similarly supports students in developmental courses by providing peer coaches to give individual and group tutoring ([IIB-38](#)), staff the student Writing Lounge in the Language Arts building ([IIB-39](#)), and will soon provide walk-in and teleconferenced sessions for night and distance education students ([IIB-40](#)).

The Federal TRiO Student Support Services program works with disadvantaged students (first-generation, Pell-eligible, or disabled). Its learning support services include individual and small group tutoring, and training in study and financial literacy skills ([IIB-3](#)). TRiO SSS tutored students in 50 courses in AY 2016 ([IIB-41](#) p. 26). The Peer Mentoring Center helps with registration, new student orientations, Frosh Camp, and offers some peer tutoring ([IIB-4](#)).

In 2013, the UHCC System acquired a license for Brainfuse to provide authenticated-access to online tutoring services for gateway courses ([IIB-22](#)). In AY 2016, Windward CC students had the third highest usage in the System ([IIB-37](#) p. 5).

UH Mānoa’s Online Learning Academy (OLA) provides additional free online one-on-one tutoring in writing and STEM subjects to any UH or Hawai‘i Department of Education (DOE) student. It also offers an online EdReady college entrance and placement exam preparation program ([IIB-42](#)). Although we have no data on its use by Windward CC students, some faculty recommend OLA in their syllabi ([IIB-43](#), [IIB-44](#)).

Analysis and Evaluation

The College meets this standard by providing the information and learning support services it needs to support its mission and instructional programs (E17).

The Library’s collections and services are robust and are continuously shaped to meet the needs of the College’s mission and programs. For example, concurrent with its mission-driven mission to serve Native Hawaiians, Windward CC has increasingly incorporated indigenous ways of knowing and learning into its curricula, adding Hawai‘i-related courses and Hawaiian Studies programs ([IIB-45](#)). Accordingly, the College has created and funded a Hawaiian Specialist Librarian to start in fall, 2018 ([IIB-31](#) p. 3) whose duties will include supporting efforts to improve access, support, and success for Native Hawaiian students ([IIB-46](#) p. 1).

The College has identified a need to fortify the support it offers in instructional design and educational technologies and has recently reorganized its Media Services department into two new units, upgrading several staff positions and freeing the faculty Media Specialist from managerial tasks in favor of instructional development activities:

1. Media and Technology Services, concentrating on meeting the technology infrastructure, equipment, and support needs for digital and classroom instruction, and
2. Instructional Development, focusing on the production, development and duplication of materials, and strategies and technologies to augment and deliver instruction ([IIB-25](#) p. 3, [IIB-2](#), [IIB-47](#)).

As detailed in Standard III.C, the multi-tiered provision of technology infrastructure, services, and support has helped to ensure that Windward CC's information technology services, facilities, hardware, and software are appropriate and adequate to support its operations and programs.

The College's testing services can meet the needs of its instructional programs during typical and peak periods for most traditional and distance courses.

Tutoring services are plentiful, effective, and used by about 40% of students ([IIB-36](#) pp. 3-4), yet several areas for improvement exist, which are addressed in the College's two Quality Focused Essays (QFE). By institutionalizing funding and coordination, the College could offer more consistent training, quality, access, assessment, and planning. This could, for example, facilitate identification of learning and service gaps, and ensure improved access and quality of services for students in distance learning and evening courses, Native Hawaiian students, or other populations ([IIB-36](#) p. 5, [IIB-48](#), [IIB-49](#), QFE: DE, QFE: NHP).

The College has identified several ways it might enhance its library services to distance and remote students ([IIB-50](#), QFE: DE), expand its instructional development services, offer more educational technologies training and support ([IIB-9](#) p. 16, [IIB-51](#) p.6, [IIB-16](#) pp. 4-7, [IIB-22](#) pp. 7-8, QFE: DE), and more closely coordinate its tutoring services ([IIB-36](#), [IIB-48](#), [IIB-49](#), QFE: DEP, QFE: NHP). In addition to benefits to all learners, these changes could potentially assist in meeting the goals of academic parity for distance learners and Native Hawaiian students (QFE: DE).

Standard II.B.2

Relying on the appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

Evidence of Meeting the Standard

Library

The Library has eight full-time, permanent employees: four faculty librarians and four professional staff committed to providing services that enhance teaching and learning ([IIB-9](#) pp. 3-4, [IIB-10](#) p. 3). In support of Windward CC's mission, the librarians serve as discipline liaisons and routinely consult faculty in selecting library resources to support the curricula ([IIB-52](#) pp. 19-21, [IIB-53](#) p. 11). A Collection Management Librarian was hired in 2016 to improve the library's support of student learning through the systematic assessment and development of information resources ([IIB-9](#) p. iii). A librarian with specialized training leads preservation workshops for library staff, maintains an Emergency Procedures and

Response Plan, and maintains an inventory of related equipment and supplies ([IIB-53](#), [IIB-54](#)). A new Hawaiian Specialist Librarian position will provide the subject expertise needed to enhance the library's Hawaiiana collection in support of an ongoing trend toward curricular indigenization and the growth in the Hawaiian Studies programs ([IIB-46](#)).

Information and Educational Technologies

Computing Services' mission is to facilitate meeting College needs for highly effective information technology resources, support, planning, and management ([IIB-55](#)). It comprises five full-time employees: a faculty Coordinator and four professional IT Specialists who work with faculty and staff to identify, acquire, and maintain the equipment, software, and services they need ([IIB-33](#) p. 1, [IIB-56](#)). For example, to support new courses and a planned certificate in Creative Media, the department outfitted a classroom with new furniture, computers, and software. They also provided computing resources and technical consulting to facilitate the transfer of the Hawai'i State's Learning to Grow program and staff to the campus ([IIB-22](#) p. 6-7).

Through AY2017, the Media Services department had four full-time employees with the mission to provide up-to-date media technology and efficient and congenial services to sustain and support the effective learning environment of the College ([IIB-25](#) p. 1); a permanent faculty Media Specialist (analogous to a department chair) and a professional staff comprising a Distance Education Technician, a Distribution Manager, and a temporary, casual hire Electronics Technician, along with 2.0 FTE student assistants ([IIB-16](#) p. 2). Though now in separate units following reorganization, they continue to use a collaborative team approach, working closely with faculty and other Academic Support units to meet the audio-visual and instructional technology needs of the College ([IIB-16](#) p. 4).

The Testing Center has a full-time professional staff that participates in selecting equipment and services such as security cameras and assessment instruments for academic placement ([IIB-34](#) p. 3).

Academic Disciplines

Faculty and staff subject experts determine specific technology or equipment needs within their disciplines or programs. For example, faculty in the Veterinary Technology programs sought funding 2016 for equipment required for training students and maintaining accreditation requirements ([IIB-57](#)). Similarly, other individual departments plan and acquire technology resources needed for their disciplines or programs ([IIB-58](#) p. 29-30, [IIB-59](#), [IIB-60](#), [IIB-19](#) pp. 33-36, [IIB-31](#)).

Analysis and Evaluation

The College meets this Standard by employing qualified learning support personnel who use their expertise to select and maintain educational equipment and materials, to support student learning, and to enhance the achievement of the mission. As the College continues to expand into online education and to grow new programs, evolving staffing requirements and funding for equipment and technological infrastructure will need thoughtful consideration.

As the College pivots toward increased offerings of online courses, additional permanent personnel with the expertise to select appropriate materials and equipment will prove important, especially in efforts to achieve parity in academic success for distance learners (DE QFE).

Standard II.B.3

The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

Library

The Library's annual Action Plan outlines measurable operational and learning outcomes and their means of assessment. Methods include review of circulation and database usage counts, a biennial user survey, instruction evaluations, and embedded learning assessments ([IIB-61](#), [IIB-62](#)). Data analysis guides the outcomes, targets, and actions for the following year ([IIB-9](#) p. 28). For example, a student learning outcome that fell well short of its goal in AY15 led to an overhaul of instructional materials, with subsequent assessment showing the target exceeding the AY 2015 goal ([IIB-9](#) pp. 20-22). Instruction librarians use student and faculty feedback to guide changes to future sessions ([IIB-63](#)), and data on resource usage informs decisions about renewing periodical and database subscriptions ([IIB-64](#) p. 2).

Computing

The CS department's assessment methods include the CCSSE, in-house surveys of faculty and students, analysis of infrastructure outage and support request logs, periodic review of hardware deployments by location and age, and careful consideration of software upgrade deployments ([IIB-16](#) p. 6). The department's analysis of assessment data guides its priorities for replacing equipment and software, improving infrastructure, increasing the staff's technical competence and skills, and improving customer service ([IIB-22](#) pp. 5-9).

Media and Educational Technologies

The ID, AVTS, and former MS departments use annual surveys along with analyses of troubleshooting, training, and AV setup logs to evaluate the effectiveness of their services, identify campus needs, and inform their equipment and staffing plans ([IIB-51](#) p.2; pp. 6-7). For example, the Fall 2015 CS survey indicated that the inclusion of multimedia is a factor in student selection of online classes, prompting the department to step up its training efforts ([IIB-65](#) p. 1). A drop in faculty satisfaction following two vacancies provided justification to hire permanent staff and add new positions ([IIB-51](#) p. 2).

In 2016, while UH ITS began its review of Sakai/Laulima and other LMS platforms ([IIB-17](#)), Windward CC's Office of Career & Community Education also conducted an LMS review, contracting with Canvas to serve its unique programmatic needs ([IIB-66](#), [IIB-67](#) p. 6). That

year, the MS department also migrated online astronomy and Japanese courses from Sakai/Laulima to the Canvas LMS in a small pilot program ([IIB-55](#) p. 5). Due to increased rates of student success seen in those courses, the pilot has been expanded to 30 credit courses to begin in Fall 2018 (QFE: DE).

Testing

The Testing Center evaluates its services and needs yearly, identifying and responding quickly to changing needs. For example, it implemented the College Board's ACCUPLACER test to replace the COMPASS test during the Fall 2016 semester ([IIB-34](#) p. 3). The Center's in-house survey ([IIB-68](#)) serves to guide continual improvement; such as the time a comment prompted room modifications to improve the acoustic environment ([IIB-34](#) pp. 2-3).

Tutoring

The effectiveness of tutoring services, including Supplemental Instruction ([IIB-37](#) pp. 3-5, [IIB-69](#)), the academic learning labs ([IIB-70](#), [IIB-71](#)), Ho'onui 'Ike ([IIB-72](#)), TRiO SSS ([IIB-41](#) p. 18), and Brainfuse ([IIB-28](#)) are primarily assessed by tracking and comparing course completion and grades of tutored vs. untutored students, while annual CCSSE and in-house surveys also gauge student engagement and satisfaction with tutoring services ([IIB-73](#), [IIB-74](#), [IIB-75](#)). These data have been used to guide changes toward improving and expanding services, including as evidence to justify continuation or expansion of funding for staffing ([IIB-49](#), [IIB-76](#)).

Analysis and Evaluation

The College meets this Standard by regularly assessing its learning support services to ensure they meet student needs and to improve their direct and indirect contributions toward student success. For some of the direct learning services or resources, such as Supplemental Instruction or the choice of the Learning Management System, quantitative data have demonstrated a clear positive correlation with the attainment of student success measures. These data have supported efforts to increase access to tutoring or new educational technologies ([IIB-41](#) p. 26, [IIB-37](#) pp. 3-6, [IIB-70](#), QFE: DE). Though the library has lacked data for such correlative studies due to technical limitations ([IIB-77](#), [IIB-78](#)), a 2019 migration to a new Library Services Platform, and a possible adoption of a single sign-on authentication system ([IIB-79](#), [IIB-80](#) p. 2), may allow collection of more useful information in the future.

Several gaps or problems in assessment data have been noted in the Quality Focus Essays, including a flaw in the analysis of Native Hawaiian student success measures, and inconsistent assessment of online learning technologies and courses.

Qualitative assessments have allowed several learning support services to identify areas for improvement. Most of the Academic Support departments have identified needs to strengthen their service offerings to distance education students. These are reflected in the plans outlined in both of the Quality Focus Essays, which actively involve learning support services and resources.

Standard II.B.4.

When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources are utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual agreement. The institution regularly evaluates these services to ensure their effectiveness.

Evidence of Meeting the Standard

Library

The UH Library System Office holds consortial contracts for its Library Services Platform (LSP), link resolver, and discovery service. In FY 2015, the UH Library Council-appointed Review of Integrated Library Systems (RILS) committee conducted a thorough assessment of the Ex Libris Voyager LSP, the SFX link resolver, and the Primo discovery service ([IIB-81](#)), resulting in the planned adoption of a new LSP in Fall 2019 ([IIB-79](#)).

The Windward CC Library participates in the Hawai'i Library Consortium (HLC) ([IIB-82](#)), which operates to increase, enhance, and facilitate cooperation among libraries in the state by licensing databases, training, and support for its members ([IIB-83](#)). HLC members share costs for a shared suite of databases (currently from EBSCO), with optional databases offered at discounted rates ([IIB-84](#)). HLC's Database Review Committee conducts an assessment of its contracted products and services, arranges trial subscriptions and vendor presentations, evaluates vendor packages, and makes recommendations to its Governing Board, most recently in 2016 ([IIB-85](#)). The Hawai'i State Public Library System serves as HLC's business agent and provides administrative and technical support for products and services purchased for all HLC members. The State Fiscal Offices handle monies and billing as directed by the Governing Board on behalf of the HLC ([IIB-86](#) pp. 7-8).

Contracted library services are also assessed at the college level. For example, the UH Library Council negotiated a discovery service for all campus libraries in 2011 ([IIB-87](#)). The Windward CC librarians opted out of the deal at the first opportunity after they judged the service a bad fit due to its incompatibility with 80% of the subscribed databases, its poor user interface, and the Library's lack of personnel with time and expertise enough to contrive workarounds ([IIB-88](#)).

Technology

Windward CC's CS, ID, and AVTS departments have software licenses and hardware/software maintenance contracts, such as with Xerox Print Services and desktop-as-a-service virtual desktop infrastructure setups from System Metrics ([IIB-56](#) p. 3) and the Canvas LMS ([IIB-89](#) p. 9).

Testing

The UHCC System administers licenses and agreements related to testing services. For example, it has a Memorandum of Agreement with the Hawai'i Department of Public Safety (PSD) on providing pre-employment testing of job applicants to PSD positions ([IIB-33](#) p. 1) and another regarding bulk purchases of placement tests (IIB-90). The Office of Academic Affairs has signed an agreement with ProctorU to facilitate online test proctoring ([IIB-91](#) p. 1).

Tutoring

The UHCC System and Windward CC have contracted with Brainfuse to provide online tutoring services to students who cannot make use of on-campus tutoring ([IIB-22](#)). In 2016, the UHCC System analyzed the use, efficacy, and cost-benefit of the Brainfuse Tutoring services ([IIB-28](#)).

Analysis and Evaluation

The College meets this standard by ensuring access to sufficient information and learning support services needed for its instructional programs. This is accomplished, in part, through numerous formal, documented agreements and contracts with other institutions and vendors made at the departmental, campus, UHCC, and UH System levels (E17). The provided products and services are monitored and evaluated using an array of criteria including use, relevance, reliability, effectiveness, security, maintenance, and reliability.

List of Evidence

IIB-1	Academic Support Five Year Program Review, 2012-2017
IIB-2	Windward CC 2017 06 Functional Statement
IIB-3	Windward CC FY 2017 Library Budget
IIB-4	Windward CC 2017 Student Affairs Annual Report
IIB-5	Historical Comparison WCC UH Library Council Stats, AY16-AY17
IIB-6	APRD 2017 WCC Library: Quantitative Data
IIB-7	Windward CC 2014 Library User Survey, All
IIB-8	OCLC 2017 WorldShare ILL Agreements
IIB-9	Windward CC Library Annual Program Review 2016
IIB-10	Windward CC 2017 Library Annual Report
IIB-11	Windward CC 2018 Library Services for Instructors
IIB-12	Windward CC Library Subject Guides (LibGuides)

<u>IIB-13</u>	Email: Library access for VETA
<u>IIB-14</u>	<u>Library Research Units Home</u>
<u>IIB-15</u>	MLA 8 Workshops Announcement Email
<u>IIB-16</u>	<u>APRD 2016 WCC Technology – Analysis</u>
<u>IIB-17</u>	<u>UH ITS Learning Management System Review</u>
<u>IIB-18</u>	Windward CC 2017 MaPSAC Creative Media Classroom Space Request
<u>IIB-19</u>	Windward CC 2014 Distance Learning Initiative Grant Summary
<u>IIB-20</u>	Windward CC 2017 Distance Education Committee Information
<u>IIB-21</u>	<u>UH ITS Google@UH Consumer Apps</u>
<u>IIB-22</u>	Windward CC 2016 Computing Services Annual Program Review
<u>IIB-23</u>	<u>Windward CC CS Office 365 for Students</u>
<u>IIB-24</u>	<u>Windward CC Computing on Campus</u>
<u>IIB-25</u>	Windward CC 2017 Media Services Annual Report
<u>IIB-26</u>	<u>UHCC Guided Pathways</u>
<u>IIB-27</u>	Windward CC 2015 MS Proctor U Invitation email
<u>IIB-28</u>	Impact of [Brainfuse] on Retention, Success & Graduation Rates at UHCC's, 2013-15
<u>IIB-29</u>	Email: Blackboard Collaborate Workshop
<u>IIB-30</u>	<u>ELUNA 2016 Regional User Group Policy</u>
<u>IIB-31</u>	Windward CC AY17 Chancellor's Annual Expenditure Report to PBC
<u>IIB-32</u>	Windward CC 2016 Computing Services Computer Upgrades for Library email
<u>IIB-33</u>	UHCC 2015 Memo of Agreement Hawaii Department of Public Safety re: Testing Services
<u>IIB-34</u>	Windward CC 2016 Testing Services Annual Program Review
<u>IIB-35</u>	Windward CC 2017 Testing ARPD
<u>IIB-36</u>	<u>ARPD 2016 WCC Tutoring Services – Analysis</u>
<u>IIB-37</u>	Windward CC 2016 Tutoring Services Annual Program Review
<u>IIB-38</u>	<u>About Ho'onui 'Ike (HI)</u>
<u>IIB-39</u>	New Resource: The Manaleo Writing Lounge
<u>IIB-40</u>	Email: Ho'onui 'Ike for Evening & DE
<u>IIB-41</u>	Windward CC 2016 Student Affairs Annual Program Review
<u>IIB-42</u>	<u>UHM About OLA (Online Learning Academy)</u>
<u>IIB-43</u>	Windward CC 2018 Sp CHEM 100 Syllabus
<u>IIB-44</u>	Windward CC 2015 F ENG 209 Syllabus
<u>IIB-45</u>	Windward CC 2013 ARPD Hawaiian Studies
<u>IIB-46</u>	Windward CC Hawaiian Specialist Librarian Position Description
<u>IIB-47</u>	Windward CC 2017 07 Organizational Chart
<u>IIB-48</u>	Email: Tutoring Organization, Ka Piko Coordinator Status
<u>IIB-49</u>	2017 PBC Request for Ka Piko Coordinator
<u>IIB-50</u>	Windward CC 2018 PBC DE Librarian
<u>IIB-51</u>	Windward CC 2015 Media Services Annual Program Review

<u>IIB-52</u>	Windward CC 2013 Associate of Science in Veterinary Technology
<u>IIB-53</u>	<u>Windward CC Library Preservation LibGuide</u>
<u>IIB-54</u>	Windward CC Library Emergency Plan (Table of Contents)
<u>IIB-55</u>	Windward CC 2017 Computing Services Annual Report
<u>IIB-56</u>	Windward CC 2017 Computing Services Accreditation Notes
<u>IIB-57</u>	Vet Tech 2016 PBC Request for Emergency Generator & Veterinary Ultrasound
<u>IIB-58</u>	Windward CC AY 2016 Natural Sciences Annual Report
<u>IIB-59</u>	<u>Windward CC PBC 2016 Academic Affairs</u>
<u>IIB-60</u>	<u>ARPD 2015 WCC Academic Services – Executive Summary</u>
<u>IIB-61</u>	Windward CC 2016 Library User Survey, Students
<u>IIB-62</u>	Windward CC 2016 Library User Survey, Faculty
<u>IIB-63</u>	Windward CC Library Instruction Evaluation Form Results
<u>IIB-64</u>	Windward CC Librarian Meeting Minutes 05/11/2017
<u>IIB-65</u>	Windward CC 2015 MS PBC Request: Multimedia Studio Technician
<u>IIB-66</u>	Windward CC OCCE: Mike Moser, Interview, Jan 2018
<u>IIB-67</u>	Windward CC 2016 OCCE APR
<u>IIB-68</u>	Windward CC 2017 Ka Piko Satisfaction Survey: Testing Center
<u>IIB-69</u>	Windward CC 2017 Fall Supplemental Instruction Data
<u>IIB-70</u>	Windward CC 04/19/2017 Ka Piko Assessment Email
<u>IIB-71</u>	<u>ARPD 2016 WCC Tutoring Services: Quantitative</u>
<u>IIB-72</u>	Ho‘onui ‘Ike Assessment Results
<u>IIB-73</u>	Windward CC 2014 Ka Piko Assessment
<u>IIB-74</u>	Windward CC 2016 Ka Piko Survey Results
<u>IIB-75</u>	Windward CC 2017 Ka Piko Survey Results
<u>IIB-76</u>	Windward CC 2018 PBC Supplemental Instruction
<u>IIB-77</u>	Email: Circ Stats 2017 S Gray
<u>IIB-78</u>	Email: Patron Proxy Log in Report 2017 E Kim
<u>IIB-79</u>	Letter to UH Community 2018 K Anderson
<u>IIB-80</u>	UH Library Council Mtg Minutes 12/01/2017
<u>IIB-81</u>	UH Libraries 2015 Review of Integrated Library Systems: Executive Summary
<u>IIB-82</u>	<u>Hawai‘i Library Consortium: Member Libraries</u>
<u>IIB-83</u>	<u>Hawai‘i Library Consortium: About</u>
<u>IIB-84</u>	<u>Hawai‘i Library Consortium: Products</u>
<u>IIB-85</u>	HLC EBSCO Database Package 2016-2020
<u>IIB-86</u>	HLC 2016 Hawaii Library Consortium Bylaws
<u>IIB-87</u>	UHLC 2011 Ex Libris Primo Contract
<u>IIB-88</u>	Email: Primo Opt-Out
<u>IIB-89</u>	Windward CC 2016 Media Services Annual Program Review
<u>IIB-90</u>	Windward CC Testing Center: E. Nagaue, Interview, April 2017
<u>IIB-91</u>	Windward CC Distance Education Committee Minutes 07/10/2017

Standard II.C.1

The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution (ER 15).

Evidence of Meeting the Standard

Windward CC regularly evaluates the quality of student support services and demonstrates that these services support student learning and enhance the accomplishment of our mission. Through a culture of assessment ([IIC-1](#)) inspired by the core values of the College's mission ([IIC-2](#)), Windward CC is committed to regularly scheduled assessment, all-campus involvement in analyzing and interpreting data, and using outcomes generated from the analysis to improve programs and enhance student learning ([IIC-3](#)).

Program Review

The primary systematic assessment and improvement process for integrated support services comes from the Annual Report of Program Data (ARPD: [IIC-4](#)) and department program reviews which analyze quantitative and qualitative data for all Student Affairs units. Each unit—Recruitment and Outreach, Admissions and Records, Financial Aid, and Counseling, including Services for Students with Disabilities, Mental Health and Wellness, Student Life, TRiO Student Support Services, TRiO Upward Bound, and TRiO Educational Talent Search ([IIC-5](#), [IIC-6](#), [IIC-7](#), [IIC-8](#))—uses a template to review its services and goals, form action plans for improvement, and make requests for resources to be presented to the Planning and Budget Council. Within the report, each branch has individual assessment procedures. Results of surveys frequently used to evaluate the quality of student support services are included in the unit's analysis ([IIC-9](#), [IIC-10](#)). Student learning outcomes ([IIC-11](#)) are also assessed within the comprehensive ARPD.

Other methods of evaluation include the measure of student satisfaction, quality of service, and student learning. Counseling services are measured by individual counselor evaluation ([IIC-12](#), [IIC-13](#)). For example, question number five on the counseling survey evaluates student learning by assessing if the student is ready to take the next steps. Point of service surveys are conducted regularly at events and activities sponsored by Student Services, and their results are reviewed and assessed to improve the students' holistic experience of learning and enhance the College's mission in future events and activities ([IIC-14](#)). Moreover, all units within Student Affairs participate in quarterly meetings to share initiatives and best practices and discuss learning and process outcomes.

In even-numbered years, assessment of student services is conducted via the Community College Survey of Student Engagement (CCSSE) For the 2016 CCSSE cohort ([IIC-15](#)), Windward CC was considered a Top Performing College and student satisfaction of services was positive, as it was in previous cohorts ([IIC-16](#) p. 3). The CCSSE survey is analyzed in

the ARPD of the corresponding year. Other assessments of student services by students, faculty, and staff are conducted in odd-numbered years. Most recently, the College administered the Gallup-Strada Core Student Survey to help inform ways to improve the College ambiance and the student experience ([IIC-17](#)).

Grants and Other Initiatives

TRiO and Title III federal programs require additional assessment and external review through annual performance reports, including a federal and state requirements analysis. The assessment processes for other TRiO programs—Upward Bound and Educational Talent Search—are mandated by their grant agencies, and while not identical in format, provide essential data for decision making ([IIC-18](#), [IIC-19](#), [IIC-20](#), [IIC-21](#)).

Admissions & Records supports student achievement by providing information and services such as the implementation of multiple measures for placement, mandatory new student orientation, and assigned advisors. As some students seemed confused about the steps necessary to enroll ([IIC-22](#)), Admissions and Records implemented a quality enhancement by developing a Getting Started: Pre-registration Steps Checklist ([IIC-23](#), [IIC-24](#), [IIC-25](#)). Another process was refined when Admissions and Records re-assessed incomplete application data for determining residency. They eliminated the redundant Military Verification form and developed the ability to “mass” accept students based on certain criteria of residency. ([IIC-26](#)).

As a sub-unit of Student Affairs, Recruitment and Outreach supports student learning by engaging thousands of area high school students in various outreach activities and events. After participating in an outreach activity or event, surveys show an increase of 17% in the number of students who knew their next steps on their educational journey ([IIC-7](#) pp. 7-9, [IIC-27](#), [IIC-28](#), [IIC-29](#)).

Windward CC Student Life coordinates student government, all student organizations and clubs, and a variety of extracurricular activities for students. Participation numbers, attendance lists, and student evaluations are collected at selected student life events, the results of which are used to modify future events ([IIC-14](#)).

The Office of Career & Community Education (OCCE) conducts surveys that collect information used to develop noncredit courses of interest to the entire community ([IIC-30](#)). Due to a downward trend in registration and class offerings in personal enrichment courses ([IIC-31](#), [IIC-32](#)), in 2014, the OCCE surveyed community members to assess their general satisfaction with the variety of courses offered, their delivery, and interest in online courses. Results indicated two new growth areas: workforce development and online offerings. In addition, labor market research completed in 2015 that focused on employment sectors in demand or exceeding 5% growth ([IIC-33](#)) led to the development of courses in Health, Culinary (Hospitality), Business, and Ocean Safety. These new courses have realized a 68% increase in student instructional hours ([IIC-35](#)).

Evening and Distance Education

The number of distance education (DE) courses offered by Windward CC has almost doubled over the past five years. As a result, the College examined the student population for online courses and determined that these courses attract more students who were “home based elsewhere” than any other UHCC campus. This expansion of online students aligns with the College’s mission to serve the diverse educational needs of the Ko‘olau region of O‘ahu and beyond. An additional analysis for rates of completion, successful completion, and withdrawal indicated that for the past five academic years that distance education students had consistently lower success rates than face-to-face students (See Figure 2 in QFE on Distance Education). Gaps in support services for online students were identified in areas of readiness assessment, student orientation, availability of counseling and other student support opportunities, and a Learning Management System (LMS) that supports interactive pedagogy.

A task force reviewed many best practices including how online classes and hybrid classes support adult learners. Their work created a list of methods to assist adult learners (specifically in transitioning to online classes). The Title III Kahua ‘oihana grant project ([IIC-36](#)) seeks to build resources to increase access and success in post-secondary education for working adults and also provides for support of online learners. An Evening and Online Coordinator was hired to coordinate this effort. The position also provides orientation, counseling, and advising for students in this cohort.

Online tutoring is conducted via Brainfuse and is evaluated through monthly usage and qualitative feedback reports from the vendor ([IIC-37](#)). One-on-one tutoring online for Math, Science, Writing, and College Readiness is also available through the Online Learning Academy for all Hawai‘i DOE and UH System students and accessible from the Windward Evening and Online Education webpage (<https://windward.hawaii.edu/online/>) ([IIC-38](#)).

Student Learning Support

Findings from program reviews of the achievement of SLOs and the assessment of PLOs are used to plan initiatives and interventions that ensure the continuous improvement of student learning, with a special emphasis on decreasing the disparities between Native Hawaiian and Non-Hawaiian students. Examples include the transfer and application interventions of the Hulili program (ended in 2017), cohort-based programs such as Paipai o Ko‘olau, the IS103 (Introduction to College) Learning Communities, and the Learning Community for Evening Students.

Analysis and Evaluation

The College meets this standard. Windward CC systematically assesses the quality of its student support services and their ability to support student learning and accomplish the institutional mission, regardless of location or mode of delivery. The College encourages a culture of assessment for determining how effectively it achieves its goals, and uses

assessment results to improve student learning, one example being the hiring of a dedicated coordinator for the evening and online students, with counseling available online through video chat services. Another example is the provision of dedicated counseling staff to the Early College program.

Also, with continued growth of Windward CC's online course offerings, and the implementation of active measures proposed by the Distance Education Committee in response to this growth, Windward CC is preparing to further develop student support services to meet the needs of this population ([IIC-39](#)). These and other endeavors directly address the institutional mission to provide learning excellence to the Ko'olau region of O'ahu and beyond with support for the needs of its Native Hawaiian population as described in Strategic Plan Action Outcomes 2015-2021 and the Quality Focus Essay (QFE) on Native Hawaiian Student Achievement Parity. These initiatives aim to eliminate access and success gaps for targeted populations in support of the Hawai'i Graduation Initiative ([IIC-40](#)).

Another gap in achievement is the lack of parity in success for DE learners as compared to face-to-face learners, as evidenced in Figure 2 of the QFE on Distance Education Student Achievement Parity. Steps to assess and address this gap are proposed in the College's DE QFE.

Standard II.C.2

The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and Services.

Evidence of Meeting the Standard

Windward CC employs learning support and student learning outcomes in providing student support services and uses assessment data to improve its programs and its services. At the December 2015 quarterly meeting, Student Affairs faculty and staff reviewed and refined all process and student learning outcomes. Subsequently, Student Affairs learning outcomes and process outcomes are identified and assessed ([IIC-41](#)) in the ARPD ([IIC-42](#), [IIC-43](#), [IIC-44](#), [IIC-45](#)) in which all Student Affairs programs participate. Required assessment regarding the Student Affairs Learning Outcome that students will access appropriate information and resources to support their academic journey ([IIC-46](#)) in each program's ARPD is accompanied by an Action Plan.

One example of improvement through the assessment process can be seen within the Admissions and Records Office. Admissions officers examine the number of complete, accurate applications as an indicator of students' demonstrating mastery of the online application process. The Registrar's input on the ambiguity and errors in the Residency section provided for improved language on the application. In the future, a UHCC Centralized Admissions process is expected to provide even more consistent and accurate services to students, including uniform dates and deadlines ([IIC-47](#)).

The Counseling department reflects the mission of the College in its student learning outcomes ([IIC-48](#), [IIC-49](#), [IIC-50](#), [IIC-51](#)):

- Students will access accurate and appropriate information with regard to academic status, resource availability and their next step in their educational plan.
- Student engagement will be fostered through the counseling process.
- Students will develop critical thinking skills through identifying resources, evaluating options, establishing priorities, designing education plans and implementing actions.

Based on Fall 2016 multiple measures data ([IIC-52](#)), the First-Year Experience, including New Student Orientation, Frosh Camp, and the Learning Communities with IS103 (Introduction to College) course ([IIC-52](#), [IIC-53](#)), has been embedded with Student Success Pathway (SSP) ([IIC-54](#)) concepts and process improvements. This allows for a better onboarding experience for students through integrated advising. Using multiple measures has increased the number of students placing into college-level coursework. The innovations in use are STAR GPS ([IIC-55](#), [IIC-56](#), [IIC-57](#)), multiple measures for placement ([IIC-58](#), [IIC-59](#)), math pathways ([IIC-60](#)), exploratory majors, and My Success-Early Alert ([IIC-61](#)). In response to best practices for increasing student self-efficacy, Student Affairs and Academic Affairs partnered to offer growth mindset workshops ([IIC-62](#)) at Frosh Camp.

At the conclusion of the grant funded Hūlili Transfer Program ([IIC-63](#), [IIC-64](#)) in September 2016, data for the program for both semesters showed higher rates of success, credits earned, retention and persistence ([IIC-65](#) p. 16). Best practices learned from Hūlili's success have been incorporated into the First-Year Experience and into an initiative to extend the cohort system to subsequent semesters, and for online and evening students ([IIC-66](#)).

The Paipai o Ko'olau program for non-traditional learners has a strong focus on Native Hawaiians and encourages student enrollment, particularly with regard to adult learners and those who may not be in college due to extensive barriers ([IIC-67](#), [IIC-68](#), [IIC-69](#)).

Additional services for this program include:

- Summer Bridge courses in Developmental Math and other subjects
- Participation in a Learning Community and Cohort
- Mandatory monthly meetings with the Paipai o Ko'olau coordinator/counselor

Paipai o Ko'olau enrollment and retention rates have demonstrated such successful outcomes over the five grant-funded years ([IIC-70](#)), that the UHCC System has institutionalized the program with a full time counselor/coordinator and is using it as a model for each of the UHCC colleges ([IIC-71](#), [IIC-72](#)).

Analysis and Evaluation

The College meets this Standard. Windward CC assesses student learning support outcomes - to provide appropriate student support services and uses resulting data to improve its student support programs. Process outcomes and student learning outcomes are assessed annually in

the ARPD, as well as through other processes such as department surveys. Results of the assessments help improve programming and decision making throughout the department and focus on increasing student success.

Counseling is taking the next steps to provide students with a purpose first model that aligns student academic interests and personal strengths, as well as further implement best practices as defined through integrated student support ([IIC-73](#)). Target areas include career counseling and counseling of veterans and transfer students. In conjunction with holistic support services such as the TRiO SSS initiatives—Summer Bridge math courses, VITA Tax service, and 24/7 access to study space—the College seeks to remove barriers for Native Hawaiians and other underserved populations.

Standard II.C.3

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.

Evidence of Meeting the Standard

Windward CC provides appropriate student support services to foster learning and development of all its students within the context of its mission and regardless of service location or delivery method. All student support services are located and available during the day on the Kāneʻohe campus. Online registration is available to all students through the STAR GPS system implemented in Fall 2017 ([IIC-74](#)). Evening and online students have email and phone access to counseling and advising services. The Counseling program also provides evening service hours in the library through the Title III Kahua Naʻauao project’s online and evening coordinator hired in summer 2017 ([IIC-36](#)) who keeps evening office hours and employs an online video and chat service ([IIC-75](#)). Extended hours for the Math and Speech labs and the Writing Center are offered at high demand periods during the semester ([IIC-76](#)). Brainfuse, an online tutoring service, was highly rated in an assessment by students. The assessment showed that 93 percent of the students rated Brainfuse easy to use and 94 percent recommended using it as a tool. Nonetheless, 93 percent of the students assessed used a tutor ([IIC-77](#), [IIC-78](#)). The creation of an evening cohort schedule ([IIC-79](#)), an evening recruitment reception ([IIC-80](#)), and appointing a counselor for student parents ([IIC-36](#)) further supports the needs of working adults and student parents.

Windward CC’s open-door policy, which allows equitable access through means of delivery or location, also offers outreach services to students who may have less experience in using more traditionally structured support services, because of their first-generation, nontraditional, or probationary status. Some counselors have begun to meet their assigned students in locations outside their offices through working half-day shifts in the offices of the TRiO Student Support Services. A weekly “Aloha Bar” in the library conducted by counselors and administrators provides students in a highly trafficked location with information on programs and resources and the opportunity to chat with the chancellor, vice chancellors, and deans ([IIC-81](#)). Evening and online students have access to a counselor and are recipients of special services to promote engagement such as free snacks before class ([IIC-82](#)).

TRiO SSS provides services and resources for the holistic needs of students through offering a week of 24/7 services in their offices during exams and on Saturday during registration ([IIC-83](#)). They also offer math placement workshops ([IIC-84](#)) and, in cooperation with general counseling, have developed support strategies for developmental prerequisite and corequisite coursework ([IIC-85](#)) such as early registration ([IIC-86](#)) and exam prep workshops ([IIC-87](#)). OCCE's participation in the HINET ([IIC-88](#)) program brings SNAP benefits to both credit and noncredit students. These benefits include food subsidies and assistance with transportation, childcare, and educational expenses ([IIC-89](#), [IIC-90](#)).

A disability counselor arranges accommodation services for students with disabilities, including special test accommodations; enlargement of printed material; readers; note takers; sign-language interpreters, on an as-needed basis; and, adaptive equipment or materials in alternate formats ([IIC-91](#), [IIC-92](#), [IIC-93](#)). Assistive technologies are made available through a part-time staff position ([IIC-94](#)) in Student Affairs. In addition, the mental health counselor provides in-office counseling by appointment available on MySuccess or walk-in, and crisis counseling while the College is open. After hours mental health issues are referred to national and local resources which are listed on the mental health counseling webpage and in widely distributed printed materials ([IIC-95](#), [IIC-96](#), [IIC-97](#), [IIC-98](#)). Visitors to the Mental Health and Wellness website may take a confidential online screening with results and resources ([IIC-99](#)).

The Early College program enrolls, with priority given to first-generation college and low-income, students in public and public charter high schools throughout Windward O'ahu in college level courses. In addition to offering free tuition, this program provides additional support to learners through the services of a coordinator and two counselor positions for Castle, Kahuku, and Kailua High Schools ([IIC-100](#), [IIC-101](#)). The US DOE Title III Pu'u honua project serves students at Olomana School, Hawai'i Youth Correctional Facility, and Women's Community Correctional Center ([IIC-102](#)) with counseling and credit coursework ([IIC-103](#)). These Early College programs specifically target Native Hawaiian, first generation, and low income students to address underserved populations.

Through on-campus tours, college planning nights, and college fairs, as well as special events at off-campus sites, the Recruitment and Outreach unit provides information about college access, financial aid resources, specific requirements, and pathways ([IIC-104](#), [IIC-105](#), [IIC-106](#), [IIC-107](#), [IIC-108](#)). These events emphasize Native Hawaiian success initiatives that are supported by data on persistence that indicate Native Hawaiians, particularly males, are not systemically succeeding ([IIC-109](#), [IIC-110](#)). The College's QFE on Native Hawaiian Student Achievement Parity uses disaggregated data to better understand where there may be gaps in access for Native Hawaiians and supports initiatives that address these gaps such as Early College and outreach events.

Analysis and Evaluation

The College meets this Standard. Windward CC provides appropriate, comprehensive, and reliable services to its students. Equitable access to these services by means and method of delivery and through outreach initiatives for traditionally underserved groups is ensured for all sectors, regardless of location and mode of delivery by Student Affairs in support of the

Student Affairs SLO that students will access appropriate information and resources to support their academic journey ([IIC-111](#), [IIC-112](#), [IIC-113](#), [IIC-114](#), [IIC-115](#), [IIC-116](#)). With its robust increase in distance education and online courses, Windward CC is poised to further develop student support services to meet the needs of this population ([IIC-117](#)). The DE QFE helps to provide a plan to do so using best practices.

Standard II.C.4

Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound Educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

Evidence of Meeting the Standard

Windward CC's co-curricular programs are responsibly offered in alignment with its mission and contribute to its students' socio-cultural and educational experience. In the nature of a small community college serving disadvantaged populations, with a mandated emphasis on Native Hawaiian students and culture, Windward CC has no formal intercollegiate athletics program, but does offer informal participation in intramural sports leagues and broad exposure to socially and culturally diverse programs that enhance its students' holistic college educational experiences.

All Registered Independent Organizations ([IIC-118](#))—Associated Students of the University of Hawai'i at Windward CC (ASUH-Windward CC) clubs, such as Windward Gaming Club, the Speech and Debate Club, the Writing Club, and the Sustainability Club; the Ka 'Ohana student newspaper; Pueo literary and art journal ([IIC-119](#)); and intramural athletics—are supervised by faculty advisors who are responsible for mentoring and providing feedback and resources to its student members. Student activity fees fund ASUH-Windward CC and Student Life activities ([IIC-120](#)). These budgets are approved by the vice chancellor for student affairs (VCSA) and the chancellor. Clubs request funding through ASUH-WCC and their club advisor. Publications-based money that funds Pueo, Ka 'Ohana, and the Student Planner comes from the annual budget, overseen by the Board of Publications ([IIC-121](#), [IIC-122](#), [IIC-123](#)).

ASUH-Windward CC, under the direction of the ASUH faculty advisor, executed student-driven initiatives ([IIC-124](#), [IIC-125](#), [IIC-126](#)), including a "Talk Story" with Hawai'i State Governor David Ige ([IIC-127](#)). Student leaders also crafted a resolution adopted by the Windward CC Faculty Senate and later presented in the local media in support of the Windward CC land swap with the Hawai'i State Hospital. ([IIC-128](#), [IIC-129](#)).

Prior to the beginning of each academic year, faculty advisors provide ASUH-Windward CC leadership trainings in a Student Life Training/Retreat for student peer mentors and Student Life student assistants ([IIC-130](#), [IIC-131](#)). UH System advisors trained participants on ways to increase decision-making confidence, teamwork critical thinking, and methods for

sharpening leadership skills. Student leaders also participated in a leadership conference with nine other campus life divisions (including all UH System colleges, Chaminade University, and Hawai'i Pacific University), where they learned about diversity, conflict resolution, teamwork, personal initiative, and culturally-based values (IIC-132).

In lieu of intercollegiate athletics, a Systemwide intramurals league is co-coordinated with other UH community colleges intramural faculty and students ([IIC-133](#), [IIC-134](#), [IIC-135](#), [IIC-136](#), [IIC-137](#), [IIC-138](#), [IIC-139](#), [IIC-140](#)). This league offers students a platform to play dodge ball, football, basketball and volleyball and socially network with their peers (IIC-132). In addition to the intramurals league, an annual Makahiki ([IIC-141](#), [IIC-142](#), [IIC-143](#), [IIC-144](#), [IIC-145](#), [IIC-146](#)) is held at the College to which other colleges and local high schools are invited. Sponsored by ASUH-Windward CC, Ke Kumu Pali, and the Hawaiian Studies department, the Makahiki celebrates the beginning of the Hawaiian New Year with a contest of traditional Hawaiian sports and games.

One example of club emphasis on leadership through Service-Learning and community service is Ku Pono, ([IIC-147](#)) the Hawaiian Club, whose volunteer projects ([IIC-148](#)) include the construction and maintenance of lo'i kalo at sites on campus and volunteering in the community at the Po'ailani Dual Diagnosis Treatment Program and the Women's Community Correctional Center, caring for the local fishponds, and leading campus events such as Welcome Back, Thanksgiving imu turkeys, an annual volleyball tournament, and film panels ([IIC-149](#)). Other student clubs, such as Phi Theta Kappa ([IIC-150](#), [IIC-151](#)), encourage civic responsibility through managing recruitment for the semi-annual campus blood drive ([IIC-152](#)), cleaning Waikalua Loko Fishpond, and assisting with the Kalihi Stream environmental group and the Kāne'ōhe nature preserve.

College activities that also encourage personal responsibility as well as intellectual, cultural and personal development for students are Service Learning ([IIC-153](#)), tutoring, Supplemental Instruction (SI), and working as a peer mentor or as a student assistant/employee or volunteer in the Math Lab, Speech Lab, TRiO Student Support Services, or the Writing Center. Formal training is provided for tutors and evaluations are conducted with feedback from students, faculty, staff and administration (IIC-154).

Student-produced publications are the Windward CC monthly newspaper, Ka 'Ohana ([IIC-155](#), [IIC-156](#)) and the literary and art journal, Pueo [named Rain Bird prior to 2015] ([IIC-157](#), [IIC-158](#)), both winners of national awards ([IIC-159](#), [IIC-160](#)). Other publications include video documentaries created by Journalism and Creative Media students ([IIC-161](#)), and creative films created by the student film club ([IIC-162](#)).

Furthermore, all student employees attend an annual professional development workshop that trains them in customer service, leadership, communication skills, and Title IX issues ([IIC-163](#), [IIC-164](#)). Since 2016, there has been an annual Student Employee of the Year celebration during National Student Employment Week with the winner chosen on the basis of five criteria: quality of work, reliability, initiative, professionalism and exceptional service ([IIC-165](#)).

Study Abroad experiences ([IIC-166](#), [IIC-167](#), [IIC-168](#), [IIC-169](#), [IIC-170](#)) that included cultural learning with academic study in Spring 2017 were Hawaiian Studies 296: Encounter Traditions in Polynesia (eight days in New Zealand) ([IIC-171](#)) and a 2-week intensive experience in the United Kingdom in Summer 2017 for theatre students, funded through a capacity building grant awarded by the U.S. State Department's Partners Across Americas initiative ([IIC-172](#)). For the academic year 2017-2018, study abroad experiences include Shakespeare theatre study in England ([IIC-173](#)) and travel in Costa Rica linked to an anthropology course on tourism and conservation. International Week ([IIC-174](#), [IIC-175](#)) employs a different theme each year to offer samplings of international food, music, art, social science lectures, and activities to familiarize students with world cultures.

Other on-campus co-curricular activities linked to academic learning to enhance students' cultural and aesthetic life and emphasizing Native Hawaiian culture were presented at 'Iolani Gallery, the Palikū Theatre ([IIC-176](#), [IIC-177](#), [IIC-178](#)), the Hōkūlani Imaginarium ([IIC-179](#), [IIC-180](#)), the Lanihuli Observatory, the Library Learning Center, and Hale A'o, the Hawaiian Studies facility. Examples include the Smithsonian traveling exhibit, "Roots of Wisdom: Native Knowledge, Shared Science" in Spring 2017 ([IIC-181](#)), and in conjunction, a lecture series focusing on bridging traditional indigenous knowledge with modern science to solve the environmental challenges we face locally, these lectures having been augmented by exhibits at Gallery 'Iolani on Polynesian ocean navigation, "Voyaging: The Art of Wayfinding," ([IIC-182](#)) and "Two by Two," showcasing Hawaiian wood carving and classical drawings ([IIC-183](#)). Other art exhibits on diversity are linked here: ([IIC-184](#)).

Analysis and Evaluation

The College meets this Standard. Direction, advising, and finances of its co-curricular activities is responsibly managed. These activities engage, enrich and motivate students to achieve academic and personal goals in keeping with the mission of the College, in particular, its emphasis on Native Hawaiian cultural learning and service to the Ko'olau community. Cultural and aesthetic experiences in co-curricular activities are closely connected to and enhance classroom learning. Such opportunities for service, leadership, volunteerism, and self-awareness through co-curricular activities are available to nurture and reinforce motivation toward the practices of lifelong learning and civic responsibility. The foregoing reinforces the Windward CC mission to encourage life-long learning, its vision to enrich the lives of students and the community, as well as its values of creating diverse learning experiences, working collaboratively and inclusively (ER6).

Standard II.C.5

The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

Evidence of Meeting the Standard

Windward CC offers professional counseling and academic advising to support student success with accurate information about academic requirements and provides professional development to advisors. Counseling and academic advising programs supporting student development and success include First-Year Experience, Ka'ie'ie Transfer Program, Ka Piko Student Success Services, Peer Mentors, Mental Health and Wellness, and Services for Students with Disabilities.

All home-campus Windward CC students are assigned to a specific counselor at an average ratio of fewer than 280 students per counselor. In part reflecting the College's small size, counselors are not assigned to academic departments but are generalists who work to support the student's personal and academic growth and to assist students with decision-making in the exploration of their educational, career, and personal goals ([IIC-185](#)).

In 2014, the counselors adopted a casework model of assigning counselors and employing intrusive, proactive, appreciative advising strategies to enhance student retention and completion. The implementation of the Starfish retention program, customized as Windward CC's MySuccess ([IIC-186](#)) allows for strategic collaboration among resources dedicated to an individual student's success and facilitates the relationship between the student and the assigned counselor. The use of the STAR GPS system for registration improved clarity of requirements, timing, and course sequencing to define pathways for students.

Coordinating an advising syllabus and program process outcomes in alignment with the UHCC Student Success Pathway (SSP) initiative promotes a purpose first counseling process. SSP provides a framework of intentionally designed, clear and structured experiences for students from point of interest through graduation to transfer or career. The department engages in many different programming initiatives to support the students' journey on their pathway.

First-Year Experience

The First-Year Experience program ([IIC-187](#)) is coordinated by a designated counselor and consists of a mandatory NSO session ([IIC188](#)), attendance at Frosh Camp ([IIC-189](#)) and required placement (for first-time full-time students with a developmental need) in a Learning Community and in an appropriate math and English course ([IIC-190](#), [IIC-191](#)). Frosh Camp is open to non-freshman, but is required for all first-time freshmen as stated in the Registration Guide ([IIC-192](#)). Additionally, registration holds, the First-Year Experience mandates that new students meet with their assigned counselor for registration during the first two semesters.

The Ka‘ie‘ie program is a degree pathway program with the University of Hawai‘i at Mānoa (UHM), coordinated by the Mānoa Transfer Coordination Center (MTCC) to facilitate the transition of transfer students from UH System community colleges ([IIC-193](#), [IIC-194](#)). A Ka‘ie‘ie transfer specialist is available two full days a week at Windward CC ([IIC-195](#)). The first Ka‘ie‘ie program cohort from Windward CC was accepted in Spring 2015 and the number of students who have successfully transferred to UH Mānoa increases every year ([IIC-196](#), [IIC-197](#)). Other transfer information and assistance are available through on-campus visits by college representatives ([IIC-198](#), [IIC-199](#)) and transfer fairs ([IIC-200](#), [IIC-201](#)).

Ka Piko - Student Success Services

Ka Piko ([IIC-202](#)) consists of a Welcome Center with computer and free printer access where new student orientations are held, and peer mentors ([IIC-203](#)) are available to assist students with online registration, to set up My UH accounts, and to answer procedural questions ([IIC-204](#)). They play key roles in producing Frosh Camp and NSO. Support services included in Ka Piko are the Writing Center, Speech Lab, Math Lab, Testing Center and the Office of the Evening and Online Coordinator/Counselor. The description of each service is on the website and compiled into a single flyer ([IIC-205](#), [IIC-206](#), [IIC-207](#), [IIC-208](#), [IIC-209](#), [IIC-210](#)).

Career Explorations and Advising

With the advent and adoption of the UHCC SSP initiative ([IIC-211](#)), career explorations and connections have been dramatically restructured according to the best practice of the “purpose first” model, initiating a career or major goal in an agenda that consists of four phases moving from connection to career, graduation, and transfer ([IIC-212](#), [IIC-213](#)). SSP is an integrated, institution-wide framework for student success modeled on integrating major and career planning at the forefront of the student advising process.

Due to the departure of the Career and Employment Center job preparation counselor and the prolonged medical leave and recent retirement of the career counselor, all counselors have assumed responsibility for career advising as part of a counseling session ([IIC-214](#), [IIC-215](#)). Therefore, since there has not been a physical Career Center since spring 2015, its absence has been partially compensated by the move to a faculty and counselors integrated model for counseling in conjunction with the purpose first initiative. Moreover, the Counseling Department has developed an advising syllabus ([IIC-216](#)) as part of an advising toolkit to better serve students ([IIC-217](#)). Additionally, other sectors of the College, such as English discipline, the Speech discipline, and the Debate Club have collaborated on delivering workshops on job interviewing, resume preparation, and writing personal statements. Other career and job preparation workshops have been delivered by the peer mentors who developed presentations on professional demeanor and dress ([IIC-218](#)) and by the Phi Theta Kappa sponsorship of presenters on potential careers ([IIC-219](#), [IIC-220](#)).

Thus, all counselors are now tasked with prioritizing career counseling as part of their conferences with students. Using the Integrated Student Support (ISS) model, counselors and instructors will ideally collaborate on developing strategies to integrate career planning within the academic curriculum and to weave career advising into their interactions and relationships with students. Training in career advising is provided through access to

webinars and planned seminars by dedicated career counselors as the College has taken steps to provide pathway counseling toward careers early in a student's academic journey. Hokupa'a, the Windward CC Student Success Task Force comprised of counselors, instructors and staff, is leading the efforts to redesign career counseling methods crucial to transformational counseling ([IIC-221](#)).

Mental Health Services

The Windward CC Huliau, a task force of faculty, staff, and students funded by Mental Health America, established a working group, ([IIC-222](#)), as a training initiative to develop presentations on mental health awareness in classrooms and in workshops. As a result of advocacy and surveys by Huliau, as well as data provided by the Paipai o Ko'olau program on the relationship between retention and mental health factors ([IIC-223](#)), a tenure track mental health counselor position was funded in September 2015 ([IIC-224](#)). Additionally, a domestic violence prevention counselor from the Domestic Violence Action Center (DVAC) is available two days weekly on campus ([IIC-225](#)).

Services for Students with Disabilities

A handbook for students with disabilities is available on the website ([IIC-226](#)). The counselor for students with disabilities provides accommodations and raises awareness on campus about the rights of persons with a disability, reasonable accommodations to which they are entitled, and the accommodations available at Windward CC ([IIC-227](#)).

Professional Development and Training

In addition to UHCC System workshops, internal training is provided for counselors through programs such as Nuts & Bolts ([IIC-228](#), [IIC-229](#), [IIC-230](#)) or the Dossier Workshops ([IIC-231](#)) where one or more counselors are assigned to do the training ([IIC-232](#), [IIC-233](#), [IIC-234](#), [IIC-235](#), [IIC-236](#)). A New Counselor Orientation for the on-boarding of new counselors accessible on Google Docs ([IIC-237](#)) includes shadowing and reverse shadowing in one-on-one appointments.

Professional development is also supported through attendance at the Academic Advisors Transfer Network Conference ([IIC-238](#)), as well as through integrated advising training, such as the Hokupa'a Success Committee. Student Affairs also has an annual subscription with webcast access to Academic Impressions. Moreover, counselors and other Student Affairs staff attend such national conferences as Complete College America ([IIC-239](#), [IIC-240](#), [IIC-241](#)), On Course, and Achieving the Dream. State-wide conferences include Hawai'i Success Strategy Institute (HSSI) ([IIC-242](#), [IIC-243](#)) as well as Windward CC hosted international conferences on topics such as indigenous pedagogies ([IIC-244](#), [IIC-245](#)).

It is important to note that professional development is often centered on social justice and equity building (e.g. Hokupa'a Committee, Achieving the Dream, HSSI) to address gaps in access and success for Native Hawaiian students. The Native Hawaiian Student Achievement Parity QFE proposes improved access to disaggregated data so as to better assess the results of and need for Native Hawaiian equity building professional development.

Counseling staff regularly also attend UH and UHCC System counselor conferences on transfer and graduation requirements, curricular changes, the use of technology in counseling, and other issues of concern to counselors in each system. At Windward CC, counselors attend department meetings twice a month with alternate week professional development activities, an annual retreat for faculty counselors, and Title IX Training ([IIC-246](#), [IIC-247](#)).

Training in career advising is provided through access to webinars and planned seminars by dedicated career counselors as the College has taken steps to provide pathway counseling toward careers early in a student's academic journey. At the July 2017 Counselors' Retreat, a career counselor from UHM presented on models for career counseling and a team from a community agency presented a workshop on financial literacy pedagogy ([IIC-248](#)). In Fall 2017, counselors received training in the use of Focus 2, a career counseling instrument implemented by the College in Fall 2017 to aid in administering the instrument, interpreting the results, and advising students on educational and career choices and pathways ([IIC-249](#)).

Analysis and Evaluation

Counselors have successfully moved to an assigned counselor casework model employing intrusive, proactive, appreciative advising strategies to enhance student retention and completion. The implementation of the Starfish retention program, customized as Windward CC's MySuccess ([IIC-250](#)), allows for strategic collaboration among resources dedicated to an individual student's success and facilitates the relationship between the student and the assigned counselor. The use of the STAR GPS system for registration has improved clarity of requirements, timing, and sequencing of courses to define pathways for students. The alignment with the UHCC SSP of an advising syllabus and program process outcomes promotes a purpose first counseling process providing a framework of intentionally designed, clear and structured experiences for students from point of interest through graduation to transfer or career. The adoption of Focus 2 as the career assessment tool enhances the capabilities of counselors and faculty to participate in integrated advising and allows students to do self-assessments and compare industrial trends and salaries in a variety of careers. Nonetheless, an emphasis on professional development and training in career counseling is emerging as an area of serious need for counselors in alliance with instructors.

A similar emphasis on the provision of online support services and professional training of counselors in online counseling methodologies is warranted as noted in the DE QFE. With the increase in online classes at Windward CC, more disability issues will need to be addressed such as closed-captioned videos, audio descriptions of processes, and tutors. The number of students with disabilities cuts across demographics, and their needs for such technology like the "Smart Pen" similarly could benefit all students. Standardized approaches to providing accommodations throughout the UH System would help to facilitate an assured compliance of Windward CC and the entire UH System with federal laws ([IIC-251](#)).

Standard II.C.6

The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals.

Evidence of Meeting the Standard

The College has an open door general education mission that adheres to the UHCC System admissions and nondiscrimination policies, as detailed in fourteen languages and posted outside each unit's doorway (UHCC Nondiscrimination Policy). Admission is open to students 18 years and older or to those who have earned a U.S. high school diploma, GED or equivalent ([IIC-252](#)). It offers special admission to high school students to take college courses either at the College (Running Start) or in a Hawai'i public high school (Early College). Hawai'i private high school and home schooled students may also attend college classes (Early Admission) ([IIC-253](#) p. 8). Furthermore, Senior Citizen Visitor Passes (SCVP) allow seniors to "visit" Windward CC credit courses free of charge with no credit awarded ([IIC-253](#) p. 10). International students may be enrolled in approved SEVIS programs via student visa status (F1 or M1) and must comply with all regulations of U.S. Department of Homeland Security and the UH policies and procedures. These include the English proficiency requirement, international student health insurance acknowledgement, student visa, health clearances (TB/MMR), transcripts in English, UH System application and supplementary information form, registration in resident classes for at least 12 credits. ([IIC-253](#) p. 9).

The Office of Admissions and Records reviews for completeness and processes all applications, then sends out a Registration Guide with letters of acceptance outlining all steps to complete enrollment. Through NSO and Frosh Camp, information about programs and support services is reiterated and reinforced. Peer mentors and professional counselors/academic advisors are available to assist prospective and enrolled students in navigating the application and registration processes. The catalog includes a list of the required courses, descriptions of programs and possible associated career pathways, and course, program, and general education learning outcomes.

Pathways to complete degrees and certificates are listed for each program with its graduation, foundation, diversification, and elective requirements specified in the catalog, on program sheets prepared by the Counseling department ([IIC-254](#), [IIC-255](#), [IIC-256](#)), and on the website. In a program with additional admission requirements, such as the Veterinary Technician Associate of Science degree, the process of selection is partially based on a first-come, first serve and space availability basis, formal attendance at an orientation session held several times throughout the year, and course/certificate completion ([IIC-257](#)) to minimize bias and subjective selection criteria. As a result of the College's implementation of the STAR GPS as an online registration tool, each student's pathway is indicated, updated, and reconfigured as it progresses and is a subject discussed in consultation between the student and the assigned counselor even though it permits students to independently navigate procedures on their path to completion.

Analysis and Evaluation

The College meets this Standard. The College's admission and graduation or completion policies are clearly defined as consistent with its mission as an open admissions college. Students are advised on the pathways to complete their academic goals through a combination of counseling, NSO, a variety of printed materials, such as the catalog, program sheets and brochures that are also available on the College's website, and the STAR GPS system. The need to appropriately serve the Native Hawaiian population is noted in our mission and strategic plan, and is reflected in our QFEs on Native Hawaiian and DE Student Parity.

Standard II.C.7

The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Evidence of Meeting the Standard

Admissions and placement instruments and practices are evaluated for effectiveness and minimal bias.

Systemic policies and procedures govern admissions and influence placement practices.

Admissions

All applications for admission are completed online and are standardized within the UH System ([IIC-258](#)). All students must meet State of Hawai'i Department of Health clearance requirements ([IIC-259](#)). Moreover, the enrollment of non-residents and international students is determined by the Board of Regents policy ([IIC-253](#)).

The UHCC Registrars' Group meets quarterly and frequently discusses the online application to adjust the form to better serve students. One such adjustment occurred when the UHCC System began a new policy to accept multiple measures for placement to minimize bias. The online application was modified to allow self-reported SAT/ACT test scores and self-reported high school grades/courses ([IIC-260](#), [IIC-261](#)). The UHCC System is also in the process of developing a new "smart" online application that automatically adapts on the basis of how students answer questions (IIC-47).

To better accommodate Hawai'i high school graduates, the Windward CC Office of Admissions and Records mailed out Fall 2017 acceptance letters. Admissions and Records also instituted a roll over practice by which students who have stopped-out within one year (a sequential combination of a spring and a fall semester) may reactivate their applications by contacting Admissions & Records.

Placement

An expansion of placement criteria, or multiple measures, is related to the UHCC System redesign of developmental course sequencing which subscribed to the best practices theory of shortening the time of academic progress toward graduation promoted in the UH System

Hawai'i Graduation Initiative 15 to Finish ([IIC-260](#)). As an integral part of the SSP system, the STAR GPS provides updated academic planning and pathways for progressive transition toward degree completion and transfer. The goal of using multiple measures for placement, based on evidence showing first year performance in college is best predicted by high school performance (in terms of GPA, and levels of math and English attained), is to place students at the highest level possible. Developmental courses in math and in English were subsumed into one pre-collegiate level and one corequisite remediation course to provide extra academic support ([IIC-261](#), [IIC-262](#)). In math, remedial courses were configured into pathways for those continuing in math- or science-related fields and pathways for those not needing algebra in their future study. These modifications were based on fall 2016 study, Data on New Methods for Placement and Math and English ([IIC-263](#)).

In November 2016, Windward CC's Testing Center ceased using the COMPASS placement test and began using another instrument, ACCUPLACER ([IIC-264](#)) to place students in math and English courses. In anticipation of the discontinuation of the COMPASS test, in March 2016, Windward CC's criteria for assessment of placement into English and math included information from high school transcripts, such as prior achievement in specific mathematics courses, Smarter Balance Assessment scores, as well as GED scores, transfer coursework from another college, and the Windward CC-sponsored placement test ([IIC-265](#)). Self-reported scores as well as official reports from SAT, ACT, and high school transcripts are also accepted ([IIC-266](#), [IIC-267](#)).

Analysis and Evaluation

The College meets this Standard. Windward CC evaluates and maintains effective bias-free admissions and placement practices, many defined and regulated by the UH and UHCC Systems. Recommended modifications to enrollment processes are assessed in an appropriate time frame. The online application process for admissions is standardized for all colleges within the UH System.

Best practices indicate that high school performance and experience are more predictive of college success than placement testing. By using multiple measures, the processes for placement are bias free, relying on no single indicator to ensure whether a student is ready for college classes. Non-cognitive assessment tools have begun to be reviewed to further ensure effective and bias-free admissions and placement practices.

Standard II.C.8

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.

Maintenance of Student Records

Windward CC permanently, securely and confidentially maintains student records as published and follows policies established for release of student records ([IIC-253](#) pp. 12-13). The UH and UHCC Systems uses Banner as their integrated student information system.

Students' records are created when they apply online using the UH standardized application form. Student identification numbers are then randomly generated and assigned ([IIC-253](#) p. 18) to protect the security of their Social Security numbers. Permanent record cards (PRCs) or Pre-Banner records are kept on a UH Systemwide file server, accessed via the F drive, and backed up by the Chief Information Officer of the UH System (IIC-47). Financial aid records are created in Banner after students file their FAFSAs with the federal government and release this information to the College. Student records in Banner and other systemwide information systems are backed up by UH ITS, and the College's Computing Services unit securely backs up data stored on faculty/staff computers and the shared FSFiles file server (IIC-268). In 2018, Banner is moving to Multi-Factor Authentication (MFA) with Banner 9 to strengthen the security of the student information system ([IIC-269](#)).

Increasingly, counselor notes are entered online in MySuccess and in STAR. There is an initiative to digitize all future counselor notes (IIC-123). Information entered into MySuccess and STAR is only accessible to those with an educational need to know and permissions for access are secured by the VCSA. Student conduct records are kept in locked file cabinets in the VCSA Office. In February 2018, the UH System president required that all data collected by the Title IX Coordinators and related staff concerned with cases of sex discrimination and gender-based violence be stored in the Title IX Case Management System (CMS), a centralized and standardized information system ([IIC-270](#)).

Student grievance procedures are stipulated in the catalog on pp 16-17 and also available on the Windward CC Academic Affairs web page as well as under Policies, Procedures, and Guidelines in the library, and in the Offices of the VCSA and the VCAA. Records of complaints or informal grievances are stored in locked file cabinets in the VCAA's office, and any complaint not satisfactorily resolved must be filed as a written grievance with the Academic Grievance Committee and then is stored in the Office of Human Resources in locked confidential personnel files (IIC-123).

For all TRiO programs (SSS, UB, and ETS), student files are kept in locked cabinets, and only opened to review or at the beginning or ending of a term (IIC-271). Recruitment event files include only a student's last name, first name, high school, class, email and phone and are kept in a secured drive on the outreach and recruitment coordinator's office computer (IIC-272). Attendance lists of Student Life activity participants are limited to sign in sheets using usernames (IIC-132).

Release of Student Information

Student educational rights and privacy are addressed on pages 17-18 of the Windward CC Catalog 2017-2018. Institutional policy and procedures required under the Family Educational Rights and Privacy Act (FERPA) of 1974 and the FERPA Addendum are published as Administrative Procedure AP 7.022. Student information is accessible only to the student, unless the student has officially requested in writing its release to a third party. Students may access their own academic and registration records through STAR by using a password-protected login.

Furthermore, requests for transcripts from the College for transcript evaluations, verification of enrollment, and changes in major or permanent address must be signed by the student and made directly through the Office of Admissions and Records. To receive information or conduct transactions affecting their records, students must show a current, government-issued photo identification card.

Student data are protected by the student information system and employee access to this data is based upon administrative approval. An employee's level of access, based on the nature of the position, is established at hiring. To identify the access needed, employees complete an authorization form, which is approved by the administrative supervisor, and sent to the IT supervisor to open or deny access.

The University may, however, at its discretion and according to applicable state law, disclose directory information to the public, unless the student opts out of disclosure as set forth in A7.022. Directions for removing oneself from the UH Online Directory of email addresses, accessible only to those with a valid UH email address, are given on p. 18 of the catalog. The description of information from a student's education record as "directory information" is listed on p. 17 of the catalog.

Analysis and Evaluation

The College meets this Standard. Windward CC maintains permanent, secure and confidential student records with provision for secure backup and follows published policies for their release. Student data are protected by the student information system and employee access to this data is based upon administrative approval. Through its observation of published procedures for limiting access to, safe storage maintenance of, and the restricted release of student records and information, the College is committed to maintaining the privacy of personal and confidential information of its students.

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<u>IIC-236</u>	STAR Pathway Registration Test Site
<u>IIC-237</u>	New Counselor Orientation powerpoint
<u>IIC-238</u>	AATN Conference 10-16-15: Predictive Analytics
<u>IIC-239</u>	Complete College America Honors STAR 15 to Finish
<u>IIC-240</u>	Complete College America Data Snapshot UH
<u>IIC-241</u>	Complete College America 15 to Finish
<u>IIC-242</u>	Hawaii Success Strategy Institute March 6-7 2017 program
<u>IIC-243</u>	HSI Gone WILD 2014 program
<u>IIC-244</u>	Awakenings Through Connections: Conference on Indigenous Education
<u>IIC-245</u>	Indigenous Culture
<u>IIC-246</u>	Schedule of Counselors Meetings
<u>IIC-247</u>	Title IX Training
<u>IIC-248</u>	Counselors Retreat program
<u>IIC-249</u>	SH training Focus2
<u>IIC-250</u>	MySuccess
<u>IIC-251</u>	Interview Dr. Ann Lemke 2-13-17
<u>IIC-252</u>	Admissions and Records Webpage
<u>IIC-253</u>	Windward CC Catalog 2017-2018
<u>IIC-254</u>	Counseling Program Sheets for Degrees and Certificates
<u>IIC-255</u>	Associate of Science Program Sheets
<u>IIC-256</u>	Associate of Arts Program Sheets
<u>IIC-257</u>	Vet Tech Program Sheets
<u>IIC-258</u>	Admissions and Records Web Page
<u>IIC-259</u>	Admissions and Records Health Clearances
<u>IIC-260</u>	Complete College America Honors STAR 15 to Finish (pc)
<u>IIC-261</u>	English Committee Recommendations Memo Peter Quigley 3-16-16
<u>IIC-262</u>	Math Committee Recommendations Memo Peter Quigley 3-16-16
<u>IIC-263</u>	Data on Methods of Placement for English and Math Fall 2016
<u>IIC-264</u>	Testing Center Placement Test Web Page
<u>IIC-265</u>	Placement Policy Letter 3-31-15
<u>IIC-266</u>	Placement Self Report Form Fall 2016
<u>IIC-267</u>	Admissions Criteria English and Math, Letter Peter Quigley 6-8-17
<u>IIC-268</u>	Interview Michael Tom, Computing Services Coordinator
<u>IIC-269</u>	Multi Factor
<u>IIC-270</u>	Title IX Case Management System letter President David Lassner
<u>IIC-271</u>	Interview TRiO ETS Coordinator Wendy Mow-Taira
<u>IIC-272</u>	Interview Outreach and Recruitment Specialist Gus Cobb-Adams

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

Standard III.A.1.

The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Evidence of Meeting the Standards

Policies governing the qualifications, advertisement, and selection of new personnel are set by the State of Hawai‘i, UH System, and UHCC System with input from collective bargaining units (where appropriate). The College and UHCC System are responsible for ensuring that these policies are followed, and that job descriptions align to the institutional mission and accurately reflect position duties, responsibilities, and authority ([IIIA-1](#), p. 24).

Linkage of Positions to College Mission

Windward CC has developed comprehensive mission, vision, and core values (MVCV) statements ([IIIA-2](#)) which are evaluated every five years by an ad-hoc committee of faculty, staff, and students to ensure currency. Many of the assigned duties and qualifications of job descriptions align with elements of the MVCV statements ([IIIA-3](#)), thus assuring that these positions are compatible with the mission of the College and the campuses’ student-centered teaching philosophy.

Classification of College Personnel

Personnel at the College and University are classified into one of four categories ([IIIA-4](#), [IIIA-5](#)): Executive and Managerial (E/M), faculty, Administrative Professional and Technical (APT), and Civil Service (CS) positions. Administrators (chancellor, vice chancellors, director & deans) are included in the E/M category whereas instructors, lecturers, librarians, and counselors are classified as faculty. The APT category includes lab technicians, IT personnel, and human resources specialists, whereas CS positions include janitors, clerical staff and maintenance staff. See [IIIA-6](#) for sample duties and responsibilities for each position.

Qualifications by Position Type

Each position type has posted hiring criteria ([IIIA-7](#)), including minimum and desired qualifications (MQs and DQs). These qualifications include required education, work, and/or leadership experience. In some cases, MQs may include professional licensure or certification. The University posts guidelines for the classification and compensation of each position type. These reference documents, which are available via the UH and Windward CC websites, are used as a basis for creating new job descriptions.

Procedures for Recruitment of New Personnel

The UH Office of Human Resources (OHR) has established clear procedures for the recruitment and selection of faculty, E/M, and APT personnel ([IIIA-8](#), [IIIA-9](#)). Included in these procedures are:

- Identification of the unit or person responsible for filling the position
- Guidelines for reviewing and updating position descriptions
- Type of search required (local vs. national)
- Minimum posting duration and location
- EEO Responsibilities
- A description of the screening and interview process
- Recordkeeping requirements

Each of these procedures are posted on the UH and UHCC System websites, and are publicly viewable.

In contrast, the hiring of civil service employees is governed by State of Hawai‘i policies ([IIIA-10](#)). As part of these policies, the State publishes a template for the creation of new civil service job descriptions ([IIIA-11](#)). This template includes fields for the duties and responsibilities, required licenses or certificates, and recommended skills, knowledge, and educational experience. Users of the template must also identify the supervisor and describe the nature of supervisory control and oversight.

Job Descriptions Accurately Reflect Position Duties, Responsibilities, & Authority

Job descriptions published by the College include an essential list of duties and responsibilities, which are specific to position type ([IIIA-6](#)). Prior to advertising vacant positions, the duties and responsibilities are reviewed by the College and updated as necessary ([IIIA-9](#)). This ensures that posted job descriptions accurately reflect the current responsibilities and duties of the position. Where appropriate (e.g., for executive positions), the job description also indicates the supervisory relationship of subordinates and appointee. Finally, all job descriptions published by the College include, “other duties as assigned” as a stated duty. This typically does not exceed 5 percent of the position’s workload.

Advertisement of New Positions

Job openings for each of the four position classifications are published in publically accessible websites and/or periodicals in accordance with UH System and State of Hawai‘i procedures ([IIIA-8](#), [IIIA-9](#)). All positions are posted on the WorkatUH website ([IIIA-12](#)). Academic executive positions must be posted in an academic journal such as The Chronicle for Higher Education (e.g., [IIIA-13](#)) in order to garner a national pool of applicants. Civil service jobs are initially advertised internally for eligible employees. If no suitable applicants are found, these positions are then advertised on the State of Hawai‘i government jobs website ([IIIA-14](#)).

The minimum recruitment period for nationally advertised positions (e.g., executive positions) is 15 working days whereas the minimum application period for statewide recruitment (e.g., faculty & APT) is 10 days. In cases where an affirmative action search is warranted (see section III.A.12), the search period may be extended and ads may be distributed to other organizations in order to encourage a more diverse pool of qualified applicants. Casual Hire positions are advertised on HireNetHawaii ([IIIA-15](#)). These positions are short-term (not to exceed 89 days).

Selection of Successful Applicants

Faculty and staff play a significant role in the selection of new employees by serving on ad hoc screening committees. Screening committees for faculty and APT positions typically consist of three to five members with a mix of gender, ethnicity, and job classifications. Screening committees for E/M positions are typically composed of six to twelve individuals and many include representatives from the local community and/or UH System ([IIIA-16](#)).

Once convened, the screening committee develops the interview questions based on the job duties and the minimum and desired qualifications outlined in the position description. These questions are used to assess the qualifications and abilities of applicants. All interview questions and activities are approved by the campus AA/EEO Coordinator prior to start of the interview process.

Once the interview questions are approved, the committee reviews the applications and selects those that meet the minimum qualifications for future interview. During the interviews, the committee often uses an approved rubric ([IIIA-17](#)) to objectively evaluate the applicants’ qualifications.

The screening committee submits its findings and recommendations to the appropriate vice-chancellor or director, who conducts reference checks and may elect to hold follow-up interviews. They then make a recommendation to the chancellor. As a practice, finalists for E/M positions are also required to participate in a campus-wide forum where faculty, staff, and students are permitted to ask questions of the applicants related to their educational background, experience, and qualification for the position. The attendees are encouraged to provide feedback on each applicant via an anonymous online system. The chancellor or designee reviews these submissions along with the selection committee’s recommendation(s) prior to selecting the most qualified candidate. Per EP 9.112, “the President delegates authority to approve all personnel actions within established policies, procedures and

applicable collective bargaining provisions to Vice Presidents and Chancellors or designee,” as specified. Authority is delegated to the Windward CC chancellor (for faculty, APT, and dean appointments) or the vice president of community colleges (for higher-level E/M positions; [IIIA-18](#)).

The quality and effectiveness of the hiring process was evaluated in a 2018 institutional survey. Results showed that 89% of respondents were satisfied with the level of faculty and staff involvement in the process, and 73% were satisfied with the overall quality of the hiring process ([IIIA-19](#)).

Analysis and Evaluation

The College meets this Standard. Windward CC ensures the quality and integrity of its programs and services by hiring faculty and staff who have the appropriate educational background and experience for each position. The College adheres to published UHCC and UH System policies in setting the minimum qualifications for all position recruitments, thus ensuring that faculty, staff, and administrators have the educational and professional experience necessary to succeed in their respective positions. The procedures for recruitment and selection of new personnel are clearly and publicly stated on the UH and UHCC System websites. All job descriptions include an essential list of assigned duties and responsibilities, which are specific to position type. Job descriptions are evaluated prior to publication to ensure that they accurately reflect the current duties and responsibilities of the position.

Standard III.A.2.

Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)

Evidence of Meeting the Standard

The UH Community Colleges collectively establish the minimum qualifications for instructors in each discipline ([IIIA-1](#), p. 25). A master’s degree is required for most liberal arts and science, technology, engineering, and mathematics (STEM) disciplines ([IIIA-20](#)); however, some disciplines (e.g., remedial mathematics, business technology, and veterinary technology) do not require a master’s degree. In these cases, bachelor’s or associate degree plus the appropriate professional work experience and/or license/certificate are required.

Faculty at the College are expected to demonstrate excellence in their instructional duties and provide service and leadership within the College and community. They are also expected to develop and update their course materials to ensure that curriculum and programs offered by the College remain current and responsive to students’ learning needs (ER 14). Faculty must

also maintain an approved program of professional self-development. Finally, instructional faculty are expected to routinely assess learning outcomes and use this data to improve their courses (ER 14). As such, each of these duties are included in vacancy announcements for all teaching faculty at the College ([IIIA-21](#)).

Analysis and Evaluation

The College meets this Standard. Windward CC adheres to posted minimum qualifications set by the UHCC System. For most disciplines, a master's degree is required. Curriculum development and evaluation of student learning outcomes are included as assigned duties for all teaching faculty. Applicants for new positions are evaluated by a faculty search committee, which includes a subject matter expert in the discipline. Through the interview process, applicants are evaluated on their level of subject mastery, teaching experience and methodology, and other qualities which support the College's mission, ensuring that successful applicants are compatible with the College's student-centered teaching philosophy and are prepared to succeed in their assigned instructional and non-instructional duties.

Standard III.A.3.

Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Evidence of Meeting the Standard

Guidelines for developing duties, academic qualifications, and job descriptions, are established at the UH System level for all administrators (E/M) and professional support personnel (APTs; [IIIA-1](#), p. 25). As stated in III.A.I, these policies include provisions for the recruitment and selection of executives ([IIIA-8](#)), faculty and staff ([IIIA-9](#)) and include minimum qualifications for each. Candidates for most executive positions must have a master's degree in a relevant field and must have attained the academic rank of associate professor or have a record of comparable professional experience ([IIIA-22](#) p. 2). Faculty in most disciplines must have a master's degree ([IIIA-20](#)). APT personnel must hold a bachelor's degree in a relevant field or have an equivalent combination of education, training and/or workforce experience ([IIIA-23](#)). Most civil service positions at the College are not directly involved with instruction. These policies ensure that administrators and other employees responsible for educational programs possess both the necessary qualifications and experience needed to succeed in the position.

Analysis and Evaluation

The College meets this Standard. The UHCC and UH Systems have established numerous policies (including minimum qualifications) to ensure that personnel responsible for educational programs and services have the necessary qualifications to perform duties required to sustain institutional effectiveness and academic quality. See Standard III.A.1 above.

Standard III.A.4.

Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non- U.S. institutions are recognized only if equivalence has been established.

Evidence of Meeting the Standard

The UH System has established clear guidelines and policies that govern the evaluation of required degrees ([IIIA-1](#), p. 25). To satisfy minimum qualifications, required academic degrees must be from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established by the National Association of Credential Evaluation Services (NACES). NACES is an association of independent, nongovernmental organizations who provide credential evaluation services to individuals who have completed part or all of their education outside the United States ([IIIA-24](#)).

Analysis and Evaluation

The College meets this Standard. UH System policies and practice are consistent with the Standard, and colleges must comply with the policy. Required degrees must be from institutions accredited by recognized U.S. accrediting agencies. Applicants who hold degrees from foreign institutions must have their transcripts evaluated by NACES or an equivalent agency before they can be considered for a position with the College.

Standard III.A.5.

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.

Evidence of Meeting the Standard

Policies and procedures for the evaluation of personnel are established by the State of Hawai'i (for civil service positions) and by the UH and UHCC Systems (all other positions). The College is responsible for complying with these policies ([IIIA-1](#), p.26).

Evaluation of Executive and Management (EM) Personnel

UHCCP #9.202 ([IIIA-25](#)) requires that administrators are evaluated annually using the 360 evaluation tool. This evaluation is administered by the UH System, and is distributed to peers, constituents, and subordinates of the person being evaluated during the month of April. The pool of evaluators must include a minimum of 10 evaluators, which may include colleagues, subordinates, and constituents, including permanent faculty subordinate to the administrator. The assessment evaluates the person in eight broad categories including leadership, relationships with others, problem-solving abilities, planning, and adherence to EEO policies

([IIIA-26](#)). In some cases, it may also evaluate the person on specific performance metrics which are aligned to UH System goals. Once the evaluators complete the assessments, the individual rankings and comments are compiled and sent to the vice president for appropriate action. However, if the chancellor is the person being evaluated, his/her results are sent to the vice-president of community colleges (VPCC). The chancellor or VPCC uses these results to create a written evaluation of the subordinate administrator. In May, s/he then meets with the evaluatee to discuss the results of the evaluation. As part of the process, the evaluatee may be asked to draft a plan for improvement.

Unlike most other employees at the College, executive personnel do not receive contractual appointments nor are they covered under any collective bargaining agreement. Instead, they are considered “at will” employees who serve at the pleasure of the UH BOR. As such, they can be terminated with or without cause. ([IIIA-27](#) p. 5). Termination without cause may be given at any time with either 3 months or 6 months prior written notice, subject to length of employment. However, administrators who have return rights to a faculty position can be relieved with only 30-days’ notice after which their salary and duties will revert to that of the former position ([IIIA-27](#) p. 5).

Evaluation of Faculty (Excluding Lecturers/Adjuncts)

The evaluation of UH BOR faculty appointees is covered under Regents Policy (RP) 9.213 ([IIIA-28](#)) and the University of Hawai‘i Professional Assembly (UHPA) Collective Bargaining Agreement ([IIIA-29](#)). All full-time faculty member are formally evaluated based on their employment status. The evaluation of adjunct faculty (lecturers) is discussed separately in section III.A.8.

Contract Renewals

New faculty are considered probationary until they receive tenure, which is typically sought at the beginning of the fifth year of service. Probationary faculty are required to submit contract renewals ([IIIA-30](#)) at 2-year intervals for the first four years of service. As part of the contract renewal process, the applicant must create a dossier ([IIIA-30](#), [IIIA-31](#)) which describes the applicant’s primary responsibilities, outlines their teaching philosophy, and discusses the impact of any leadership, professional development, and campus and community service activities. The dossier should also include analyses of peer and student evaluations ([IIIA-32](#), [IIIA-33](#)) and student learning outcomes (SLO) data (ER 14).

Once submitted, the dossier is reviewed sequentially by the Division Personnel Committee (DPC) ([IIIA-34](#)), department chair (DC), and division dean following a strict timeline and guidelines ([IIIA-31](#), [IIIA-35](#)). Each reviewing body evaluates the dossier according to published guidelines ([IIIA-30](#)) and prepares a report of the applicant’s strengths and weaknesses. The DPC may vote for or against contract renewal, using a secret ballot. The DC and the division dean must make separate recommendations for or against the contract renewal. Finally, the chancellor conducts his/her own analysis and draws upon recommendations of the DPC, DC, and dean in order to decide whether a contract renewal is merited. If an application does not meet the standards of the review process, the chancellor may elect to terminate the employee by providing them written notice by the end of January. If the applicant has completed less than two years of probationary service, they will be

discharged at the end of their current probationary period. If the applicant has completed more than two years of service, they are issued a terminal one-year contract, commencing the following August ([IIIA-29](#) p. 23).

Tenure and Promotion

Most faculty complete two contract renewals prior to applying for tenure and promotion. The UHCC System has created detailed guidelines ([IIIA-36](#)) for preparing tenure and promotion applications. The dossier submitted for tenure or promotion is typically expected to be at a much higher caliber than that submitted for contract renewal. In order to be considered for promotion, the application must show that the applicant is performing at or beyond the next faculty rank ([IIIA-36](#) p. 16).

The review process for tenure and promotion applications is similar to that of contract renewal, although the review operates by separate timelines ([IIIA-37](#)) and using different criteria ([IIIA-36](#)). It also includes an additional level of review via a Tenure & Promotion Review Committee (TPRC). This committee is composed of faculty from a University-wide Faculty Personnel Panel, with at least 60 percent of the committee composed by faculty from the same campus as the applicant. Members appointed from other campuses must be from the same discipline of the applicant or from related disciplines ([IIIA-29](#) p. 35). Finally, all faculty who vote on the TPRC must be of equal or higher rank to which the applicant has applied ([IIIA-29](#) p. 18).

The TPRC evaluates the application in conjunction with published guidelines ([IIIA-38](#)) and the Faculty Classification Policy. The committee then drafts a single report, which includes applicant strengths and weaknesses, the committee recommendation, number of votes for and against tenure/promotion, and any minority view(s).

Upon completion of the TPRC review, the dossier and committee recommendations are forwarded to the chancellor, who decides whether or not tenure and promotion should be granted. Applicants who receive negative tenure actions still have significant recourse. They can request to examine the document and reports and submit additional information to the TPRC. They may also elect to appeal the decision if they believe that the posted guidelines and procedures were not followed ([IIIA-29](#) p. 26-28). Even if the appeal is unsuccessful, the candidate is granted a final one-year contract before being terminated.

Once a faculty member is tenured and granted promotion to assistant professor, s/he can elect to apply for additional rank (associate and full professor) after three years in rank, or if the chancellor has approved a reduction of time in rank. The process for applying for promotion is identical to that used to applying for tenure.

In some cases, a tenured faculty member may elect to defer applying for promotion until they gain more experience in their current position. Despite this, they are still required to submit a formal review at five-year intervals, even if they are not applying for promotion ([IIIA-39](#)). This rule also applies to full professors.

Evaluation of APTs

The evaluation of APT personnel is covered under RP 9.213 ([IIIA-28](#)), Administrative Procedure (AP) A9.170 ([IIIA-40](#)), and the Hawai'i Government Employee's Association (HGEA) Unit 8 Contract ([IIIA-141](#)). New hires are considered probationary for the first three years of service. During this time, they are evaluated at 12-month intervals ([IIIA-40](#) p. 3). At the beginning of each evaluation period, the supervisor meets with the employee to review the official job description, work assignments, and discuss the supervisor's expectations ([IIIA-40](#) p. 6). At the close of each evaluation period, the supervisor again meets with the employee to discuss his/her assessment and files the official evaluation using the APT Electronic Personnel Evaluation (APT EPE) form ([IIIA-42](#)). This form allows the supervisor to rank the employee in the areas of competency, quality, and productivity, and also includes an overall ranking. Once submitted, the evaluation form and attachments are filed in the employee's personnel file ([IIIA-40](#) p. 7).

Employees who receive satisfactory evaluations in all categories enter a new evaluation cycle. If an employee receives an unsatisfactory rating, the supervisor must include supporting rationale in the review document. If the employee is probationary, the supervisor can initiate termination action ([IIIA-40](#) p. 11). In contrast, if the employee has employment security, the supervisor must grant the employee six months to improve their performance. If the employee has not achieved satisfactory performance during the improvement period, the supervisor may then opt to terminate the employee.

APT personnel who demonstrate exceptional performance may be nominated for a Special Compensation Adjustment (SCA; [IIIA-40](#) p. 11) by their supervisor. The nomination must include certification that the employee meets SCA criteria, supporting documentation, and certification that funding is available. The SCA request is then evaluated by the chancellor. If approved, this award is paid as a single lump-sum stipend based on the monthly salary multiplied by a set percentage; however, the award may not exceed 8% of the evaluatee's annual salary.

Evaluation of Civil Service Personnel

The evaluation of civil service personnel is covered under the State of Hawai'i Performance Appraisal System (PAS) ([IIIA-43](#)). Supervisors are required to evaluate each employee on an annual basis. New employees are considered probationary for a period of six months; however, this may be extended to a period of up to one year for entry-level or trainee positions.

The PAS system consists of three phases (see reference [IIIA-44](#) or [IIIA-43](#)). During the first phase, the supervisor meets with the new employee to discuss the duties of the job and the supervisor's expectations. During the second phase the supervisor provides guidance and

support so that the employee can make improvements prior to formal evaluation. During the final phase, the employee's performance is formally evaluated and ranked into one of three categories (exceeds, meets, or does not meet expectations).

As part of the evaluation, the supervisor meets with the employee to discuss the results. During the meeting, the employee is encouraged to provide feedback. Employees may provide a written rebuttal to any ranking they believe is inaccurate. Employees are then asked to sign the form, after which they are given a copy for their own records. The original form and any attachments is routed to the campus personnel officer for review and the chancellor for signature. The document is subsequently placed in the employee's official personnel file.

Civil service employees who score at or above levels of expectation enter Phase I of the next annual review period. In cases where an employee's performance is deemed sub-standard, the employee must be given a reasonable period - up to three months - to improve performance to a satisfactory level. If, at the end of the improvement period, the employee still fails to meet expectations, the supervisor should discuss the problem with the campus personnel officer. The personnel officer will advise the supervisor of appropriate actions, including transfer, demotion, or termination. The supervisor then enters his/her ranking and initiates the appropriate action.

The effectiveness of personnel evaluation processes was evaluated in several questions in a 2018 institutional survey. Survey results showed that 83-84% of Windward CC personnel expressed satisfaction with the overall evaluation process, and 74% of the faculty were satisfied with the tenure and promotion process ([IIIA-19](#)).

Analysis and Evaluation

The College meets this Standard. All personnel at the College are evaluated at regular intervals in order to assure their effectiveness. Although the format and frequency of evaluation differs among the four position types, each assessment is designed to objectively evaluate the person based on established criteria. Each of the four assessments includes a mechanism for constructive feedback in order to encourage improvement. Any employee actions undertaken as a result of an assessment (e.g., promotion, probation, or termination) are formally documented and follow provisions of the collective bargaining agreement (for APT, CS, and Faculty Positions) and/or UH BOR policy.

Standard III. A.7.

The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes (ER 14).

Evidence of Meeting the Standard

The College is responsible for ensuring that it employs sufficient faculty to meet programmatic goals and fulfil the institutional mission. While no formal policy governs the ratio of full-time (UH BOR Appointees) to part-time faculty, the College and UHCC System annually monitor this ratio to ensure compliance with the Standard ([IIIA-1](#), p. 26, ER 14).

Current Staffing Levels

The College employs 75 full-time and 70 part-time faculty in over 30 disciplines ([IIIA-45](#)). In AY 2015-2016, full-time faculty taught approximately 58% of the 600+ class sections offered by the College. Part-time (adjunct) faculty taught the remaining 42%. A recent review ([IIIA-48](#)) of the College's five major degree and certificate programs indicates that faculty numbers are sufficient to ensure maximum efficiency for four of the five programs (ER 14). In addition, the College ensures an optimal and safe learning environment by limiting class sizes for lecture-and lab/studio classes to 35 and 20 students, respectively.

Evaluation of Faculty Numbers

Each year, unit leaders (department chairs and program directors) conduct a systematic review (e.g., [IIIA-53](#)) of their respective departments and programs to evaluate resource sufficiency (ER 14). This review includes an analysis of quantitative data provided by the Windward CC Institutional Research Office (OIR) ([IIIA-47](#)) and the UHCC System ([IIIA-54](#)). These data include information on program demand, efficiency (including student-to-faculty ratios), and effectiveness. The unit leaders use these data to identify possible staffing and/or equipment needs. The leaders then present the completed review(s) ([IIIA-53](#), [IIIA-55](#)) to their departments for discussion and ranking. Each unit submits its top priorities, in the form of position or equipment requests (e.g., [IIIA-56](#)), to the Planning and Budget Council (PBC) ([IIIA-57](#)) for consideration.

The PBC consists of College administrators, faculty (department chairs), and staff representing each division or unit ([IIIA-58](#)). The members of the PBC review and rank each request based on six criteria: 1) Alignment to System Priorities, 2) Alignment to College Goals, 3) Quality of Supporting Data, 4) Link to Health and Safety, 5) Immediacy of Need, and 6) Level of Impact. The Council tabulates and ranks the requests based on member votes ([IIIA-59](#)). The chancellor uses these data to determine which positions should be funded during the next academic year.

The number of permanent faculty and staff positions allocated to the UHCC System is controlled through legislative appropriation ([IIIA-1](#), p.27). The College can elect to reallocate vacated positions to different disciplines. It can also appeal to the UHCC System to have positions held in its long-term vacancy pool reassigned to the College ([IIIA-60](#)). If no

positions are available for reassignment, the College can request additional general funded positions through the UH System budgeting process. Finally, the College may also opt to create new unbudgeted positions, which are funded entirely by the College on a temporary basis.

Analysis and Evaluation

The College meets this Standard. Windward CC currently employs 75 full-time faculty and 70 part-time faculty. Full-time faculty teach the majority (58%) of the 600+ class sections offered by the College. Lecture and lab classes are limited to 35 and 20 students, respectively in order to maintain an optimal student-to-faculty ratio. The College and UHCC System annually evaluate program data to ensure that faculty numbers are sufficient to maintain academic quality and promote the mission and goals of the College.

Standard III.A.8.

An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

Evidence of Meeting the Standard

Windward CC annually employs about 60-70 adjunct faculty (lecturers) who teach approximately 42 percent of all class sections offered by the College ([IIIA-45](#)). During AY 2015-2016, lecturers taught 850 TE ([IIIA-61](#)), which is equivalent to the workload of 31.5 full-time faculty. As such, they are viewed as equal and essential members of the teaching faculty. The College and UHCC System have instituted policies and programs to facilitate the orientation, oversight, evaluation, and professional development of these important faculty members ([IIIA-1](#), p.27).

All new faculty, whether part-time or full-time, are encouraged to attend a new faculty orientation session. These sessions are held during the beginning of each semester and are designed to give new faculty an overview of the mission, programs and services of the College. They also cover topics essential to successful teaching such as syllabus construction, classroom management, FERPA considerations and submission of grades ([IIIA-62](#), [IIIA-63](#), [IIIA-64](#)).

Lecturers are supervised by the division dean with assistance from the department chairs ([IIIA-46](#)). Upon appointment, lecturers must sign a contract ([IIIA-65](#)) and meet with the DC to discuss expectations (e.g., office hours, SLO assessment), departmental resources, and the lecturer assessment process ([IIIA-65](#), [IIIA-66](#)). The DC is also responsible for reviewing syllabi created by adjunct faculty and may assign a peer-evaluator as part of the lecturer evaluation process (see below).

The evaluation of lecturers is outlined in UHCCP #9.104 ([IIIA-67](#)). The frequency of evaluation varies from one-four years, depending on the cumulative number of credits the faculty member has taught ([IIIA-68](#), [IIIA-69](#)). For each year in which an evaluation is required, lecturers must submit a self-analysis containing the following:

- A discussion of SLO assessments conducted during the contract period ([IIIA-67](#)).
- An evaluation of instructional strategies.
- Results from peer-evaluations ([IIIA-32](#)).
- An analysis of student evaluation data collected through the eCafe assessments ([IIIA-33](#)).

Once submitted, the self-assessments are reviewed by both the DCs and dean using a standardized rubric ([IIIA-70](#)). The DC and dean then provide written feedback to the faculty member and may meet with them to discuss the results and suggestions for improvement.

The College encourages all faculty to participate in professional development. Most professional development opportunities available to full-time faculty (with the exception of sabbatical leave) are also available to part-time faculty. These activities are discussed in detail in III.A.14.

Lecturers are encouraged (but not required) to participate in other aspects of campus life, such as attending departmental meetings, serving on campus committees, and participating in commencement. Additionally, lecturers teaching half-time or more are covered by the faculty union ([IIIA-29](#)) and are eligible to enroll in health insurance through the College. Finally, the College recognizes exceptional adjunct instructors with the Meritorious Lecturer Award ([IIIA-71](#)).

Analysis and Evaluation

The College meets this Standard. Adjunct faculty (lecturers) teach a significant proportion of the classes offered by the College and are considered equal and essential members of the teaching faculty. As such, Windward CC and the UH and UHCC Systems have instituted clear policies for their orientation, evaluation, and professional development. The College also welcomes lecturers to participate in many campus committees and activities, thus enabling them to become fully integrated into the life of the institution.

Standard III.A.9.

The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution (ER 8).

The College employs a total of 77 full-time staff (excluding administrators), including 30 APT positions and 47 CS staff ([IIIA-72](#)). CS positions include janitors, secretaries and security guards ([IIIA-73](#)), whereas APT positions include registrars, educational specialists and IT specialists ([IIIA-74](#)).

Prior to hire, each staff member must meet minimum qualifications set by the State of Hawai‘i, UH and UHCC Systems (see section III.A.1 and reference [IIIA-7](#)). This ensures that all staff have the degrees and/or work experience necessary to succeed in their respective positions (ER 8).

The number of staff positions allocated to the colleges in the UHCC System is controlled through legislative appropriation. The UHCC system periodically reallocates positions that have gone unfilled by campuses within the system. Colleges may also reallocate positions within their authorized number of position counts in order to meet institutional needs. While no formal staffing ratios are established, the staffing levels for various classifications of employees are periodically reviewed and compared across the colleges in the system ([IIIA-1](#), p. 27). Additionally, departmental analyses (e.g., [IIIA-53](#), p.29) or comparisons of efficiency indicators among campuses (e.g., [IIIA-75](#)) can be used to identify staffing needs (ER 8).

Once a potential staffing need is identified, it is then submitted as a formal request (e.g., [IIIA-76](#)) to the PBC for evaluation and prioritization (see section III.A.7 for a description of the evaluation process). The Council collectively ranks the requests based on the votes of the members ([IIIA-59](#)). The chancellor uses this ranking as a guide in determining which requests are most vital to the campus. S/he may then elect to reallocate vacant positions to the requested position(s). Alternatively, s/he may request reallocation of vacant positions held elsewhere in the UHCC System ([IIIA-60](#)), or temporary unbudgeted position may be filled. Finally, the chancellor may elect to temporarily fill the position using campus funds via the casual hire process ([IIIA-77](#)). Full-time casual hire positions may not last longer than 89 days.

Analysis and Evaluation

The College meets this Standard. Windward CC employs a total of 77 staff, including 30 APT positions and 47 CS personnel. The campus adheres to minimum qualifications, in accordance with CS and UH System policies and procedures, to ensure each of these staff have the degrees and/or work experience necessary to be effective in their respective positions.

The College and UHCC System periodically analyze and compare system and institutional data (including workload) to identify potential staffing needs. The College utilizes the PBC process to prioritize staffing requests. The chancellor may then reallocate vacant positions or use the casual hire process to fill the needed position(s) on a temporary basis. This process ensures that the campus is able to address critical and emerging staffing needs in a timely manner, thus ensuring the campus can continue to fulfill its mission and goals.

Standard III.A.10.

The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes (ER 8).

Evidence of Meeting the Standard

The campus currently employs seven full-time administrative staff ([IIIA-78](#)). These executives oversee the College's five main offices ([IIIA-86](#)) and are collectively responsible for overseeing the College's academic programs, supervising faculty and staff, implementing the College's mission and vision, managing budgets, and overseeing the day-to-day operation of the campus.

As discussed in IIIA.1, UH and the UHCC Systems collectively establish the minimum qualifications for executive positions ([IIIA-22](#) p. 2, [IIIA-7](#)). At minimum, candidates for academic administrative positions must have a master's degree and must have attained a rank of associate professor or have a record of comparable experience ([IIIA-22](#)). This ensures that the administrative staff have the preparation necessary to provide effective leadership and services in support of the institutional mission and goals (ER 8).

Like faculty and staff positions, the number of administrative positions is controlled through legislative appropriation ([IIIA-1](#) p.27). However, the College may appeal to the UHCC System for vacated positions, if necessary.

In addition to the seven full-time executive staff, the College delegates some administrative duties to senior faculty, including department chairs, discipline coordinators, and program coordinators ([IIIA-87](#), [IIIA-89](#)). These individuals work to coordinate faculty teaching schedules, select textbooks, conduct program reviews, and ensure open communication between faculty and the administration. Most of these faculty receive a reduction of teaching load commensurate with their administrative duties ([IIIA-88](#) p. 6).

Finally, the College also employs two FTE faculty and two full-time APT to staff the Office of Institutional Research (OIR) and Office of Planning and Program Evaluation (OPPE). These offices are responsible for establishing timelines for course- and program evaluation ([IIIA-90](#), [IIIA-91](#)). They also collect, analyze, and report institutional data on the College, its students, and programs. These data ([IIIA-92](#)) are used to evaluate the institution's effectiveness at fulfilling its mission. Lastly, the OIR and the OPPE also coordinate the assessment of learning outcomes and issue periodic surveys to evaluate the effectiveness of the various units on campus.

In a 2018 institutional survey, the majority of faculty and staff (82.5%) indicated the campus administration structure was adequate and effective ([IIIA-19](#)).

Analysis and Evaluation

The College meets this Standard. Windward CC employs seven full-time administrators who are collectively responsible for overseeing faculty and staff, implementing the College's mission and vision, managing budgets, as well as overseeing the day-to-day operation of the

campus. Each of the current administrators has the requisite education (master's degree or higher) and work experience necessary to succeed at their respective duties. The Office of Institutional Research and Office of Planning and Program Evaluation, department chairs, and discipline and program coordinators provide administrative support to their respective executive. The line-of-authority between administrators and all other Windward CC employees is clearly delineated in the College's organizational chart([IIIA-46](#)).

Standard III.A.11.

The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Evidence of Meeting the Standard

Personnel policies are established and published at multiple levels, including State of Hawai'i, UH and UHCC Systems, and the College ([IIIA-1](#) p. 28). Examples of State, UH and UHCC System policies include:

- State of Hawai'i Department of Human Resources & Development Policies and Procedures ([IIIA-93](#))
- Board of Regents Personnel Policies ([IIIA-94](#))
- UH Systemwide Administrative Procedures, Volume III- Personnel ([IIIA-95](#))
- UH Systemwide Executive Policies- Personnel ([IIIA-96](#))
- UHCC System Policies ([IIIA-97](#)).

In addition, the College has created a few policies and procedures that are specific to the Windward CC campus. These include:

- Windward Community College Policies, Procedures, and Guidelines ([IIIA-98](#)).
- Office of Academic Affairs Guidelines, Policies, and Procedures ([IIIA-99](#)).

Finally, employees that are unionized are also covered by policies set forth in their respective Bargaining Agreements. These include:

- UHPA 2015-2017 Collective Bargaining Agreement (for Faculty; [IIIA-29](#)).
- HGEA 2013-2015 Collective Bargaining Agreement (for APTs; [IIIA-41](#)).
- UPW Collective Bargaining Agreement (for Civil Service; [IIIA-100](#)).

Analysis and Evaluation

The College meets this Standard. Windward CC adheres to published personnel policies, which are readily available to the public on the UH System, UHCC System, State of Hawai'i, and Windward CC websites. These policies are fair and are equitably and consistently administered.

Standard III.A.12.

Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Evidence of Meeting the Standard

Windward CC is home to a diverse body of students, faculty, and staff. The College's commitment to equity and diversity are reflected in its mission statement, which affirms "a special commitment to support the access and educational needs of Native Hawaiians," and its core value of, "A'oha hana nui ke alu 'ia." (Working collaboratively and inclusively).

A formal EEO/Affirmative Action analysis is conducted by the UHCC System office on a regular basis and is incorporated into the recruitment/hiring processes ([IIIA-1](#) p. 28).

Prior to initiating employee recruitment, the campus EEO/AA coordinator must refer to the Affirmative Action Plan to determine if there is underutilization in the job group for which recruitment is to be carried out. If there are underrepresented groups, affirmative recruitment efforts are implemented ([IIIA-9](#)). Examples of good faith recruitment efforts include:

- Specifying a longer recruitment period to encourage a broader applicant pool.
- Ensuring a balance of gender and ethnicity of members serving on committees for recruitment, screening, interviewing and selection.
- Sending copies of advertisements to organizations which may bring the available positions to the attention of minorities, as identified by the underutilization analysis.

Furthermore, according to the UH System AA/EEO Statement:

The University of Hawai'i is an equal opportunity/affirmative action institution and is committed to a policy of nondiscrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin, ancestry, citizenship, disability, genetic information, marital status, breastfeeding, income assignment for child support, arrest and court record (except as permissible under state law), sexual orientation, national guard absence, status as a covered veteran, pregnancy, and domestic or sexual violence victim status ([IIIA-101](#)).

The College also adheres to a comprehensive list of AA/EEO policies which helps to ensure fair hiring practices and support its diverse personnel ([IIIA-102](#)). These policies cover six broad areas:

- Anti-Discrimination ([IIIA-103](#))
- Sexual Harassment ([IIIA-104](#))
- Sexual Assault, Domestic Violence, Dating Violence, & Stalking ([IIIA-104](#))
- Consensual Relationships ([IIIA-105](#))
- Disability Access ([IIIA-106](#), [IIIA-107](#))
- Recruitment and Hiring ([IIIA-9](#))

The College and University also hosts several groups and organizations ([IIIA-108](#)) that promote equity and support diverse body of faculty, staff, and students. In fact, in 2014, Windward CC was ranked as the single-most diverse campus in the nation by the Chronicle of Higher Education ([IIIA-114](#)). Finally, results from a 2018 institutional survey indicate that most (90.7%) faculty and staff believe the College's policies are adequate and appropriate to ensure equity and diversity on campus ([IIIA-19](#)).

Analysis and Evaluation

The College meets this Standard. Windward CC adheres to a comprehensive list of AA/EEO policies that helps to ensure fair hiring practices and support its diverse personnel ([IIIA-102](#)). The College and University also organize and support groups and organizations that promote equity and support diversity among faculty, staff, and students. The UH and the UHCC Systems regularly assess their record of employment equity and have created an Affirmative Action Plan to address any areas of underutilization.

Standard III.A.13.

The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence of Meeting the Standard

As public employees, UH faculty and staff are governed by ethics policies established by the State of Hawai'i and UH System ([IIIA-1](#) p. 28).

The State of Hawai'i Code of Ethics ([IIIA-115](#)) prohibits state employees from receiving gifts from potential vendors or lobbying groups, knowingly engaging in conflicts of interest, disclosing confidential information, and using state facilities and equipment for personal financial gain. To ensure that these rules are followed, the State of Hawai'i offers periodic training sessions at all UH campuses ([IIIA-115](#), [IIIA-116](#)).

In addition to the State of Hawai'i ethics policies, there are many university policies and procedures that define expected and prohibited employee behavior in specific contexts, including:

- EP 1.203 Policy on Consensual Relationships ([IIIA-105](#)).
- RP 1.205 Policy on Nondiscrimination and Affirmative Action ([IIIA-103](#)).
- EP 1.204 Interim Policy on Sex Discrimination and Gender Based Violence ([IIIA-104](#)).
- EP 2.210 Use and Management of Information Technology Resources ([IIIA-117](#)).
- EP 2.214 Security and Protection of Sensitive Information ([IIIA-118](#)).
- EP 2.215 Institutional Data Governance ([IIIA-119](#)).
- EP 2.216 Institutional Records Management & Electronic Signatures ([IIIA-120](#)).
- EP 7.205 System wide Student Disciplinary Sanctions ([IIIA-121](#)).
- EP 7.302 Preferred Name Policy ([IIIA-122](#)).
- EP 8.207 Risk Management ([IIIA-123](#)).
- EP 8.208 Travel ([IIIA-124](#)).
- EP 9.112 Delegation of Authority for Personnel Actions ([IIIA-125](#)).

- EP 9.210 Workplace Non-Violence ([IIIA-126](#)).
- EP 10.102 Use of Tobacco Products ([IIIA-127](#)).
- EP 10.201 Use of University-Owned Facilities ([IIIA-128](#)).
- EP 10.206 Free Expression on University Campuses ([IIIA-129](#)).
- EP 11.201 Illegal Drugs, Alcohol and Substance Abuse ([IIIA-130](#)).
- EP 12.211 Policy for Responding to Allegations of Scholarly Misconduct ([IIIA-131](#)).
- EP 12.214 Conflicts of Interest and Commitment ([IIIA-132](#)).
- EP 12.301 Protection of Human Participants ([IIIA-133](#)).
- RP 9.205 Political Activity ([IIIA-134](#)).
- RP 2.205 Policy on Whistleblowing and Retaliation ([IIIA-135](#)).
- RP 4.208 Sustainability Policy ([IIIA-136](#)).
- RP 5.210 Distance Education and Offsite Instruction ([IIIA-137](#)).
- RP 9.204 Employment of Relatives ([IIIA-138](#)).
- RP 9.207 Outside Employment ([IIIA-139](#)).
- RP 11.204 Selling and Soliciting ([IIIA-140](#)).
- RP 11.207 Hazardous Materials Management ([IIIA-141](#)).
- RP 12.201 Ethical Standards for Research and Scholarly Activities ([IIIA-142](#)).

Where appropriate, these policies also include consequences for violation and/or methods for correcting violations. For example, staff who violate the state ethics code may be fined or terminated. Also, Faculty or staff who seek public office are placed on a leave of absence while campaigning and are required to terminate employment before assuming elective office.

In addition to following the above rules, faculty must also abide by the American Association of University Professors (AAUP) Statement on Professional Ethics ([IIIA-143](#), [IIIA-144](#)). Among others, this policy requires faculty to practice intellectual honesty, foster an atmosphere of mutual respect with their colleagues, and encourage the free pursuit of learning among their students.

Based on a 2018 institutional survey, 83.6% faculty and staff feel that the College effectively promotes ethical standards among its employees ([IIIA-19](#)).

Analysis and Evaluation

The College meets this Standard. As public employees, UH faculty and staff must adhere to the State of Hawai'i Code of Ethics and comply with 30+ policies created by the UH System. Faculty members are also governed by rules set forth by the AAUP that guide many aspects of teaching and scholarship as well as interactions with students. Where appropriate, these policies also include consequences for violation and/or methods for correcting violations.

Standard III.A.14.

The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

The College is primarily responsible for providing appropriate Professional Development (PD) to its faculty and staff, though several opportunities are also available through the UH and UHCC Systems ([IIIA-1](#) p. 28).

Examples of PD offered by the UH and UHCC Systems are described in [IIIA-145](#) and include:

- Scenarios Online: Teaching in a Learning College ([IIIA-146](#)).
- Hawai‘i National Great Teachers Seminar ([IIIA-147](#)).
- Writing Across the Curriculum ([IIIA-148](#)).
- Community College Leadership Champions ([IIIA-149](#)).
- Hawai‘i Strategy Institute ([IIIA-150](#)).
- Wo Learning Champions ([IIIA-151](#)).
- UHCC Online Andragogy Symposium ([IIIA-152](#) p. 19).

Each of the above PD opportunities emphasize the collaborative and inclusive nature of effective teaching, thus promoting two of the College’s Core Values ([IIIA-58](#)). In addition, the Hawai‘i Student Success Institute (HSSI) specifically addresses strategies to increase student retention, boost graduation rates, institute innovative teaching practices, and increase enrollment and success of underrepresented groups. These initiatives link directly with several action outcomes from the Windward CC and UHCC strategic plans ([IIIA-153](#)).

Within the College, the Staff Development Committee ([IIIA-154](#)), Office of Career and Community Education ([IIIA-155](#)), and Academic Support Division ([IIIA-156](#)) organize many on-campus professional development activities.

Examples of professional development opportunities offered by the College are described in [IIIA-157](#) and include:

- New Faculty Orientation ([IIIA-62](#), [IIIA-63](#), [IIIA-64](#)).
- Orientation to the My Success System ([IIIA-162](#)).
- “Clicker” training ([IIIA-163](#), [IIIA-164](#)).
- Training with new Learning Management Systems ([IIIA-165](#), [IIIA-166](#), [IIIA-167](#)).
- Dossier Hui Workshops ([IIIA-161](#)).
- Incorporating a Sustainability Component in your courses ([IIIA-168](#)).

These workshops provide faculty with the tools needed to create innovative and meaningful curricula, foster student success and personal growth, and emphasize the College's commitment to the success of Native Hawaiians and preserve Hawai'i's unique environment. These initiatives link directly to several aspects of the College mission ([IIIA-58](#)) and Strategic Plan ([IIIA-153](#)).

Professional Development Scholarships

The Staff Development Committee ([IIIA-154](#)) offers small grants ([IIIA-169](#)) so that employees may attend off-campus PD. These grants are typically used to cover conference registration and associated travel costs. Applications ([IIIA-170](#)) are evaluated principally on their benefit to the College and linkages to its mission. Recipients are required to file a completion report ([IIIA-171](#)) upon conclusion of their PD activity, and are eligible to reapply on a biennial basis. During AY 2015-2016, 10 grants were awarded ([IIIA-172](#)) totaling \$7,786. The average amount received was \$779 and the success rate among qualified applicants was 100% (i.e., all applications were funded).

Tuition Waivers

Tuition waivers are available to eligible faculty and staff employed at least half-time with the College. Spouses/domestic partners of eligible UHBOR employees are also able to qualify for tuition waivers. These waivers allow users to enroll in up to 6 credits per-semester at any UH campus free of charge ([IIIA-173](#)).

Sabbatical Leave

Sabbatical leave enables faculty to engage in scholarship or professional development activities. All UH BOR-appointed faculty are eligible to apply for sabbatical leave after six years or 12 semesters of full-time creditable service. Eligible faculty may apply for a 1-year sabbatical leave at half pay, or a semester sabbatical at full pay ([IIIA-174](#)). The chancellor received 12 sabbatical requests over the past six years, all of which were funded ([IIIA-175](#)).

Professional Development Groups

There are a number of standing committees and groups on campus that offer professional development opportunities. These include:

- Staff Development Committee: The Staff Development Committee is tasked with identifying professional development needs and planning and implementing professional development activities. The committee also offers individual travel grants (see above) which enable staff to attend conferences and training opportunities on the mainland ([IIIA-154](#)).

- The Subcommittee for Professional Development in Assessment ([IIIA-176](#)): As a subcommittee of the Institutional Effectiveness Committee, the SPDA is tasked with developing training sessions related to student learning outcomes (SLO) and program learning outcomes (PLO) assessment. The SPDA offers workshops on a regular basis (typically two to three times a year) in order to foster a culture of continual assessment. Typical training sessions include: Creating meaningful SLOs, SLO assessment strategies, program assessment, and use of the Windward CC assessment database.

Evaluation and Assessment of Professional Development Activities

Most of the professional development programs offered by the College are routinely evaluated in order to ensure they meet the needs of the faculty and staff. For example, the Staff Development Committee and Office of Career and Community Education (OCCE) administer surveys following professional development workshops in order to evaluate the effectiveness of the presenter and determine future professional development needs ([IIIA-152](#)). The Staff Development Committee publishes the results of these surveys in its annual report ([IIIA-177](#)).

Applications for Staff Development scholarships and sabbatical leave are also evaluated by campus committees (e.g., [IIIA-178](#)) to determine the merit of each request and ensure that the proposed activities will benefit the students and/or campus. Awardees must submit completion reports upon their return, describing how they will integrate their experience into their courses or job (e.g., [IIIA-179](#)).

Finally, the College issues periodic institutional surveys to faculty and staff which specifically query members about the adequacy and appropriateness of the College's professional development activities ([IIIA-19](#)). Based on the results of these 2018 surveys, 91.5% of Windward CC employees are satisfied with the level of campus support for professional development.

Analysis and Evaluation

The College meets this Standard. Windward CC and the UHCC System ensure that faculty and staff are able to grow their level of expertise in their respective disciplines and implement effective teaching strategies by providing them with PD opportunities which are consistent with the College's mission and strategic plan that are routinely assessed to ensure that they are effective and meet the needs of faculty and staff.

Standard III.A.15.

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.

Evidence of Meeting the Standard

Records retention policies, including security and confidentiality, are established by the UH System in accord with state law and collective bargaining agreements. The College is responsible for maintaining records under their control in accord with these policies ([IIIA-1](#), p. 29).

AP A9.075 ([IIIA-180](#)) establishes a uniform system for the creation and maintenance of personnel records for all UH BOR-appointed employees (faculty, APTs, and E/M and lecturers). Included in this policy are:

- A description of the required components of the personnel file.
- A discussion of security requirements for access and storage.
- Additional security requirements for sensitive files.
- A mechanism for transferring records to other campuses within the system
- Guidelines for long-term archival of personnel files once the employee has resigned or is terminated.

Additionally, AP A9.025 ([IIIA-181](#)) clearly establishes the employee's right to examine their personal records and sets forth procedures for requesting a review. Included in this policy are:

- A standardized form for requesting access.
- A 10-day timeline for granting such a review.
- A description of materials that can be legally withheld from the employee.
- A mechanism for correcting erroneous information in the personnel record.

Analysis and Evaluation:

The College meets this Standard. Windward CC maintains the security and confidentiality of personnel records while simultaneously ensuring that employees have access to their personal records in accordance with the law. Records for UH BOR-appointed personnel are stored in secured file cabinets in a locked room. Only authorized personnel (typically HR staff) have routine access to these files. Particularly sensitive materials (e.g., worker's compensation claims, allegations of misconduct, and academic grievances) are stored in separate, secured files. Personnel files are archived or destroyed in accordance with State of Hawai'i, Department of Accounting and General Services, and General Records schedules. Finally, the College has established procedures for employees to view their personnel records and, if necessary, correct any erroneous information.

Relationship of Standard III.A to Quality Focus Essays

As part of this Institutional Self Evaluation Report, the College has identified two areas for improvement. These include:

- Pursuit of Native Hawaiian student achievement parity with Non-Native Hawaiians in campus performance measures including enrollment, persistence, graduation, and transfer
- Redesign and expansion of online course offerings to assure parity student achievement parity and to increase success rates and meet increasing demand

Both of these initiatives will likely require additional personnel and physical resources (equipment, software, and facilities). These needs can be addressed through the PBC (sections III.A.7, III.A.9, & III.B.2) and MAPSAC committee (sections III.B.3). Given that both initiatives are strongly linked to the College mission and strategic plan, it is quite likely that the campus will prioritize funding and resources to meet these goals during the upcoming academic year(s).

List of Evidence

<u>IIIA-1</u>	UHCC Functional Map by Accreditation Topic
<u>IIIA-2</u>	Windward CC Mission Statement
<u>IIIA-3</u>	Linkage of Job Descriptions to Institutional Mission and Goals
<u>IIIA-4</u>	OHR Classification & Compensation
<u>IIIA-5</u>	BOR Classification and Compensation
<u>IIIA-6</u>	Duties and Responsibilities by Position Type
<u>IIIA-7</u>	Minimum Qualifications by Position Type
<u>IIIA-8</u>	Recruitment of E/M Positions
<u>IIIA-9</u>	Recruitment of Faculty & APT
<u>IIIA-10</u>	<u>DHRD Classification & Compensation</u>
<u>IIIA-11</u>	Civil Service Position Description Template
<u>IIIA-12</u>	<u>Work at UH Website</u>
<u>IIIA-13</u>	Chronicle of Higher Education Ad for Kaua'i CC VCSA
<u>IIIA-14</u>	Civil Service Job Postings on State of Hawai'i Website
<u>IIIA-15</u>	<u>HireNetHawaii Website</u>
<u>IIIA-16</u>	Sample Search and Selection Committee Membership
<u>IIIA-17</u>	MQ & DQ Evaluation Rubric
<u>IIIA-18</u>	Delegation of Authority for Personal Actions
<u>IIIA-19</u>	2018 Institutional Survey HR Questions
<u>IIIA-20</u>	Faculty MQs
<u>IIIA-21</u>	Five Faculty Job Descriptions
<u>IIIA-22</u>	Executive/Managerial MQs
<u>IIIA-23</u>	<u>APT Classification, Compensation, & Performance Evaluation</u>
<u>IIIA-24</u>	<u>NACES Credential Evaluation Services</u>
<u>IIIA-25</u>	Executive Employees Performance Evaluation
<u>IIIA-26</u>	Sample 360 Evaluation
<u>IIIA-27</u>	Regents Policy on E/M Positions

<u>IIIA-28</u>	<u>Policy for Evaluation of BOR Appointees</u>
<u>IIIA-29</u>	2015-2017 Collective Bargaining Agreement (Faculty)
<u>IIIA-30</u>	Contract Renewal Guidelines
<u>IIIA-31</u>	Contract Renewal Deadlines
<u>IIIA-32</u>	Peer Evaluation Form
<u>IIIA-33</u>	Sample eCAFE Surveys
<u>IIIA-34</u>	Windward CC DPC Guidelines
<u>IIIA-35</u>	UHCC DPC Guidelines
<u>IIIA-36</u>	Tenure and Promotion Guidelines
<u>IIIA-37</u>	Tenure and Promotion Timeline
<u>IIIA-38</u>	UHCC TPRC Guidelines
<u>IIIA-39</u>	Faculty Five Year Review Policy
<u>IIIA-40</u>	Policy for Evaluation of APT Positions
<u>IIIA-41</u>	HGEA Unit 8 Contract
<u>IIIA-42</u>	Electronic Evaluation System for APT Performance Reviews
<u>IIIA-43</u>	Performance Appraisal System for Civil Service Positions
<u>IIIA-44</u>	Phases of PAS System for Civil Service Personnel
<u>IIIA-45</u>	Faculty Positions by Discipline
<u>IIIA-46</u>	2016 Windward CC Organizational Chart
<u>IIIA-47</u>	Natural Sciences Quantitative Data
<u>IIIA-48</u>	Efficiency Indicators for Degree & Certificate Programs
<u>IIIA-49</u>	ARPD Health Call Rubric
<u>IIIA-50</u>	<u>Liberal Arts 2016 ARPD</u>
<u>IIIA-51</u>	<u>Hawaiian Studies 2016 ARPD</u>
<u>IIIA-52</u>	<u>Veterinary Technology 2016 ARPD</u>
<u>IIIA-53</u>	Natural Sciences 2015-2016 Annual Report
<u>IIIA-54</u>	<u>ASNS Quantitative Indicators 2014-2015</u>
<u>IIIA-55</u>	<u>ASNS ARPD Report 2015</u>
<u>IIIA-56</u>	PBC Request for APT Position
<u>IIIA-57</u>	<u>Planning and Budget Council Webpage</u>
<u>IIIA-58</u>	<u>Updated WCC Mission, Vision, & Core Values Webpage</u>
<u>IIIA-59</u>	PBC Ranking
<u>IIIA-60</u>	Long Term Vacancy & Request for Positions
<u>IIIA-61</u>	Lecturer Teaching Load AY 2015-2016
<u>IIIA-62</u>	New Faculty Orientation Presentation
<u>IIIA-63</u>	New Faculty Orientation Agenda
<u>IIIA-64</u>	New Faculty Orientation Checklist
<u>IIIA-65</u>	Lecturer Contract
<u>IIIA-66</u>	<u>Lecturer Evaluation Website</u>
<u>IIIA-67</u>	Lecturer Evaluation
<u>IIIA-68</u>	Lecturer Step Placement Table
<u>IIIA-69</u>	<u>Lecturer Step Placement Criteria</u>
<u>IIIA-70</u>	Lecturer Evaluation Rubric Form
<u>IIIA-71</u>	<u>Meritorious Lecturer Award</u>
<u>IIIA-72</u>	Staff Employment Table
<u>IIIA-73</u>	Civil Service MQs

<u>IIIA-74</u>	APT Functional Groups
<u>IIIA-75</u>	Business Office Performance Measures
<u>IIIA-76</u>	PBC Request for Administrative Support Specialist
<u>IIIA-77</u>	Casual Hire Form
<u>IIIA-78</u>	List of Administrative Positions
<u>IIIA-79</u>	Chancellor Job Description
<u>IIIA-80</u>	Vice Chancellor for Student Services Job Description
<u>IIIA-81</u>	Vice Chancellor for Administrative Services Job Description
<u>IIIA-82</u>	Vice Chancellor for Academic Affairs Job Description
<u>IIIA-83</u>	Division I Dean Job Description
<u>IIIA-84</u>	Division II Dean Job Description
<u>IIIA-85</u>	Director for Career & Community Education Job Description
<u>IIIA-86</u>	Windward CC Functional Statement
<u>IIIA-87</u>	Faculty Administrative Positions
<u>IIIA-88</u>	Department Chair Compensation/Teaching Equivalencies
<u>IIIA-89</u>	Duties of Department Chairs
<u>IIIA-90</u>	<u>Timeline for Course-level Assessments</u>
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<u>IIIA-92</u>	<u>Institutional Research Webpage</u>
<u>IIIA-93</u>	DHRD Policies and Procedures
<u>IIIA-94</u>	<u>BOR Personnel Policies</u>
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<u>IIIA-97</u>	<u>UHCC System Policies</u>
<u>IIIA-98</u>	<u>WCC Policies, Procedures, and Guidelines</u>
<u>IIIA-99</u>	<u>WCC Office of Academic Affairs</u>
<u>IIIA-100</u>	UPW Collective Bargaining Agreement
<u>IIIA-101</u>	Equal Opportunity and Affirmative Action Policy Statement
<u>IIIA-102</u>	UH EEO/AA Policies
<u>IIIA-103</u>	<u>Policy on Nondiscrimination and Affirmative Action</u>
<u>IIIA-104</u>	Policy on Sex Discrimination and Gender-Based Violence
<u>IIIA-105</u>	<u>Policy on Consensual Relationships</u>
<u>IIIA-106</u>	<u>Title II Regulations</u>
<u>IIIA-107</u>	State of Hawai‘i Accommodations for Employees with Disabilities Manual
<u>IIIA-108</u>	Groups Supporting Diversity
<u>IIIA-109</u>	<u>Office of EEO/AA</u>
<u>IIIA-110</u>	<u>Ke Kumu Pali</u>
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<u>IIIA-131</u>	<u>Policy for Scholarly Misconduct</u>
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<u>IIIA-133</u>	<u>Protection of Human Participants</u>
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<u>IIIA-135</u>	<u>Policy on Whistleblowing</u>
<u>IIIA-136</u>	<u>Sustainability Policy</u>
<u>IIIA-137</u>	<u>Distance Education and Offsite Instruction</u>
<u>IIIA-138</u>	<u>Employment of Relatives</u>
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<u>IIIA-148</u>	<u>Writing Across the Curriculum Website</u>
<u>IIIA-149</u>	<u>Community College Leadership Champions</u>
<u>IIIA-150</u>	<u>Hawai'i Strategy Institute</u>
<u>IIIA-151</u>	<u>Wo Learning Champions Website</u>
<u>IIIA-152</u>	<u>Evaluation of Professional Development Opportunities</u>
<u>IIIA-153</u>	<u>Strategic Plan Action Outcomes 2015-2021</u>
<u>IIIA-154</u>	<u>Staff Development Website</u>
<u>IIIA-155</u>	<u>Office of Career and Community Education</u>
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<u>IIIA-158</u>	<u>Convocation Agenda, SP 2016</u>
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<u>IIIA-161</u>	<u>Dossier Hui Workshop Schedule</u>
<u>IIIA-162</u>	<u>Orientation to the My Success (Starfish) System</u>
<u>IIIA-163</u>	<u>iClicker System</u>
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<u>IIIA-165</u>	<u>ITS Brownbag Trainings</u>
<u>IIIA-166</u>	<u>Canvas LMS</u>
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<u>IIIA-168</u>	<u>Sustainability Curriculum Committee</u>
<u>IIIA-169</u>	<u>Staff Development Grants</u>
<u>IIIA-170</u>	Staff Development Grant Application
<u>IIIA-171</u>	Staff Development Grant Report
<u>IIIA-172</u>	<u>Staff Development Past Grant Awards</u>
<u>IIIA-173</u>	Tuition Waiver Website
<u>IIIA-174</u>	Sabbatical Leave
<u>IIIA-175</u>	Sabbatical Leave Awarded by Academic Year
<u>IIIA-176</u>	<u>SPDA Committee</u>
<u>IIIA-177</u>	2011 Staff Development Report
<u>IIIA-178</u>	<u>Sabbatical Review Committee Directives</u>
<u>IIIA-179</u>	Staff Development Grant Report (Completed)
<u>IIIA-180</u>	Personnel Records – BOR Appointees
<u>IIIA-181</u>	Confidentiality of Personal Records
<u>IIIA-182</u>	Faculty Job Description
<u>IIIA-183</u>	APT Job Description
<u>IIIA-184</u>	Civil Service Job Description
<u>IIIA-185</u>	E/M Classification & Compensation Plan
<u>IIIA-186</u>	Chancellor Classification
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<u>IIIA-197</u>	Janitor MQs

Standard III B. Physical Resources

Standard III.B.1.

The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Evidence of Meeting the Standard

Facilities Overview

Established in 1972, Windward CC was initially housed in facilities vacated by the Hawai'i State Hospital after it relocated. The College now consists of 22 buildings (13 instructional) totaling 369,444 GSF which are distributed across a picturesque 64-acre campus ([IIIB-1](#), [IIIB-2](#)). When grouped by function, the majority of building space is devoted to credit instruction (44%) and student support and library services (37% combined). The remainder is used for administrative services (9%), Career and Community Education (5%) and operations and maintenance (3%). The College does not have any off-campus facilities.

Facilities: Quality & Sufficiency

The campus assesses the quality sufficiency of its facilities through a variety of methods, including institutional surveys and space-use studies. Two classroom-use studies, conducted in the last four years ([IIIB-3](#), 113-121 and [IIIB-4](#)) indicate that overall classroom utilization is low (24%) and additional classes can easily be accommodated with strategic scheduling. Similarly, a parking study conducted at the same time found that the campus' parking spaces can accommodate ca. 94% of student demand, but that an additional 38 spaces would be needed to fully meet students' needs ([IIIB-3](#), p.29). Results of a 2018 institutional survey corroborate the above studies. Of the 63 campus employees completing the survey, 85.5% indicated that physical resources (including parking, facilities, and equipment) were adequate or exceptional ([IIIB-5](#)). See section III.B.3 for more assessments of facilities sufficiency.

Assuring Access

Facilities use on campus is governed by EP 10.201 ([IIIB-6](#)). Campus facilities may be reserved by campus- or non-campus groups through the Office of Continuing and Community Education (OCCE) ([IIIB-7](#)). Priority is given to educational functions and faculty and student organizations. The campus also provides assistance with event planning ([IIIB-8](#)).

All new or renovated campus facilities are designed and constructed to ensure access and meet regulatory standards. The UHCC System Facilities and Environmental Health Office, in collaboration with the UH System, provide consultant services for projects that are deemed invasive or require a more thorough renovation of existing structures. These consultants assist with technical design specifications and ensure safe ingress and egress and compliance with ADA and OSHA standards ([IIIB-9](#)). Windward CC has also formulated an ADA access

plan as part of its Master Plan ([IIIB-3](#)) and provides disabilities services to students who need them ([IIIB-10](#)). Results from a 2018 institutional survey indicate that 73.6% of faculty and staff are satisfied with the level of campus accessibility and accommodation for people with disabilities ([IIIB-5](#)).

Unfortunately, there are still some areas of ADA non-compliance, particularly for wheelchair access (e.g., [IIIB-3](#), p. 42, [IIIB-11](#)). In part, this is due to the age (1930s) of many campus buildings, but is also complicated by State Historic Preservation Division (SHPD) policies, which regulate placement of walkways in historic areas of the campus. Despite this, campus accessibility continues to increase as older buildings are updated or remodeled. Ten of the 22 buildings on campus have been renovated or constructed within the last 10 years ([IIIB-1](#)). Finally, the campus expects to complete construction of ADA-compliant pathways by 2020 ([IIIB-3](#) p. 170).

Ensuring a Safe, Secure, and Healthful Learning Environment

The Office of Safety and Security is responsible for ensuring the campus is a safe and secure learning environment. This office is staffed by a safety and security manager, a staff supervisor, and six full-time security officers ([IIIB-12](#), p.13). These personnel collectively provide 24/7 security for the campus and ensure compliance with UHCC security standards ([IIIB-13](#)). These standards ([IIIB-14](#)) were molded from the International Association of Campus Law Enforcement Administrators, a leading authority for campus public safety ([IIIB-15](#)). The department maintains close working relationships with local police, fire, and EMS personnel to ensure a timely and efficient response in the event of a campus emergency. The safety and security manager also conducts twice-daily inspections of campus facilities to identify and correct any potential fire, security, or ADA violations ([IIIB-13](#)).

The campus is equipped with high-definition closed-circuit video cameras which record most of the outdoor areas of the campus ([IIIB-16](#)). The Safety and Security Office also maintains a campus webpage ([IIIB-16](#)) which includes links to several useful resources. These include:

- Emergency Response Guidebook ([IIIB-17](#))
- Guidelines for Active Shooter scenarios ([IIIB-18](#))
- Links to incident report forms ([IIIB-19](#))
- Locations of Automatic External Defibrillators ([IIIB-16](#))
- Campus Crime Statistics and Annual Security Report ([IIIB-20](#))
- Instructions for signing up for Safety and Security Text Alerts ([IIIB-21](#))

Finally, in accordance with the Clery Act, the College maintains a Campus Security Authority Committee ([IIIB-22](#)). Individuals selected for the committee have significant responsibilities in the areas of student- and campus activities. Members of the committee receive training from the security manager and are responsible for reporting potential threats to campus security and/or law enforcement.

The effectiveness of the Office of Safety and Security is routinely assessed through campus surveys ([IIIB-5](#)) and annual program reviews ([IIIB-12](#)). The campus also assesses its preparedness for active shooter scenarios by participating in simulation exercises, which are led by the Honolulu Police Department ([IIIB-23](#)).

Windward CC is also committed to meeting Environmental Health and Safety Standards. It has established a Hazard Communication Plan ([IIIB-24](#)), Hazardous Waste Management Plan ([IIIB-25](#)), and Blood-borne Pathogen Plan ([IIIB-26](#)). Staff who work with potentially hazardous materials are required to undergo annual training, which is provided by the UHCC Office of Facilities and Environmental Health ([IIIB-27](#)). This office also conducts annual inspections of campus facilities to ensure they are compliant with UHCC System and OSHA guidelines (e.g., [IIIB-28](#)).

Campus Maintenance

The campus is maintained by a team of 21 Operations and Maintenance (O/M) staff ([IIIB-12](#), p.8). As part of their duties, these individuals monitor the campus on a daily basis, carry out routine maintenance, and perform minor repairs to campus buildings, grounds, and infrastructure. The College utilizes a Computerized Maintenance Management System (CMMS) to document and track campus work requests. Users can access the system and enter new requests via the campus website ([IIIB-29](#)). The CMMS enables campus administration to identify problem sub-systems and track their rate of malfunction ([IIIB-30](#)). The Vice Chancellor for Administrative Services (VCAS) prioritizes work requests based on urgency. Typically requests related to health and safety receive highest priority, whereas requests related to facilities upkeep and modernization receive slightly lower priority ([IIIB-9](#)).

Minor repairs and maintenance are performed by the O/M staff ([IIIB-12](#), p.8). Larger projects, typically requiring professional design consultants, are managed by the UHCC Office of Facilities and Environmental Health (FEH, [IIIB-27](#)). The FEH, when appropriate, assigns an environmental safety specialist to investigate and recommend remediation of code and safety needs. The FEH informs the UHCC administration of the projects' scope, cost estimate, and schedule.

The College participates in the annual update of the Facilities Renewal Reinvestment Model (FRRM). This process documents the backlog of maintenance and estimates the annual funding required for on-going capital reinvestment ([IIIB-31](#)). As part of this analysis, a facilities condition index (FCI) is calculated for each campus in the UH System. This index represents the proportion of campus buildings that are in need of repair or replacement. Based on the most recent analysis (2016), approximately 4% of Windward CC facilities are in need of replacement or significant remodel ([IIIB-31](#), p.6-7). This is much lower than the UH System average (8%), indicating that the College and the UH, and UHCC Systems are doing a good job in maintaining and replacing campus facilities. The processes for evaluation, planning, and funding major maintenance projects are discussed in section IIIB.2 and IIIB.4.

As with other physical resource factors, the campus periodically assesses the effectiveness of campus maintenance programs. Based on a 2018 institutional survey, the majority of faculty and staff were satisfied with the maintenance of grounds (82.3%) although only 65.6 percent were satisfied with maintenance of campus buildings and 34.5% were satisfied with the timeliness of completion for campus work orders ([IIIB-5](#)). These results will be used by administration to improve campus maintenance programs.

Analysis and Evaluation

The College meets this Standard. Windward CC routinely assesses its facilities, security and maintenance programs to ensure that facilities meet student and programmatic needs. The institution is committed to providing students with a safe, accessible, and modern learning environment. Campus buildings are constructed or renovated in accordance with ADA and other regulatory standards. Maintenance and minor repairs are performed by the College's 21 O/M staff and major repairs and renovations are overseen by the UH and UHCC Systems. The Office of Safety and Security provides 24/7 security and performs daily inspections of facilities to ensure they are safe, secure, and accessible. The UHCC Office of Environmental Health and Safety provides staff with appropriate hazardous materials training and annually inspects lab facilities to ensure a safe and healthful learning environment. The institution routinely assesses its facilities, security and maintenance programs to ensure that facilities meet student and programmatic needs.

Standard III.B.2.

The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

Evidence of Meeting the Standards

Long range building and land use planning is managed by the UH and UHCC Systems with input from the College ([IIIB-32](#), p. 29). The College and UHCC System are responsible for the acquisition, evaluation, and replacement of equipment.

Facilities Planning

The physical development of each campus is guided by a Long Range Development Plan (LRDP). This LRDP has two parts: the Plan Review Use application (PRU) and Master Plan. The PRU is essentially a zoning permit which guides the master through the approval process as it relates to zoning. It evaluates the effects of a proposed campus expansion on critical infrastructure (e.g., traffic flow patterns, parking, wastewater discharge) and on the local environment. In contrast, the Master Plan guides development of the campus based on data from the PRU and facilities use studies, input from campus stakeholders, and goals outlined in the institutional mission ([IIIB-33](#)) and the UHCC Strategic Plan. It may also evaluate the relative costs and merits of various development scenarios. The last PRU and Master Plan were completed in 1992 ([IIIB-34](#)). Under the direction of this plan, the campus constructed four new buildings, renovated five old ones, and expanded the student headcount from 1,500 to 2,800.

The College began work on a new LRDP in 2012 and completed a draft of the document in Fall of 2017 ([IIIB-3](#)). This document should be finalized by December 2018 ([IIIB-35](#)). As part of this plan, the College will develop a long-range site utilization plan ([IIIB-36](#)) and pursue the following goals ([IIIB-3](#), pp.170-171):

- Construct a childcare facility (in progress)
- Complete the remaining segments of an ADA accessible pathway between campus buildings
- Vacate Hale ‘Iolani, returning the property to the Hawai‘i State Hospital
- Clear and grade campus forested area in preparation for future development
- Install an amphitheater adjacent to Hale Hōkulani
- Expand parking and agricultural plots in the northeast corner of the campus
- Relocate current shop facilities to the grounds of Hale Awa
- Relocate vocational programs to the old maintenance yard

Renovation Projects are Data-Driven

The UHCC System supports campus planning by acquiring and allocating Capital Improvements Program (CIP) funding for the planning and implementation of construction projects ([IIIB-37](#)). These are discussed in III.B.4. The UHCC System has requested a total of \$299.4 million for capital improvements over the next six years ([IIIB-38](#), p. 10). The main goals will be to reduce deferred maintenance, increase facilities efficiency, and implement design standards that reflect a modern teaching environment.

The budget includes \$8.8 million for renovation of Hale Alaka‘i. This building is primarily used for administration, and has undergone only minor renovations since it was built in the 1930’s. As part of the overhaul, the building will be rewired and the air conditioning systems will be tied into the campus’s chill water loop. These changes will increase energy efficiency and bring the building up to code. The renovation of Hale Alaka‘i, and that of other buildings identified in the CIP plan, is data driven. These facilities were selected for remodel because FRRM analysis indicated that they are energy inefficient and have multiple failing or out-of-date sub-systems ([IIIB-31](#)).

Equipment Planning and Acquisition

The College is primarily responsible for the planning and acquisition of equipment and other physical resources. Equipment needs are typically identified at the department level based on user input and data from annual or program reports ([IIIB-39](#)). The needs are ranked within each department and then submitted as formal requests (e.g., [IIIB-40](#)) to the College’s Planning and Budget Council (PBC) ([IIIB-41](#)). The Council includes representatives from each division of the College ([IIIB-42](#)). The Council discusses each request and ranks them using a standardized rubric ([IIIB-43](#)). The chancellor uses the ranking provided by the PBC ([IIIB-44](#)), along with other data, to decide which requests will be funded. S/he then publishes the list of successful requests on the PBC website ([IIIB-45](#)).

Once approved, requests for equipment purchase or replacement are normally funded through the College's discretionary budget, although some may also be funded through the UHCC System ([IIIB-46](#)). All purchases must meet UH System procurement rules ([IIIB-47](#)), and items over \$2,500 must go out for competitive bid via the State's SuperQuote system ([IIIB-48](#)). Based on a 2018 institutional survey, 67.9 percent of faculty and staff were satisfied with the maintenance and replacement of campus equipment ([IIIB-5](#)).

Analysis and Evaluation

The College meets this Standard. Facilities construction and renovation are overseen by the UH and UHCC Systems. New construction is guided by the campus LRDP which is aligned to the College mission and UHCC strategic plan. This document draws upon facilities utilization data, demand data, and stakeholder input in order to ensure that new construction will effectively meet institutional needs. Funding for capital improvements is provided by the UHCC System and the state legislature. The campus uses the computer-based Facilities Renewal and Reinvestment Model (FRRM) and CMMS to decide when facilities are in need of renovation or replacement. Acquisition and replacement of other physical resources are overseen by the College and are guided by the PBC process.

Standard III.B.3.

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.

Evidence of Meeting the Standard

Assessment of Physical Resources

The College uses several types of evidence to assess the quality, safety and sufficiency of existing campus facilities. Most of these assessments were discussed in previous sections and are summarized in Table III.B.1.

Table III.B.1. Summary of data and analyses used to evaluate facilities and equipment.

Assessment	Qualities Assessed	Frequency	Resource Assessed	References
Inspections by O&M and Security Staff	Safety, Security, Operation	Daily	Facility	IIIB-13 , IIIB-12
Frequency of Work Orders	Operation	Annual	Facility	IIIB-12 p. 19, IIIB-29
Facility Renewal Reinvestment Study	Adequacy	Annual	Facility	IIIB-31
Program & Departmental Reports	Adequacy, Suitability	Annual	Facility Equipment	IIIB-39
PBC Requests	Adequacy, Safety, Operation, Suitability	Annual	Facility Equipment	IIIB-49 , IIIB-40
Facilities Use Studies	Adequacy	2-3 years	Facility	IIIB-3 p. 112-121, IIIB-4

Assessment	Qualities Assessed	Frequency	Resource Assessed	References
Third-Party Inspections	Safety, Adequacy, Suitability	6 months-5 years	Facility Equipment	IIIB-11 , IIIB-50 , IIIB-51 , IIIB-28
Institutional & Program Surveys	All	5-7 Years	Facility Equipment	IIIB-5 IIIB-52
Focus Groups	All	Varies	Facility	IIIB-3

Requests for new or remodeled facilities typically require the campus to pursue CIP funding (see sections 2 & 4) and may also necessitate a modification to the campus Master Plan as discussed in IIIB.1. Requests for new or repurposed facilities are evaluated by the Master Planning and Space Allocation Committee (MaPSAC, [IIIB-53](#)). The committee is tasked with evaluating requests for the use of current facilities and also plans for new construction and renovation ([IIIB-54](#)). The committee is chaired by the VCAS and includes representation from all major College departments ([IIIB-55](#)). New requests (e.g., [IIIB-56](#) & [IIIB-57](#)) may be submitted throughout the academic year. These requests are evaluated by the committee based on perceived need and alignment with the College mission and System goals. The committee may also solicit input from other faculty and staff through the campus discussion board ([IIIB-58](#)). The requests are voted on by the committee, after which the chair issues a recommendation to the chancellor ([IIIB-59](#)).

Facility construction or remodel requests must also be evaluated by the Windward CC Aesthetics Committee ([IIIB-60](#)). This committee is tasked with ensuring that new facilities comply with the aesthetic standards of the campus and are congruent with the LRDP ([IIIB-61](#)). Most requestors meet with the committee early in the process to discuss the location and general scope of the construction or remodel. Once the project consultants complete an initial design and rendering (e.g., [IIIB-62](#) & [IIIB-63](#)), the requestor submits an application to the committee for evaluation. The committee evaluates the request using design guidelines ([IIIB-64](#)), developed through the Master Planning process. It may then approve the request, or recommend design changes, which must be addressed by the consultants prior to completing final design. This process ensures that new construction complies with the LRDP and meets campus aesthetic design standards.

Analysis and Evaluation

The College meets this Standard. Windward CC regularly assesses its physical resources in order to determine its feasibility of upkeep and effectiveness in supporting institutional programs and goals. In particular the College uses the FRRM model to determine feasibility of long-term facilities upkeep. Facilities which do not meet programmatic needs or have reoccurring systems failures are prioritized for remodel or replacement, which is accomplished through CIP funding. The College utilizes the MaPSAC Committee, Aesthetics Committee, and LRDP to guide new construction and ensure that it is congruent with the aesthetic standards of the campus.

Standard III.B.4.

Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Evidence of Meeting the Standard

Planning for new facilities, including total cost of ownership is managed by UHCC and UH Systems ([IIIB-32](#), p. 30). Major capital projects are managed by the UH System, whereas minor ones are managed by the UHCC System ([IIIB-37](#)).

Budgeting for Capital Improvements

In accordance with state law, UH submits a biennium budget request to the state legislature for consideration every odd-numbered year. A portion of awarded funds are allocated to the UHCC System ([IIIB-37](#)), which conducts an annual budget meeting to allocate CIP funds. These funds are allocated to each of seven campuses based on perceived need (e.g., FRRM data), remediation of safety and code violations, and alignment to campus and system goals.

CIP funds are appropriated by the Legislature in three categories: 1) Capital Renewal and Deferred Maintenance, 2) Minor CIP, and 3) Major CIP.

- 1) **Capital Renewal and Deferred Maintenance (CRDM):** The CRDM project category comprises two parts: (1) Capital Renewal and (2) reduction of Deferred Maintenance.
 - a) **Capital Renewal** – All buildings consist of different sub-systems (e.g., roofs, HVAC systems, & finishes) that have predictable lifetimes. The Facilities Renewal Reinvestment Model (FRRM) identifies these sub-systems and formulates an appropriate schedule for their replacement. In essence, Capital Renewal requirements are sub-systems that are at the end of their useful lives and need to be replaced. Failure to implement Capital Renewal projects results in a commensurate increase to the deferred maintenance backlog.
 - b) **Deferred Maintenance** – Buildings with Deferred Maintenance are facilities that have failing sub-systems or sub-systems that are operating beyond their useful lifetime. The FRRM separately identifies backlogs in building and infrastructure, code and safety, and other one-time needs. Working with the UHCC System, the VCAS formulates a prioritized list of CRDM projects. Funds for CRDM are appropriated as a “lump sum” to the UHCC System. The UHCC administration reviews the campus priorities and places special emphasis on projects to remediate or eliminate the code and safety needs of the campuses.
- 2) **Minor Capital Improvement Funding:** Minor CIP implies that projects are relatively small in scope (i.e., less than \$5 million). This category includes funds for the modernization of classrooms and other critical learning environments. These renovations focus on maximizing the efficient use of space in existing facilities. The Veterinary Technology Annex, constructed in 2014, is an example of a minor CIP project which was undertaken to meet an emerging workforce needs. See [IIIB-65](#) for a list of recent Minor CIP projects on the Windward CC campus.

- 3) Major CIP/Line Item Projects: New construction and renovations of existing facilities exceeding \$5 million are typically budgeted and appropriated as line item projects. As an example, Hale La‘akea, the library learning commons, was constructed using major CIP funds.

In 2013 the UHBOR imposed a moratorium on new construction projects ([IIIB-66](#)). The goal of the moratorium is to redirect the priorities of the University to reduce its deferred maintenance prior to initiating new line item projects.

The UHCC System developed a 6-year CIP plan for fiscal biennium 2017-2019. This plan emphasizes health and safety needs, reduction of deferred maintenance, and modernization of existing facilities ([IIIB-38](#)). This plan includes \$8.8 M for renovation of Hale Alaka‘i (see [IIIB.2](#)).

In planning for these long-range capital projects, the UHCC System uses a budgeting model that incorporates the *total cost of ownership (TCO)*. Calculating TCO takes into account an item's purchase cost, but it also considers related costs, such as subsequent use and maintenance and future energy consumption ([IIIB-67](#)). The UHCC Facilities and Environmental Health Office considers the TCO when implementing projects and incorporates design specifications that ensure that campus facilities are cost effective, efficient, and serviceable for long-term use. Examples of TCO reduction measures include:

- A more efficient campus cooling system. Instead of each building having a separate air conditioning system, “chill water” is now generated in a single central location and circulated to other campus buildings with using an insulated chill water loop.
- Retrofitting of windows with a tinted film to minimize heat absorption and reduce energy use.
- A contract with Johnson Controls to implement several energy conservation measures to reduce energy consumption around campus ([IIIB-68](#)).
- Construction of new campus buildings to meet LEED standards ([IIIB-69](#)).

Analysis and Evaluation

The College meets this Standard. Long-range capital planning for Windward CC is provided by the UH and UHCC Systems. Allocation of CIP funds is guided by the campus LRDP, campus and UHCC goals, and facilities health data. A major goal of the current CIP plan is to reduce deferred maintenance by renovating buildings with multiple failing subsystems. The Facilities Environmental Health Office ensures that new construction incorporates design features that minimize TCO.

Relationship of Standard III.B to Quality Focus Essays

As part of this Institutional Self Evaluation Report, the College has identified two areas for improvement. These include:

- Pursuit of Native Hawaiian student achievement parity with Non-Native Hawaiians in campus performance measures including enrollment, persistence, graduation, and transfer.

- Redesign and expansion of online course offerings to assure student achievement parity and to increase success rates and meet increasing demand.

Both of these initiatives will likely require additional personnel and physical resources (equipment, software, and facilities). These needs can be addressed through the Planning and Budget Council (sections III.A.7, III.A.9, & III.B.2) and MaPSAC Committee (sections III.B.3). Given that both initiatives are strongly linked to the College mission and strategic plan, it is quite likely that the campus will prioritize funding and resources to meet these goals during the upcoming academic year(s).

List of Evidence

<u>IIIB-1</u>	List of Campus Buildings
<u>IIIB-2</u>	<u>Windward CC Campus Map</u>
<u>IIIB-3</u>	Windward CC LRDP Draft 10/17
<u>IIIB-4</u>	2016 Ad Astra Strategic Scheduling Checkup
<u>IIIB-5</u>	2018 Institutional Survey – Physical Resource Questions
<u>IIIB-6</u>	<u>Facilities Use Policy</u>
<u>IIIB-7</u>	<u>Facilities Use Webpage</u>
<u>IIIB-8</u>	<u>Event Planning Webpage</u>
<u>IIIB-9</u>	Notes from IIIB Meeting with VC Pactol
<u>IIIB-10</u>	<u>Disabilities Services Webpage</u>
<u>IIIB-11</u>	2017 CTE Review
<u>IIIB-12</u>	2017 Administrative Services Program Review
<u>IIIB-13</u>	Notes from Meeting with Head of Security
<u>IIIB-14</u>	UHCC Policy on Safety & Security Programs
<u>IIIB-15</u>	<u>IALEA Website</u>
<u>IIIB-16</u>	<u>Campus Safety and Security Webpage</u>
<u>IIIB-17</u>	Emergency Response Guidebook
<u>IIIB-18</u>	Active Shooter Guidelines
<u>IIIB-19</u>	Incident Report Form
<u>IIIB-20</u>	2017 Annual Security Report
<u>IIIB-21</u>	<u>UH Alert System</u>
<u>IIIB-22</u>	<u>Campus Security Authority</u>
<u>IIIB-23</u>	<u>Active Shooter Exercise</u>
<u>IIIB-24</u>	UHCC Hazard Communication Plan
<u>IIIB-25</u>	<u>Hazardous Materials and HazMat Waste Program</u>
<u>IIIB-26</u>	Blood Borne Pathogens Plan
<u>IIIB-27</u>	<u>UHCC Facilities and Environmental Health</u>
<u>IIIB-28</u>	2016 Biosafety Inspection Report
<u>IIIB-29</u>	<u>Work Order Submission Webpage</u>
<u>IIIB-30</u>	Sample Work Orders
<u>IIIB-31</u>	Facility Renewal Reinvestment Study
<u>IIIB-32</u>	UHCC Functional Map by Accreditation Topic

<u>IIIB-33</u>	<u>Windward CC Mission, Vision & Core Values</u>
<u>IIIB-34</u>	1992 PRU & Master Plan
<u>IIIB-35</u>	LRDP Development Timeline
<u>IIIB-36</u>	Long-Range Site Utilization
<u>IIIB-37</u>	Physical Resources Meeting Notes
<u>IIIB-38</u>	UH 6-Year Capital Improvements Plan
<u>IIIB-39</u>	Natural Sciences Annual Departmental Report
<u>IIIB-40</u>	PBC Equipment Request
<u>IIIB-41</u>	<u>PBC Webpage</u>
<u>IIIB-42</u>	PBC Membership 2016-2017
<u>IIIB-43</u>	PBC Evaluation Rubric
<u>IIIB-44</u>	PBC Rating Summary 2016-2017
<u>IIIB-45</u>	FY 2016 Annual Expenditure Report
<u>IIIB-46</u>	UHCC Equipment Request Form
<u>IIIB-47</u>	Procurement Rules
<u>IIIB-48</u>	<u>SuperQuote Bidding System</u>
<u>IIIB-49</u>	PBC Facility Request
<u>IIIB-50</u>	USDA Inspection
<u>IIIB-51</u>	IACUC Inspection of Vet Tech Facility
<u>IIIB-52</u>	2018 Vet Tech Facilities Survey
<u>IIIB-53</u>	<u>Master Planning and Space Allocation Committee Webpage</u>
<u>IIIB-54</u>	<u>MaPSAC Directives</u>
<u>IIIB-55</u>	<u>MaPSAC Membership</u>
<u>IIIB-56</u>	Sample MaPSAC Request
<u>IIIB-57</u>	Vet Tech MaPSAC Request
<u>IIIB-58</u>	<u>Campus Discussion Board</u>
<u>IIIB-59</u>	Sample MaPSAC Recommendation
<u>IIIB-60</u>	<u>Aesthetics Committee Membership</u>
<u>IIIB-61</u>	<u>Aesthetics Committee Directives</u>
<u>IIIB-62</u>	Vet Tech Facility Construction Plans
<u>IIIB-63</u>	Vet Tech Facility Perspective View
<u>IIIB-64</u>	Design Guidelines (Draft)
<u>IIIB-65</u>	2016-2017 R & M Projects
<u>IIIB-66</u>	BOR Construction Moratorium Resolution
<u>IIIB-67</u>	<u>Total Cost of Ownership</u>
<u>IIIB-68</u>	Johnson Controls ECMs
<u>IIIB-69</u>	<u>Library Learning Commons Leeds Certifications</u>
<u>IIIB-70</u>	Building Space Allocation Tables
<u>IIIB-71</u>	<u>Windward CC History Highlights</u>

Standard III.C. Technology Resources

Standard III.C.1

Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

Evidence of Meeting the Standard

Management and Operational Functions

The University of Hawai'i's Information Technology Services (ITS) department provides, maintains, and supports a high-speed inter-campus networking infrastructure and essential administrative and business systems for management and operational functions. These include the Banner student information system, the eTravel management system, Kuali Coeus for grant administration, the Kuali Financial System, PeopleSoft for human resources, and SuperQuote for managing bids on goods and services ([IIIC-1](#)). Windward CC's Computing Services (CS) department oversees the campus networking and telephony infrastructure ([IIIC-2](#) pp. 1-2).

Academic Programs, Teaching, and Learning

Based on instructional and programmatic needs, Windward CC's CS and Media Services (MS) departments proactively provide, maintain, and support technology resources in the College's shared learning facilities including computer classrooms, the learning labs, and the library ([IIIC-3](#) pp. 1, 3-4). Most classrooms have permanent multimedia equipment with mobile equipment available for labs and other specialized learning spaces ([IIIC-4](#) pp. 3-5). Other facilities include a classroom equipped with the Hawai'i Interactive Video System ([IIIC-4](#) p. 7), and instructional video and audio production studios ([IIIC-4](#) p. 9). A Windward CC staff grant-funded initiative has also upgraded the UH System's teleconferencing infrastructure to add several remote sites, including several used for Windward CC's Early College program ([IIIC-5](#)).

Software and Services

Windward CC uses Learning Management Systems (LMS) and conferencing technologies licensed and administered by the UH ITS, UHCC System, and the College. Credit programs primarily use UH ITS-administered Sakai/Laulima, while Windward CC's non-credit programs primarily use the locally administered Canvas LMS ([IIIC-4](#) p. 9). UH ITS manages a suite of Google Apps for all UH students and personnel, including communication, productivity, and collaboration applications ([IIIC-6](#)). It has also licensed instructional technology services for UH personnel, such as a web-based survey and assessment tools, a web conferencing system, software for creating online study activities and learning games ([IIIC-7](#)), and online tutoring programs and services ([IIIC-8](#)). Windward CC's CS department has installed MS Office suite on the computers it supplies ([IIIC-2](#)), provides the Microsoft 365 software suite to students through a site license ([IIIC-9](#)), and administers a print management system for students and personnel ([IIIC-10](#)).

Support Services

Support services at Windward CC are assisted and enhanced by technology hardware, software, services, and support. The UHCC System has provided for the development, implementation, maintenance, and assessment of the MySuccess/Starfish student retention and STAR-GPS guided pathways registration systems ([IIIC-11](#), [IIIC-12](#)). The College supports secure online testing via ProctorU, augments its tutoring services with Brainfuse, and expands its reach for peer-coaching and other support services with teleconferencing platforms such as Zoom and Blackboard Collaborate ([IIIC-13](#), [IIIC-14](#), [IIIC-15](#)). Library services rely on technology hardware, software, and services such as the Ex Libris Library Services Platform, the LibApps CMS, OCLC WorldShare ILL, and numerous content providers ([IIIC-16](#), [IIIC-17](#)). The CS department equips the learning labs and the Library—the College’s primary student computer lab—with dozens of iMacs, Windows desktops, thin clients, and loaner laptops, plus scanners, printers, and assistive technology equipment and software ([IIIC-2](#), [IIIC-18](#)).

Analysis and Evaluation

The College meets this Standard. Windward CC relies on several tiers of technology infrastructure, services, training (III.C.4) and support to ensure its information technology services, facilities, hardware, and software are appropriate and adequate to support its management and operational functions, academic programs, teaching and learning, and support services.

With both technologies and curricular offerings in constant development, keeping up is an ongoing pursuit of professional development, resource allocation, assessment, planning, and adaptability. As the College pivots toward more online offerings, most areas of management, operations, and instruction will involve technology-related considerations.

Standard III.C.2

The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

Evidence of Meeting the Standard

Technology planning and provisioning occur at multiple organizational levels, from the UH System to specific programs and departments. The College provides the majority of support for its technological infrastructure and equipment with ongoing resource and personnel ([IIIC-2](#) p. 3, [IIIC-4](#) p. 3, [IIIC-19](#), [IIIC-20](#), [IIIC-21](#)).

The UH System ITS department assesses, plans for, and provides inter-campus technology infrastructure. It is guided by its *IT Strategic Plan* ([IIIC-22](#)), a mission statement ([IIIC-23](#)), and a website that reflects IT strategies, changes in the technology environment, application development, and timelines for projects in active development ([IIIC-24](#)). This infrastructure comprises the inter-campus network, telephony, and teleconferencing capabilities, Internet connectivity, and enterprise applications ([IIIC-25](#)).

UH System ITS has continually updated the Sakai/Laulima LMS since its 2007 adoption ([IIIC-26](#), [IIIC-27](#)). In 2016, ITS began a review of LMS platforms based on current needs with the aim to implement the chosen system in AY2019 ([IIIC-28](#)). The process stalled in RFP2017 from a lack of funding ([IIIC-29](#)).

Although former UHCC System and Windward CC Strategic Plans made little or no mention of technology ([IIIC-30](#), [IIIC-18](#)), their current plans outline goals and strategies to ensure access to modern teaching and learning environments ([IIIC-31](#) pp. 25-26, [IIIC-32](#) pp. 22-25). The UHCC System Strategic Directions commits to developing a system of planned equipment replacement, similar to the building maintenance plan discussed in Standard III.B.4 that accounts for the expected life of equipment, the cost of replacement, and a Systemwide budget for capital equipment replacement ([IIIC-33](#), [IIIC-34](#)).

The CS department has the responsibility for planning, purchasing, and management of most of the computing devices. The MS department—recently reorganized into Media & Technology Services (M&TS) and Instructional Development (ID)—handle the College’s shared duplication, audiovisual, and classroom instruction equipment. The College enjoys a uniformity in technology across the campus that reduces training and maintenance time and reduces costs through economies of scale and resource sharing ([IIIC-5](#) p. 1).

Departments plan for equipment maintenance and replacement through assessment mechanisms that inform their action plans and priorities for the AY (e.g., [IIIC-32](#) p. 24, [IIIC-35](#) p. 9, [IIIC-4](#) pp. 12-1). Although these units do receive regular and direct funding from administration to cover anticipated ongoing supplies costs, they typically request additional funds via the Planning and Budget Council (PBC) process for equipment when it is nearing the end of its anticipated lifespan or the department wants to expand its equipment inventory ([IIIC-21](#) p. 1). For example, in 2014, a member of the Media Services department received a technology grant to provide licensing and hardware upgrades to enhance the Polycom Video Conferencing System for the UH System and to support community access to educational opportunities such as Windward CC’s Running Start dual-enrollment program ([IIIC-36](#), [IIIC-37](#)).

Personnel within disciplines and departments evaluate additional equipment, technology, and software for purchase or replacement and, as appropriate, include the relevant information in their annual reports and funding requests (i.e., [IIIC-38](#), [IIIC-5](#)).

Analysis and Evaluation

The College meets this Standard. The 2015 UHCC System Strategic Plan called for the creation of a Modern Facilities Task Force (MFTF) by 2016. Among other charges, it is to establish standards for learning spaces — including digital and media requirements—and to facilitate UHCC System campus and inter-campus high-speed connectivity upgrades ([IIIC-31](#) pp. 25-26 [IIIC-34](#) p. 44, [IIIC-32](#) p. 24). Though the MFTF has not yet formed, Windward CC has itself committed to upgrade all wired and wireless campus network equipment by 2020, develop virtual classrooms, and seek financial aid or funding to support a computer-ownership requirement for students ([IIIC-32](#) pp. 22-23).

The College continually plans for updates and replaces technology to ensure that its technological infrastructure, quality, and capacity are adequate to support its mission,

operations, programs, and services. However, the technology services departments have seen significant workload increases in recent years from a variety of factors. This has pushed out the timeline for some planned upgrades ([IIIC-35](#) pp. 8-9; [IIIC-4](#) pp. 4-3, 9-10).

One outcome of the DE QFE: to provide faculty with instructional technologies that best support effective instruction, follows in part from this self-assessment.

Standard III.C.3

The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to ensure reliable access, safety, and security.

Evidence of Meeting the Standard

The UH System has policies, technologies, and procedures to protect sensitive data, maintain college operations, protect against cyber-attacks and unauthorized access, provide data backup and recovery, sufficiently monitor and respond to malicious network traffic, and enforce compliance with laws, policies, and regulations ([IIIC-39](#), [IIIC-40](#)). It has created a high-speed digital network connecting all campuses. Windward CC's CS department has prepared to maintain continued functioning during hardware failures by keeping spare equipment ready, including an extra workstation in the classrooms, and by configuring staff computers with secondary print locations. Campus servers have fault-tolerant components such as RAID storage, ECC memory, and dual power supplies to avoid downtime in the event of a single component failure. The CS department also purchases 3-year to 5-year extended warranties for most equipment ([IIIC-20](#) p. 2).

Uninterrupted power supplies maintain functionality during short power interruptions to the campus servers, network switches, PBX, and Ethernet-connected wireless access points and telephones. A portable generator can keep the College's Internet connection, PBX, web server, and file servers running during extended power outages ([IIIC-20](#) p. 2).

UH ITS provides software, services, and technical support to protect the UH community against computer viruses and security threats ([IIIC-41](#)). It has site-licensed anti-virus software for personnel and students, plus programs for employees to prevent data leaks and secure sensitive information ([IIIC-42](#)). To recover lost data in the event inadvertent change or deletion, hard disk failure, computer loss or theft, or compromise by ransomware, the faculty/staff computers continuously and automatically back up to the campus file servers via CrashPlan Pro. The physical media holding nightly incremental/differential backups and periodic full backups rotate to separate buildings weekly to limit data loss from a catastrophic event ([IIIC-20](#) p. 2).

UH System ITS provides several methods and tools for secure data transfer and authentication, including Secure Shell and Secure Sockets Layer protocols, multi-factor authentication, an LDAP server, and other measures ([IIIC-43](#), [IIIC-44](#), [IIIC-45](#)).

Windward CC's Computing Services department has deployed Dell Data Protection | Endpoint Security Suite Enterprise software for data encryption and advanced threat protection, plus McAfee antivirus and Symantec PGP for some applications. Many PCs have

self-encrypting hard drives, FileVault encryption is standard for new Macs ([IIIC-2](#) p. 7, [IIIC-30](#), [IIIC-20](#) p. 2), and CS has implemented FortiGate 600D/ FortiClient security appliances ([IIIC-35](#) p. 8).

Analysis and Evaluation

The College meets this Standard. The UHCC System Strategic Directions commit the UH community colleges to assess their inter-campus and internal campus networks to assure that they provide the required high-speed connectivity for teaching and learning spaces, business operations, and implementing necessary upgrades for their campus communities ([IIIC-33](#) p. 45).

The College also meets this Standard by assuring that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to ensure reliable access. It also recognizes a need increase security through training, resources, and staffing so it can adequately defend against and respond to malicious attacks and ransomware ([IIIC-2](#) p. 7-8).

Standard III.C.4

The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Evidence of Meeting the Standard

Personnel and students receive technology instruction and support at several organizational levels, including the UH System, the UHCC System, and the College. The UH System also offers a variety of support and resources for its constituents in all areas of service, including support tools, servers, instructional technologies, and infrastructure through its Help Desk ([IIIC-46](#), [IIIC-47](#)).

The UH System ITS Help Desk provides phone and technical support to all UH System students and personnel daily from 7:00 am to 11:00 pm including holidays ([IIIC-46](#)), walk-in support (at UH Mānoa), and an extensive online knowledgebase ([IIIC-47](#)). Technical assistance includes setup, troubleshooting, and basic operation of supported computing devices, software, operating systems, hardware, UH servers, ITS-managed online services, and network connectivity. The ITS Help Desk will also attempt “Best Effort” problem resolution for up to one hour for unsupported operating systems, software, and devices ([IIIC-48](#)).

The Teaching and Learning with Electronic Networked Technologies (TALENT) program from UH System ITS provides faculty and students on all campuses with manuals, tutorials, a knowledgebase, and other resources ([IIIC-49](#), [IIIC-50](#)), including a \$20/yr. site license for Lynda.com tutorials for employees and students ([IIIC-51](#)). The University offers technology workshops to UH System personnel on its operational platforms, including those for travel, purchasing, financial services, human resource management, facilities management, conferencing, and others ([IIIC-52](#), [IIIC-53](#), [IIIC-54](#)). This is augmented by technical support

from the UH Library Systems Office (UH LSO) to Windward CC's library for its Library Services Platform, link resolver, and proxy server ([IIIC-55](#)). Other vendors, through the UH LSO ([IIIC-56](#)) and the Hawai'i chapter of the Ex Libris Users of North America, provide related training ([IIIC-57](#), [IIIC-16](#), [IIIC-58](#)) to library users.

Grants from UHCC's Wo Learning Champions program have provided free registration to UHCC personnel to attend the annual Technology and Colleges and Community Conference ([IIIC-59](#), [IIIC-60](#), [IIIC-61](#)). Additionally, the Windward CC Staff Development Committee (SDC) offers technology-related workshops each year ([IIIC-62](#) pp. 2, 4, 8, 9, 11, 13, 15), with recent offerings focused on productivity suites and computer security ([IIIC-63](#)). The committee also awards grants to individuals and groups from the chancellor's staff development fund ([IIIC-64](#)). The ID and AV&T (formerly MS) departments offer workshops, individual training, and support in creating and using audiovisual materials, using classroom and duplication equipment, and audio-visual technologies ([IIIC-4](#) pp. 7, [IIIC-65](#), [IIIC-66](#), [IIIC-8](#) p. 5).

The Windward CC CS department provides user support services by email and its Help Line for Windward CC employees, and for anyone encountering campus wireless network and account issues ([IIIC-10](#)). Library personnel assist computer users with familiar tasks and problems, referring more difficult matters to the UH System ITS Help Desk ([IIIC-67](#) p. 3-4).

Analysis and Evaluation

Although the College meets this Standard, as it and the UH System generally provide adequate instruction and support for personnel and students in the effective use of technology and systems related to its programs, services, and operations, several areas need improvement.

Faculty and staff, while satisfied with the response time and quality of assistance from the CS department, report a relatively low rate of satisfaction with technology training. Increased demand for support has limited the time available to devote to technology instruction and mentoring ([IIIC-68](#) p. 1, [IIIC-2](#)).

Walk-in technology support for students is minimal. Library personnel provide most of the hands-on computer assistance outside the classroom, but often lack experience with the applications used for many courses. The College has intermittently funded a student employee to give computer help in the library during peak hours. However, the employee's supervisor is unqualified to provide technology training or higher-level support ([IIIC-67](#) p. 3-4).

Assessment and planning documents spanning several years reveal the need to expand technology instruction and support. The College has identified insufficiencies in the availability of support staff, evening and weekend service hours, and faculty training to meet a growing demand for distance education services ([IIIC-69](#) p. 1). The 2017 restructuring of Media Services into two units, (a.) Media and Technology Services and (b.) Instructional Development ([CIII-70](#) p. 3), has begun to address some of these issues, as it redefined roles to allow the Faculty Coordinator and the upgraded position of Instructional Technologies Services Coordinator to focus on their specific areas of expertise ([IIIC-71](#) p. 3).

The UH System's Distance Learning Advisory Council is in the process of creating a UH Distance Learning Strategic Plan ([IIIC-72](#), [IIIC-73](#)). Windward CC has also set among its Strategic Outcomes plans to increase training and resources for instructors who teach online courses and to offer resources for students in need of learning assistance ([IIIC-32](#) pp. 24-25). Departmental plans reveal efforts to address training needs through increased staffing and staff development ([IIIC-2](#) pp. 7-9, [IIIC-35](#) p. 9, [IIIC-38](#), [IIIC-4](#) pp. 9-10, [IIIC-11](#) p. 9). The DE QFE reflects on and brings together plans to address these needs, particularly for preparing our faculty to teach as effectively online as they do in the classroom.

Standard III.C.5

The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Evidence of Meeting the Standard

The UH System holds anyone using its technology resources responsible for complying with the posted UH policies, state laws, and external standards and regulations. Collectively, these govern a broad range of considerations, including the use and management of information technology resources, data security and governance, student conduct, privacy, identity protection, and copyright ([IIIC-74](#), [IIIC-75](#)).

Several UH System policies guide the use of technologies in teaching and learning:

- UH EP 2.210 — Use and Management of Information Technology Resources ([IIIC-76](#)).
- UH EP 5.204 — Distance and Online Learning ([IIIC-77](#)).
- UH BOR 5.210 — Distance Education and Offsite Instruction ([IIIC-78](#)).
- UH ITS Computer Support Policy ([IIIC-48](#)).
- The Windward CC Library Computer and AV Equipment Use Policy ([IIIC-79](#)).

Analysis and Evaluation

The College meets this Standard. Windward CC follows policies and procedures that guide the appropriate use of technology in teaching and learning.

List of Evidence

<u>IIIC-1</u>	<u>UH ITS Administrative & Business Systems</u>
<u>IIIC-2</u>	Windward CC Computing Services Annual Program Review 2016
<u>IIIC-3</u>	<u>ARPD 2016 WCC Technology Analysis</u>
<u>IIIC-4</u>	Windward CC Media Services Annual Program Review 2016
<u>IIIC-5</u>	ARPD 2016 Windward CC Academic Support – Executive Summary
<u>IIIC-6</u>	<u>UH ITS Google@UH Consumer Apps</u>
<u>IIIC-7</u>	<u>UH ITS TALENT: Getting Started</u>
<u>IIIC-8</u>	Windward CC 2017 Distance Education Committee Information
<u>IIIC-9</u>	<u>Windward CC CS Office 365 for Students</u>
<u>IIIC-10</u>	<u>Windward CC Computing on Campus</u>
<u>IIIC-11</u>	Windward CC 2017 Media Services Annual Report
<u>IIIC-12</u>	<u>UHCC Guided Pathways</u>
<u>IIIC-13</u>	Email: WCC 2015 MS Proctor U Invitation
<u>IIIC-14</u>	UHCC Brainfuse Study July 2016
<u>IIIC-15</u>	Email: Blackboard Collaborate Workshop
<u>IIIC-16</u>	<u>ELUNA 2016 Regional User Group Policy</u>
<u>IIIC-17</u>	OCLC WorldShare ILL Agreements 2017
<u>IIIC-18</u>	Email: WCC 2016 Computing Services Computer Upgrades for Library
<u>IIIC-19</u>	Windward CC 2017 Operational Expenditure Plan
<u>IIIC-20</u>	Windward CC 2017 CS Accreditation Notes
<u>IIIC-21</u>	Windward CC Annual Expenditure Report 2017
<u>IIIC-22</u>	UH ITS 2015 Strategic Plan
<u>IIIC-23</u>	<u>UH ITS Mission Statement</u>
<u>IIIC-24</u>	<u>UH ITS Home Page</u>
<u>IIIC-25</u>	<u>UH ITS Services</u>
<u>IIIC-26</u>	<u>UH ITS LMS Improvements</u>
<u>IIIC-27</u>	<u>Listing of Previous Lulima System Announcements</u>
<u>IIIC-28</u>	<u>UH ITS Learning Management System Review</u>
<u>IIIC-29</u>	<u>UH Learning Management System Review</u>
<u>IIIC-30</u>	Windward CC 2015 Computing Services Dell Service Agreement
<u>IIIC-31</u>	UHCC Strategic Directions 2015-2017
<u>IIIC-32</u>	Windward CC Strategic Outcomes 2015-2017
<u>IIIC-33</u>	UH 6-Year Capital Improvement Projects Plan Fiscal Years 2018-2023
<u>IIIC-34</u>	Board of Regents Meeting Minutes 11/17/2016
<u>IIIC-35</u>	WCC Computing Services AY 2017 Annual Report
<u>IIIC-36</u>	USDA-LCC Grant Award Letter
<u>IIIC-37</u>	Windward CC 2014 Distance Learning Initiative Grant Summary
<u>IIIC-38</u>	AY18 PBC Library Computer Student Assistant III
<u>IIIC-39</u>	<u>UH ITS Security Resources</u>
<u>IIIC-40</u>	<u>UH ITS UH Personal Information Survey</u>
<u>IIIC-41</u>	<u>UH ITS Computer Virus and Threat Information</u>
<u>IIIC-42</u>	<u>UH ITS Site Licenses</u>
<u>IIIC-43</u>	<u>UH ITS Setting Up Multi-Factor Authentication</u>
<u>IIIC-44</u>	The Growing UHIMS Ecosystem

<u>IIIC-45</u>	<u>DMCA Takedown Procedure</u>
<u>IIIC-46</u>	<u>UH ITS Help Desk</u>
<u>IIIC-47</u>	<u>UH ITS Support Tools</u>
<u>IIIC-48</u>	<u>UH ITS Computer Support Policy</u>
<u>IIIC-49</u>	<u>UH ITS TALENT</u>
<u>IIIC-50</u>	<u>UH ITS TALENT Student Support for Laulima</u>
<u>IIIC-51</u>	<u>UH ITS Lynda Accounts</u>
<u>IIIC-52</u>	<u>UH ITS Instructional Technology</u>
<u>IIIC-53</u>	<u>UH FSO Training</u>
<u>IIIC-54</u>	<u>UH ORS PI Training</u>
<u>IIIC-55</u>	<u>UH Library Systems Office</u>
<u>IIIC-56</u>	Email: UH Library System 2013 SFX Red Group Training Dates
<u>IIIC-57</u>	<u>ELUNA Hawai'i Users Group</u>
<u>IIIC-58</u>	<u>ELUNA Hawai'i Users Group Annual Meetings</u>
<u>IIIC-59</u>	<u>UHCC TCC 2017 Flyer</u>
<u>IIIC-60</u>	<u>WO LC TCC 2017 Announcement</u>
<u>IIIC-61</u>	<u>TCC Conference UH Attendees 2012-2016</u>
<u>IIIC-62</u>	<u>Windward CC SDC Minutes 2012-2017</u>
<u>IIIC-63</u>	Email: WCC 2015-2017 Staff Development Summary
<u>IIIC-64</u>	<u>Windward CC SDC Staff Development Grants</u>
<u>IIIC-65</u>	<u>Windward CC Media Services 2016 Online Workshops Poll</u>
<u>IIIC-66</u>	<u>Windward CC 2016 MS New Pālanakila Media AV</u>
<u>IIIC-67</u>	<u>Windward CC 2017 Library Annual Report</u>
<u>IIIC-68</u>	<u>ARPD 2017 WCC Technology Resources: Quantitative Data</u>
<u>IIIC-69</u>	<u>Windward CC 2016 DEC Online Program SWOT</u>
<u>IIIC-70</u>	UH Memo to UHPA re: Academic Support Reorganization May 2017
<u>IIIC-71</u>	Reorganization Proposal for Windward CC Media/Duplication Center & Library Learning Commons
<u>IIIC-72</u>	<u>UH Distance Learning Strategic Plan Presentation 2017</u>
<u>IIIC-73</u>	<u>Distributed Learning Advisory Committee Change</u>
<u>IIIC-74</u>	<u>UH ITS Information Security Program</u>
<u>IIIC-75</u>	<u>UH ITS Policies and Compliance</u>
<u>IIIC-76</u>	<u>UH Executive Policy 2.210</u>
<u>IIIC-77</u>	<u>UH Executive Policy 5.204</u>
<u>IIIC-78</u>	<u>BOR 5.210 DE & Offsite Instruction</u>
<u>IIIC-79</u>	<u>Windward CC Library Policies</u>

Standard IIID. Financial Resources

Standard III.D.1

Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)

Evidence of Meeting the Standard

The UH System and UHBOR, the UHCC System and Windward CC are committed to supporting and sustaining student learning programs and services and improving institutional effectiveness. The UH System and UH BOR approve the UH request for general funds submitted to the Hawai'i State Legislature, set reserve policies, tuition rates, and approve the annual operating budget of the seven community colleges and the OVPCC, that make up the UHCC System. The UHCC System allocates general funds and manages the collection of tuition and fees for all seven colleges, including Windward CC. The colleges are involved in the system budget planning, including adhering to all reserve requirements established by the UH BOR. Each college is responsible for the budget execution of general funds and tuition and fees with regard to campus fiscal year operational expenditures. See Functional Map ([IIID-1](#)).

Windward CC receives general fund support from the Hawai'i State Legislature through biennial and supplemental year requests as a portion of general funds allocated to the UH System, and not on an FTE or other formula basis from the Legislature. The resource allocation model and oversight provided by the UHCC System to all seven campuses is well-established and ensures stability. Developed in 2013, this model includes two sources: State of Hawai'i's General Funds (GF) and Tuition and Fees Special Funds (TFSF). The College's annual GF allocation remains relatively stable even when enrollments goes down, mitigating the impact of the loss of TFSF revenue. Conversely when enrollment grows, campuses generate additional revenues to meet increased costs. The methods and procedures to make these allocations are described in UHCCP #8.000. ([IIID-2](#)).

Supporting Programs and Services

The College documents a funding base, financial resources, and plans for financial development adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability (III.D.1; ER18). The FY17 Operating Budget ([IIID-3](#)) shows that the College's total available funds in the unrestricted general fund covers all projected expenses and exceeds both minimum five percent and target 10 percent reserve thresholds required in the UHCCP Policy #8.201 ([IIID-4](#)) and 16 percent requirement set by the UH BOR ([IIID-5](#)).

The College GF allocation has increased from \$9.2M to \$11.8M in the last 5 years as shown in Table 3D-1 ([IIID-6](#)). The TFSF reached its peak at \$5.0M in AY 2015 and slightly decreased to \$4.8M in AY 2017 due to a state-wide decline in enrollment. The tuition increase has helped offset the declining enrollment. The GF combined with the TFSF comprise the “unrestricted operating budget,” and this has increased by 22% over the 5-year period.

Table III.D.1 General Fund and TFSF Allocations from FY 2013 to 2017.

	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017
General Fund Allocation*	9,227,334	10,236,289	10,417,468	11,117,281	11,868,550
Tuition & Fees SF Revenue**	4,467,691	4,807,782	5,043,150	4,809,153	4,798,219
Total	13,695,025	15,044,071	15,460,618	15,926,434	16,666,769

**GF allocation before funding mix*

***TFSF revenue is cash basis all years*

Other special and revolving funds supplement the College available resources. These are used to support specific program activities, such as career and community education, non-credit instruction, summer session instruction, conference facilities and student activities. The individual funds are established by statute and operate on a self-sustaining basis. In addition to covering direct costs, programs are required to generate an administrative cost fee (10%) to cover their equitable share of general campus operating expenses. The College special and revolving funds displayed in Table 3D-2 ([IIID-7](#)) have remained stable over the last 5 years.

Table III.D.2 Special and Revolving Funds from FY 2013 to 2017.

	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017
Other Special Fund Revenue	929,238	1,212,945	1,229,701	1,173,845	1,312,514
Revolving Fund Revenue	207,600	336,964	302,322	266,656	222,656
Total	1,136,838	1,549,909	1,532,023	1,440,501	1,535,170

The College is highly successful in securing extramural funds from federal, state, and private sources through competitive grants. These funds are used to supplement needs for supplies, equipment, facilities and personnel and have helped improve institutional effectiveness. In FY14-15 alone, the College was awarded \$6,235,610 in grant funding, which is higher than either UH West Oahu or Kapi‘olani CC. All extramural funds are administered through the University Office of Research Services (ORS). The 4-year total extramural fund expenditures for FY 2013 to 2016 was over \$20 million ([IIID-8](#)) as shown in Table 3D-3.

Table III.D.3 General Fund and TFSF Allocations from FY 2013 to 2016

	FY 2013	FY 2014	FY 2015	FY 2016
# Extramural Grants (ORS data)	20	16	20	15
Extramural Grant Awards (ORS data)	6,164,799	2,161,043	6,235,610	5,313,299
Extramural Fund Expenditures (UHCC data)*	6,720,489	5,837,974	4,300,404	4,923,580

**Excludes appropriated federal funds (Federal Work Study, Career & Technical Education)*

The College has been extremely successful in meeting almost all performance targets, in obtaining additional funding from the State through the UHCC System performance funding and innovation and strategic initiative funding allocations. As discussed in IB.8, the UHCC System has a performance funding formula in place to allocate a portion of funding based on performance indicators such as degrees and certificates awarded, number of low-income students participating the Federal Pell program and number of transfers to the baccalaureate campuses. The UHCC System also has innovation and strategic initiative funding allocations that are used to address critical needs identified through the strategic planning process that include subsidizing the cost of new classes, reforming developmental education, improving retention and persistence through guided pathway and early intervention systems, expanding financial aid support, supporting Native Hawaiian achievement, and replacing equipment, etc. These initiatives resulted in additional funding from the State, as shown in the Table 3D-4. ([IIID-9](#), [IIID-10](#)).

Table III.D.4 Performance and Strategic Initiative Funds from FY 2013 to 2017.

	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017
WCC Performance Funding	197,161	755,090	904,714	1,046,859	935,507
Strategic Initiatives Allocations	207,291	422,985	569,627	223,295	310,252

Integrity and Stability

The College ensures that the distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. As discussed in Standard I.B.9, the Integrated Planning Model requires that all departments review, identify and prioritize their resource needs to enhance their programs and services. All funding requests, equipment, operating initiatives, facility improvements, and position requests, are forwarded to the Windward CC Planning and Budget Council (PBC) for review, ranking, and consideration. Funding requests are prioritized based on program needs that are linked to student learning outcomes, annual program review, campus strategic plan goals and benchmarks. Funds for student services, curriculum development and assessment, and technology are prioritized based on the results of annual assessments and 5-year program

reviews. The chancellor approves funding requests based on the PBC rankings and on the availability of funds, as discussed in III.D.6. Upon final approval, the Chancellor's Office sends notification to the requesting unit that their items may now be purchased or positions filled ([IIID-11](#), [IIID-12](#)). To ensure that the resource allocation process is transparent and effective, the PBC updates the status of its funding initiatives on a yearly basis on the PBC website ([IIID-13](#), [IIID-14](#)).

The College plans and manages its financial affairs with integrity and in a manner that ensures financial stability. All general operating and other special and revolving fund budgets are entered into the software, Kuali Financial System (KFS). Additionally, the College maintains cash reserves to ensure financial stability to address emergencies and other operating contingencies such as temporary downturns in enrollment or significant one-time investment opportunities that support educational improvement and innovation See Standard III.D.9.

Therefore, throughout the year, the College manages its financial resources with integrity. These budgets are monitored monthly to actual reports that are posted to the UHCC System Budget website ([IIID-15](#)). General funds lapse at the end of the year. The College adheres strongly to the State's prohibition of deficit spending. The UH BOR exercises general oversight over the University's financial resources to ensure that financial management is carried out in a fiscally responsible manner.

The College, along with all the other colleges in the UHCC System, is audited annually by independent external auditors. One audit report is published for the UHCC System as a whole. ACCJC has accepted supplemental information provided in the System Audit Report as evidence of financial integrity. As reported in the annual audit, the UHCC System has had unmodified opinions over financial reporting all throughout this accreditation period.

Analysis and Evaluation

The College meets this Standard. Windward CC has sufficient resources to maintain and improve student learning programs and services and improve institutional effectiveness. The College plans and implements a budget within its allocations and anticipated revenue projections and makes judicious corrections throughout the year as needed. The Operating Expense Plan for FY 11-12, FY 12-13, FY13-14, FY15-16 and FY16-17 reflects the College's strong, but conservative financial position. Despite a state-wide decline in enrollment, the College has remained fiscally solvent. Moreover, the financial resources have been sufficient to support and sustain student learning programs and services. Improvements to institutional effectiveness have been achieved through extramural grants and performance-based funding.

More importantly, the College has followed the UH BOR and UHCC System policies and administrative procedures for sound fiscal planning and management of financial resources. Strong internal control mechanisms for all funding sources are imbedded in KFS. All special and revolving fund programs implement cost center-based budgeting for revenues and expenses.

The process of distribution of resources in the College through the PBC is transparent partially because the College adheres to the State policy of no-deficit spending. Further, the College has met all UHCC System and UH BOR reserve requirements to ensure stability. Finally, although, the UHCC System has unmodified opinions reported in the annual audits consistently throughout this period, Windward CC has ensured that it has sufficient resources to maintain and improve student learning programs and services as well as improve institutional effectiveness.

In the College's QFEs, two major areas for improvement have been identified: expanding distance education and increasing Native Hawaiian parity in enrollment, persistence, graduation and transfer. These two areas not only address critical student populations, but also performance funding benchmarks, such as enrollment and graduation. The College has resources to initiate these projects, but needs to investigate ways to secure additional funding that may be needed in the future.

Standard III.D.2

The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

Evidence of Meeting the Standard

UH and UHCC Systems

The UHCC System's mission is to broaden access and promote success in quality postsecondary programs with a strong commitment to Native Hawaiian students. The UHCC System goals identified in the System's Strategic Plan ([IIID-16](#)) are in alignment with the UH System Strategic Directions. The UH System Strategic Directions for 2015-2021, which were approved by the UH BOR in January 2015, include: [Hawai'i Graduation Initiative](#), [Hawai'i Innovation Initiative](#), [21st Century Facilities](#) and [Developing High Performance Mission Driven Systems](#) ([IIID-17](#)). The goals identified in the UH System Strategic Directions and UHCC System Strategic Directions are supported by annual funding allocations (performance funding) to the seven member colleges as follows ([IIID-18](#)):

UH System-Level performance funding goals:

- Degrees and certificates awarded
- Degrees and certificates awarded to Native Hawaiian students
- Degrees and certificates awarded to students in Science, Technology; Engineering, and Math (STEM) fields
- Degrees and certificates awarded to Pell recipients
- Transfers from the community colleges to UH baccalaureate campuses
- Success rates (150% time-to-degree)

UHCC System-level performance funding goals:

- Degrees and certificates awarded
- Degrees and certificates awarded to Native Hawaiian students
- Degrees and certificates awarded to students in Science, Technology, Engineering, and Math (STEM) fields (including UHCC System students that go on to receive UH awarded baccalaureate degrees)
- Degrees and certificates awarded to Pell recipients
- Transfers from the community colleges to UH and non-UH baccalaureate campuses

Institutional standards for achievement and the methods of assessing these standards are set by UHCCP #4.203 ([IIID-19](#)). Budget priorities are established based on the achievement and advancement of strategic planning goals. Oversight to the process is provided by the Community Colleges Strategic Planning Council (SPC) ([IIID-20](#)). The SPC consists of the chancellors, faculty senate chairs, and student government leaders from each of the seven UHCC System campuses and the vice president and associate vice presidents for the community colleges ([IIID-21](#)).

Windward CC

The Windward CC mission is similar to the UHCC System mission (see IA.3). The College mission and goals are widely communicated throughout the institution ([IIID-22](#)). As part of the financial planning process, the Planning and Budget Council (PBC) reviews and updates the mission and goals in the fall as a part of revising the strategic plan. The strategic actions are prioritized based on program reviews and department annual reports.

In the spring, the PBC makes recommendations to the chancellor regarding priorities and allocations for the operating budget, new and replacement equipment budget, and new and replacement position authorization ([IIID-23](#)). The chancellor makes the final decision and disseminates the Annual Expenditure Report Memo to the PBC at the start of the next fiscal year.

At the department level, the College mission and goals are used as basis for the development of the department's goals and objectives ([IIID-24](#)). Each year, the departments review their performance and assess quantitative data and trends generated by the OIR and SLO assessments to develop and update department goals. These goals are then used as basis for the development of department budget requests ([IIID-25](#)). See I.A.1, Mission.

All budget requests include documentation on how the request aligns with the College mission and Strategic Plan, SLOs (for instruction), and process outcomes (for non-instructional units), and analysis of departmental/unit annual reports and program reviews (See IB.9). Initiatives to achieve long-term goals must include additional documentation, such as the UHCC System Master Plan, UHCC System Strategic Directions, 5-Year Program Reviews and Strategic Outcomes: Goals and Actual ([IIID-26](#), [IIID-27](#), [IIID-28](#), [IIID-29](#), [IIID-30](#)). All department members participate in the discussion and prioritization of department funding requests.

Windward CC's Integrated Planning Model describes the connection between short-term department planning with the long-term Strategic Plan, Chancellor's Vision and Facilities Master Plan planning processes ([IIID-31](#)). The College, through the PBC, ensures that resources are allocated according to an integrated planning process following established procedures ([IIID-32](#) p. 8, [IIID-33](#), [IIID-34](#), [IIID-35](#)). See, I.B.2: Institutional Effectiveness.

Each department presents their budget requests at regularly scheduled PBC meetings. Each PBC voting member uses the PBC Rubric ([IIID-36](#)) to rate each request, and relies on supporting documents such as department annual reports, SLO assessment reports, and program reviews to rate the request (See IB.9). The rating survey results are tabulated and published on the PBC website ([IIID-37](#)). The chancellor uses the PBC rankings as a starting point in making resource allocation decisions for the next fiscal year. All the agenda items and minutes of the PBC meetings are posted on the website. All financial documents and information are transmitted to various academic departments and administrative/support units by representatives on the Council and through the PBC webpage ([IIID-38](#)).

There is strong evidence that priorities voted by the PBC have supported the achievement of goals for performance measures that are tied to funding ([IIID-39](#)). One of Windward CC's strategic action plans is to increase Native Hawaiian (NH) graduation. In FY 18, the PBC prioritized the requests for a Native Hawaiian counselor, Hawaiian Studies instructor, and Hawaiian Specialist librarian. Another Windward CC strategic action plan is to increase STEM workforce. In FY 2018, the chancellor approved the requests for a Vet Tech distance education coordinator/instructor, Plant Science/Agriculture instructor and a laboratory technician based on PBC prioritized requests ([IIID-40](#)). See Standard III.D.6.

The goals in the QFEs, to achieve NH parity and increase access through expanded distance education (DE), are rooted in the College mission. Even before the QFEs were formally written, the PBC requests for personnel to help achieve NH parity ([IIID-41](#), [IIID-42](#)) and for DE ([IIID-43](#), [IIID-44](#)) were already forwarded to the PBC and are currently being vetted for prioritization. These requests are consistent with Action Plan #3 (QFE-NH) Allocation of Resources to Promote Parity, and Action Plan #1 (QFE-DE) Create a Faculty Center/Multimedia Laboratory for Training and Support of Distance Education Classrooms. This is additional evidence of how the College mission and goals are integrated throughout the program review and resource allocation process.

Policies and Procedures

The Budget Policy Paper issued by the University president during the biennium budget cycle provides the environmental context for budget building, the general program policy and management objectives, and the institutional priorities that guide the preparation of the budget ([IIID-45](#)). Budget and financial reviews are conducted by the UHBOR. RP 8.204 sets the University's fiscal management, budget process as well as the legislative budget proposal and preparation processes ([IIID-46](#)).

At the UHCC System and campus levels, the policies involved in budget preparation, budget execution and fiscal management are available at the UHCC System website ([IIID-47](#)). At the College, the PBC Handbook contains decision-making procedures and the criteria and rating rubric for resource allocation. Administrative Procedures Chapter Eight on Business

and Finance provide sound, ethical financial policies and procedures that College personnel employ to maintain effective operations and internal controls ([IIID-32](#)). For long-term stability, the College maintains sufficient cash reserves, over 30% of prior year's expenditures. See Standard III.D.9.

Dissemination of Financial Information

Appropriate financial information is disseminated in a timely manner throughout the College through the PBC webpage. The College's Operating Expenditure Plans (OEPs), PBC Handbook, membership, meeting agendas and minutes are available and regularly updated on the PBC webpage. Windward CC personnel authorized to make decisions for their programs and grants have immediate access to real-time financial information through the UH System integrated database system, Kuali Financial System (KFS). At the UHCC System level, all budget documents are available through the UHCC System Budget and Finance website.

Analysis and Evaluation

The College meets this Standard. The College's mission and goals are the foundation of financial planning. First, the College's mission and goals are developed following the UH and UHCC Systems overall direction and performance benchmarks, and, are broadly communicated throughout the College. Second, the College's mission and goals are integrated throughout the financial planning and resource allocation process. Resource funding requests from the departments are routinely linked to the College's goals and priorities. Third, the open and inclusive budget development process employed by the PBC uses the College mission and strategic plan as the primary documents for prioritizing all discretionary expenditures (personnel, equipment, supplies, technology, etc). Additionally, policies and procedures are in place to ensure sound and transparent financial practices as well as financial stability. Finally, appropriate financial information is disseminated to the community through reports on the PBC webpage.

Standard III.D.3

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.

Evidence of Meeting the Standard

UH System Budget

The UH System strategic planning process provides the direction and the focus for the budget development process. The current biennium budget development process is outlined in the Budget Policy Paper which emphasizes proposals that can be framed to support the major strategic directions of the University (see III.D.2). The UH president prepares a budget which includes all elements of the University for submission to the UH BOR. Upon approval by the UH BOR, the University's budget is submitted to the state governor for review and incorporated into the executive budget request. The executive budget request for the state is then 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. Upon approval by the governor in June, allocation notices are transmitted to the University, including any restrictions imposed on legislative appropriations. The UH president determines distributions of general funds including UHCC System level distributions.

UHCC System Budget

In accordance with RP 8.204, the UHCC System Budget, Planning and Finance Office provides clearly defined guidelines and instructions on financial planning and budget development ([IIID-46](#)) of the different budgets: biennium budget (during odd-numbered years), supplemental budget during even-numbered years and for capital improvement, repairs and maintenance budgets with the different community colleges.

The VCCC and the community college chancellors determine the general fund allocations to the individual community college campuses, normally maintaining established levels of current service funding. The UHCC System Budget Office allocates the money for each campus around August of each year following the operating budget allocation process described in UHCCP #8.000 ([IIID-2](#)).

Operating budget revenue is made up of State general funds, student tuition and fees, and other non-state revenue sources. (see Section III.D.1) Approximately one-quarter of general funds are provided by the state prior to the beginning of the fiscal year and the remaining full year allocation is provided prior to the end of the first quarter. Tuition is collected prior to the beginning of fall and spring terms and is expended over the course of each term. A budget monitoring report is presented to the UHBOR quarterly to keep the Board apprised of the current status of the budget.

Windward CC Budget

The timing of the financial planning process at Windward CC is tied to the state budget and UH System budget processes. The Windward CC VCAS drafts the initial College budget using data provided by the UHCC System, such as GF allocations, TFSF projections, salaries, benefits, salary adjustments resulting from collective bargaining, utilities, cash reserves, risk management and expected variable costs for the upcoming fiscal year. Examples are the FY Operational Expenditure Plan (OEP) ([IIID-48](#)) and Allocation Report ([IIID-49](#)).

Monthly VCAS meetings are held to review detailed analysis of revenue budget to actuals, expenditure budget to actuals, cash balances and end of year cash projections. Documents such as the operating budget allocations and tuition and fee projections ([IIID-50](#)), general operating budget financial plans ([IIID-51](#)), general operating budget status reports, monthly budget reports ([IIID-52](#)) and other financial information are updated, distributed and/or posted on the UHCC System website on a monthly basis with secure login. After these meetings, the VCAS updates and posts the updated OEP on the PBC webpage ([IIID-38](#)).

As discussed in Sections I.B.9, III.D.1 and III. D. 2, the College has clear guidelines on how to allocate unencumbered funds. The PBC uses the integrated planning process to make resource allocation recommendations to the chancellor. The PBC is composed of 27

members representing the various units of the College, including student government and Native Hawaiian advisory board, Ke Kumu Pali (IIID-32 p. 6). Procedures and timelines in the PBC Handbook are followed to ensure full constituent participation. All Windward CC constituents are invited to participate in the all-campus annual assessment summit to discuss SLO assessments and program reviews and to prioritize action plans. The action plans are included as evidence to support budget requests to the PBC (IIID-53). Also, any constituent may submit additional budget requests through the department or unit to the PBC (IIID-31). As described in III.D.1 and III.D.2, the PBC prioritizes these requests using established criteria and rubrics and, then makes recommendations to the chancellor for final approval. Upon approval, the approved funding proposals will become a budget item for the following year. As discussed in III.D.1, the status of these budget items is monitored, and is published on the PBC webpage.

Analysis and Evaluation:

The College meets this Standard. The College adheres to a well-defined integrated planning and budget development process. In the first place, the PBC follows the procedures and timelines in the PBC Handbook to prioritize funding requests for the whole college. Importantly, the College provides all constituencies opportunities to participate in financial and budgetary matters.

Institutional planning takes place in department meetings, in the all-campus assessment summit, and, through a variety of committees, including the PBC, which has a widely diverse representation. Finally, the College follows clearly defined guidelines as well as projections for budget development from the UHCC System Budget Office.

In order to promote Native Hawaiian (NH) parity (QFE-NH), the College plans to improve the dialogue and presentation of the NH parity measures in the PBC. The College will provide accurate disaggregated outcomes data on NH versus other learners to identify strategies that have positive impact on NH students. Ke Kumu Pali will review the data and create an annual report and action plan, and submit funding requests to the PBC to support such strategies. Currently, only departments and programs create annual reports and program reviews. The plan is to modify the process to conform to existing procedures in the PBC.

Standard III.D.4

Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Evidence of Meeting the Standard

Performance based funding

Institutional planning at the UHCC System reflects a realistic assessment of resource availability as well as the further development of the resources to meet expenditure requirements and strategic goals. In 2008, HB 2978 mandated that the UH System develop incentive and performance based funding to align with the goals and priorities of the State of Hawai‘i. As discussed in III.D.2, the UHCC System allocated an annual pool of \$6.5 million

in performance funding to its seven community colleges. As discussed in III.D.1, the College has received its full share of funding earmarked for strategic initiatives and strategic initiatives allocation annually until this year.

Tuition

On October 26, 2011, the UHBOR approved a new tuition increase schedule for Fall 2012 through Spring 2017 ([IIID-54](#)) to offset the rising cost of education and a decrease in state support. The tuition increase had buffered the College from net losses due to enrollment declines for the last four years ([IIID-55](#)). In spite of consecutive tuition increases, the community colleges remain affordable. According to the 2016 College Affordability Diagnosis by the University of Pennsylvania Graduate School of Education, the UHCC System campuses were identified as the third most affordable 2-year public higher education institutions in the nation ([IIID-56](#)).

Extramural Funding

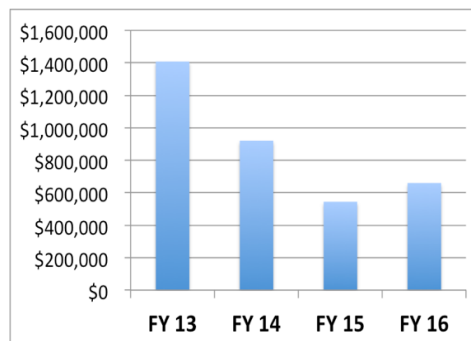
The College leads the other UHCC System campuses in securing extramural funding: a total of 71 grant awards (over \$26 million) from 2012 to the present ([IIID-57](#)). Some examples are: US Department of Agriculture (Distance Learning Initiative, \$259K) ([IIID-58](#)); U.S. Department of Education (DOE) Title III Grant, \$9.9M (Hānai a ulu: Feed and Grow—Nurturing student parents and STEM); Student Parent Center (childcare) and renovation of outdoor, indoor and virtual learning environments, with enhanced technology, data access and laboratory experience focusing on the needs of Native Hawaiian students ([IIID-59](#)); Kahua Ho‘ona‘auao: Foundations of Knowledge Building (Title III, \$3.99M), and Mala A‘oa‘o Kaiaulu: Growing a garden of speakers in our community (Title III, \$2.44M) ([IIID-60](#), [IIID-61](#))s.

Additionally, the College has partnered with other UHCC System campuses in securing funds for NH student internships, such as the Indigenous Knowledge in Engineering II, (NSF, \$494K) ([IIID-62](#)) and NSF Partnerships for Geoscience Education grant (Hālau Ola Honua, \$822K) ([IIID-63](#)). Moreover, the Office of Career and Continuing Education (OCCE) has also obtained contract education grants, such as the Department of Public Safety “tiny shelter construction” and “MS Word” certificate courses for inmates at the Women’s Community Correctional Center (WCCC) ([IIID-64](#)). Furthermore, the local business community has stepped up its support of the College through the annual Windward Ho‘olaule‘a, a joint project with the Kaneohe Business Group, which helps raise funds for Windward CC student scholarships and for Windward CC’s Advancement Fund ([IIID-65](#)).

Fundraising

The University of Hawai‘i Foundation (UHF), a nonprofit organization, raises private funds and manages private investments to support all 10 campuses of the UH System ([IIID-66](#)). The College has a UH Foundation major gifts officer assigned to work closely with the College. She meets with the chancellor to identify priorities for private giving, naming opportunities, and projects that would appeal to donors ([IIID-67](#)). Chart III.D.1 shows a summary of gift totals for Windward CC from FY2013 to FY2016. See III. D. 10 for more details.

Chart III.D.1 Annual total gifts



Key Expenditure Requirements

The College regularly monitors key expenditure requirements, which include utilities, cash flow, reserve, maintenance cost and any other requirements or standards that facilitate strong fiscal health. In FY2009, the College’s electricity bill amounted to over \$1.4 M, the second largest expenditure next to salaries ([IIID-68](#)). The College decided to adopt the \$38M energy conservation project in partnership with Kapi‘olani CC, Honolulu CC and Leeward CC (completed on September 11, 2015) to bring the cost to a manageable level ([IIID-69](#)). Additionally, the UHCC System entered into a performance contract with Johnson Controls, Inc. This agreement identified energy conservation measures that enabled the campuses to pool their resources and energy savings. The College is now tracking and managing its electricity consumption through the “Battle of the Buildings,” an energy conservation challenge that pits campus buildings against one another to see which can reduce its energy consumption the most. Through this competition, students, faculty and staff learn more about energy conservation and use this knowledge to reduce their consumption ([IIID-70](#)).

To address maintenance costs, the UH BOR adopted a new tuition schedule for FY2019 and FY2020 for the sole purpose of funding deferred maintenance and modernization at each campus ([IIID-71](#)). As discussed in Standard III.B.4, the UHCC System Strategic Directions commits to developing a planned equipment replacement schedule, building maintenance plan and a Systemwide budget for capital equipment replacement. This will reduce the impact on campus budgets and provide students with facilities that are safe, sustainable and supportive of modern practices in teaching, learning and research.

Analysis and Evaluation

The College meets this Standard. The College exhibits a realistic financial assessment of its revenues. First, the College's planning reflects a realistic assessment of available financial resources and ability to develop new revenue streams to meet expenditure requirements. Increased funding has been achieved by meeting performance goals, increasing tuition fees, securing grants and gifts and developing partnerships. Second, reducing utility costs has helped in maintaining a viable financial condition for the College. A realistic assessment of expenditure requirements has led the College and the University to use revenue bonds to finance the energy conservation project involving the four UHCC System campuses located on Oahu. Finally, the UHCC System has successfully maintained a delicate balance by establishing a tuition rate schedule that ensures adequate resources for ongoing needs, new funding to meet strategic objectives and yet remain affordable when compared to other 2-year institutions.

The College has already received several extramural grants related to DE expansion and NH parity (QFEs). The first two grants mentioned above focus on virtual learning environments and technology while the others address support services for NH student success. As mentioned in III.D.1, the College has financial resources to initiate the projects included in the QFEs; however, to move forward, additional funding through attainment of extramural resources will be needed in the future.

Standard III.D.5

To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

Evidence of Meeting the Standard

UH System

The UHBOR has fiduciary obligation to ensure that the university is managing its resources in a fiscally responsible manner. As mentioned previously, RP 8.204 sets the policy on fiscal management and the budget preparation process. Windward CC submits to the UHBOR a comprehensive operating financial plan for approval prior to the start of each fiscal year. The primary underlying assumption of the approved plan is that projected expenditures do not exceed projected revenue, except for planned one-time expenditures. These budgets are broken down on a quarterly basis and variances exceeding established thresholds at the UHCC System level must be explained to the UHBOR at the close of each quarter ([IIID-3](#)).

Executive Policy EP 8.204 establishes guidance relating to University audits. The vice president for budget and finance/chief financial officer (CFO) is appointed to work with the Audit Committee of the UHBOR and the internal auditor in the planning and coordination of internal and external audits, and, to provide leadership in the development of financial controls and financial statements ([IIID-46](#)). Section 304A-321, Hawai'i Revised Statutes

([IIID-72](#)) requires the UH BOR Audit Committee to submit an annual report to the entire Board and the legislature no later than twenty days prior to the convening of each regular session of the legislature on matters that include all instances of material weakness in internal control, including the responses of university management; and all instances of fraud, including the responses of university management ([IIID-73](#)).

The internal auditor (OIA) reports functionally to the UH BOR, and is supported administratively by the CFO. The OIA serves as a liaison between UH management and the external auditors. When a potential finding is discovered, the OIA communicates the results of the independent audit to the appropriate department, and gathers comments/questions by the department for review of proposed corrective action. It is the UHCC System and the chancellors, or their designees, who are responsible for responding to and/or for addressing and correcting any identified weaknesses. The OIA evaluates corrective action plans in response to audits and investigates incidents of possible fraud ([IIID-74](#)).

The I-133 audit is a rigorous, systemwide examination of an entity that expends \$750,000 or more of federal funds for its operation. The independent external auditors provide opinions on the compliance and financial statements of the UH System by testing and evaluating the usage of federal funds, operations and compliance with rules and regulations. The I-133 audit reports from FY2012 to FY2017 did not identify any material weaknesses in the financial statements for the UH and UHCC Systems but some internal control deficiencies were identified, as will be discussed in III.D.7.

The internal auditors conduct their own periodic internal audits for the different campuses. The OIA prepares a flexible annual plan that is approved by the UH BOR Committee on Independent Audit. The audit plan is adjusted as needs arise and focuses on specific program areas, such as P-card purchasing, petty cash, travel completions, auxiliary programs and culinary arts program. UH internal auditors do on-site visits to the different campuses and at the conclusion of internal audits make recommendations to improve processes and procedures ([IIID-75](#)). This led to the adoption of UHCCP 8.200 to provide guidance on executing financial and operational oversight of revenue generating programs ([IIID-76](#)).

Hawai‘i Revised Statutes §23-12 requires the State of Hawai‘i’s Office of the Auditor to conduct a review of UH special, revolving, and trust funds and accounts once every five years. The Office of the Auditor’s Report 14-18, examined 65 UH special funds, revolving funds, trust funds, and trust accounts. The report was completed in December 2014. Report 14-18 stated that the Community Colleges Special Fund, established by §304A-2162, “continues to serve the purpose for which it was created, but it functions as, and meets the criteria for, a revolving fund and should be reclassified as such.” Report 14-18 was presented to the 2015 Hawai‘i State Legislature; however, the legislature, through further consultation with the UHCC System, determined that the special fund classification was appropriate ([IIID-77](#)).

The UH Financial Management Office (FMO), under the CFO, regularly evaluates and updates policies, financial management practices, and internal controls to ensure financial integrity and the responsible use of its financial resources ([IIID-78](#)). Internal controls are built in the UH Systemwide Policies and Procedures Information System (PPIS) found on the UH website ([IIID-79](#)). The UH System centrally manages all extramural funds and all contracts in accordance with Systemwide policies and state procurement laws. (See Functional Map).

Internal control mechanisms are also built in the UH Systemwide financial software, Kuali Financial System (KFS) ([IIID-80](#)). The KFS records and manages all of the financial transactions and fiscal activity for all of the UH campuses. KFS is used by the academic unit deans, directors, extramural grant managers and principal investigators, revolving and auxiliary fund managers, and business office staff to initiate, review, manage or approve procurement, payment documents and other financial transactions. Controls, in the form of limited permissions and required approvals, are in place to ensure financial integrity and accountability. KFS users receive proper training of the software and controls, and, can only enter or approve requisitions for their own assigned departments ([IIID-81](#)).

To ensure a continuous assessment of financial management in June 2016 UH launched a whistleblower hotline. UH students, faculty and staff now have a resource to confidentially report violations of laws, rules, regulations and UH policies. This further advances the University's commitment to encourage and enable any member of UH or the general public to make good faith reports of misconduct related to legal and policy violations ([IIID-82](#)).

UHCC System

As mentioned in III.D.2, UHCCP #8.000 documents the operating budget allocation process at the UHCC System to provide a fair and transparent distribution of resources to support campus operations and meet UHCC strategic plan goals. This process includes the distribution of new funding and reductions, allocation of performance-based funding, internal funding reallocations, and distribution of restrictions and assessments during the course of a fiscal year. Allocation documents are posted on the Office of the Vice President for Community College (OVPCC) website to provide greater transparency and understanding. The budgets are monitored via monthly budget to actual reports that are posted to the UHCC Budget website. General operating budget status reports are reviewed at monthly VCAS meetings.

Windward CC

The chancellor is responsible for directing all aspects of the administration and development of the College in order that the College fulfills its mission. As discussed in I.C.5, III.A.5, III.A.8 III.A.9, III.D.1, and IV.B.1, the chancellor issues campus policies and guidelines governing the activities of the College, approves the hiring, tenure, promotion, leave-taking, and termination of personnel, submits the recommended biennial and supplemental budgets, and approves all discretionary fund requests. As discussed in III.D.1, all requests are reviewed and prioritized by the PBC, which is convened by the chancellor ([IIID-83](#) pp. 1-2).

The Office of Administrative Services is headed by the VCAS, who reports directly to the Office of the Chancellor and supervises the Business Office, Human Resources, Campus Safety & Security and Operations & Maintenance ([IIID-83](#) pp. 8-10). The VCAS oversees all financial matters and reporting requirements, such as the development of the biennial and annual budget and the development and management of the OEP. The College generates budget status reports to evaluate its financial decisions and allocation of resources. As mentioned in III.D.3, financial information is updated and disseminated through the PBC and posted on the PBC webpage. The actual budget is managed at the UHCC Budget Office.

The College has internal controls for its handling of financial transactions. The Fiscal Administrator (FA) oversees the College's fiscal operations and heads the Business Office that performs cashiering, purchasing, and disbursing ([IIID-84](#)). The College implements separation of duties among staff so no one employee has complete control of accounting transactions. All payment/purchase requests are prepared by the unit account clerk and approved by the unit head (dean/director/vice chancellor/chancellor) or project Principal Investigator (PI) before final approval by the FA. The FA assumes responsibility for the proper execution of administrative duties while the unit head and/or PI is ultimately responsible for the proper administration of the unit/project account.

The segregation of duties is also imbedded in KFS. KFS users are not authorized to approve any document that they initiate. In cases where the FA submits adjustments on his or her own accounts, account delegates are assigned to approve these transactions so that there is a review by a second person ([IIID-85](#), [IIID-86](#)).

The Human Resources Office is responsible for the human resource management, record-keeping and personnel transactions for the College and is headed by the Personnel Officer (PO) ([IIID-87](#)). As mentioned in IIIA.15, personnel files are maintained in locked filing cabinets in areas/rooms which are accessible only to authorized individuals. Physical barriers are in place in the Human Resources Office to discourage theft. New hires, changes, and terminations are submitted by the PO to the UH System Payroll Office within the Financial Management Office (FMO) where processing of payroll for all campuses within the UH System is centralized. Actual payments are processed by the State of Hawai'i Department of Accounting and General Services (DAGS) ([IIID-88](#)).

The approval of extramural grant proposals is done through MyGrant which is interfaced with KFS. The proposal is approved by the proposer, followed by the head of office, the Business Office, the chancellor, then by the Office of Research Services (ORS). The UH System centrally manages all extramural funds through the ORS.

Extramural funds, including Financial Aid, are audited annually as part of the consolidated financial statement audit and A-133 compliance audit. Extramural funding agencies may perform program or financial audits of grants or contracts at any time during or after the funding period for any reason, including normal programmatic or financial monitoring or in the event of suspected fraud or criminal activity. Some funding agencies, such as the National Science Foundation (NSF), will not issue an award to an organization that cannot demonstrate good internal controls, e.g., that the accounting system segregates costs by project or award ([IIID-89](#)). The College has several NSF grant awards.

Analysis and Evaluation

The College meets this Standard. The College has well-established control mechanisms to ensure integrity. First, the UHBOR provides effective oversight by monitoring all financial activities of the University through audits. The A-133 Audit Reports, which are broadly communicated to the University and to the community, provide opinions on compliance and internal control deficiencies. Second, the internal audits and the State Auditor Office provide additional levels of audits or reviews of specific programs. Third, the College has internal control in the organizational structure and in the KFS database system that is used by all budget managers and staff who receive proper training. Finally, the College disseminates dependable and real-time financial information through the KFS. All these create transparency around financial data and enhance accountability.

Standard III.D.6

Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Evidence of Meeting the Standard

UH and UHCC Systems

All financial documents, including the budget, have a high degree of credibility and accuracy. Every fiscal year, all funds within the UH System, with the exception of the UHF, are fully audited by an independent auditing team, Accuity LLP. The financial statement covers the entire UH System, with a supplemental sections (Schedules I and II) covering the entire UHCC System. There were no material weaknesses nor any significant deficiencies noted on the financial statements from FY2012 to FY2016 ([IIID-90](#), [IIID-91](#), [IIID-92](#), [IIID-93](#), [IIID-94](#)) as shown in the corresponding audits ([IIID-95](#), [IIID-96](#), [IIID-97](#), [IIID-98](#), [IIID-99](#)). All the financial statements and audits are presented to the UH BOR and publicly available online ([IIID-95](#), [IIID-96](#), [IIID-97](#), [IIID-98](#), [IIID-99](#), [IIID-100](#), [IIID-101](#)).

The budget development process is transparent and budget documents have a high degree of credibility and accuracy. Budget development documents are publicly posted on the UH System Budget Office website ([IIID-102](#)). These documents include the following: Budget Policy Paper and budget instructions ([IIID-45](#)), proposed budget request to the BOR ([IIID-103](#)), status of operating and CIP budgets through the various stages of the budget development cycle ([IIID-104](#)). The UHCC System budget execution documents are distributed during monthly VCAS meetings and/or posted on the UHCC System website. These documents include the general operating budget allocations ([IIID-50](#)), general operating budget financial plans ([IIID-51](#)) and general operating budget status reports ([IIID-105](#))

College Documents

The College's financial documents, including budgets, are accurate and reflect adequate resources to support instruction and services. The College annual OEP identifies what its resources are and how it plans to expend those resources. The VCAS develops and widely disseminates the OEP to the PBC and the whole campus on the PBC webpage. The OEP reflects the planned expenditures, including salaries, requisite reserves, and risk management.

Programs are provided with their allocations, student help, supplies/others and equipment allocations, and they are responsible for managing their budget allocation to fund student learning programs and services. The units/programs receiving these allocations are Instruction, Career & Community Education (CCE), Academic Support, Student Services, and Institutional Support. The Allocation Report is broken down further to include the different departments within each unit/program that help achieve the College's goals for student learning ([IIID-49](#)).

The VCAS reviews the status of all funds periodically and reports any concerns to the area/program heads. This facilitates the preparing of the Budget Status Report, showing each allocation, total expenditure and the balance/deficit at the end of the year ([IIID-106](#)).

As mentioned in III.D.3, unencumbered funds at the end of the fiscal year are allocated by the chancellor based on the recommendations of the PBC. The approved requests for funding in FY2017 and FY2018 ([IIID-107](#), [IIID-108](#)) are displayed in Table 3D-5. This is evidence that the College ensures adequate budget for instruction and academic support.

Table III.D.5 Approved PBC Requests in FY 2017 and FY 2018.

Approved PBC Requests	Operating	Equipment	Personnel
FY 2016	\$100,604 for Supplemental Instruction, Testing Center, Speech Lab	\$556,796 for computer replacement, media studio, generator/ultrasound, ceramics wood carving, photo, music	Personnel Officer, Vet Tech Support, Math Instructor
FY 2017	\$171,678 for Tutoring, Testing, Writing, SI, various Lab equipment	\$228,100 for computer, media, anatomical models, secure locks	NH counselor, Grant Writer, Hawaiian Studies Instructor, Librarian, Vet Tech Instructor, Lab Technician

The financial resources and allocations reported in the Chancellor's Memo to the PBC, Allocation Report, and the OEP are consistent with one another ([IIID-48](#)). These are reliable and have credibility with the constituents.

College budget managers responsible for the development and management of their unit/program/grant budgets have access to their budgets built into the KFS and can review their budgets anytime. Budget managers can monitor, review and make timely decisions and report any discrepancies that need adjustment. Controls imbedded in the database systems promote credibility over compliance with federal and state laws and university regulations

and policies. The KFS is interfaced with other UH System databases, such as Banner (Student), PeopleSoft (Human Resources), eTravel, Destiny (Career & Community Education) and myGrant (Office of Research Services). Interfacing BANNER with KFS allows accurate monitoring/reporting and disbursement of financial aid funds to support our students.

Analysis and Evaluation

The College meets this Standard. The College financial documents are accurate and show adequate resources to support student learning programs and services. The consolidated financial statements of the UH and UHCC Systems are audited annually. Importantly, there have been no deficiencies nor irregularities identified. Moreover, internal controls over compliance with federal programs are also regularly evaluated and assessed through both external and internal audits. Finally, the audits are broadly communicated to the campus community.

Standard III.D.7

Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Evidence of Meeting the Standard

The University undergoes an external audit annually. It has contracted with Accuity LLP to conduct the consolidated financial statement audit and the federally mandated A-133 compliance audit for the entire UH System. The auditors are responsible for providing opinions on the UH System's consolidated financial statements, University Bond System's financial statements and compliance with requirements of major federal programs ([IIID-109](#) pp. 6-7). The independent audits include a combined balance sheet and income statement of the UHCC System as supplemental information to the UH System's consolidated financial statements. Windward CC does not receive a separate financial statement audit. The A-133 Financial and Compliance Audits and Consolidated Financial Statements are available on the UH Office of the Vice President for Business and Finance (OVPBF) website ([IIID-101](#)) as well as the UHCC System website ([IIID-110](#)).

The A-133 Audit from FY 2012 to FY 2016 did not identify any material weaknesses nor significant deficiencies for the UH and UHCC Systems financial statements. The UH System has received unqualified opinions for bond performance during the reporting period ([IIID-111](#) pp. 163, 164, 173, 197). Neither the UHCC System nor the College manages bond funds. The UHCC System participates only in annual surveys to ensure that revenue bond expenditures and uses of spaces improved by revenue bonds remain consistent with regulatory and legal restrictions.

The A-133 Audit also includes an assessment of the UH System's internal control over compliance with the requirements of laws, regulations, contracts and grants applicable to federal programs and financial reporting. The internal control deficiencies are listed under its

Summary of Findings Section, typically Section III of the A-133 Audit, with their respective campus and department. The department then develops and submits a Corrective Action Plan (CAP) that addresses the deficiencies listed in the audits. When the CAP is implemented and the deficiency is resolved, it is noted in the audit report for the following year under the A-133 Prior Audit Findings section.

All campuses, including Windward CC, are audited for internal control based on financial records and documents in the KFS. As mentioned in III.D.5, the audit activities are coordinated by the OIA Director, who communicates the results of the independent audit to the appropriate departments.

The College has received audit findings. In the 2016 audit, there were one significant and two minor deficiencies. In the 2015 and 2014 audits, there were two minor findings related to financial aid. All audit findings were examined and reviewed by the affected unit following an established procedure. In each instance, a CAP was promptly prepared and implemented in a timely manner. All the responses were communicated appropriately and in a timely manner to the auditors, and, included in the audit report ([IIID-99](#) Section 5 p. 3, [IIID-98](#) Section 3 p. 34, Section 5 p. 6, [IIID-97](#) Section 3 p. 35, Section 5 p. 8). The US Department of Education acknowledged the College's corrective action plans in a letter to the UH president ([IIID-112](#)).

Analysis and Evaluation

The College meets the Standard. The College reviews and responds to external audit findings promptly and appropriately. Windward CC had received findings on internal control over compliance that were promptly addressed in the Corrective Action Plan (CAP). Subsequent audit reports confirm that all corrective action plans were implemented.

Standard III.D.8

The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Evidence of Meeting the Standard

The UH System evaluates systemwide financial and internal control systems annually through its external audits to ensure validity and effectiveness. The OIA reports the auditors' findings directly to the UH BOR's Committee on Independent Audit to ensure appropriate oversight, management and operating responsibilities. Results from the external audits are used for improvement.

As discussed in III.D.7, two control deficiencies in financial aid were identified in providing timely exit counseling and in updating the status of student loan recipients in the Windward CC Financial Aid Office (FAO). In response, the College in partnership with the UH System Financial Aid Office, implemented CAPs to prevent reoccurrence, and re-evaluated its practices. Financial aid compliance findings related to inadequate monitoring of Pell recipients were resolved by improving procedures so that the exit interviews can be done in a timely manner. This made monitoring and reporting more centralized ([IIID-97](#) Section 5 p. 8).

In their 2016 Management Letter, the auditors recommended that the University continue with the formation of a UH System FAO to centralize many of the compliance monitoring and reporting functions to ensure a consistent review of compliance requirements for all 10 campuses ([IIID-113](#) p. 6).

The 2016 audit identified Windward CC with one significant (conflict service contract) and two internal control deficiencies: untimely submission of travel completion reports and untimely execution of purchase orders ([IIID-99](#) Section 5 p. 3, [IIID-114](#) pp. 271, 276). The College FA responded promptly by giving a refresher training to personnel in the affected units on those policies and procedures. Additionally, during convocation at the start of the spring 2017 semester, the Business Office (BO) presented a break out session on travel procedures ([IIID-115](#)). As a follow-up, the BO arranged for the UH System Disbursing Office to present hands-on eTravel training ([IIID-116](#)).

In the following semester, Fall 2017, the BO provided KFS Training (including purchasing policies and procedures) to the College secretaries and administrative assistants ([IIID-117](#)). This provided helpful tips on purchasing and requisition preparation, an overview on the different types of account codes, as well as providing actual hands on training on navigating the KFS to view account balances and transactions. The feedback for all workshops was positive and the BO will continue to provide similar training in other areas to improve campus processes ([IIID-118](#) p. 7).

Procedures have improved. Travel completion reminders through eTravel and automated reports of outstanding travel completion documents are now being implemented ([IIID-119](#)). In conducting its annual program review the Business Office/Administrative Services department analyzed comparable measures compiled by the UHCC System Office to set goals for improvement ([IIID-120](#)).

The UH System also evaluates its financial and internal control systems on a continuous basis through the internal auditors (OIA). As mentioned in Standard III.D.5, the OIA ([IIID-121](#)) conducted an audit of income generating programs of the UHCC System in 2014, particularly Kapi'olani CC and Leeward CC. In 2015, the OIA audited Office of Continuing Education and Training (OCET) programs across the entire UHCC System.

The results of OIA's evaluation and recommendations led to the implementation of UHCCP #8.200 in April 2016. The policy provides additional guidance to UHCC System campus administrators in carrying out financial and operational oversight of self-sustaining programs ([IIID-76](#)). The Windward CC Business Office fiscal administrator (FA) and VCAS increased their review of special funded program's cash control and account receivable processes and procedures for compliance with the policy. They conducted the required annual review by meeting with each revenue generating program head individually. The UHCC System policy prescribed instituting an administrative cost fee on all revenue generating programs, providing monthly financial reports, reconciling accounts on a monthly basis, instituting improvements to programs with the need to keep physical inventory, and monitoring programs to ensure accountability with yearly business plans.

The UH Systemwide offices, such as the Financial Management Office (FMO), regularly evaluate their own management practices and make revisions to the policies and procedures, as needed, to improve internal control systems. During FY 2015-2016, designated teams from the UH System FMO Fiscal Services Office (FSO) visited business office staff on each of the 10 campuses for feedback on user satisfaction with KFS and eThority (financial data query tool). Their suggestions for improvement are found online ([IIID-122](#)). In January 2018, KFS was upgraded to version 6.0.1, where some of the suggestions were implemented to improve efficiency and internal controls. The fiscal staff across the UH System are informed about the changes through newsletters and training workshops are conducted ([IIID-123](#)).

As discussed in III.D.5, internal controls are imbedded in the software system. Effective July 1, 2012, the entire UH System has switched from the old Fiscal Management Information System (FMIS) to the Kuali Financial System (KFS) to electronically process and approve real-time financial documents, provide web accessible and digital archiving, and create dashboards of financial reports to help make better decisions ([IIID-124](#)). The OIA conducts independent internal audits to ensure the adequacy of the University's internal controls over financial reporting, including computerized information system controls and security.

Analysis and Evaluation

The College meets this Standard. Windward CC's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement. First, the UH System's financial and internal control systems are evaluated annually by external and internal auditors. Second, the College proactively responded to audit findings on internal control and provided ongoing education and training of personnel. Third, UH Systemwide dialogue in Financial Aid resulted in a more centralized management system. Next, detailed procedures have been developed to improve the oversight to revenue generating operations, as in the adoption of UHCCP #8.200. Finally, UH Systemwide upgrading of the KFS and improvement of management practices are routinely taking place.

Standard III.D.9

The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

Evidence of Meeting the Standard

Cash Flow

The College has no cash flow problems and ends with a balanced budget every year. According to the Windward CC fiscal administrator ([IIID-125](#)), the College had no cash flow problems for the entire accreditation review period. Cash balances are projected and reviewed to ensure compliance with reserve policy requirements. The College TFSF financial projection shows an ending balance of \$2.4M in FY2016 and \$2.1M in FY2017 ([IIID-51](#)).

In the 2016 ACCJC Annual Fiscal Report, the UHCC System reported an increasing unencumbered cash balance of \$28M, \$32M and \$46M for FY2014, FY2015 and FY2016, respectively ([IIID-126](#)). If the campus ever has any cash flow problems, the UHCC System will use the funding mix (GF + TFSF) or inter-fund borrowing among the different campuses to cover the problem. GF funds, which covers salaries, overloads, fringe, student help and utilities, must be spent down within the fiscal year period. All other special and revolving fund programs implement cost center based budgeting for revenues and expenses through the development of financial plans ([IIID-127](#)).

All tuition and fees are recorded and managed within Banner. Banner maintains accountability of each student's account and interfaces with the KFS under the purview of the UH System Budget Office, and the actual money is deposited in bank accounts. The accounts for each unit (UHCC System) are separately recorded and each holds several sub-accounts. The UHCC System Budget Office uses the KFS to track data and provide updated monthly reports to the College that include enrollment trends, carryforward cash balances, reserve balances, and cash projections to college staff at various levels. Information is communicated via written memoranda, reports, or meetings at beginning of year during the development of the budget, and periodically during the year to monitor financial status, to assess the need for budget adjustments due to changes to initial plans, unanticipated savings, or new requirements and to revise projections if necessary. The College has been successful in carefully monitoring revenues, expenditures, and cash to prevent cash flow problems.

Reserves

Financial sustainability and integrity is upheld through the maintenance of adequate cash reserves. In January 2009, UHCCP #8.201 was implemented requiring each campus to set aside a minimum cash reserve of five percent (of prior year expenditures) and a target cash reserve of 10% (of prior year expenditures) ([IIID-4](#)). If campus cash reserve balances fall below the minimum reserve level of five percent, the campus will be required to prepare a financial plan that details how minimum reserve levels will be restored.

The need for adequate reserves is reinforced by the standards of the Accrediting Commission for Community and Junior Colleges (ACCJC), which require that accredited institutions maintain adequate financial resources to ensure financial stability. In November 2013, the EP #8.210 recommended that UH Systemwide operating reserves be raised to 16 percent, sufficient to provide for continued operations for two months in case of emergency ([IIID-5](#)).

Between FY2008 and FY2013, the College experienced financial challenges while dealing with the high cost of electricity and the need to set up an emergency reserve fund. However, as a result of enrollment growth funding and budget austerity, the College is now in compliance with both the UHCC System and UH BOR policies. Windward CC's total cash reserve levels at the end of each fiscal year are increasing as shown in Table 3D-6 ([IIID-128](#)). They have consistently met and exceeded both the minimum and targeted reserve, amounting to roughly 30% of the projected expenditures and encumbrances of the previous year.

The cash reserve is defined as unrestricted funds set aside to ensure the long-term financial stability of programs by providing resources to address emergency situations, unanticipated shortfalls in revenue, increases in expenditures and other one-time funding opportunities that help campuses meet goals for continuous improvement. Table 3D-6 displays the cash reserves from FY15 to FY17.

Table III.D.6 Cash Reserves from FY 2015 to FY 2017.

	FY 2015	FY 2016	FY 2017
5% Target	\$778,901	\$838,893	\$902,128
10% Target	\$1,557,802	\$1,677,785	\$1,804,257
16% Target	\$2,492,483	\$2,684,456	\$2,886,811
Total Needed	\$4,829,186	\$5,201,134	\$5,593,196
Actual Reserve Total	\$4,535,730	\$5,251,493	\$5,285,370

Risk Management

EP #8.207 ([IIID-129](#)) established the Risk Management Program for the UH System. The College utilizes appropriate risk management strategies, guidelines and procedures in accordance with A8.400 ([IIID-130](#)) to avoid financial emergencies. As an example, the College minimizes its risk by securing maintenance and service contracts on various systems and equipment to avoid costly repairs and replacement.

Windward CC helps fund the UH System's Risk Management Special Fund (RMSF) created by Act 186, Session Laws of Hawai'i 2003, to finance a self-insurance program for the System. The fund pays for expenses associated with the administration of the risk management program, insurance premiums, retention payments, settlements, and litigation and judgment payments. The program is funded by annual assessments to each campus. Each campus's assessment is based on factors such as number of employees, student enrollment, loss history, and specialized facilities. The College's allocations to the RMSF from FY 2013 to FY 2017 are shown in Table 3D-7. This is verified by the FY17 OEP that reflects an allocation of \$23, 326 for this purpose. The annual total assessment for the entire UH System is \$2M ([IIID-131](#)). The University's Office of Risk Management is responsible for administering and maintaining the RMSF fund.

Table III.D.7 Risk Management Fund Allocations from FY 2013 to FY 2017.

	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017
WCC RMSF Allocation	\$18,658	\$18,713	\$19,388	\$21,326	\$23,459

Analysis and Evaluation

The College meets the Standard. The College has sufficient cash flow, cash reserves, risk management strategies and contingency plans to maintain stability and avoid financial emergencies. First, the College has built up its reserves to its highest point ever, approximately 30% of the projected expenditures and encumbrances of the previous year. Second, the College has never had any cash flow problems. Third, Windward CC utilizes the services of the UH Systemwide Office of Risk Management to review programs or situations to avoid financial risks. Finally, the College participates and contributes annually to the UH Risk Management Special Fund (RMSF), a self-insurance program for the UH System. Lastly, the College has sufficient cash flow, cash reserves, risk management strategies and contingency plans to maintain stability and financial emergencies.

Standard III.D.10

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.

Evidence of Meeting the Standard

UH System Oversight

The UH BOR provides effective oversight of the UHCC System's and the College's finances, starting with the budget. The UH System president prepares a budget for the entire System, submits it to the UH BOR for approval, then to the state, as discussed in III.D.3. The UH System also provides oversight by establishing policies and procedures related to grants and externally funded programs, including financial aid ([IIID-132](#), [IIID-133](#), [IIID-134](#), [IIID-135](#)), foundations ([IIID-136](#)), auxiliary organizations ([IIID-137](#)), revolving funds ([IIID-76](#)), institutional investments ([IIID-138](#)), procurement ([IIID-139](#), [IIID-79](#)), contracts (see III.D.16) and maintenance of financial reserves ([IIID-4](#)) that are implemented on a Systemwide basis as discussed above in III.D.1. The System has maintained well-integrated financial and information systems to enable fund managers to monitor and control the receipt and disbursement of the College's financial resources ([III-138](#)).

UHCC System Oversight

The UHCC System practices effective oversight and management of the College's budgeting, budget execution, facilities planning and other administrative, logistical and technical services. The UHCC System Budget Office develops revenue projections, and manages the budget of all seven community college campuses. The UHCC System follows a budget development timeline, which ensures full engagement of all the colleges.

As discussed in III.D.5, the UHCC System provides guidance and allocates resources to the College based on UHCCP #8.000. At the UHCC System level, financial plans and reports are generated by specialized staff to provide budgets, historical or current year revenues, expenditures, transfers, legislative or executive restrictions, enrollment trends, carryforward cash balances, reserve balances, and cash projections to the campuses related to GF, TFSF, and all other special and revolving funds ([IIID-140](#)). The information is communicated to the VCAS, who exercises internal oversight of the funds and expenditures.

The UHCC System supports all campuses by securing and allocating CIP funding. The primary source of revenues for CIP projects come from state issued general obligation bonds where debt service payments to retire the bonds are funded by the state. Individual campuses are not obligated to pay for these long-term obligations. Windward CC's VCAS oversees the capital improvement projects for the campus.

Extramural Funds

The UH System Office of Research Services (ORS) centrally manages all extramural funds ([IIID-141](#)) and coordinates the establishment of accounts for contracts and grants which are serviced by the Research Corporation of the University of Hawai'i (RCUH) ([IIID-142](#)). The principal investigator (PI) of each grant maintains oversight and control of funds, and is responsible in reviewing purchases and authorizing personnel hires within the scope of the contract/grant. Externally funded programs have staff members dedicated to assist the PI's with their grant reports and budget issues. Financial status monitoring is available online using actual budget figures compared to actual authority reports and the available balance screen from KFS ([IIID-124](#)). The College administrative officer (AO), meets with PI's quarterly to provide grant support, help monitor grants, meet report deadlines and assist in pre-award submissions of new proposals.

Financial Aid

The UH System Financial Aid Office ([IIID-143](#)) coordinates the different campus financial aid offices. The College's Financial Aid Officer manages financial aid, monitors loan funds, available funds, loan repayments and others using the KFS and Banner ([IIID-83](#) p. 7). Banner is used to store financial aid information and financial transactions information.

The Higher Education Act of 1965 (HEA) and Section 668.23 of Title 34 of the Code of Federal Regulations (CFR) require all institutions participating in the Federal Student Assistance Programs to have annual audits conducted by an independent auditor ([IIID-144](#)). The audits are implemented systemwide in that the auditors meet and review records for all 10 campuses, and report their results as a whole for the UH System. This audit revealed some weaknesses which were promptly addressed in collaboration with the UH System Financial Aid Office as described in III.D.8. The College also maintains documentation to demonstrate

compliance with regulations and requirements such as student eligibility based on need, financial aid awards that do not exceed unmet need or maximum award limits, adjustment of awards when unmet need changes or student withdraws, repayment of federal program for overaward/ adjustments, reporting of awards, adjustments, exit interviews for students with loans, etc.

Auxiliary Programs

Auxiliary activities are self-supporting activities that provide non-instructional goods or services funded by a user charge or fee. The campus coffee shop, vending services and bookstore are the only ancillary services in our campus. However, whereas the College bookstore operations are administered by the UH Mānoa Bookstore unit, the coffee shop and vending machine activities are managed by the VCAS. Payments are received by the Business Office and entered in the KFS system. Guidelines and procedures related to concessions are set by the Office of Procurement and Real Property Management (OPRPM) in Policy and Procedure A8.350 ([IIID-145](#)). In order to comply with state regulations in the vending of foodstuffs, the approval of each vending location, machine installation, and general operating procedures must be obtained from the VCAS.

Self-Sustaining Programs

Revenue generating self-sustaining programs are subject to internal audit policy, UHCCP #8.200 ([IIID-76](#)). The Office of Career & Continuing Education (OCCE) director has direct oversight of 12 income generating programs, each headed by a staff/manager. Each program is assigned a separate account code and transactions are recorded in Destiny, which is integrated with the KFS ([IIID-146](#)). Guidelines and procedures on invoicing, revenue collection, inventory control system, profit/loss documentation, invoice and payment tracking systems and daily sales reports are in place. The College FA and VCAS provide review of cash control and account receivable processes and procedures for compliance with the UHCCP #8.200 as it assigns responsibility to the Business Office to conduct regular cash handling and deposit audits of all programs.

Fund-raising

The UHF is the fund raising arm of the University of Hawai‘i. The details of the Memorandum of Understanding (MOU) and service agreement entered between UH and UHF are stated in AP8.620 ([IIID-147](#)). UHF has their own financial management system and policies and procedures on managing their resources. The UHF is audited annually by its own external auditors. No findings were reported. The audited financial statements are found online ([IIID-148](#), [IIID-149](#), [IIID-150](#), [IIID-151](#)). The Windward CC chancellor is the overall person responsible for all UHF accounts for the College. As mentioned in III.D.4, the chancellor meets monthly with UHF staff to monitor events and transactions.

Analysis and Evaluation

The College meets this Standard. The College practices effective oversight of finances, including grants, financial aid, revolving funds, auxiliary activities and foundations. First, the College is in compliance with UH Systemwide policies and procedures, state laws and federal regulations. Second, the College and the UHCC System have personnel dedicated to providing oversight of their different financial activities. Third, the UH System has integrated different database systems with the KFS to effectively manage its different financial resources. Lastly, audits have provided the College with tools to sustain and improve areas that need improvement.

Standard III.D.11

The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Evidence of Meeting the Standard

The College has only one long-term debt, the energy conservation project. The UHCC colleges do not issue debt for Other Post-Employment Benefits (OPEB), (funded by the state), insurance costs (operating budget item) or repairs and maintenance projects (funded by the state). The items currently financed with long-term debt are limited to projects that directly create revenue streams that offset debt service costs.

In previous years, electricity was the second largest operating cost next to personnel. In FY2008 alone, electrical consumption amounted to over \$1.1M, and in FY2009, it was \$1.402M ([IIID-68](#)). To finance the energy conservation and efficiency project, the UH System sold revenue bonds, Series 2010B Bonds ([IIID-152](#)). The energy conservation project has been helping the College reduce the cost of utilities. As an example, the College has reduced its KWH consumption by gross square feet from 18.93 in 2006-07 to 12.96 in 2012-13 ([IIID-153](#)). In FY2016 and FY2017, the cost of electricity was \$1.1M ([IIID-51](#)).

The UHCC System budget staff provides the College with actual valuations on the debt service on an annual basis. The College is paying its share yearly for the debt service on the revenue bonds. This amount constitutes approximately one percent of the College annual budget. The College allocates payment of the debt service cost when developing the annual OEP. In the FY2017 OEP, an amount of \$167,009 was budgeted ([IIID-154](#)).

Phase II of the energy conservation project is under way. For AY2017-2018 and AY2018-19, the campus goal for energy efficiency is to reduce its fossil fuel energy consumption by 90% through a combination of energy efficiency measures and new solar PV production. Financial resources saved from the reduction of electricity purchased from the utility company will go back to financing the debt service to fund the efficiency measures. This initiative will significantly reduce Windward CC's expenditures to address deferred maintenance, allowing us to concentrate our limited financial resources on student success ([IIID-118](#) p. 4).

Non-discretionary obligations, such as insurance costs (Risk Management Assessment) and UHCC System Reserves are also considered before programming budgets for discretionary items. These are reflected as line items in the OEP. In the FY2017 OEP, the amounts budgeted were \$21,326 and \$44,774, respectively ([IIID-154](#)). The annual assessments to each campus are found in the Risk Assessment Memo ([IIID-155](#)).

Liabilities, such as fringe benefits and OPEB, are funded and managed by the State of Hawai‘i, and not by the College nor by the UH System as explained in III.D-12 below. The UHCC System adheres to well-considered reserve and fiscal management policies, which are based on the Strategic Plan, and ensure financial solvency in the short- and long-term and has maintained a history of positive net position. As mentioned in III.D.9, the prior fiscal year unencumbered cash balance has been increasing the past three years.

Evaluation and Analysis

The College meets this Standard. The College considers its long-range financial priorities when making short-range financial plans to assure financial stability. First, the College has no long-range debt other than the debt service for the revenue bonds used for the energy conservation project. Second, the College allocates payment for the debt service, risk management assessment (insurance), and UHCC System reserves in the annual budget planning process before programming budgets for discretionary items allowing it to maintain a strong financial position.

Standard III.D.12

The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

Evidence of Meeting the Standard

The UH System share of OPEB obligations for general funded positions is centrally paid for by the State general fund for all State agencies. As such, employer OPEB obligations for general funded positions are not part of the UH System operating budget.

The 2014 Financial Consolidated UHCC System Schedules state, “In accordance with University policy, the University’s liability for other postemployment benefits (“OPEB”) is not allocated internally to individual departments, funds and campuses ([IIID-92](#), [IIID-156](#)). Accordingly, no liability for OPEB is reflected in these schedules.” It also states, “In accordance with University policy, the University’s liability for pension benefits, deferred outflows and deferred inflows of resources related to pensions (“pension benefits”) are not allocated internally to individual departments, funds and campuses. Accordingly, pension benefits are not reflected in these schedules” ([IIID-93](#), [IIID-157](#)).

The 2017 Financial Consolidated Statement states, “The state absorbs the fringe benefit cost for employees paid from State and federal appropriations.” The state appropriates the funds to the Department of Budget and Finance to pay for the fringe benefit costs on behalf of the UH System ([IIID-158](#) p. 65).

The UH System is, however, obligated to cover the OPEB requirements for the relatively small number of non-general funded positions employed by the System. The employers’ OPEB obligations for non-general funded positions are fully recognized and accounted for in the College financial plans.

The College allocates a vacation liability fund for compensated employee absences. Compensated absences are absences for which employees will be paid, such as vacation, sick leave, and sabbatical leave attributable to past service. This is in compliance with Governmental Accounting Standards Board 16 (GASB 16), Accounting for Compensated Absences. GASB 16 requires the College to accrue vacation leave and other compensated absences covered in collective bargaining for employees as a liability. In FY2017, an amount of \$114,924 was budgeted under “Vacation Assessment” in the College’s GF and TFSF Financial Projections ([IIID-51](#)). A9.380 sets the policies and procedures for vacation and sick leave ([IIID-159](#)). Employees may view their vacation and sick leave and submit leave requests through the Leave Online System at <http://www.hawaii.edu/leave>.

The College allocates monies for workers’ compensation and unemployment insurance compensation costs. Workers’ Compensation is a form of insurance providing wage replacement and medical benefits to employees injured in the course of employment. Effective July 1, 1997, Act 328, SLH 1997 transferred the budgetary responsibility for paying for these costs from the State of Hawai‘i to the UH System ([IIID-160](#)). The Windward CC GF and TFSF Financial Projections for FY 2017 show a line item allocation for ‘WC/UIC Fringe Assessment’ in the amount of \$102,049 for this expense ([IIID-51](#)). This amount also includes the OPEB obligations for non-general funded positions.

The UHCC System supports all campuses by securing and allocating CIP funding ([IIID-161](#)). The primary revenue source for CIP projects comes from state-issued general obligation bonds where debt service payments to retire the bonds are funded by the state. Individual campuses are not obligated to pay for these long-term obligations.

Analysis and Evaluation

The College meets this Standard. Windward CC plans for and allocates appropriate payment of liabilities and future obligations, including compensated absences and other employee-related obligations. First, the OPEB obligations for general funded positions (health care and life insurance benefits to retired employees) are centrally paid for by the State general fund for all State agencies. Hence, the College allocates payment for only a very small number of non-general funded positions. Second, the College allocates payment of accrued vacation as well as workers’ compensation and unemployment insurance in the annual College financial plan. These allocations are shown as line items in the College OEP, which is broadly disseminated to the College on the PBC webpage.

Standard III.D.13

On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Evidence of Meeting the Standard

As discussed in III.D.11, the College has only one long-term debt and that is the Energy Conservation Project in collaboration with Kapi‘olani CC, Honolulu CC, and Leeward CC that was completed in 2015. Revenue bond funds were used to purchase and install new and replacement fixtures and equipment that consume less energy resulting in lower utilities cost. Savings from the reduction of electricity cost is being used to finance the debt.

Debt service is paid centrally by the UHCC Systemwide Support (CCSWS) Group with annual reimbursement from campuses based on energy savings for each campus ([IIID-162](#)). Windward CC allocated 1.2% of its AY2015 and 1.1% of its AY2016 budget for payment ([IIID-163](#)).

The College allocates funds for debt service reimbursement annually as part of the budget planning process. The College OEP shows that the College has allocated money for debt service payment since FY2015 to the present ([IIID-164](#), [IIID-165](#), [IIID-154](#), [IIID-48](#)):

Table III.D.8 Debt Service Allocations from FY 2013 to FY 2017.

	FY 2014	FY 2015	FY 2016	FY 2017
Debt Service	\$108,341	\$166, 994	\$167,009	\$167,009

Analysis and Evaluation

The College meets the Standard. The College assesses and allocates funds for the repayment of its share of the UHCC System debt service on an annual basis. The College allocates approximately 1.2% of the annual budget to pay for the Energy Conservation Project. Windward CC is fiscally responsible in meeting this obligation.

Standard III.D.14

All financial resources, including short-and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Evidence of Meeting the Standard

Long Term Debt

The College’s long term debt instrument for the energy conservation project was used with integrity. Along with the other Oahu-based community colleges, the College entered into a performance contract with Johnson Controls on June 30, 2011 ([IIID-166](#)). As discussed in

III.D. 11, revenue bond funds were used to purchase and install new or replacement fixtures and equipment that consume less energy or generate electricity resulting in lower utilities cost for the College. The funds were used for the original intent of the project ([IIID-167](#)) and the project was successful in reducing the utility costs for the College.

The University Bond System (UBS) Office oversees the administration and accounting of bond system activity and provides managerial oversight to ensure compliance with federal and state requirements ([IIID-168](#)). Bond proceeds and debt repayment obligations are monitored and are reported in annual bond compliance audits, conducted by Accuity LLP ([IIID-100](#) Section 6 pp. 53-55). The UH System has received unmodified opinions for bond performance during the reporting period.

Auxiliary Activities

The College abides by the “Ceded Land Receipt Reporting Parameters (Act 178)” ([IIID-169](#)), an agreement between the UH System and the Office of Hawaiian Affairs (OHA) in regards to vending machine revenues. It states, “Commission payments will be recorded in the University financial system-KFS using object code 0633, Commission, Vending Machines.” Revenues from the coffee shop concession are not part of Act 178, and are used by the College to cover utilities and other related programmatic needs.

Self-Sustaining Activities

Revenue generating self-sustaining activities at Windward CC include the ‘Uala Leaf Café, Center for Aerospace Education, Palikū Theatre, Facilities Use, Hospitality, Health programs, Ocean Education Academy, Computer & Business, Personal Enrichment, miscellaneous workforce, HINET-SNAP services and OCET, but not the Windward CC Bookstore (administered by the UH Mānoa Bookstore). As discussed in III.D.10, these activities are required to follow guidelines and procedures set in UHCCP #8.200 and implement cost center based budgeting. The OCCE director monitors and coordinates the different activities in monthly meetings ([IIID-146](#)). All purchase requests and travel require pre-approval to ensure funds are used in accordance with the intended purpose, and that activities are not operating at a deficit or accumulating excess cash or profits. Revenues from each activity are reported in the KFS and deposited in separated accounts with the Business Office. To ensure integrity, all campus auxiliary programs are required to undergo regular cash handling and deposit audits by the Business Office.

Fund-raising

University policies and procedures (RP 8.209, RP 8.210, EP 8.209, AP 8.620) govern acceptance of gifts and fundraising activities, and, provide guidelines to ensure funds are properly expended in compliance with donor restrictions and the usual and common business and regulatory practices ([IIID-170](#), [IIID-136](#)).

As discussed in III.D.10, the UHF is a not-for-profit corporation established to raise funds for the System. Funds procured through fundraising efforts are deposited and expended with the UHF. Section 8.4 of the UHF ByLaws ([IIID-171](#)) requires its Board of Trustees to arrange an audit of the books and records by a certified public accounting firm at the end of each fiscal

year. Private funds or donations obtained through the UHF receive a full annual external audit. The UHF audits conducted by KPMG LLP cover all its programs, including Windward CC funds (see III.D.4). The UHF's annual audit reports indicated that there have not been any negative audit findings from FY2013-2016. All the audits are publicly available on the website ([IIID-172](#)).

Extramural Grants

Extramural grants, including student financial aid, are administered through the University Office of Research Services (ORS) and follow audit requirements in Circular No. A-133 ([IIID-173](#)). As a System, grant monies are audited on an annual basis and the findings are reported in the A-133 Audit Report. Since 2006, the UH Consolidated Financial Statements have included supplemental information on the UHCC System colleges ([IIID-174](#)). Throughout this accreditation period, the external auditors' opinions over federal awards have been without any material weaknesses.

Policies and procedures regarding Research Training and Revolving Funds (RTRF) are stated in EP #12.216 ([IIID-175](#)). RTRF funds can only be used for research and training purposes which may result in additional research and training grants and contracts, facilitating research and training; and further deposit into the discoveries and inventions revolving fund and the UH System's housing assistance revolving fund. The College adheres to this policy.

All financial resources of the College are managed and administered in compliance with UH Administrative Procedures, State and Federal requirements, and with the intended purpose of the funding source ([IIID-176](#)). The Office of Procurement and Real Property Management (OPRPM) is responsible for the Systemwide administration of policies and procedures for the acquisition of goods, services, and construction and the processing of transactions involving real property ([IIID-177](#)). All disbursements of funds require dual approvals, first by the PI, and second by a Fiscal Officer to ensure compliance with established policies and procedures and availability of funds. Employees who perform fiscal and administrative functions must follow segregation of duties and the responsibilities delineated in administrative policy AP #8.025 ([IIID-178](#)).

The UH System Property and Fund Management Office (PFMO) performs an annual physical inventory of equipment and reconciles results to inventory records on an annual basis ([IIID-179](#)). To assure financial integrity, control mechanisms, such as segregation of account costs for all funding sources are imbedded in the KFS ([IIID-80](#)). The UH System OIA is authorized by the UHBOR Committee on Independent Audit to review and evaluate compliance issues with policies, procedures, statutes, and regulations of any System activity, program or function.

Analysis and Evaluation

The College meets this Standard. The financial resources of the College are used with integrity in accordance with UH System policies and with the intended purpose of the funding source. First, extramural grant funds are used in accordance with federal guidelines. Second, funds from auxiliary activities are used in accordance with state laws. Third, all financial resources are processed and/or recorded in the KFS. Finally, annual audits by external and internal auditors evaluate the College's compliance with these laws.

Standard III.D.15

The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

Evidence of Meeting the Standard

The Windward CC Financial Aid Office (FAO) ensures that the College is in compliance with all federal requirements with respect to student loans. Programs authorized under Title IV of the Higher Education Act are the only sources of federal student aid (FSA) in the College ([IIID-180](#)). The FAO processes student financial aid applications and disburses the funds to students through the KFS. The Business Office processes the refund for any financial aid that is in excess of the tuition and fees (revenues) due to Windward CC. The electronic refunds are done through a system called TouchNet ([IIID-181](#)). The College uses the FSA guidelines and works with the ORS in monitoring the financial aid accounts and revenues to ensure those funds are used for the benefit of the students for whom they are intended ([IIID-182](#)).

The [Single Audit Act of 1984](#) (with amendment in 1996) and [OMB Circular A-133](#) ("Audits of State, Local Governments, and Non-Profit Organizations") require schools to have an external auditor conduct an annual compliance audit and financial statement audit ([IIID-183](#)). No negative findings on the UH System financial statements were noted in the A-133 Audit performed annually by Accuity LLP, CPAs. Only minor findings involving no exit counseling (in 2014) and untimely exit counseling (in 2015) were noted ([IIID-97](#) Section 3 p. 35, [IIID-98](#) Section 3 p. 34) in Section 3 of the A-133 Reports. The corresponding corrective action plans that address the findings were included in Section 5 of the A-133 Report ([IIID-97](#) Section 5 p. 8, [IIID-98](#) Section 5 p. 6). A letter from the US Department of Education dated August 11, 2016, confirms that the College has resolved each and every deficiency noted by the auditor ([IIID-184](#) p.11). No other deficiency was noted.

The College submits the Fiscal Operations Report and Application to Participate (FISAP) to the US Department of Education annually ([IIID-185](#)). The College also closely monitors the cohort default rates (shown in Table 3D-9). Each of the annual rates meets federal requirement (must be less than 30%) ([IIID-186](#)). However, the numbers are increasing, and

the College has taken steps to reverse the trend. The FAO improved its website ([IIID-187](#)) to communicate relevant information ([IIID-188](#), [IIID-189](#)) and developed a Debt Management and Default Prevention Plan ([IIID-190](#)). The office has also increased its collaboration with the UH System Financial Aid Office to review and perform exit counseling to students in a timely manner.

Table III.D.9 Default Cohort Rate from FY 2012 to FY 2014.

	FY 2012	FY 2013	FY 2014
Official Cohort Default Rate	19.6	21.8	23.1

Analysis and Evaluation

The College meets this Standard. The College monitors and manages student loan default rates to ensure compliance with federal requirements, and comes into compliance when deficiencies are identified. First, the most current cohort default rates are all within federal guidelines (below 30). Second, the external auditors' opinions over federal awards have been unmodified, identifying no material weaknesses or significant deficiencies. Each and every minor internal control deficiency has been corrected. Finally, the College has a default prevention plan to ensure default rates remain within acceptable standards and has strengthened collaboration with the UH System Financial Aid Office to improve reporting.

Standard III.D.16

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 and the quality of its programs, services, and operations.

Evidence of Meeting the Standard

Windward CC has various academic agreements, affiliation agreements, sponsored class or sheltered class contracts with external agencies, funded research agreements, fee-for-service type contracts, facility use agreements, contractual agreements for procurement of goods or services, and lease agreements.

Academic Agreements

The College abides by UHCCP #8.102 ([IIID-191](#)) in the execution of affiliation agreements and/or memoranda of understanding (MOUs) for sponsored class or sheltered class contracts with external agencies. The department or unit drafts agreements and memoranda using standardized agreement templates approved by legal counsel. Draft agreements are reviewed and endorsed by the dean or director. This review considers whether a project is appropriate and supports the College's mission and goals. The chancellor examines if the agreement is in compliance with all applicable UH and UHCC System policies and approves the agreement or memorandum. A report of the affiliation agreement or MOU is submitted to the associate

vice president for administrative affairs. The Office of Vice President for Community Colleges (OVPC) conducts post-audit reviews of the agreements and reports to ensure compliance with all administrative policies and that these agreements are consistent with the academic/instructional direction of the UHCC colleges. One example is the MOA between Windward CC and Maui College ([IIID-192](#)) to deliver the Veterinary Assisting program on Maui.

Extramural Grants

The College adheres to the UH Systemwide procedures for the preparation of extramural grant proposals and the approval requirements for sponsored agreements provided in A8.910 ([IIID-193](#)). The Principal Investigator (PI) or Project Director (PD) prepares a proposal and budget and uploads these and other supporting documents to myGRANT, the UH System electronic grants management system. After the myGRANT Proposal is completed by the PI/PD, it is reviewed by the College's administrative officer to ensure that all costs are properly identified and realistically estimated. Then the chancellor/dean/director evaluates and approves all aspects of the proposal application for substance, merit, academic appropriateness, desirability and compatibility with the mission of the unit. The final institutional review is done by ORS ([IIID-194](#)) to ensure conformity with UH System, state, federal, and sponsoring agency's policies and procedures, and all applicable laws, rules and regulations. This office executes legal agreements, recommends and issues UH policies and procedures relating to extramurally sponsored projects and reports on sponsored research to the UHBOR and the Office of the President.

The ORS is designated as Authorized Organizational Representative (AOR) for all proposals to external sponsors. The ORS submits electronic copies of the proposal to the prospective sponsor. It follows up, negotiates and monitors the status of the proposal with the sponsoring agency. Official notification from the sponsor is directed to ORS for formal acceptance by the UH System.

ORS is responsible for the final institutional review for all business, financial and legal matters pertaining to contracts, grants and cooperative agreements. The vice president for research and innovation is the authorized signatory for all external grant funds for the UH System ([IIID-195](#)). The ORS reports all external awards to the UH BOR on a monthly basis. Policies and procedures on grant management are in place and available on the ORS website ([IIID-196](#)). Extramural funds are audited annually as part of the consolidated financial statement audit and compliance audit. Policies and procedures regarding ethical standards of conduct in research and scholarly activities are in place ([IIID-197](#)).

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. One example is the Title III Grant from the US Department of Education, The project, Mala a'oa'o kaiaulu: Growing a Garden of Speakers

in our Community, is to create a Hawaiian language based curricular pathway, which includes both a short-term certificate credential for Hawaiian language and an associate's level credential, which can lead to baccalaureate transfer. The grant award notification (GAN) contains the terms and conditions for the grant award ([IIID-198](#)).

Goods and Services

The College follows the UH Systemwide guidelines in the procurement of goods and services. Procedure A8.225 paragraph 2 requires that the College does not accept goods or services without a fully executed contract in place ([IIID-199](#)). The University Disbursing Office will not process requests for payment of goods and services acquired prior to the existence of a valid contract. According to EP 8.107, the chancellor and his designee (fiscal administrator) have authority to execute contracts to procure goods, services, and construction less than \$25,000 ([IIID-200](#)).

Purchase orders for any service or good that costs more than \$2500 are placed on SuperQuote for bids. For amounts under \$2500, the purchase order must be approved by the PI/department chair and submitted to the Business Office. The fiscal administrator examines if the transaction is appropriate, if funds are available and if the transaction is in compliance with UH System, state and federal rules before approving the purchase order. Then the purchase order documents are submitted to the UH Disbursing Office for final review and processing of the payment/check ([IIID-201](#)).

The vice president for administration or designee has the signature authority for purchase contracts above \$25,000 and for granting concessions and cooperative agreements ([IIID-202](#)), and the OPRPM, is responsible for the systemwide acquisition of goods, services, construction and transactions involving real property ([IIID-203](#)). UH BOR policies, executive policies and administrative policies and procedures on business and finance are in place and available on the OPRPM website ([IIID-204](#)). The website provides procedures for goods and services contracts ([IIID-203](#)), such as Procedure A8.350 on concessions ([IIID-205](#)). One example is the coffee shop concession agreement ([IIID-206](#)). This contains provisions for termination in the event the contractor fails to meet any of its commitments to meet the required quality standards.

Analysis and Evaluation

The College meets this Standard. All contractual agreements with external entities are consistent with the College's mission, goals and policies, and, contain provisions to maintain the integrity and quality of its programs, services and operations. First, contractual agreements for extramural grants are centralized throughout the UH System for legal support and contract advisement. Second, all contractual agreements are governed by UH System policies to maintain the integrity of the institution. Finally, all contracts contain appropriate provisions to maintain the integrity and quality of the College's programs, services and operations.

List of Evidence

<u>IIID-1</u>	UHCC Functional Map
<u>IIID-2</u>	UHCCP #8.000
<u>IIID-3</u>	FY2017 Windward CC Operating Budget Template
<u>IIID-4</u>	UHCCP #8.201
<u>IIID-5</u>	<u>UH BOR EP 8.210</u>
<u>IIID-6</u>	FY2013-FY2017 Windward CC GF Allocation & TFSF Revenue
<u>IIID-7</u>	FY2013-FY2017 Windward CC Other SF & RF Revenue
<u>IIID-8</u>	FY2013-FY2017 Windward CC Extramural Fund Expenditures
<u>IIID-9</u>	FY2013-FY2017 Windward CC Performance Funding Allocations
<u>IIID-10</u>	FY2013-FY2017 Windward CC Strategic Initiatives Allocations
<u>IIID-11</u>	Memo: Purchases and Hiring Authorizations 2014-15
<u>IIID-12</u>	FY2016 Authorized PBC Requests
<u>IIID-13</u>	Status of PBC Approved Requests 2015
<u>IIID-14</u>	PBC Approved Purchases 2/6/2018
<u>IIID-15</u>	<u>Monthly to Actual Report</u>
<u>IIID-16</u>	UHCC Strategic Directions for 2015-21
<u>IIID-17</u>	UH Strategic Directions for 2015-21
<u>IIID-18</u>	Historical Performance Funding Allocations by Campus
<u>IIID-19</u>	UHCCP #4.203
<u>IIID-20</u>	<u>SPC Oversight</u>
<u>IIID-21</u>	UHCCP #4.101
<u>IIID-22</u>	<u>Windward CC Mission</u>
<u>IIID-23</u>	PBC Timeline
<u>IIID-24</u>	Department Mission
<u>IIID-25</u>	<u>PBC Budget Requests</u>
<u>IIID-26</u>	<u>Institutional and Program Assessments</u>
<u>IIID-27</u>	<u>Annual Report of Program Data</u>
<u>IIID-28</u>	Facilities Master Plan
<u>IIID-29</u>	UHCC Strategic Directions for 2015-21 Presentation
<u>IIID-30</u>	Windward CC Strategic Outcomes: Goals and Actuals
<u>IIID-31</u>	Windward CC Integrated Planning Model
<u>IIID-32</u>	Windward CC PBC Handbook
<u>IIID-33</u>	PBC Submittal Form
<u>IIID-34</u>	Third-Party Review Rubrics
<u>IIID-35</u>	Non-Instructional Third-Party Review Rubrics
<u>IIID-36</u>	PBC Rating Rubric Form
<u>IIID-37</u>	PBC Rating Survey Form
<u>IIID-38</u>	<u>PBC Website</u>
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Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal Stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and Services and improve institutional effectiveness, while acknowledging the designated Responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

Standard IV.A.1

Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for 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 planning and implementation.

Evidence of Meeting the Standard

The College has a well-defined process that encourages innovation leading to institutional excellence. Through the shared governance planning process, Ke Kumu Pali, Windward CC's Planning and Budget Council (PBC), Faculty Senate, Staff Senate, and the Institutional Effectiveness Committee (IEC) have an opportunity to put forward initiatives that improve practices, programs, and services ([IVA-1](#)).

Windward CC's PBC is the largest college governance body, where shared governance takes place between faculty, staff, students, and administrators from all major departments, units, and committees. "The Planning and Budget Council provides advice and counsel to the chancellor regarding forces that are currently or will have impact on the College's plan of action that is designed to accomplish specific goals. Initiatives to achieve these goals are justified by assessment, analysis, and evidence of community needs. A major outcome of the of PBC's work is regular review and updating of the Strategic Plan and the prioritization of the College budget requests" ([IVA-2](#)).

Annual assessments and 5-year program reviews conducted by the divisions of Academic Affairs, Student Services, and Administrative Services encourage innovative ideas for consideration in the PBC ([IVA-3](#)). This has led to a number of changes and improvements including the hiring of faculty and staff as well as the purchasing of equipment and furniture for new buildings. Examples of programmatic changes that have been made through PBC requests and allocation by the chancellor are supplemental instruction, tutoring services, and mental health services for students ([IVA-4](#)).

An example of the College encouraging innovation within the goals of the Strategic Plan occurred when Windward CC Veterinary Technology faculty recommended that the Certificate of Achievement in Veterinary Assisting be extended to Maui CC ([IVA-5](#) p. 2). Nine students graduated from this program in May 2017, and based on this success a similar program was recently started on the Big Island ([IVA-6](#)). This shows shared governance within the UH System, through a program that was industry driven in line with a State of Hawai‘i and UHCC System directive to improve the employability of Veterinary Assistants.

An example of improvement through a systematic participatory process is the College’s Meta-Assessment focus groups. Conducted with selected governance committees, these groups have initiated several changes in the assessment process at the College, and will revisit and revise, as necessary, its GESLO rubrics as well as look at its online assessment forms/database to incorporate new rubrics, programs, and matrices ([IVA-7](#)). Another example would be Ke Kumu Pali serving as a vehicle through which Native Hawaiian faculty, staff, students, and administrators of Windward CC participated in creating the QFE on Native Hawaiian Parity ([IVA-8](#)).

Analysis and Evaluation

The College meets this Standard. Windward CC’s shared governance process allows the opportunity to create and encourage innovative ideas, practices, and programs within the goals of the College, the UH and UHCC Systems, and their missions. Additionally, ideas for improvement from department, unit, and program reviews are evaluated through the campus’s major committees’ (PBC, Faculty and Staff Senate) systematic participative processes to assure effective planning and implementation, augmented by focus groups and surveys.

Standard IV.A.2

The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

Evidence of Meeting the Standard

Windward CC is part of the UH System, and is governed by the UHBOR policies and procedures ([IVA-9](#)). As a State of Hawai‘i public institution, it is also governed by all Hawai‘i Revised Statutes ([IVA-10](#)). Some policies have been developed at the UHCC System level as well as the College level to assure consistency when appropriate ([IVA-11](#)).

The College has established policies and procedures for broad participation in decision making. The college policies formation process offers the basic framework for the creation, assessment, and modification of all campus policies, and establishes a shared vocabulary, format, and filing system for policy documents ([IVA-12](#)). Furthermore, Windward CC's Associated Students of the University of Hawai'i (ASUH-Windward CC) constitution and by-laws outlines students' role in serving on all shared governance planning committees ([IVA-13](#)).

The special purpose committees involved in shared governance of the College are the Institutional Effectiveness Committee (IEC), Faculty Senate, Staff Senate, Master Planning and Space Allocation Committee (MaPSAC), Ke Kumu Pali, and the PBC ([IVA-3](#)). In addition to these special purpose committees, the chancellor's administrative staff council provides input in the shared governance process ([IVA-14](#)).

The IEC sets policies to plan and oversee an institutional schedule to ensure a systematic, comprehensive, and ongoing assessment of the credit programs, non-credit programs, and other units ([IVA-15](#)). Faculty Senate sets the policies for educational decision-making, academic policy, and program development ([IVA-16](#)) while Staff Senate sets college policies that promote the general welfare of the College through advocacy and inclusion of staff perspective ([IVA-17](#)). MaPSAC sets policies to make recommendations concerning short, mid and long term facilities use, and plans for renovation of existing facilities and construction of new facilities ([IVA-18](#)). ASUH-Windward CC students participate in shared governance committees such as the PBC, where the ASUH-Windward CC president serves, and the IEC, where a student representative serves.

Analysis and Evaluation

The College meets this Standard. Windward CC has established policies and procedures for administrators, faculty, students, and staff to participate in a participatory governance process and its decision-making process. First, policies and procedures set by the UH and UHCC Systems and the UH BOR provide a structure for governance. Second, Windward CC established college-level policies and procedures that allow faculty, students, and staff to participate in the governance and decision-making process. Individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

Standard IV.A.3

Administrators and faculty, through policy and procedures, 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.

Evidence of Meeting the Standard

Shared governance committees provide administrators and faculty a substantive and clearly defined role in institutional governance. Windward CC's PBC, Faculty Senate, Staff Senate, Ke Kumu Pali, and IEC are several groups that provide faculty, staff, students, and administrators an opportunity to provide input in policies, procedures, and planning ([IVA-1](#)). Full participation of faculty, administrators, staff, and students is further evidenced by the

annual assessments and 5-year program reviews and their use in the planning and budgeting processes. Requests ranked by individual departments and units are forwarded to the PBC for consideration; the PBC reviews these recommendations and submits the prioritization of all requests to the chancellor. The chancellor then selects which requests will be funded, and in a presentation to the PBC explains his reasoning if the prioritization submitted by the PBC is modified ([IVA-19](#)).

In the development of the 2015-2021 Strategic Plan, the chancellor created nine sub-committees ([IVA-20](#)) within the PBC, each assigned a portion of the Strategic Plan. These subcommittees developed Windward CC action items that would align with those of the UH and UHCC Systems. Refinements to these action items were the result of input provided by the Faculty and Staff Senates, Ke Kumu Pali, ASUH-Windward CC, and members of the administrative team. On April 28, 2017, the PBC approved the 2015-2021 Strategic Plan.

Analysis and Evaluation

The College meets this Standard. Through policy and procedures, administrators and faculty have a substantive and clearly defined role in institutional governance and have significant input in institutional policies, planning, and budgets that relate to their areas of responsibility and expertise. A good example is the passing of the “Clarification of the Communication Lines for Shared Governance between Campus Administration and the Faculty, Staff, and Students of Windward Community College” resolution ([IVA-21](#)). This resolution demonstrates the role and the input by which the Faculty and Staff Senate are able to make changes to improve the College.

Standard IV.A.4

Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Evidence of Meeting the Standard

The shared governance process is the primary mechanism by which all campus constituents participate in decision-making. The shared governance committee structure chart illustrates the lines of communication and decision-making ([IVA-22](#)).

Full-time faculty have a professional responsibility to participate on Windward CC and University System committees (Article IV B, [IVA-23](#)). Furthermore, all committees enjoy sufficient administrative presence and/or support (i.e. the Faculty Senate chairs report back to the chancellor and bring up questions that have occurred during the Faculty Senate meetings).

Faculty and academic administrators make recommendations about curriculum and student learning programs through the Curriculum Committee and Faculty Senate. In AY 2016-2017, the Curriculum Committee reviewed and worked with proposers on a range of individual course proposals, including new courses, course modifications, and course deactivations. The committee handled several program/policy modifications and multi-course prerequisite

updates, including reviewing and working on new associate degree concentrations in Information and Computer Science, Performing Arts, and Visual Arts, and a new Certificate of Competence in Information Security Specialist ([IVA-24](#)).

Recommendations about Academic Support and Student Affairs units occur through their annual assessments and 5-year program reviews as well as the unit's ARPD ([IVA-25](#), [IVA-26](#)), and recommendations concerning staff occur through the Staff Senate end-of-year report ([IVA-27](#)).

Analysis and Evaluation

The College meets this Standard. Windward CC faculty and academic administrators, through policy and procedures, and through well-defined structures, participate in institutional decision making through a shared governance process, wherein faculty, staff, and students sit on a number of governing committees such as Faculty Senate, Staff Senate, and ASUH-Windward CC. Recommendations about curriculum and student learning programs are conducted through the Curriculum Committee, and lastly, recommendations about Student Affairs are provided through annual and 5-year assessments.

Standard IV.A.5

Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

Evidence of Meeting the Standard

Membership in shared governance committees is designed to ensure the inclusion of relevant perspectives and required expertise in the consideration of key campus issues. (See discussion above in Standard IV.A). The following shared governance committees oversee institutional plans and budgeting, policies, institutional effectiveness, space allocation, and curricular changes:

- The Curriculum Committee is a subcommittee of the Faculty Senate and is the principal reviewing and recommending body on all aspects of the educational curricula. This subcommittee oversees comprehensive review of course and program proposals and modifications ([IVA-28](#)).
- The Staff Senate promotes the general welfare of the College through advocacy and inclusion of staff perspectives ([IVA-17](#)).
- The Planning and Budget Council provides 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. Initiatives to achieve these goals are justified by assessment, analysis, and evidence of community needs. A major outcome of the PBC's work is regular review and updating of the Strategic Plan and the prioritization of the College Budget ([IVA-29](#)).

- The Institutional Effectiveness Committee is charged to plan and oversee an institutional schedule to ensure a systematic, comprehensive, and ongoing assessment of the credit programs, noncredit 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, and to maintain materials and reports related to all assessment activities ([IVA-15](#)).
- The Master Planning and Space Allocation Committee makes recommendations concerning short, mid and long term facilities use, and plan for renovation of existing facilities and construction of new facilities ([IVA-18](#)).
- The Faculty Senate provides formal faculty involvement in educational decision-making, academic policy, and program development. The purpose of this formal faculty involvement is to ensure that quality education is provided, preserved, and improved at Windward CC and in the UH and UHCC Systems in general ([IVA-16](#)).

The Windward CC chancellor recognizes the Faculty Senate as the representative of faculty opinions and as a consulting body on curriculum development through its Curriculum Committee. This Faculty Senate subcommittee oversees curriculum development ([IVA-23](#)). Moreover, the IEC oversees the development of procedures and evaluation criteria for reviewing the College's mission, priorities, and effectiveness ([IVA-30](#)). The PBC is the recommending body that oversees the coordination of institutional planning and budgeting ([IVA-29](#)). Finally, the UH BOR oversees the coordination of the UH System (See Standard IVC).

Analysis and Evaluation

The College meets this Standard. The UH BOR policies inform the structure of shared governance. First, institutional governance is embodied in the Planning and Budget Council structure and the annually updated Strategic Plan. Second, college plans, policies, curricular changes, and other key considerations occur through the Curriculum Committee and college planning documents. Finally, appropriate consideration of relevant perspectives and decision-making is reflected in shared governance committees' membership.

Standard IV.A.6

The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Evidence of Meeting the Standard

The College makes documents relevant to processes and decisions readily available to its constituents and general public through presentations given to the campus, and State of the College presentations given during convocation. Spring 2017 Convocation, for example, provided opportunities for a variety of campus reports and workshops ([IVA-31](#)), and the chancellor communicated important campus messages via all campus email ([IVA-32](#)). Additionally, a campus discussion board was created for individuals and groups at the College to solicit feedback to inform curriculum and policy decision-making ([IVA-33](#)).

Planning decisions are identified in the Strategic Plan and posted on the College website ([IVA-34](#)) with PBC action items shared electronically on the College website ([IVA-29](#)), disseminated via faculty representatives to their respective departments and units ([IVA-35](#)), and via email through the College fac/staff listserv. Minutes, agendas, and action items generated in shared governance committees are accessible on the College website and through Google docs ([IVA-36](#)).

Analysis and Evaluation

The College meets this Standard. The processes and results of governance decisions are documented and widely communicated. The chancellor documents and communicates the processes for decision-making and resulting policies via email, web, campus forums, the discussion board, and college convocation. Governance groups and committees post results and decisions via the College website.

Standard IV.A.7

Leadership roles and the institution's governance and decision-making policies, procedures, 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.

Evidence of Meeting the Standard

The College utilizes a number of survey instruments ([IVA-37](#)) and focus groups ([IVA-38](#)) to assess the integrity and effectiveness of its shared governance committee structure. Faculty/staff surveys revealed a positive view of decision-making processes, but also highlighted the necessity for improved training in collegial governance. Student focus groups conducted in 2016 indicated the need for further participation by student leaders in shared governance. These assessments of shared governance were submitted to the IEC fostered dialog on how the College could modify its current processes to ensure improvement of shared governance and decision-making processes.

Analysis and Evaluation

The College meets this Standard. Evaluations of governance and decision-making policies, procedures, and processes are conducted regularly. The effectiveness of shared governance is appraised by the IEC on an annual basis when each shared governance committee undergoes an annual self-evaluation. Moreover, the College conducts surveys and focus groups to evaluate governance and decision making, communicates the results of these evaluations, and uses them as the basis for improvement.

List of Evidence

<u>IVA-1</u>	Committees and other Chartered Groups
<u>IVA-2</u>	PBC Revised Charter
<u>IVA-3</u>	Planning Budget Council Website
<u>IVA-4</u>	All Campus Review
<u>IVA-5</u>	ACCJC Substantive Change CAVA Maui College
<u>IVA-6</u>	ACCJC Substantive Change CAVA Hawai'i Island
<u>IVA-7</u>	Meta-Assessment Questions
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<u>IVA-13</u>	ASUH Documents
<u>IVA-14</u>	Chancellor's Administrative Staff Council
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<u>IVA-18</u>	Master Planning and Space Allocation
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<u>IVA-20</u>	Windward CC Strategic Plan Sub Committees
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Standard IV.B.1

The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Evidence of Meeting the Standard

Windward CC's chancellor working with the Chancellor's Administrative Staff Committee ([IVB-1](#)), PBC, Staff Senate, Faculty Senate, Staff Development Committee, MaPSAC, and the IEC, maintains primary authority over planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness ([IVB-2](#)).

The PBC provides advice and counsel to the chancellor regarding forces that are currently or will have impact on the College's plan of action. Initiatives to achieve these goals are justified by assessment, analysis, and evidence of community needs. A major outcome of the of PBC's work is regular review and update of the Strategic Plan.

A primary function of the PBC is to review, evaluate, prioritize, and make recommendations to the chancellor regarding the use of resources in the College's budget, and regarding resource requests for future funding. These recommendations are based on the PBC's review of all program reviews and annual assessments. A prioritized list of items for budget consideration is provided to the chancellor for the operating budget, equipment budget, lectureship budget, and student assistants' budget ([IVB-3](#)).

The chancellor participates in the UH System's Council of Community College Chancellor's (CCCC) meetings. The CCCC advises the vice president of Community Colleges (VPCC) on matters of academic policy, quality, and standards; brings to the VPCC's attention academic and institutional issues potentially impacting the community colleges; and collaborates with the VPCC and others in policy development, in establishing and refining operational procedures and practices, and in strategic and facilities planning and budgeting for the UHCC System. ([IVB-4](#)).

The chancellor works with the chancellor's administrative staff to ensure that the College adheres to all state, union, and system hiring guidelines. Standard III.A.10 provides an analysis of how the College "maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes."

Furthermore, the chancellor works with the VCAA, Faculty Senate, Staff Senate, and the University of Hawai'i Professional Assembly (UHPA) in matters related to professional development, faculty evaluation, and the promotion and tenure process ([IVB-5](#)). Standard III.A.7 provides an analysis of how the college "maintains a sufficient number of qualified faculty to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes." The chancellor is vested with the final decision for all personnel hires with the exception of executive/managerial direct reports to the chancellor who are approved by the VPCC on recommendation of the chancellor.

The chancellor provides leadership in planning and assessing institutional effectiveness. The IEC reports to the chancellor and provides recommendation on assessment and, with the Office of Institutional Research (OIR) on program review, reports to the chancellor on matters that affect the entire institution ([IVB-6](#)).

In addition to an Executive Employees Performance Evaluation conducted by the UHCC System office ([IVB-7](#)), the chancellor is rated by College employees in an institutional survey. The results of the 2015 survey indicate that the majority of faculty and staff find the chancellor effective along various dimensions (IVB-10). The chancellor uses the Institutional Surveys and the UH System 360 evaluation of his administrative staff and their respective unit heads to make changes or adjustments to satisfy the College needs ([IVB-8](#)).

Analysis and Evaluation

The College meets this Standard. Windward CC's chancellor has primary responsibility for the quality of the institution. Given Windward CC's small size, the chancellor provides effective leadership in planning, organizing, budgeting, and assessing institutional effectiveness, and in assessing and selecting personnel.

Standard IV.B.2

The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Evidence of Meeting the Standard

The chancellor is responsible for the orderly and proper functioning of Windward CC. The chancellor is also responsible for directing all aspects of the administration and development of the College in order for the College to fulfill its mission. Furthermore, the chancellor delegates authority over specific projects to campus administrators and others consistent with their responsibilities.

Windward CC is divided into five units: Academic Affairs, Student Affairs, Administrative Services, Career & Community Education, and the Office of the Chancellor. Academic Affairs, Student Affairs, and Administrative Services are each headed by a vice chancellor while a director organizes and manages Windward CC's Office of Career & Community Education. The VCAA supervises and delegates authority to the respective deans. The deans manage and coordinate the instructional and academic support functions of their respective programs. ([IVB-9](#)).

The chancellor manages and evaluates the College's administrative structure and delegates authority to the director and vice chancellors for the supervision and day-to-day operations of their respective units. The chancellor conducts an annual basic evaluation and 360 performance review of the director, vice chancellors and their respective deans ([IVB-8](#)). Further information can be found in Standard III.A.5.

The chancellor participates in weekly meetings with the chancellor's administrative staff to share information on System and College issues and remain abreast of various campus

operations. In addition, the chancellor holds individual meetings with the administrative staff and the directors of institutional research, planning and program evaluation, and marketing and public relations to review their respective unit goals, as well as any problematic issues that may have arisen ([IVB-1](#)).

The College's organizational structure reflects its purpose, size, and complexity ([IVB-9](#)). More information can be found in Standards III.A.7- III.A.10 on the College's faculty, staff, and administrative structure and how it reflects the purpose, size, and complexity. The unit heads or department chairs evaluate their personnel and departments efficiency using the College's annual assessment, 5-year program review, and UHCC System ARPD.

Analysis and Evaluation

The College meets this Standard. Windward CC's chancellor plans, oversees, and evaluates the administrative structure in relation to the institution's purposes, size, and complexity and delegates authority to administrators in a manner consistent with their responsibilities as displayed in the organizational chart.

Standard IV.B.3

Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:

- a. establishing a collegial process that sets values, goals, and priorities;*
 - b. ensuring the College sets institutional performance standards for student achievement;*
 - c. ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;*
 - d. ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;*
 - e. ensuring that the allocation of resources supports and improves achievement and learning; and*
 - f. establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution*
-

Evidence of Meeting the Standard

The chancellor, through established policies and procedures, guides institutional improvement of the teaching and learning environment in the following ways:

- A major outcome of the PBC's work is the regular review and updating of the Strategic Plan and the prioritization of the College Budget ([IVB-3](#)). 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. The chancellor convenes the PBC which provides advice and counsel regarding economic, political, industry, and programmatic forces that are currently impacting or will impact on the College.
- Performance standards are developed and assessed by discipline faculty within a framework set forth by the IEC and validated through the program review process ([IVB-6](#)).

- The chancellor's role in improving the teaching and learning environment at the College is, in part, through providing assigned time to department chairs for the responsibility of overseeing learning outcome assessment in their departments. The department chairs have become an integral part of the assessment process in part through their participation on the IEC ([IVB-10](#)).

The chancellor is involved with evaluation and planning processes that rely on high quality research and analysis of external and internal conditions:

- The chancellor, with the support of the director of planning and program evaluation, sets annual institutional performance standards and aligns them with the UH-system, UHCC-System and College strategic goals and priorities ([IVB-11](#)).
- Data collected on student achievement, student learning, and institutional performance inform college planning processes and include external indicators related to job placement, labor market analyses, and enrollment and performance data of K-12 schools located in the College's service area ([IB-6](#)).
- 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 fundraising" nexus ([IVB-12](#)).
- 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 UH System Council of Chancellors and Vice Presidents. There are also monthly meetings for all deans, VCAAs, VCASs, and VCSAs. Additionally, there are monthly meetings with System-level Faculty Senate personnel. Moreover, all Native Hawaiian chairs meet at the Council of Community College Native Hawaiian Chairs. All of these groups offer places where external and Systemwide challenges can be identified and discussed ([IVB-13](#), [IVB-14](#), [IVB-15](#), [IVB-16](#), [IVB-17](#)).
- As with all 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.
- 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.

The chancellor is involved with the integration of educational planning with resource planning and allocation to support student achievement and learning:

- Windward CC has a systematic process of assessment, program review, strategic planning, and budget allocation which coalesces around the PBC. The chancellor connects institutional, program, and course assessment to the Strategic Plan, mission, and goals of the College and the UH and UHCC Systems ([IVB-18](#)).
- 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 ([IVB-19](#)).

Ensuring that the allocation of resources supports and improves learning and achievement:

- The College is performing adequately in assessing SLOs at the course, program and institutional levels. Standard I.B.5 provides an analysis of the Windward CC assessment process in fulfilling the college mission.
- All courses taught at the College are assessed in a 5-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 ([IB-52](#), [IB-53](#), [IB-54](#), [IB-55](#)).
- As ex-officio chairman of the 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 ([IVB-20](#)).

The chancellor is involved with establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution:

- 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 ([IVB-11](#)).
- Any 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.
- The College's Discussion Board allows proposals to be transmitted to the College for discussion and feedback ([IVB-21](#)).
- Units are 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 5-year program review, and the mission and goals of the College ([IVB-22](#)).
- The vice president for Community Colleges presents twice yearly on relevant data related to the Windward CC constituents on the current strategic plan and UHCC performance-based funding initiative ([IVB-23](#)).

Analysis and Evaluation

The College meets this Standard. The chancellor guides institutional improvement in relation to its values, goals, and priorities by leading the process to develop and update the College Strategic Plan. He ensures that institutional performance standards are set annually and evaluated rigorously by means of his oversight of the IEC and his ex-officio chairmanship of the PBC. He also ensures that evaluation and planning rely on high quality research and analysis of external and internal conditions by virtue of his oversight of the Windward CC Institutional Research Office. Moreover, the chancellor establishes the linkage of educational planning with resource planning and allocation to support student achievement and learning by means of his oversight of the IEC and his ex-officio chairmanship of the PBC.

Standard IV.B.4

The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

Evidence of Meeting the Standard

The chancellor's ongoing participation in the Accreditation Steering Committee (ASC) and oversight of other accreditation-related activities signals the institution's sustained commitment to an inclusive and thorough self-evaluation process and adherence to eligibility requirements ([IVB-24](#), [IVB-25](#)). The ASC is a committee of faculty, staff, and administrators that is chaired by the accreditation liaison officer (ALO) and tasked with the oversight of the accreditation effort. The ALO, a post currently held by the director of planning and program evaluation, reports directly to the chancellor and keeps the College abreast of all revisions to ACCJC standards, procedures, and eligibility requirements. The committee meets bi-monthly to provide guidance on evidence gathering, and to ensure that the self-evaluation accurately reflects the institution's performance ([IVB-26](#)). The 2017 writing team consists of seven writers, an editor and documentarian ([IVB-27](#)). Each writer researched, interviewed, and/or emailed essential faculty, staff, and administrators pertaining to the Standard in which they were responsible. The College as a whole reviewed and provided feedback on each of the Standards in forums, on the discussion board, and in selected committee reviews.

The chancellor's weekly administrative staff meetings with his executive staff provides a venue for the review of policies, procedures, and operations for the College's four other divisions and serves as a means to ensure ongoing compliance with accreditation standards and eligibility requirements. The chancellor routinely disseminates information on College, UH System, and UHCC System policies during cabinet meetings and discusses strategies for the development of follow-up reports and implementation of ACCJC recommendations ([IVB-28](#)).

Analysis and Evaluation

The College meets this Standard. The Windward CC chancellor holds the primary responsibility for accreditation, actively participates in the Accreditation Steering Committee (ASC), and provides the necessary resources and support to facilitate an accurate self-assessment of the College's programs and full compliance with eligibility requirements.

Standard IV.B.5

The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Evidence of Meeting the Standard

The chancellor receives communications from the vice president of community colleges regarding UH System and UHCC System policy changes and procedures. Monthly Council of Community College Chancellors' meetings provide another venue for deep dialogue at the system level ([IVB-4](#)). All administrative regulations modified or adopted by the chancellor are communicated locally at the chancellor's administrative staff meeting, in shared governance committees, and during the bi-annual Windward CC convocation's Chancellors State of the College address.

The effective control of budget and expenditures at Windward CC is largely the result of authority delegated to the VCAS and to the fiscal officer. The chancellor meets bi-weekly with the VCAS to review College expenditures and to project ending balances for the fiscal year.

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 GF, TFSF, and 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 chancellor makes fiscal adjustments as necessary to establish a positive end of year balance for the College. Updates on these meetings are shared with the chancellor's administrative staff ([IVB-1](#)) and the PBC on a regular basis ([IVB-29](#)).

The Business Office, and in particular the fiscal administrator, is responsible for ensuring that the expenditures follow state and University policies and procedures. Significant issues are reported to the VCAS 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.

Furthermore, 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 VCAA. 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 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 VCAA, VCAS, VCSA, and the director of the Office of Career & 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.

Analysis and Evaluation

The College meets this Standard. The Windward CC chancellor oversees the implementation of state statutes and regulations and UH System and UHCC System governing policies while assuring effective control of budget and expenditures.

Standard IV.B.6.

The CEO works and communicates effectively with the communities served by the institution.

Evidence of Meeting the Standard

The identification and response to communication 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 email and an electronic discussion board ([IVB-2](#), [IVB-21](#)).

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 with the governance committees the chancellor's door is open to all students, staff, and faculty.

Additionally, the student government 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. An ASUH-Windward CC student representative, as well as a student delegate from Phi Theta Kappa serve on the PBC as an example ([IVB-30](#)). Therefore, they have a significant voice in College decision-making.

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 ([IVB-31](#)). The chancellor also uses the College's fac/staff listserve as an important tool to communicate with both stakeholders and communities served by the institution. Any issues that come up are also reported at the administrative staff meetings.

Campus facilities such as the Palikū Theatre, Gallery 'Iolani, and the Hōkūlani 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 Windward CC and Kokua Palikū) support the above-related activities. These efforts are important for Windward CC because, again, the college mission is to provide the communities served with liberal arts, career and lifelong learning ([IVB-32](#), [IVB-33](#), [IVB-34](#), [IVB-35](#)).

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 served by connecting K-12 school students with science and higher education at Windward CC. This connection is further strengthened through Hawai'i State Department of Education participation at the NASA Flight Training Center and the Aerospace Exploration Lab ([IVB-36](#)).

Since 2004, the Chancellor's Office has managed marketing and private fundraising with the assistance from various College staff and faculty. The UHF, the 501(c)3 fundraising arm of colleges in the UH System has assigned one development officer to assist in Windward CC's fundraising efforts. This officer also reports to the chancellor.

As indicated in the Chancellor's Office 2015 Annual Report, 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. An example of this is the annual Windward Ho'olaule'a. This event, which provides free entertainment and other activities, attracts up to 15,000 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 ([IVB-37](#)).

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 ([IVB-37](#)).

The chancellor regularly attends meetings of community groups such as the Kaneohe Business Group ([IVB-38](#)), the Kailua Chamber of Commerce ([IVB-39](#)), Hawai'i Council for the Humanities, Kāne'ohe Rotary Club ([IVB-40](#)), and the Kāne'ohe Neighborhood Board. The chancellor has served a 2-year term as chairman of the Hawai'i Council for the Humanities Board, as well as a one year term as chair for its proposal review committee, a one year term as its secretary-treasurer, and a one year term as chair of the partnerships committee, a 3-year term as a member of the Board of Directors of the Kailua Chamber of Commerce, and a 2-year term as Speakers Bureau chair for the Kāne'ohe Rotary ([IVB-41](#)).

Analysis and Evaluation

The College meets this Standard. The Windward Community College chancellor works effectively and communicates well with communities served by the institution. As a member of several community groups the chancellor is able to integrate community needs into the College plan.

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IVB-2	Committees and other Chartered Groups
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IVB-4	UHCCP #1.101 Council of Community College Chancellors
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IVB-7	UHCCP #9.202 Executive Employees Performance Evaluation
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IVB-15	Community Colleges Council of Faculty Senate Chairs
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IVB-18	Planning and Budget Council Page
IVB-19	Assessment
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<u>IVB-21</u>	Discussion Board
<u>IVB-22</u>	PBC Request Grant Writer
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<u>IVB-40</u>	Rotary Club of Kāne'ōhe, Hawai'i
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<u>IVB-45</u>	<u>Aloha United Way</u>
<u>IVB-46</u>	<u>Kuali Financial System</u>
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<u>IVB-53</u>	<u>Board of Regents Meeting Minutes and Agendas</u>
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<u>IVB-58</u>	Ka 'Ohana "\$50,000 Gift for WCC Students"
<u>IVB-59</u>	<u>Master Planning and Space Allocation Committee</u>

<u>IVB-60</u>	<u>Mission, Vision, and Core Values Committee</u>
<u>IVB-61</u>	<u>Office of the Board of Regents</u>
<u>IVB-62</u>	<u>Planning and Budget Council Directives</u>
<u>IVB-63</u>	Planning and Budget Council Rubric
<u>IVB-64</u>	Planning and Budget Council Summary Sheet: Office of Planning and Program Evaluation and Office of Institutional Research
<u>IVB-65</u>	<u>Pueo Literary and Art Journal</u>
<u>IVB-66</u>	Report of the Act 188 Task Force to the Hawai‘i State Legislature
<u>IVB-67</u>	<u>Scholarships at Windward CC</u>
<u>IVB-68</u>	<u>Star Poets Project</u>
<u>IVB-69</u>	<u>Student Government</u>
<u>IVB-70</u>	System Level Reorganization of the CCs and Establishment of the New Executive Class, Vice President for CCs
<u>IVB-71</u>	Tactical Targets for Windward CC in Pursuit of Strategic Plan Goals to 2015 and Beyond
<u>IVB-72</u>	<u>UH Foundation</u>
<u>IVB-73</u>	<u>UH Office of Capital Improvements</u>
<u>IVB-74</u>	<u>UH Systemwide Administrative Procedures</u>
<u>IVB-75</u>	UHCC Campus-System Functions Map
<u>IVB-76</u>	<u>UHCC Office of Budget, Planning, and Finance</u>
<u>IVB-77</u>	<u>UHCC Policies</u>
<u>IVB-78</u>	UHCC Policy #1.102 Community College Council of Faculty Senate Chairs
<u>IVB-79</u>	UHCC Policy #4.101 Strategic Academic Planning
<u>IVB-80</u>	UHCC Policy #8.201 Unrestricted Fund Reserve Policy – General, Special, Revolving Funds
<u>IVB-81</u>	UHCC Policy Conversion Analysis
<u>IVB-82</u>	<u>Waikalua Fishpond Purchase and Renovation</u>
<u>IVB-83</u>	<u>Windward CC Office of Institutional Research</u>
<u>IVB-84</u>	Windward CC Policy 4.4: Program Review
<u>IVB-85</u>	Windward Ho‘olaule‘a Food Vendor Agreement

Standard IV.C.1

The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution.

Evidence of Meeting the Standard

The Board of Regents of the University of Hawai‘i (UH BOR or Board) is established under Hawai‘i Revised Statutes HRS§304A-104 ([IVC-1](#)). The 15-member Board is responsible for the general management and control of the University that incorporates all of public higher education, including the University of Hawai‘i Community College (UHCC) System. The Regents are appointed to 5-year terms (with one exception noted below), and represent either one of the four counties in the state or the public at large. Regents may be appointed to a second consecutive 5-year term. One regent must be a student of the University. The student regent is appointed for a 2-year term, and may be reappointed. ([IVC-2](#))

Members of the Board, drawn from a slate of nominees submitted by the Regents Candidate Advisory Committee (RCAC), are appointed by the Governor and confirmed by the State Senate ([IVC-3](#)). The RCAC consists of seven members, with four members appointed by the governor and one member each appointed by the president of the State Senate, the Speaker of the House, and the Association of Emeritus Regents. The RCAC solicits nominations for the regents, qualifies and screens the applicants, and presents to the governor a slate of nominees for each vacant regent position ([IVC-4](#)).

The by-laws of the Board of Regents include the specific organization and responsibility of the Board and its committees for academic matters, financial oversight, and general control of the University ([IVC-5](#)). This authority is further delineated through Regents Policies (RP) [IVC-6](#)). Several policies, including *RP 4.201: Mission and Purpose of the University*, focus on assurance of academic quality and integrity and effectiveness as integral to the institution, a focus echoed in different ways in individual institutional mission statements ([IVC-7](#)). The Board executes these responsibilities through regular reporting and deliberation at Board and committee meetings. The Board also may elect to create special task groups to address specific issues, such as the recently created Integrated Academic and Facilities Plan (IAFP) ([IV-8](#)).

Analysis and Evaluation

The College meets the Standard. The governing board is established in State statute and the Board is appointed through a process of open recruitment for Board member candidates followed by gubernatorial appointment and Senate confirmation.

The authority of the Board for the governance of the UH System is established in the State constitution and statute, and the Board has organized its by-laws, policies, and processes to carry out the full measure of Board governance, including the oversight of academic programs, student success, and fiscal integrity of the institutions.

The authority of the Board encompasses all components of the UH System, including the University of Hawai‘i Community College (UHCC) System and the individual community colleges.

Standard IV.C.2

The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Evidence of Meeting the Standard

The primary policy governing UH BOR interaction among board members and with the broader University community is Regents Policy, *RP 1.202: Relationship of the Board to Administration and University*. Specifically, Section III.A.2.B of the policy states that:

“Except as specifically authorized by formal action, no member of the board can represent the board within the university and no member shall interfere, engage in, or interact directly with the campuses without prior authorization from the chairperson. All meetings between board members and any member of the administration, including the president, shall be authorized by the board’s chairperson and arranged through the secretary and/or with the full knowledge of the secretary. In addition, no unilateral action of a member of the board has the authorization nor support of the board; and the authority of the board reposes in the board as a whole. Likewise, all communication from the president and any members of the administration to the members of the board must flow through the secretary unless otherwise authorized.”

The policy also delineates and structures the communication between the Board and the University administration, including the requesting and providing of information to and from the Board and the administration. ([IVC-9](#)) The policy is further emphasized through the Board of Regents Handbook that is made available to all incoming Regents and published on the Board website. The Handbook is based on best practices drawn from the Association of Governing Boards, and includes expectations of Regents, including the responsibility of individual Regents to “Serve the institution or system as a whole. Individual trustees have a responsibility to support the majority action, even when they disagree.” ([IVC-10](#))

The 2017 Board Self-Assessment includes several items focused on “Acting as a Unit.” Responses to the self-assessment questionnaire indicate that Regents feel that there is effective communication and mutual trust, leading to a “high-performing group that works well together.” ([IVC-11](#)) ([IVC-12](#)) ([IVC-13](#))

Analysis and Evaluation

The College meets the Standard. As noted, RP 1.202 specifically addresses and seeks to ensure the collective nature of its decisions and actions. A review of Board minutes did not disclose any instances of Board members acting outside the policy guidelines.

Standard IV.C.3

The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

Evidence of Meeting the Standard

As the governing body of the UH System, the UH BOR selects and evaluates the University President. *RP 2.203: Policy on Evaluation of the President*, establishes the evaluation protocols, including an annual self-assessment by the president, additional data collection by the Board, a preliminary meeting between the Board and the president, and a final evaluation after the President responds to the preliminary assessment ([IVC-14](#)).

System CEO Selection

There has not been a search for the VPCC since the position was re-established in 2005, and the current vice president was appointed to oversee the re-organization of the UHCC System. Should the position of vice president become vacant, the president would follow the recruitment and other procedures outlined in *RP 9.212: Executive and Managerial Personnel Policies* ([IVC-15](#)). In a two-step process that differentiates the functions of appointment and approval, the president would make a recommendation for VPCC to the Board of Regents, which has the final approving authority for that position.

Campus CEO Selection

The process for selecting the chancellor (CEO) of a college is managed by the VPCC. The search process involves the creation of a 15 to 20-member committee, the Chancellor Search Advisory Committee (CSAC), composed of representatives from various college constituencies and the community that the College serves. Nominations for members of the screening committee are solicited from governance groups. The VPCC determines the final composition, based on ensuring broad and equitable representation within the advisory committee.

A formal policy for the selection of chancellors, *UHCCP 9.210: Recruitment, Selection, and Appointment of Community College Chancellors*, was drafted in Spring 2018, and vetted and approved by the chancellors and campus governance bodies. ([IVC-16](#)) A detailed set of procedures, which has been used consistently for several years in this process, has also been codified.

The authority for appointment of the college chancellor is delegated to the VPCC, with final approval of the appointment by the president of the UH System. A public announcement is made, and the selected candidate is also placed on the agenda of the UH BOR to ensure that the regents are fully informed of the selection process and the selected candidate.

UH System CEO Evaluation

Evaluations are conducted in executive session at a public Board meeting with the summary results of the evaluation also made public and included in Board minutes. The posted agenda items and subsequent minutes for the past three presidential evaluations are provided as evidence ([IVC-17](#)) ([IVC-18](#)) ([IVC-19](#))

UHCC System and Campus CEO Evaluation

The Board delegates the evaluation of the VPCC to the UH System president, and the evaluation of the individual college chancellors is further delegated to the VPCC. The annual evaluation of both the VPCC and the chancellors is governed by Executive Policies, *EP 9.203: Evaluation of Board of Regents Appointees* ([IVC-20](#)), and *EP 9.212: Executive/Managerial Classification and Compensation* ([IVC-21](#))

Executive Policies establish an annual review that includes a 360-degree assessment by the individual, as well as his/her peers, subordinates, and constituents, of the executive's performance. The individual self-assessment also includes a review of accomplishments and goals set for the review year, and the establishment of goals for the upcoming year. The evaluation information is then discussed between the supervisor and the executive being evaluated. The results of the evaluation impact both continued employment and compensation increases.

The UHCC System further refines the annual evaluation of executive personnel, including chancellors, through *UHCCP 9.202: Executive Employees Performance Evaluation* ([IVC-22](#)). This policy delineates the requirements for the respondents in the 360 evaluation, and also adds the College's attainment of its strategic goals as a component of the chancellor's evaluation.

The evaluation system is reviewed on a periodic basis. In the 2016-2017 review, two changes were adopted. First, an additional item was added to the 360 evaluation instrument to allow respondents to assess the performance of the executive in furthering the student success agenda. ([IVC-23](#)) Second, the categories of performance rating were changed to better reflect the gradations in overall performance. Each executive/managerial employee is now rated as outstanding, superior, satisfactory, unsatisfactory ([IVC-24](#)).

Analysis and Evaluation

CEO Selection

The College meets the Standard. The procedures used to recruit and select the VPCC and the College chancellors involve a broadly representative screening committee, extensive solicitation of applicants, multiple levels of interviews, and public visitations by the finalists to the campus. The UH System makes the final selection of the vice president, subject to approval by the UH BOR. The VPCC makes the final determination of the chancellor, subject to approval by the UH System president.

CEO Evaluation

The College meets the Standard. Annual evaluations involving 360 evaluations, assessment of goal attainment, and progress toward strategic goals have been conducted for the VPCC and all college chancellors each year. The results of the evaluation are used to set goals for the upcoming year, establish performance ratings on which continued employment may be based, and in determination of merit-based salary increases, when available.

Standard IV.C.4.

The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure.

Evidence of Meeting the Standard

The autonomy of the UH System and related independent authority of the UH BOR is embodied in Article X of the State Constitution. Section 6 of Article X specifically states that:

“There shall be a board of regents of the University of Hawaii, the members of which shall be nominated and, by and with the advice and consent of the senate, appointed by the governor from pools of qualified candidates presented to the governor by the candidate advisory council for the board of regents of the University of Hawaii, as provided by law. At least part of the membership of the board shall represent geographic subdivisions of the State. The board shall have the power to formulate policy, and to exercise control over the university through its executive officer, the president of the university, who shall be appointed by the board. The board shall also have exclusive jurisdiction over the internal structure, management, and operation of the university. This section shall not limit the power of the legislature to enact laws of statewide concern. The legislature shall have the exclusive jurisdiction to identify laws of statewide concern.” ([IVC-25](#))

In carrying out its responsibilities, the Board leadership often testifies at legislative hearings on matters relating to the UH System, and meets with key state legislators on various bills and budget matters. These legislative communications are coordinated and consistent between the Board and the UH System's administrative legislative coordinator.

Analysis and Evaluation

The College meets the Standard. The autonomy of the UH System is established in the state constitution. Given the authority of the Legislature to enact laws of statewide concern, the UH BOR remains attentive to whether such laws might impede the UH System and Board from exercising its constitutional authority.

In 2012, a fraudulent fundraising event for UH athletics led to extensive legislative hearings and bills introduced relating to management and control within the UH System ([IVC-26](#)) ([IVC-27](#)). The UH BOR responded by creating an Advisory Task Group on Operational and Financial Controls Improvement (ATG) to conduct its own audit of University operations

([IVC-28](#)). The ATG, consisting of both Regents and respected community members, conducted an audit of policies and practices, evaluated the processes against best practices in higher education, and made recommendations in several areas for improvement ([IVC-29](#)). The Board considered the reports, and made governance and policy changes in accordance with some of those recommendations ([IVC-30](#)).

By taking the initiative to address the issues raised by the legislature in a comprehensive and very public manner, the Board exercised not only its responsibility for oversight and management of the UH System, but also its authority to act on matters relating to it, and protecting it from undue influence and political pressure.

Standard IV.C.5.

The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

Evidence of Meeting the Standard

Both by the structure of and responsibilities established for its standing committees, and by its Regents Policies, the Board acts to fulfill its responsibilities as the single provider of public higher education in the state. Board policies and strategic plans are aligned and guide the UH System in fulfilling its overall mission. The role of community colleges within the UH System is further defined in *RP 4.207: Community College System* ([IVC-31](#)).

The Board has modified the UH System mission statement twice in the past several years. In 2009 the Regents adopted a change in the mission that made explicit the UH System's responsibility and commitment to the success of Native Hawaiian students and the desire for the System to be a model indigenous serving institution ([IVC-32](#)). In 2014, the Regents acted in response to a student initiative to expand the mission to include sustainability as a core responsibility and value for the System. This subsequently led to the creation of a new policy on Sustainability, RP 4.208, illustrating the alignment of mission and policy ([IVC-33](#)). Work on a new policy focused on alignment of programs with the mission is currently in progress.

As stated in RP 4.201, Section C.b, "The Board approves a mission statement that elaborates the basic system mission, articulating those qualities common to the system as a whole. At a minimum, the system mission incorporates the vision, purpose, and common values of the university system, emphasizing the fundamental commitment to access and quality." Policy RP 4.201, Section C.a also differentiates the basic unit missions (4-year and 2-year institutions), which are further articulated in individual campus mission statements.

Analysis and Evaluation

The College meets the standard. Board of Regents bylaws and policies, committee structure and responsibilities, and meeting minutes are aligned with the overall mission of the UH System, and reflect the broad compliance with the overall expectations of Board management, quality control, and fiscal oversight.

Standard IV.C.6.

The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Evidence of Meeting the Standard

The Board of Regents homepage (<http://www.hawaii.edu/offices/bor/>) includes links to the Board bylaws and policies. The Bylaws include sections defining the Board membership and organization, the officers and duties of each officer, the standing committee structure of the Board and the scope of each committee, the meeting requirements for both committees and the Board, and other operating procedures including parliamentary procedures, establishment of quorum, voting rules, access to legal counsel and outside consultants, and procedures for modifying the bylaws, which may be done through a two-thirds vote of the Board ([IVC-34](#)). The bylaws also include the conflict of interest requirements for Board members ([IVC-35](#)).

Analysis and Evaluation

The College meets the Standard. The bylaws are published and made available to the public, and include all required elements of the standard.

Standard IV.C.7.

The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

Evidence of Meeting the Standard

Board of Regents policies are reviewed on a staggered 3-year cycle, with current iterations posted at the Board's home page. As a result of a recommendation from the previous comprehensive accreditation review, the UH System and Board developed and implemented the UH Systemwide Policies and Procedures Information System (PPIS) ([IVC-36](#)). The PPIS documents all of the Board policies and the related University Executive Policies and administrative procedures.

The features of the PPIS include:

- Description of the PPIS with frequently asked questions on the PPIS home page
- Easy public access to all policies, including from the Board of Regents home page
- Policy header that includes the effective date of each policy, the dates of all prior amendments to the policy, and the next scheduled review date. While Regents Policies may be amended on as-needed basis, the Board policies are also on a staggered three-year review cycle.
- Links from the executive policy and/or administrative procedure to the related Regents policy
- Automatic notification to interested parties of any change in policy ([IVC-37](#)).

When the PPIS was implemented in 2014, all policies were re-codified to be consistent with the new system. The policy review dates were set as August 2017 for Chapters 1-4, August 2018 for Chapters 5-9, and August 2019 for Chapters 10-13 ([IVC-38](#)).

The review of Chapters 1-4 was conducted beginning in Summer 2017 with a review of the 28 policies included in those chapters. Policies were reviewed for both content and format under the aegis of the Committee on Personnel Affairs and Board Governance.

Recommendations were made as to whether a policy would a) remain unchanged; b) be subject to editing for clarity or alignment with current practice; c) undergo substantive review and modification; or d) be repealed. Based on this assessment, one policy will be repealed, six will undergo substantive review, and one new policy may be created ([IVC-39](#)).

The Board will complete this cycle by the end of the academic year, before a new cycle begins. A report was presented first to the Committee on Personnel Affairs and Board Governance on November 1, 2017, and subsequently provided to the Board at its November 16, 2017 meeting ([IVC-40](#)) A further update was provided to the Committee on April 5, 2018 ([IVC-41](#)).

Analysis and Evaluation

The College meets the Standard. The Board policies are publicly available through the Board of Regents home page and are managed through the comprehensive PPIS. The PPIS provides timely notification to all interested parties of policy changes and establishes a review cycle for all policies.

The review cycle for Chapters 1-4 was initiated as scheduled in Summer 2017 and resulted in the review of 28 policies. Six policies were substantively updated through the review process.

All policies are current with their review cycle. It is understood that a policy may be reviewed and revised at any time, should the need arise; a new policy may also be created as needed. A review of Board minutes confirmed that Board actions were in compliance with policy. Changes made to policy were also compliant with all consultation requirements established by Chapter 89 of the Hawai'i Revised Statutes, the public employee collective bargaining law.

Standard IV.C.8.

To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

Evidence of Meeting the Standard

The Board has established strategic goals for the UH System and its component colleges in four key areas:

- Hawai'i Graduation Initiative focusing on student success ([IVC-42](#))
- Hawai'i Innovation Initiative focusing on research and innovation and commercialization of University research endeavors ([IVC-43](#))
- 21st century facilities, including eliminating the deferred maintenance backlog, modernizing teaching and research facilities, and sustainability ([IVC-44](#))
- High-performing, mission-driven system, including developing efficiencies and effective strategies taking advantage of the UH System's role as the single system of public higher education in the state ([IVC-45](#))

These key goals, endorsed by the Board in 2015, are further articulated in and aligned with the strategic goals of the UHCC System and of the individual community colleges and other campuses. When feasible, the goals are quantified with targeted incremental growth or improvement measures.

The Board regularly receives updates on the UH System's progress in meeting these strategic goals through data on established metrics and trends, and presentations at either Board meetings or meetings of the academic and student affairs committee. The Board has instituted policies such as performance funding that are directly related to the student success goals. Additionally, the Board has sought to gain a better understanding of the issues impacting student success through a series of reports that explore topics such as financial aid, enrollment management, workforce planning, and student pathways ([IVC-46](#)). Moreover, the Board meets on a rotating basis at the campuses in the System, and receives a briefing from the host campus on its progress toward meeting the student success agenda.

Analysis and Evaluation

The College meets the Standard. The Board has adopted strategic goals related to student success with specific metrics and targets for each major unit, including the community colleges. The community colleges have adopted strategic goals that are consistent with these UH System goals and that extend the goals and targets to the individual community colleges.

Standard IV.C.9.

The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Evidence of Meeting the Standard

All new Board members receive a full-day orientation that consists of two major components: an introduction to UH System functions, governance, and strategic directions; and, on Board governance, processes, ethics, and conduct ([IVC-47](#)). All new Board members receive a copy of the Board of Regents General Overview as a part of the orientation, as well as a substantial New Regent Orientation Book ([IVC-48](#)). Additionally, beginning in 2017, new Board members were paired with a more experienced Board member, who serves as a mentor to the incoming member ([IVC-49](#)).

Board members regularly participate in governing board professional development through attendance at conferences of the Association of Governing Boards and the Association of Community College Trustees ([IVC-50](#)).

The Board also organizes training for its members as a part of regular Board retreats or Board committee meetings. For example, during the 2016-2017 academic year, the UH System external auditor conducted a four-part training session for the Board Independent Audit Committee, drawn from the American Institute of Certified Public Accountants (AICPA) handbook, covering the primary duties of an audit committee, expertise, understanding processes and controls, federal government implications, and roles and responsibilities of the external auditor, the internal auditor, and management ([IVC-51](#)). The Vice President for Budget and Finance (VPBF) also provides an overview of the State of Hawai'i budget as it pertains to the UH System ([IVC-52](#)).

Analysis and Evaluation

The College meets the Standard. New Board members are provided with a comprehensive orientation and related materials, and with a mentor from among the experienced Board members. Professional development is provided through attendance at national board professional associations and through training provided at Board meetings.

In 2017, the Board updated its committee structure to modify the personnel committee to also include Board governance. Among the added responsibilities for the committee is ensuring that education and development pertinent to Board service is provided for Board members.

Standard IV.C.10.

Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

Evidence of Meeting the Standard

RP 2.204 establishes the process for Board self-evaluation ([IVC-53](#)). In 2017, the Board bylaws were amended to expand the role of the Personnel Committee to a Committee on Personnel Affairs and Board Governance, with explicit responsibility for managing the Board evaluation process ([IVC-54](#)).

Pertinent to the current accreditation cycle, the Board has conducted annual evaluations since 2014 ([IVC-55](#)) ([IVC-56](#)) ([IVC-57](#)). Moreover, in 2012-2013, the Board undertook a comprehensive audit of the UH System operations, including Board functions and structure, and implemented significant changes in response to the audit recommendations ([IVC-58](#)). The Board has drawn from the procedures of the Association for Governing Boards as a guide to structuring and evaluating its operations ([IVC-59](#)).

Analysis and Evaluation

The College meets the Standard. The Board uses the results of its evaluation to improve its operations. For example, in 2015 the Board evaluation included an assessment of whether the Board committee structure adequately aligned with the strategic directions of the UH System. Evaluators were concerned that the existing structure of an academic affairs committee, a student affairs committee, and a community college committee resulted in uncoordinated conversations about student success. After debate and consultation, the Board acted to consolidate the three committees and focus the committee responsibilities on the student success agenda. At the same time, the Board acted to create a committee on research and innovation, also in alignment with the UH System's strategic directions ([IVC-60](#)).

While the Board has actively engaged in self-evaluation and acted in response to those evaluations, the evaluation schedule has not been set in a formal, regular manner. Partly in response to this assessment, the Board acted to expand the personnel committee to include governance. Among the described responsibilities of the expanded committee are oversight of the evaluation process and the regular review of Board policies. The policy on Board Self Evaluation, RP 2.204, is one of those undergoing substantive review.

Standard IV.C.11.

The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.

Evidence of Meeting the Standard

Article X of the Board of Regents Bylaws establishes the conflict of interest policies and procedures for Regents. Regents are informed of the ethics requirements during their initial orientation ([IVC-61](#)). Regents Policy. *PR 2.206: Policy on Regents as Employees*, also describes the conflicts of interest that may arise when Regents are also active employees of the University and the conditions under which such Regents need to recuse themselves from actions impacted by their employment status ([IVC-62](#)).

Regents are also subject to public laws governing ethical behavior. Regents must file annual financial disclosure forms with the Hawai'i State Ethics Commission. These disclosures are open to the public. The Board has also included a Board education presentation by the State Ethics Commission Executive Director as an agenda item at its regular meetings ([IVC-63](#)).

Analysis and Evaluation

The College meets the Standard. The Board is subject to both state ethics laws and to its own bylaws and policies relating to ethics and conflicts of interest. These laws and policies cover all of the potential conflicts identified in the standard. Board members are informed of the ethics requirements through their initial orientation, and through regular Board professional development.

Potential ethics concerns are routinely identified during Board meetings and the Regent in question is either recused from action and deliberation on the agenda item, or the potential conflict is determined not to preclude participation. The University General Counsel is available at Board meetings to help resolve the determination of potential conflicts of interest. No evidence exists for Board members having acted in a manner inconsistent with the established ethics bylaws and policies.

Standard IV.C.12.

The governing board delegates full responsibility and authority to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

Evidence of Meeting the Standard

RP 2.202: Duties of the President clearly documents the relationship between the Board of Regents and the UH System President, and establishes the authority of the president to implement and administer Board policies ([IVC-64](#))

The general policy on duties of the president is further refined in specific actions. For example, *RP 9.218: Delegation of Personnel Actions*, describes those hiring actions reserved by the Board, those delegated to the president, and those that may be further delegated by the President ([IVC-65](#)). The structure of the UH System establishes this line of authority with the UH System president, and through the president to the vice president for Community Colleges (VPCC), and the individual college chancellors.

When the Board does feel that a matter needs additional oversight, it may elect to create a task group to work on the issue. Task groups may be established by the chairperson upon authorization by the Board, and with such powers and duties as determined by the Board. The tenure of a specific task group shall expire at the completion of its assigned task.

An example of such a task group was focused on creating an integrated academic and facilities plan (IAFP) for the UH System ([IVC-66](#)). The task group included both Regents and System administrative officials. Several meetings were held that led to the final recommendation to adopt a plan governing academic program planning and related facilities construction across the ten-campus UH System ([IVC-67](#)) ([IVC-68](#)) ([IVC-69](#)) ([IVC-70](#)).

Analysis and Evaluation

The College meets the Standard. While the Board maintains its responsibility for establishing overall strategic direction, university policies, and fiduciary management of the UH System, the Board does not actively engage in direct or detailed management of the community colleges or individual campuses.

Standard IV.C.13.

The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

Evidence of Meeting the Standard

The Board is routinely informed about the status of accreditation at each of the community colleges. In preparation for the 2018 Institutional Self-Evaluation Report (ISER), the Board Committee on Academic and Student Affairs was presented with an overview of the

accreditation process, including those standards relating to the governing board. Following this briefing, the Board acted to create a permitted interaction group to assist in the evaluation of board-related standards ([IVC-71](#)). The permitted interaction group consists of a sub-set of the Regents and is allowed to engage in conversation and dialog about an issue without being subject to open meeting provisions. It may not take any action, but may only report to the larger Board or one of its committees. The permitted interaction group includes Board leadership, the chair and vice chair of the Committee on Academic and Student Affairs, and Regents representing all the islands with community colleges. A further briefing on preparing for accreditation was provided to the Board at its March 2017 meeting ([IVC-72](#)).

Members of the permitted interaction group were provided an early draft of Standard IV.C in August 2017, and met with representatives from the community colleges (ALOs and ISER chairs/co-chairs) in November 2017 to refine the document, provide clarification where needed, and suggest additional items of evidence. The group was provided a final opportunity to review this section, pertaining to the Governing Board, before the completed ISERs from the six campuses were presented for review by the Committee on Academic and Student Affairs, the Board of Regents, and the UH System president in early Summer 2018.

Analysis and Evaluation

The College meets the Standard. The Board was fully informed of the accreditation requirements, the process of ISER preparation, and was directly involved in the assessment of board-related standards.

List of Evidence

<u>IVC-1</u>	HRS304A-104: Regents; appointment; tenure, qualifications; meetings
<u>IVC-2</u>	Board of Regents Home Page
<u>IVC-3</u>	HRS304A-104.6: Candidate advisory council for the board of regents of the University of Hawaii
<u>IVC-4</u>	RCAC Website Home Page
<u>IVC-5</u>	Bylaws of the Board of Regents of the University of Hawai`i
<u>IVC-6</u>	Regents Policies (Chapter Tables of Contents)
<u>IVC-7</u>	<i>RP 4.201: Mission and Purpose of the University</i>
<u>IVC-8</u>	Board of Regents Minutes of April 20, 2017, pp. 8-9 (approving the report from the IAFP permitted interaction group)
<u>IVC-9</u>	<i>RP 1.202: Relationship of the Board to Administration and University</i>
<u>IVC-10</u>	Board of Regents General Overview
<u>IVC-11</u>	Board of Regents Minutes of October 31, 2017
<u>IVC-12</u>	Board Self-Evaluation Results, 2017
<u>IVC-13</u>	Board of Regents Minutes of November 16, 2017 (report on Board Self-Evaluation)
<u>IVC-14</u>	<i>RP 2.203: Policy on Evaluation of the President</i>
<u>IVC-15</u>	<i>RP 9.212: Executive and Managerial Personnel Policies</i>
<u>IVC-16</u>	<i>UHCC 9.xxx: Recruitment, Selection, and Appointment of Community College Chancellors</i>
<u>IVC-17</u>	Board of Regents Minutes of July 16, 2015 (President evaluation)
<u>IVC-18</u>	Board of Regents Minutes of August 18, 2016 (President evaluation)
<u>IVC-19</u>	Board of Regents Minutes of August 24, 2017 (President evaluation)
<u>IVC-20</u>	<i>EP 9.203: Evaluation of Board of Regents Appointees</i>
<u>IVC-21</u>	<i>EP 9.212: Executive/Managerial Classification and Compensation</i>
<u>IVC-22</u>	<i>UHCCP 9.202: Executive Employees Performance Evaluation</i>
<u>IVC-23</u>	360 Questionnaire for Executive/Managerial Evaluation
<u>IVC-24</u>	President's Memo of March 29, 2017 (establishing new categories for 360)
<u>IVC-25</u>	State Constitution, Article X, Section 6
<u>IVC-26</u>	Advisory Task Group (ATG) on Operational and Financial Controls report of November 12, 2012
<u>IVC-27</u>	ATG report of May 12, 2013
<u>IVC-28</u>	ATG report of May 12, 2013
<u>IVC-29</u>	ATG report of July 15, 2013
<u>IVC-30</u>	ATG report of August 14, 2013
<u>IVC-31</u>	<i>RP 4.207: Community College System</i>
<u>IVC-32</u>	<i>RP 4.201: Mission and Purpose of the University</i>
<u>IVC-33</u>	<i>RP 4.208: Sustainability Policy</i>
<u>IVC-34</u>	Board of Regents Home Page
<u>IVC-35</u>	Board of Regents Bylaws
<u>IVC-36</u>	UH Systemwide Policies and Procedures Information System (PPIS) home page
<u>IVC-37</u>	Sample notification from PPIS
<u>IVC-38</u>	BOR Policy Review Schedule
<u>IVC-39</u>	Academic Affairs and Board Governance Committee Minutes of November 1, 2017

<u>IVC-40</u>	Board of Regents Minutes of November 16, 2017
<u>IVC-41</u>	Committee on Academic Affairs and Board Governance Agenda for April 5, 2018
<u>IVC-42</u>	Board of Regents Minutes of January 22, 2015 (p. 15, documenting endorsement of Strategic Plan)
<u>IVC-43</u>	<i>Strategic Directions 2015-2021</i> (included with Minutes of November 19, 2015)
<u>IVC-44</u>	UH Metrics 2015-2016 (included with Minutes of January 26, 2017)
<u>IVC-45</u>	Midterm Report, January 2018
<u>IVC-46</u>	<i>UHCC Strategic Directions 2015-2021</i>
<u>IVC-47</u>	WCC Strategic Plan 2015-2021
<u>IVC-48</u>	WCC Midterm Reflections Presentation by John Morton (Spring 2018)
<u>IVC-49</u>	Board of Regents By-Laws
<u>IVC-50</u>	Board Orientation Agenda for 2017-2018
<u>IVC-51</u>	Board of Regents Reference Guide
<u>IVC-52</u>	State of Hawai‘i Budget 101 (CFO Presentation)
<u>IVC-53</u>	Regents attendance at AGB/ACCT conferences (list)
<u>IVC-54</u>	Board of Regents Minutes of October 6, 2016 (documenting AICPA session)
<u>IVC-55</u>	<i>RP 2.204: Policy on Board Self Evaluation</i>
<u>IVC-56</u>	Cynthia Quinn Memo on changes to Board of Regents By-Laws (2017 amendment of committee structure)
<u>IVC-57</u>	Board of Regents Minutes of November 7, 2014 (Board 2014 self-evaluation)
<u>IVC-58</u>	Committee on Personnel Affairs and Board Governance Minutes of September 7, 2017 (Board 2017 self-evaluation)
<u>IVC-59</u>	Board of Regents Minutes of October 31, 2017 (Board self-evaluation and priority-setting)
<u>IVC-60</u>	2012-2013 ATG Audit
<u>IVC-61</u>	AGB Workshop on evaluating operations
<u>IVC-62</u>	BOR Bylaws (conflict of interest guidelines)
<u>IVC-63</u>	<i>RP 2.206: Regents as Employees</i>
<u>IVC-64</u>	Board of Regents Minutes for January 26, 2017 (Ethics Commission Presentation)
<u>IVC-65</u>	<i>RP 2.202: Duties of the President</i>
<u>IVC-66</u>	<i>RP 9.218: Delegation of Personnel Actions</i>
<u>IVC-67</u>	Board of Regents Minutes of September 17, 2015 (p. 9, and Resolution: creation of IAFP task group)
<u>IVC-68</u>	Integrated Academic and Facilities Plan (IAFP) (penultimate draft, March 2017)
<u>IVC-69</u>	Board of Regents Minutes of April 20, 2017 (including Report from IAFP task group of April 17, 2017, and adoption of IAFP)
<u>IVC-70</u>	Board of Regents Minutes of special meeting, October 31, 2017 (Agenda item V.A: IAFP Implementation Plans)
<u>IVC-71</u>	UH BOR committee minutes of February 23, 2017 (p. 10) on creation of permitted interaction group
<u>IVC-72</u>	UH BOR committee minutes of 3-8-17 (p. 3) on accreditation standards

Standard IV.D.1 Multi-College Districts or Systems

In multi-college districts or systems, the district/system CEO provides 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. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.

Evidence of Meeting the Standard

The UH System is the sole provider of public higher education in the State of Hawai‘i. The overall structure of the UH System is established in *RP 3.201: Major Organizational Units of the University of Hawai‘i* ([IVD-1](#)). The 10-campus UH System as a whole includes the University of Hawai‘i Community College (UHCC) System, which comprises seven community colleges. The UHCC System is further established in Regents policy *RP 4.207: Community College System*. UH Maui College is accredited by the Western Association of Schools and Colleges (WASC), Senior division. The other six community colleges are accredited by the Accrediting Commission of Community and Junior Colleges (ACCJC), and function as the multi-campus system now being evaluated ([IVD-2](#)).

As an outcome of the reorganization in 2005, overall leadership of UHCC System is now provided by the VPCC, the CEO of the UHCC System. The VPCC is a member of the senior administration of the UH System, reporting directly to the UH System president ([IVD-3](#)). The UHCC System office, which oversees the management of and provides support in several areas including academic support, planning, personnel, facilities, and fiscal resources, is located on the island of O‘ahu at a central site near the flagship campus in Mānoa ([IVD-4](#)). The VPCC works with an associate vice president for academic affairs and an associate president for administrative affairs to ensure support for the effective operation of the colleges at the UHCC System level ([IVD-5](#)).

The VPCC further works with the chancellors (CEOs of the individual colleges), delegating to them the authority for campus leadership as will be further discussed in Standard IV.D.4 ([IVD-6](#)). The community college chancellors may report via the VPCC to the UH System president for University systemwide policy-making and decisions affecting all campuses; and to the VPCC for leadership and coordination of community college matters ([IVD-7](#)). This flow of communication preserves the Board of Regents’ actions in supporting both individual campus autonomy and systemwide coordinated operations.

The delineation of functions and the differentiation of responsibilities between the UH and UHCC Systems and the individual campuses is summarized in the UH/UHCC-System Functional Map, most recently reviewed by the community colleges, and updated in Fall 2017. The Functional Map shows alignment with both the major accreditation topics ([IVD-8](#)), as well as the detailed parts of Standards ([IVD-9](#)).

Analysis and Evaluation

As part of the UH and UHCC Systems, the College meets this Standard. Established policies and procedures clearly identify the positions of CEO for both the UHCC System (VPCC) and individual campuses (chancellors), and identify their authorized roles in providing leadership at multiple levels.

Standard IV.D.2

The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system-provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.

Evidence of Meeting the Standard

The VPCC, the System CEO, provides primary leadership in ensuring that the colleges function effectively in fulfillment of their respective missions, and in support of educational excellence and student success. The VPCC provides system-level support for campus operations through both a centralized system office, and through several bodies consisting of campus representatives.

The operations of the Office of the Vice President for Community Colleges (OVPCC) are overseen by two associate vice presidents who coordinate centralized support services in the areas of academic affairs and administrative services. The associate vice president for academic affairs provides leadership in operational policy-making pertinent to the development and implementation of UHCC Systemwide academic plans, goals and assessment. Specific areas of assistance and coordination include academic support services; academic planning, assessment and policy analysis; career and technical education; student affairs and workforce development. The office also supplies the UHCC System with strategic data on a number of measures that contribute to more refined assessment of the success of various programs and initiatives ([IVD-10](#)).

The associate vice president for administrative services provides leadership in supporting all aspects of administrative services that contribute to the effective and efficient functioning of the colleges. Specific areas of assistance and coordination include budget and finance; compliance and Title IX; Equal Employment Opportunity; facilities and environmental health; human resources; and marketing and communications ([IVD-11](#)).

Facilities management is one area that requires an additional level of coordination and prioritization. Capital improvement projects (CIP) for all campuses are managed at the UH System level through the System's Office of Capital Improvements (OCI; now designated as the Office of Project Delivery), established by the Board of Regents. General community

college repair and maintenance and minor CIP projects are managed by the associate vice president for administrative services, and individual colleges have responsibility for routine maintenance, and health and safety issues ([IVD-12](#)). Individual colleges have Long Range Development Plans (LRDP), which are used by the UHCC and UH Systems to develop and justify minor and major CIP ([IVD-13](#)).

The VPCC also meets regularly and works with several councils consisting of representatives of specific leadership constituencies at the community colleges: Council of Community College Chancellors ([IVD-14](#)); Community College Council of Faculty Senate Chairs ([IVD-15](#)); and Community College Council of Native Hawaiian Chairs ([IVD-16](#)) ([IVD-17](#)).

Each campus also mirrors the UHCC System level structure in having executive leadership for academic affairs and administrative services; where student services functions are coordinated under the associate vice president for academic affairs (AVPCCAA) at the System level, the Colleges maintain separate executive management for Student Services with either vice chancellors or deans. VCAAs, VCASs, and VCSA or deans for student services (DOSS) also meet with their counterparts from other campuses on a regular basis, extending the network of collaborative planning and decision-making, and mutual support.

In addition to these councils based on administrative positions, the UHCC System has also developed several System-level initiatives in support of student success and achievement. Primary among these is the Student Success Council, created in 2014 as an outgrowth of the UHCC System having joined the Achieving the Dream Initiative in 2006 ([IVD-18](#)). This System-level Council is mirrored in campus-based committees, which are focused on four key initiatives: developmental education; college pathways; Just-in-Time, customized support services; and graduation and transfer. Coordination at the System level, balanced with campus-based activities, ensures that the colleges adhere to consistent standards, benefit from sharing of resources and best practices, and have support for developing models for implementation that fit best with the individual campus culture and mission.

Emerging initiatives that will require additional System-level coordination and effective interface with the individual colleges are a) Sustainability and b) Distance Education ([IVD-19](#)). With reference to Sustainability, an Executive Policy (EP 4.202) and a new Regents Policy (RP 4.208) signal a System-level commitment that will impact all campuses as they develop and share ideas and practices that best fit their individual needs and environmental conditions ([IVD-20](#)). Secondly, while the community colleges have utilized the modality of distance learning for quite some time, recent discussion has now focused on developing a coordinated and fully online Associate in Arts (Liberal Arts) degree at the UHCC System level, which will require renewed and proactive commitment from the UHCC System office and the individual campuses ([IVD-21](#)).

Analysis and Evaluation

As part of the UH and UHCC Systems, the College meets this Standard. The UHCC System is well-structured as a system to delineate the roles and responsibilities for the System as a whole on the one hand, and the individual colleges on the other. It provides for the benefits of the economies and efficiencies of scale through the coordination of academic and administrative functions in the OVPCC (see also Standard III), while supporting the autonomy of individual campuses, the management structure of which significantly mirrors that of the System office.

Additional structures exist that further provide for equal access to participation among the campuses, founded on regular communication and collaborative discussion and decision-making, including the Councils that meet with the VPCC, the committees of vice chancellors, and the System-level initiatives such as the Student Success Council.

Standard IV.D.3

The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and the district/system. The district/system CEO ensures effective control of expenditures.

Evidence of Meeting the Standard

The UH System's budget preparation and receipt of and further distribution of resources are governed by state law, primarily Chapter 37 of the Hawai'i Revised Statutes (HRS) ([IVD-22](#)). Biennial budget requests, financial plans and program performance reports are provided to the Governor and the Legislature in odd-numbered years; supplemental budget requests (to amend any appropriation for the current fiscal biennium) may also be submitted in even-numbered years. Operating and Capital Improvement Projects (CIP) funds for the UH System are appropriated by major organizational units, of which the UHCC System is one.

The UHCC System Office, under the guidance of the associate vice president for administrative services, coordinates the budget development and request process for the community colleges, based on the strategic plans of the UH System, the UHCC System, and the individual college ([IVD-23](#)). The UHCC System Strategic Planning Council (SPC) is the primary body for ensuring Systemwide participation in the strategic planning process. The membership of the SPC includes the Chancellor, Faculty Senate chair, and Student Government chair from each college; and the vice president and the associate vice presidents for the community colleges ([IVD-24](#)). The SPC provides a planning context to ensure that System budget request categories and priorities are consistent with and align appropriately with UHCC Strategic Plan goals and objectives. The guiding principles of the Community College Strategic Academic Planning Process, which defines the role of the SPC, are codified in *UHCCP #4.101: Strategic Academic Planning* ([IVD-25](#)). The VPCC has a functional responsibility for providing a fair distribution of resources that are sufficient to support the effective operations of the colleges

Each college develops its own budget request as described in more detail in Standard III.D. At the UHCC System level, the seven community college chancellors, with support from the associate vice presidents and their staff, collectively review, categorize, and prioritize the individual college budget requests. A key criterion in approving campus budget requests is the extent to which they align with and support strategic planning goals. The individual college budgets remain intact at the campus level, but are consolidated at the UHCC System level for purposes of further integration in the overall UH System budget, which is ultimately submitted to the state legislature.

While state general funds allocated by the legislature provide the most significant funding source for the colleges, tuition revenues also constitute a major component of college budgets. Other sources of internal and extramural funds (e.g., special funds, revolving funds, grant funds, UHF may also be generated and retained by each college. The management of sources of funding other than general funds is guided by two UHCC Policies: *UHCCP # 8.000: General Fund and Tuition and Fees Special Fund Allocation* ([IVD-26](#)), and *UHCCP # 8.201: Unrestricted Fund Reserve—General, Special, Revolving Funds* ([IVD-27](#)). Each college's budget reflects a different combination of revenue sources and expenditures; all campuses maintain the reserve required by accreditors ([IVD-28](#)).

Campuses have also had access to additional funds from the OVPCC, and more recently from the Office of the UH President, providing additional incentive for the meeting of certain goals linked to performance measures focused on student achievement. These are in turn associated with UH and UHCC System and campus strategic objectives ([IVD-29](#)). Campuses have specific targets for incremental growth; meeting or exceeding them results in earning this additional funding. Unallocated funds are redistributed by the OVPCC for other campus or UHCC System initiatives, such as those associated with student success.

In addition to fiscal resources, the UHCC System has also been attentive to the more effective use of vacant positions throughout the UH System. Since requests for new positions are subject to legislative approval and appropriation, the system must often reallocate a position from one unit or program to another, in order to be more responsive to such factors as enrollment growth, changing workforce needs, and program requirements. Another UHCC Policy was developed in November 2012 to more objectively and equitably manage and reassign vacant positions ([IVD-30](#)). This policy created a system pool of those positions, from which campuses may request reallocation, based on documented need.

With reference to effective control of expenditures, recent actions taken from 2013-2016 provide an example of the controls in place to ensure accountability and sound fiscal management, as well as the way in which corrective action may lead to the creation and implementation of new policy and procedural guidelines. In the fiscal year ending June 30, 2013, the UH Office of Internal Audit (OIA) conducted operational reviews of the Culinary Arts programs at two community college campuses. The reports identified “operational and financial risks” and presented recommendations relating to the inventory management, financial analysis and reporting and other aspects of these programs. In Spring 2014 OIA conducted follow-up reviews to ensure implementation of recommendations ([IVD-31](#)). The Internal Audit report was on the agenda of the May 12, 2015, meeting of the Board of Regents' Committee on Independent Audit ([IVD-32](#)). Subsequent to the December 15, 2016, meeting of that same committee ([IVD-33](#)), findings from the Internal Audit report were

included in the UH System's Annual Report on Material Weaknesses and Fraud, presented to the 2017 Legislature ([IVD-34](#)). As one outcome of this case, the OVPCC created a new policy in March 2016 to provide better management and oversight for revenue-generating programs ([IVD-35](#)).

Analysis and Evaluation

As part of the UH and UHCC Systems, the College meets this Standard. Allocation of key resources (particularly funding and personnel) is guided by clearly established policies. Procedures allow all campuses to participate in collective decision-making about resource allocation. Budget requests are tied to strategic planning goals and objectives to ensure that resources are used most effectively to support each of the colleges' missions in service to student learning and achievement. Fiscal controls are in place to further ensure accountability in the allocation and use of resources.

Standard IV.D.4

The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEOs accountable for the operation of the colleges.

Evidence of Meeting the Standard

The UH System has a president, a vice president for community colleges among several vice presidents responsible for differentiated areas of UH-System functions, and chancellors for each of the 10 universities or colleges in the System. As noted, the VPCC is the CEO of the System of the seven UH System community colleges. Each college has a chancellor, the CEO of the institution. Board of Regents Policy RP 4.207 established the Community College (UHCC) System in 2002, although the colleges have been functioning since 1965 as part of the UH System ([IVD-36](#)). In 2005, the Board of Regents approved the reorganization of the UHCC System and created the new executive position of VPCC ([IVD-37](#)). A subsequent memo to the college chancellors provided detailed organizational charts as well as a Functional Statement for the Office of the Vice President for Community Colleges (OVPCC) ([IVD-38](#)). Key among the major functions delineated in that memo is the following:

“Ensures that the community college chancellors have full responsibility and authority to implement and administer delegated system policies without interference and holds the chancellors accountable for the operation of the colleges.”

The authority and responsibility of community college chancellors for the overall management and governance of their campuses is further affirmed in *Executive Policy 1.102: Authority to Manage and Control the Operations of the Campus*, which states, “Primary authority for financial management has been delegated by the President to the Chancellors. Chancellors may sub-delegate authority to qualified, responsible program heads.” ([IVD-39](#)) *UHCCP # 8.000: General Fund and Tuition and Fees Special Fund Allocation*, also specifies

the Chancellor’s responsibility “...to develop a methodology to allocate funds to the campus units consistent with budget planning and resource allocation standards of the accrediting commission.” (IVD-40). Responsibility for a broad range of personnel actions has also been delegated to the chancellors in Executive Policy 9.112 (Attachment B: IVD-41).

In line with the need for accountability in the fulfillment of their duties, chancellors and other executive-managerial personnel, are subject to annual performance evaluation, with final assessment by the VPCC (IVD-42). This process is thoroughly codified in *UHCCP #9.202: Executive Employees Performance Evaluation* (IVD-43).

Analysis and Evaluation

As part of the UH and UHCC Systems, the College meets this Standard. It is clearly documented in several policy and procedural documents that both the delegation of authority to the campus CEOs, as well as mechanisms to ensure their accountability, are clearly established in the UHCC System. The trend of delineation and delegation has generally given more autonomy to the chancellors in making campus-level decisions, particularly in the areas of personnel and finance.

Standard IV.D.5

District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.

Evidence of Meeting the Standard

The community colleges in the Hawai‘i statewide system of public higher education operate within a three-tiered system: the UH System as a whole (including seven community colleges, two baccalaureate institutions, and the flagship research university); the UHCC System; and the individual community college campuses located on the four major islands in the state. Satellite Learning Centers, providing additional outreach across the state, are managed by the community colleges and UH Maui College (IVD-44). A commitment to the parity of access for students and to the continuous improvement of conditions contributing to student learning and success, as well as a commitment to the equitable allocation of resources in support of that ultimate goal, require effective planning of operations that are coordinated and integrated across each of the tiers.

As noted, there are multiple structures in place at the UH and the UHCC System level (e.g., committees of administrative counterparts from individual campuses, councils of campus governance representatives) that facilitate the dialogue and decision-making essential to the processes of planning and implementation. In addition, each tier of the system is grounded in a comprehensive Strategic Plan that provides the conceptual guidance for mid-range planning. These currently include the *UH Strategic Directions 2015-2021* (IVD-45), the *UHCC Strategic Directions 2015-2021*, intentionally developed to be aligned with the overall UH plan (IVD-46), and the individual campus strategic plans, also developed in alignment with the UH and UHCC System plans (IVD-47).

A crosswalk of these three levels of planning further corroborates the high degree of congruity and integration ([IVD-48](#)). In some cases, goals and objectives of strategic planning have been quantified or operationalized to provide a basis for evaluation of institutional effectiveness. Several of these measures are further linked to performance-based funding provided at both the UH and the UHCC System level, as seen in the Crosswalk of UH System and UHCC System Performance Funding cited in IVD-3 ([IVD-49](#)).

Most recently, on April 20, 2017, the Board of Regents approved the Integrated Academic and Facilities Plan (IAFP) for the University of Hawai‘i System ([IVD-50](#)). Recognizing the critical interdependence between the academic missions of the ten campuses and the physical and other resources required to support those missions, the IAFP states that it is “...intended to provide a comprehensive plan for how the campuses will develop and work together to ensure that the entire mission of the UH System is addressed without undue duplication or inter-campus competition.” (p. 2) The IAFP also provides an overview of current conditions and emerging needs and prospects for the four major units in the system - the three universities and the UHCC System – and affirms the further integration of planning in noting that “The principles of this plan will be incorporated into biennium budget planning, annual operating budgets, 6-year CIP plans and academic program approvals and reviews.” (p. 18)

Analysis and Evaluation

As part of the UH and UHCC Systems, the College meets this Standard. The UH System, the UHCC System and the individual community colleges develop strategic plans that are closely aligned in support of institutional missions focused on student learning and achievement. In many cases, the goals articulated in the plans result in measurable objectives that are used as the basis of evaluating institutional and system effectiveness.

Standard IV.D.6

Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.

Evidence of Meeting the Standard

Multiple modes and avenues of communication exist in the UH System to facilitate and support the effective operation of its constituent institutions. Within the UHCC System, the VPCC and the administrative staff in the Office of the Vice President for Community Colleges (OVPCC) are key liaisons in the ongoing process of the flow of information.

The VPCC is a member of the UH System president’s senior leadership team (Executive Council) as well as a member of the 10-campus Council of Chancellors. The VPCC serves as the administrative representative to the Board of Regents (UH BOR) standing committee on Academic and Student Affairs, and items forwarded from the colleges for UH BOR approval (e.g., Strategic Plans, Institutional Self Evaluation Reports) are presented under the signature

of the VPCC. In addition to publicly posted minutes of the UH BOR committee and Board meetings, the VPCC is provided with memos summarizing UH BOR approved actions ([IVD-51](#)). Campuses are also informed of updates to the policies and procedures that constitute the institutional infrastructure through notification from the Policies and Procedures Information System (PPIS) ([IVD-52](#)).

The VPCC also meets regularly with three councils representing different aspects of college governance: The Council of Community College Chancellors ([IVD-53](#)), the Community College Council of Faculty Senate Chairs ([IVD-54](#)), and the Community College Council of Native Hawaiian Chairs ([IVD-55](#)). Meetings of these councils are documented, and each council completes an annual self-assessment.

The VPCC makes semi-annual visits to each community college campus, with information pertinent to both UHCC System and individual campus performance. Typically, Fall semester visits focus on major initiatives and budget for the current academic year as well as campus scorecards in the context of performance-based funding based on data from the prior academic year. Spring semester visits generally provide a summary, as well as a prospective view of upcoming work ([IVD-56](#)).

As noted, the community colleges function within a three-tiered system: The UH System, the UHCC System and the individual community colleges. Communication between the top two tiers (UH System and UHCC System) is structurally more stable and often articulated in specific policy or procedure. Communication between Systems and individual campuses is predicated on the expectation that campus representatives who sit on or are present at UHCC System-level meetings, e.g., the councils identified above, or meetings of functional counterparts such as VCAs, will report back to their campuses or constituents for informational or decision-making purposes. Individual campus perspectives on communication between campus and the Systems indicate that there are varying degrees of effective campus- and constituent-focused reporting. With the goal of improving timely access to information, documenting discussion and decision-making at the UHCC System level (e.g., agendas and minutes of Councils and other deliberative bodies), specific steps have been taken to address communication-related concerns: 1) as needed, orientation is provided to those serving as campus representatives to UH or UHCC System committees so they are more fully aware of their reporting duties; and 2) the OVPCC is engaged in a comprehensive update of its own website to enhance accessibility and currency of the information posted there.

Analysis and Evaluation

As part of the UH and UHCC Systems, the College meets this Standard. Just as the VPCC serves as an important point of connection between the UH System and the UHCC System and between the OVPCC and the individual colleges, the chancellors of the individual colleges are responsible for coordinating with the OVPCC, and for extending lines of communication to their respective executive teams, faculty, and staff. The OVPCC has recognized the need to maintain access to up-to-date documentation of System-level meetings, and is updating its own website to ensure better access to that information.

Standard IV.D.7

The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard

The process of evaluating role delineations, governance, and decision-making processes can best be described as organic and ongoing, in the sense that while there is not a formal instrument of evaluation or assessment, there are multiple established policies and procedures in place at the UH System, the UHCC System, and campus levels that are intended to ensure the stable, consistent, and effective functioning of each System and individual colleges. Such policies and procedures serve both to a) set standards of best practices; and b) minimize the likelihood of actions that do not uphold expectations of integrity and effectiveness. Policies are regularly reviewed ([IVD-57](#)), new policies are created when the need is recognized (e.g., new UHCC policy on selection process for chancellors), roles and responsibilities are delineated in the Functional Map, and personnel are regularly evaluated on their performance in supporting and achieving educational goals ([IVD-58](#)).

Of specific importance in this last context is the role of the UHCC System's Strategic Planning Council (SPC), the primary body for assuring systemwide participation in the System strategic planning process, as codified in *UHCCP #4.101: Strategic Academic Planning* ([IVD-59](#)). The policy identifies roles and responsibilities in the process of campus academic planning, which provides much of the critical infrastructure for the effective functioning of the colleges.

Analysis and Evaluation

As part of the UH and UHCC Systems, the College meets this Standard. Established policies and procedures as well as documentation of governance and decision-making that operationalize those policies and procedures are subject to ongoing review. Where appropriate, colleges are evaluated on the basis of performance-based measures that support their efforts to meet goals linked to student achievement and learning.

List of Evidence

<u>IVD-1</u>	<i>RP 3.201: Major Organizational Units of the University of Hawai‘i</i>
<u>IVD-2</u>	<i>RP 4.207: Community College System</i>
<u>IVD-3</u>	Organizational Chart 1
<u>IVD-4</u>	Organizational Chart 3
<u>IVD-5</u>	Organizational Chart 4
<u>IVD-6</u>	Organizational Chart 2
<u>IVD-7</u>	UH System website / Senior Leadership page
<u>IVD-8</u>	University of Hawai‘i Community Colleges Functional Map by Major Accreditation Topic / Detailed Functional Map by Standard
<u>IVD-9</u>	OVPCC Website – AVPCCAA page
<u>IVD-10</u>	OVPCC Website – AVPCCAS page
<u>IVD-11</u>	UH BOR creation of UH Office of Capital Improvements (OCI), now Office of Project Delivery
<u>IVD-12</u>	Windward CC Long Range Development Plan (LRDP)
<u>IVD-13</u>	<i>UHCCP 1.101: Council of Community College Chancellors</i>
<u>IVD-14</u>	<i>UHCCP 1.102: Community College Council of Faculty Senate Chairs</i>
<u>IVD-15</u>	<i>UHCCP 1.104: Community College Council of Native Hawaiian Chairs</i>
<u>IVD-16</u>	Sample Minutes from VCAA, VCAS, VCSA meetings
<u>IVD-17</u>	OVPCC Website: Academic Affairs – Student Success Council
<u>IVD-18</u>	<i>EP 4.202: System Sustainability</i>
<u>IVD-19</u>	<i>RP 4.208: Sustainability Policy</i>
<u>IVD-20</u>	OVPCC Web Page: Sustainability
<u>IVD-21</u>	OVPCC Web Page: Distance Learning
<u>IVD-22</u>	Hawai‘i Revised Statutes, Chapter 37 (on Budget Planning and Preparation)
<u>IVD-23</u>	Crosswalk of Strategic Plans
<u>IVD-24</u>	OVPCC Website – Strategic Planning Council page
<u>IVD-25</u>	<i>UHCCP 4.101: Strategic Academic Planning</i>
<u>IVD-26</u>	<i>UHCCP 8.000: General Fund and Tuition and Fees Special Fund Allocation</i>
<u>IVD-27</u>	<i>UHCCP 8.201: Unrestricted Fund Reserve – General, Special, Revolving Funds</i>
<u>IVD-28</u>	Tables of CC Revenue Summaries
<u>IVD-29</u>	Crosswalk of Performance Funding Measures
<u>IVD-30</u>	<i>UHCCP 9.495: Long-Term Vacancy Policy</i>
<u>IVD-31</u>	Kapi‘olani and Leeward Community College Culinary Arts Programs Status of Corrective Action, March 2015
<u>IVD-32</u>	BOR Committee Minutes on Independent Audit Meeting, May 12, 2015
<u>IVD-33</u>	BOR Committee Minutes on Independent Audit Meeting, December 15, 2016
<u>IVD-34</u>	UH System Annual Report to the Legislature 2017
<u>IVD-35</u>	<i>UHCCP 8.200: Financial and Operational Oversight of Revenue-Generating and Financial Self-Sustaining Programs</i>

<u>IVD-36</u>	<i>RP 4.207: Community College System</i>
<u>IVD-37</u>	Board of Regents Minutes of June 21, 2005 (new Executive position of VPCC; p. 8-11)
<u>IVD-38</u>	Associate Vice President for Administrative Affairs Unebasami Memo of July 8, 2005 (with functional statements, organizational charts)
<u>IVD-39</u>	<i>EP 1.102: Authority to Manage and Control the Operations of the Campus</i>
<u>IVD-40</u>	<i>UHCCP 8.000: General Fund and Tuition and Fees Special Fund Allocation</i>
<u>IVD-41</u>	<i>EP 9.112, Attachment B</i>
<u>IVD-42</u>	<i>UHCCP 9.202: Executive Employees Performance Evaluation</i>
<u>IVD-43</u>	Board of Regents Committee on Personnel Affairs and Board Governance Minutes of November 1, 2017 (update of Executive/Managerial Evaluations)
<u>IVD-44</u>	System Map with CC and Learning Center locations
<u>IVD-45</u>	<i>UH Strategic Directions 2015-2021</i>
<u>IVD-46</u>	<i>UHCC Strategic Directions 2015-2021</i>
<u>IVD-47</u>	Windward CC Strategic Plan 2015-2021
<u>IVD-48</u>	Crosswalk of UH System, UHCC System, and Campus Strategic Plans
<u>IVD-49</u>	Crosswalk of UH System and UHCC System Performance Funding
<u>IVD-50</u>	University of Hawai‘i Integrated Academic and Facilities Plan
<u>IVD-51</u>	Sample Board of Regents memos to VPCC
<u>IVD-52</u>	Sample PPIS Memos to VPCC
<u>IVD-53</u>	<i>UHCCP 1.101: Council of Community College Chancellors</i>
<u>IVD-54</u>	<i>UHCCP 1.102: Community College Council of Faculty Senate Chairs</i>
<u>IVD-55</u>	<i>UHCCP 1.104: Community College Council of Native Hawaiian Chairs</i>
<u>IVD-56</u>	WCC Midterm Reflections Presentation by John Morton (Spring 2018)
<u>IVD-57</u>	Board of Regents Committee on Personnel Affairs and Board Governance Minutes of November 1, 2017 (status of Policy Review)
<u>IVD-58</u>	<i>UHCCP 9.xxx: Recruitment, Selection, and Appointment of Community College Chancellors</i>
<u>IVD-59</u>	<i>UHCCP 4.101 Strategic Academic Planning</i>

Quality Focus Essay #1

I. Native Hawaiian Parity

During the accreditation self-evaluation process, Windward Community College (Windward CC) engaged in reflective and deliberate discussions to identify action projects that support college efforts to improve student learning and student achievement.

After careful deliberation and through sharing with all campus constituencies at public forums and meetings of specific areas, the campus chose topics for the Quality Focus Essay (QFE) that would align with our mission and underscore our values while creating a plan to significantly impact these. The mission of Windward CC is:

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

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

Windward CC’s five Core Values are:

- Ka lama kū o ka na‘auao. Creating meaningful curricula and diverse learning experiences
- ‘A‘ohe hana nui ke alu ‘ia. Working collaboratively and inclusively
- He punawai kahe wale ke aloha. Serving and supporting with aloha
- Kulia i ka nu‘u. Striving for excellence
- He ali‘i ka ‘āina, he kauwa ke kanaka. Caring for Hawai‘i and the planet

Windward CC’s mission includes a special commitment to serve Native Hawaiian (NH) students. We are proud to be an indigenous serving institution with over 40% of our enrollment consisting of NH students. This mission and commitment is evident in the resources we provide for Native Hawaiians, both institutionally and through attainment of extramural resources. For example, since 2009 the College has annually committed \$51,000 of its institutional funds to support NH initiatives on campus. Ke Kumu Pali (KKP), Windward CC’s NH Council, comprising faculty and staff, administers these funds. This commitment to serving NH students propelled our decision to focus this QFE on NH parity. A focus on NH parity also resonates with our core values concerning diverse learning experiences, working collaboratively and inclusively, serving and supporting with aloha, and striving for excellence.

This focus on NH parity is evident during annual reporting of program data and within departmental annual reports, wherein faculty and staff engage in a reflective analysis of data such as student enrollment trends, demographics, and success rates to assess the effectiveness of programs or services. Strategic planning at the institutional level involves setting goals and objectives to enhance institutional effectiveness. Programs and services also develop strategic plans, aligned with institutional plans, in order make improvements identified from program review. SLO assessment is another indicator of institutional effectiveness, as it measures student learning at the course, program, or institutional level.

The following QFE sections are based on the ACCJC Guide for Improving Institutions (July 2015). This essay will first discuss the process of selecting the action projects, anticipated outcomes, and alignment with accreditation standards. Then, the action projects will be described, including the project's purpose and goals. Tables identify action steps for each project goal and then detail the action projects' measure of progress, responsible parties, and timeline. Next, resources needed to implement and sustain the action projects are described. Finally, the essay concludes with the plan for assessing the outcomes and effectiveness of the projects.

Identification of and Campus Input into Action Projects

Windward CC began discussion of potential action projects topics in January 2017 at the Accreditation Steering Committee meetings. The Academic Affairs Advisory Committee reviewed topics in February 2017. In May 2017, the Administrative Staff narrowed down the topics in preparation for the June Accreditation Steering Committee meeting. The Student Affairs Division October 2017 quarterly meeting included presentations on potential quality focus essay topics. After careful deliberation and through sharing with all campus constituencies at public forums and meetings of specific areas, the campus chose topics for the QFE that would align with our mission and underscore our values while creating a plan to significantly impact these.

In July 2017, the ALO, VCAA, VCSA and the chair of KKP considered specific NH parity parameters for the August 2017 convocation presentation. This group continued to meet throughout the fall semester to draft the plan.

The Windward CC community then participated and provided input into this QFE through an established process of sharing at the spring convocation and posting on the College's discussion board. Input from KKP was solicited and incorporated into the final product. NH parity was examined in the context of enrollment, persistence, graduation, and transfer, which then became action projects. The alignment of these projects to the standards for accreditation are shown Table 1.

QFE1 Table 1. Action Projects' Anticipated Outcomes and Alignment with Standards

Action Project/Integrated Action Project*	Alignment with standards
Disaggregation of data by race/ethnicity Systematize the disaggregation of data by race/ethnicity for enrollment, course success, persistence, graduation, and transfer.	IA2, IB5, IB9, IIC5, IIID3
Enrollment Within the institutional enrollment management plan, identify and prioritize strategies at the institution which positively impact NH enrollment parity across the institution and within degrees/certificates.	IB9, IIC3, IIC6, IIID1,
Persistence* Identify and prioritize strategies at the institution which positively impact NH persistence.	IA3, IB9, IIC1, IIID1, IVB3,
Completion Identify and prioritize strategies at the institution which positively impact NH graduation and transfer	IA3, IB3, IB9, IIA1, IIA10, IIC1, IIC5, IIC6, IIID1, IIID2, IVB3

**The action plan for persistence is integrated within the disaggregation of data by race/ethnicity and enrollment plans.*

II. Action Projects

A. Action Project: Disaggregation of Data by Race/Ethnicity

Description

The College will systematize the disaggregation of data by race/ethnicity for enrollment, course success, persistence, graduation, and transfer.

Purpose

In order to consider NH parity, the College must have accurate data on key measures which is disaggregated by race/ethnicity. While disaggregated data has been used at the College for many years, not all measures have been disaggregated and often this disaggregation is not unduplicated. For example, most institutional data is provided for categories of “NH” and “all.” However, “all” includes Native Hawaiians. As Native Hawaiians are a large percentage of learners at Windward CC, this skews the “all” to be closer to “NH” attainment of a measure (see Appendix 1. Analysis of Graduation Rate Data). Thus, to have accurate discussion of NH parity, data must distinguish between NH and all other learners.

Annual Reports of Program Data (ARPD) for degree programs provide numbers specific to NH for enrollment and graduation, from which one can create comparison disaggregated data. Individual writers and evaluators may or may not choose to make these comparisons. No disaggregation is provided for persistence and course success measures, which are measures of progress toward degree. Distance Education measures are also not disaggregated for NH vs. others. The Student Affairs ARPD does contain information of NH fall to spring

persistence, but does not disaggregate this data, utilizing the categories of all students and NH students, which is duplicative. For effective and mission-driven program analysis, disaggregation of these metrics must occur.

Windward CC's mission specifically emphasizes our commitment to Native Hawaiians, which propels specific goals for NH learners and for parity between learners. Institutional funding is allocated through our Planning and Budget Council (PBC), which prioritizes funding based on ties to the UH and UHCC Systems Strategic Directions 2015-2021, Windward CC Strategic Plan Action Outcomes, program learning outcomes, general education learning outcomes, student learning outcomes, process outcomes and health and safety. This action project will enhance our planning and budgeting review processes, basing them on accurate data which demonstrates best where parity has been achieved and where the College's greatest needs are. It also leads to better evaluation of which initiatives and activities have promoted parity, allowing them to be prioritized for funding.

Goals

1. Provide valid, consistent data on outcome attainment for Native Hawaiians and others across measures on an annual basis
2. Improve quality of dialogue on parity measures
3. Improve quality of decision-making and allocation of resources to promote parity

B. Action Project: Enrollment

Description

Within the institutional enrollment management plan, the College will identify and prioritize strategies at the institution which positively impact NH enrollment parity across the institution and within degrees/certificates.

Purpose

In order to consider NH parity, fulfill the Hawai'i Papa o Ke Ao benchmarks, and stay true to the institutional mission, Windward CC must strive to establish and/or maintain enrollment parity of NH students in the annual headcount as well as within the different academic programs. These efforts must be specific, meaningful, and thoughtful.

The percentage of Native Hawaiians enrolled at Windward CC has increased and reached parity with our community demographics. According to the last U.S. Census, the NH population in Kāne'ohe, Hawai'i is 42%. This is comparable to our percentage of NH students (Appendix 2, Table 1), which has increased and remained at about population parity since 2010.

Two degree programs, the Associate in Arts in Hawaiian Studies and the Associate in Arts in Liberal Arts show enrollment well above population parity (Appendix 2, Table 2). However, our STEM and CTE programs (i.e. Associate in Science in Natural Science, Certificate of Achievement in Agripharmatech, and Associate in Science in Veterinary Technology) are

below parity. This has motivated Windward CC to pursue National Science Foundation sponsored projects in engineering (Indigenous Knowledge in Engineering II 2016-2019 \$494,922) and environmental science (Hālau Ola Honua 2016-2021 \$822,523).

Creation of a robust enrollment management plan will guide institutional efforts to achieve NH parity across the College in all areas. Enrollment management efforts at the UH System and UHCC level focus on the Hawai'i Graduation Initiative and the 13th-Year Initiative (implemented as Paipai O Ko'olau Project at Windward CC). Target populations from the system include high school graduates, GED recipients, working adults, Pacific Islanders, and International students. While strategies and tactics have been identified and implemented for these student groups, a Windward CC plan will merge these ideas with focused attention on NH students so that enrollment mirrors population.

Goals

- 1) Establish a systematic, evidence-based enrollment management plan for overall enrollment
- 2) Delineate within the overall plan specific goals, actions, and activities for individual certificate and degree programs
- 3) Allocate resources to strategies which positively impact NH enrollment
- 4) Maintain overall enrollment at parity with population
- 5) Attain parity with population for each individual degree program

C. Integrated Action Project: Persistence

Description

Based on accurate, disaggregated data, the College will identify and prioritize strategies at the institution which positively impact NH persistence, which positively impacts enrollment.

Integrated Purpose

When considering NH persistence, targeted strategies and funding to support such strategies must be identified and prioritized in order to positively impact NH persistence. At Windward CC, student persistence rates from fall to spring for NH students are slightly higher than the persistence rates for all students (Appendix 3, Table 1). It must be noted that the persistence rate only considers retention from the first to second semester. Fall-to-fall persistence rates should also be considered to better understand the progression from enrollment to graduation/transfer. This disaggregation is integrated into the Action Project: Disaggregation of Data by Race/Ethnicity.

Improved, disaggregated data related to persistence allows for analysis to discover historical and current disparities in persistence. Strategies to impact disparities can then be identified and prioritized to eliminate these disparities and promote persistence for NH students. As continuing students are the majority of enrolled students, increasing persistence increases enrollment. Goals for improving persistence are inherently part of goals for improving

enrollment. Therefore, goals for planning, implementation, and assessment of persistence will be integrated into those of Action Project: Enrollment.

Integrated Goals

The goals for persistence are integrated into the goals for data disaggregation and enrollment. These relevant action steps needed to achieve these integrated goals are also integrated in the action steps for these action projects. How the goals are integrated in other action project goals is delineated below:

Action Project: Disaggregation of Data by Race/Ethnicity

Goal 1: Provide valid, consistent data on outcome attainment for Native Hawaiians and others across measures on an annual basis.

Integrated Persistence goal: Disaggregate NH Fall to Fall persistence.

Action Project: Enrollment

Goal 2: Establish a systematic, evidence-based enrollment management plan for overall enrollment.

Integrated Persistence Goal: Establish a systematic, evidence-based enrollment management plan which considers persistence.

Goal 3: Allocate resources to strategies which positively impact NH enrollment.

Integrated Persistence Goal: Allocate resources to strategies which positively impact NH persistence.

Goal 4: Maintain overall enrollment at parity with population.

Integrated Persistence Goal: Maintain parity with population for persistence.

D. Action Project: Completion

Description

The College will identify and prioritize strategies at the institution which positively impact NH completion (graduation and transfer).

Purpose

When considering overall attainments of degrees and certificates, NH students are earning degrees and certificates at a percentage rate similar to their enrollment rate (Appendix 4, Table 1). However, this is not true for all individual degree programs. For example, NH attainment of STEM degrees and certificates is below enrollment (Appendix 4, Table 2). This motivated Windward CC to join a UH Community College consortium National Science Foundation grant project to grow NH engineers. It further propelled Windward CC to write

as the lead college for a consortium project with UH Mānoa and two other community colleges to develop an environmental science pathway from associate to baccalaureate degree.

As noted in the section on data disaggregation, ARPDs for degree programs provide numbers specific to NH for enrollment and graduation, from which one can create comparison disaggregated data, but do not provide the comparison itself. Our action project to create disaggregated graduation data will make this comparison more salient. Based on this improved data for graduation as well as fall-to-spring and fall-to-fall persistence, we can better determine where implementation of initiatives to increase NH graduation is necessary. These can then drive budgeting decisions to support such initiatives.

Currently, NH students are transferring to UH 4-year campuses at rates equal to or well above population parity (Appendix 5). In order to assure that transfer remains at or above parity while incorporating strategies to increase persistence and graduation, it is recommended that this measure also be considered as an action project although currently parity exists.

Goals

- 1) Implement strategies to promote NH graduation and transfer
- 2) Allocate resources to strategies which positively impact NH graduation and transfer
- 3) Overall graduation rates at or above parity with population
- 4) Graduation rates within specific degrees at or above parity with population
- 5) Transfer rates at or above parity with population

III. Action Plans to Attain Action Project Goals

Action plans to implement the action projects and attain goals are provided in the below tables, which designate responsible parties and provide measurable deliverables and timelines.

QFE1 Table 2: Action Plan: Disaggregation of data by race/ethnicity

GOAL 1: Provide valid, consistent data on outcome attainment for Native Hawaiians and others across measures on an annual basis				
Action Steps	Measures of Progress	Responsible	Timeline	Assessment
Meet with Institutional Research Office (OIR) to form data plan to disaggregate by race/ethnicity	Creation of "Institutional Research Request Form"	OIR QFE writers	July 2018	Request created
Create report of data disaggregated by race/ethnicity, include NH Fall to Fall persistence	Creation of Data Report	OIR	August 2018	Report created by OIR
Disseminate report via email to leadership groups (i.e. KKP, Faculty Senate, Staff Senate, Associated Students of UH, Administrative Team)	Report emailed Report reviewed and discussed by groups during business meetings as documented by agenda and meeting minutes	OIR	September 2018	Email Minutes of leadership bodies Revised OIR request based on input
Hold online and in person forums to discuss data report and receive input as to any needed revisions	Report is posted on College online forum with ample time for review by campus constituency Fac/Staff Email invitation to forum Student Email invitation to forum One (1) in-person forum is scheduled and held	KKP Faculty Senate Staff Senate ASUH Admin Team	January 2019	Email invitations to forum Online Discussion comments Forum notes Revised OIR request based on input
GOAL 2: Improve quality of dialogue on parity measures				
Action Steps	Measures of Progress	Responsible	Timeline	Assessment
Provide data report annually to KKP to create Annual Report and Action Planning for NH Students	Data report sent in September with Department Reports KKP annual report submitted in December	OIR	September 2019, annually thereafter	KKP annual report submitted to PBC
Provide data report to EMG	Data report sent EMG utilizes data in decision-making	OIR	September 2019, annually thereafter	EMG meeting minutes

GOAL 3: Improve quality of decision-making and allocation of resources to promote parity				
Action Steps	Measures of Progress	Responsible	Timeline	Assessment
KKP presents resource request(s) in context of annual report at PBC	Report posted on PBC website Resource requests posted on PBC website	KKP PBC	February 2020, annually thereafter	PBC Minutes
PBC decision-making utilizes KKP reporting	Resources ranked by PBC include KKP items	PBC Chancellor	Spring 2020, annually thereafter	PBC ranking
Institutional funds distributed based on informed decision-making	Chancellor allocation of resources	Chancellor	Fall 2121, annually thereafter	PBC minutes

QFE1 Table 3. Action Plan: Enrollment

GOAL 1: Establish a systematic, evidence-based enrollment management plan for overall enrollment				
Action Steps	Measures of Progress	Responsible	Timeline	Assessment
Form cross-institutional EMG	Charge from Chancellor	Admin	September 2018	Email Meeting agenda and minutes
Review UH and UHCC System enrollment management plans and Windward CC draft document	Reports are reviewed and discussed by groups during business meetings as documented by agenda and meeting minutes	EMG	October 2018	EMG meeting minutes
Review draft NH data report created by OIR via Action Project 1	Report reviewed	EMG	Fall 2018	EMG meeting minutes
Identify and prioritize strategies which positively impact NH enrollment and persistence parity <u>across the institution</u>	Discussion of strategies at joint Enrollment Management-KKP meeting	EMG KKP	Fall 2018	EMG-KKP joint meeting minutes
Revise Windward CC Draft Enrollment Management plan	Revised plan creation	EMG	Spring 2019	Draft document for campus review
Submit plan for campus approval via regular campus approval process (i.e. discussion board, Faculty Senate review etc.	Campus approval process steps taken	EMG	Late Spring 2019	Online discussion comments Fully approved plan

GOAL 2: Delineate within the overall plan specific goals, actions, and activities for individual certificate and degree programs.				
Action Steps	Measures of Progress	Responsible	Timeline	Assessment
Identify and prioritize strategies which positively impact NH enrollment parity <u>within degrees/certificates</u>	Meetings with each degree coordinator and relevant disciplines with one member of EMG and one member of KKP to guide	EMG KKP Disciplines	Fall 2019	Reports from meeting back to EMG in meeting minutes
Creation of degree/certificate specific sub-plans in Enrollment Management Plan	Incorporation of degree sub-plans into Enrollment Management Plan	EMG KKP Disciplines	Spring 2020	EMG meeting minutes Revised Enrollment Management Plan
GOAL 3: Allocate resources which positively impact NH enrollment.				
Action Steps	Measures of Progress	Responsible	Timeline	Assessment
Share identified strategies to improve enrollment and persistence with leadership groups to address in their annual reports and PBC requests.	Identified strategies delineated clearly and provided as overview to leadership groups	EMG	AY 19-20	Enrollment Management Report PBC Requests
Share identified strategies with PBC to support informed decision-making.	Identified strategies delineated clearly and provided as overview to PBC	EMG	AY 19-20	Email to Chancellor for PBC dissemination PBC receipt of strategies
GOAL 4: Maintain overall enrollment at parity with population				
Action Steps	Measures of Progress	Responsible	Timeline	Assessment
Implement Enrollment Management Plan as developed	Identified strategies prioritized by appropriate groups	EMG Student Affairs Academic Affairs Marketing Faculty Senate Staff Senate KKP	AY 19-20, annually thereafter	EMG meeting minutes

Assess impact on enrollment, including that of continuing (persisting) students	EMG reviews NH Parity Data report	EMG OIR	Fall 2020, annually thereafter	EMG meeting minutes
Review and revise plan based on assessment	EMG revises plan as needed	EMG	Fall 2020, bi-annually thereafter	EMG meeting minutes
Disseminate revised plans	Plan provided via email to leadership groups, departments, and campus (via website)	EMG	Spring 2020, bi-annually thereafter	Emails Website posting
GOAL 5: Attain parity with population for each individual degree program				
Action Steps	Measures of Progress	Responsible	Timeline	Assessment
Implement Enrollment Management degree/certificate sub-plans as developed	Identified strategies prioritized by appropriate groups	EMG Student Affairs Academic Affairs Marketing Faculty Senate Staff Senate KKP	AY 20-21, annually thereafter	EMG meeting minutes
Assess impact on enrollment	EMG reviews NH Parity Data report	EMG OIR	Fall 2021, biannually thereafter	EMG meeting minutes
Review and revise sub-plan based on assessment	EMG revises plan as needed	EMG	Fall 2021, bi-annually thereafter	EMG meeting minutes
Disseminate revised plans	Plan provided via email to leadership groups, departments, and campus (via website)	EMG	Spring 2021, bi-annually thereafter	Emails Website posting

QFE1 Table 4. Action Plan: Completion

GOAL 1: Implement strategies to promote NH graduation and transfer				
Action Steps	Measures of Progress	Responsible	Timeline	Assessment
Review disaggregated data for NH graduation and transfer	Reports are reviewed and discussed by groups during business meetings as documented by agenda and meeting minutes	KKP Hōkūpa'a	September 2018	Group meeting minutes
Identify and prioritize strategies which positively impact NH graduation	Research of best practices Meetings with each leadership group and division	KKP Hōkūpa'a	October 2018	Group meeting minutes Documentation of strategies
Identify and prioritize strategies which positively impact NH transfer	Research of best practices Meetings with each leadership group and division	KKP Hōkūpa'a	October 2018	Group meeting minutes Documentation of strategies
Share identified strategies with EMG to include in subplan for completion	Identified strategies included in Enrollment Management subplan	KKP Hōkūpa'a EMG	November to December 2018	Enrollment Management plan subplan for completion
Implement identified strategies	Identified strategies prioritized by appropriate groups	Student Affairs Academic Affairs Marketing Faculty Senate Staff Senate KKP Hōkūpa'a	AY 19-20, annually thereafter	Group meeting minutes
GOAL 2: Allocate resources to strategies which positively impact NH graduation and transfer				
Action Steps	Measures of Progress	Responsible	Timeline	Assessment
Share identified strategies with leadership groups to address in their annual reports and PBC requests.	Identified strategies delineated clearly and provided as overview to leadership groups	KKP Hōkūpa'a EMG	November 2018	KKP Annual Report PBC requests
Share identified strategies with PBC to support informed decision-making.	Identified strategies delineated clearly and provided as overview to PBC	KKP Hōkūpa'a EMG	February 2019	Presentation of strategies at PBC by KKP Receipt of PBC requests

GOAL 3: Overall graduation rates at or above parity with population				
Action Steps	Measures of Progress	Responsible	Timeline	Assessment
Assess impact on graduation	Leadership groups reviews NH graduation and transfer data	Admin KKP Hökūpa'a OIR	Fall 2021, biannually thereafter	Group meeting minutes
Review and revise sub-plan based on assessment	EMG revises plan as needed	EMG	Fall 2021, bi-annually thereafter	EMG meeting minutes
GOAL 4: Graduation rates within specific degrees at or above parity with population				
Action Steps	Measures of Progress	Responsible	Timeline	Assessment
Asses impact on graduation rates within specific degrees	Leadership groups review degree specific NH graduation data	Admin KKP Hökūpa'a OIR	Fall 2021, biannually thereafter	Group meeting minutes
Review and revise sub-plan based on assessment	EMG revises plan as needed	EMG	Fall 2021, bi-annually thereafter	EMG meeting minutes
GOAL 5: Transfer rates at or above parity with population				
Action Steps	Measures of Progress	Responsible	Timeline	Assessment
Assess impact on transfer rates	Leadership groups review NH transfer data	Admin KKP Hökūpa'a OIR	Fall 2021, biannually thereafter	Group meeting minutes
Review and revise sub-plan based on assessment	EMG revises plan as needed	EMG	Fall 2021, bi-annually thereafter	EMG meeting minutes

IV. Resources Needed

The majority of potential cost generating measures in this proposal are dependent on the strategies prioritized to increase parity. Thus, these will be determined during the project and funded through the campus resource allocation processes currently in place (i.e. Planning & Budget Council).

For successful implementation, committees and leadership groups must be in place and meet regularly with time given to this project. KKP and Hökūpa'a must meet regularly and devote time to this project, as must degree coordinators and Administrators. IRO must prioritize providing data and planning for regular data sharing. Marketing is key in ensuring wider and

more accessible dissemination. An Enrollment Management Group (EMG) must be created at Windward CC, empowered to create change, and meet regularly. Thus, the majority of resources will come in the form of devotion of time and thought by existing campus entities and formation of a new entity utilizing existing personnel.

V. Assessment of QFE Implementation

Each action plan within the QFE has iterative action steps for implementation, evaluation, revision and implementation of revised strategies, which are discussed within the above (Tables 2-4). The implementation of these action steps should culminate in increasing devotion of resources to parity and, ultimately, increased parity. This increased parity would be evidenced through the NH Parity Data report which KKP will receive and analyze each year. KKP's assessment will be shared with the campus through regular annual report processes and procedures via the PBC. This will result in iterative evaluations, suggestions for improvements, revisions, implementations and further evaluation.

Appendices

Appendix 1: Analysis of Graduation Rate Data by Race & Ethnicity.

Appendix 2. NH enrollment data.

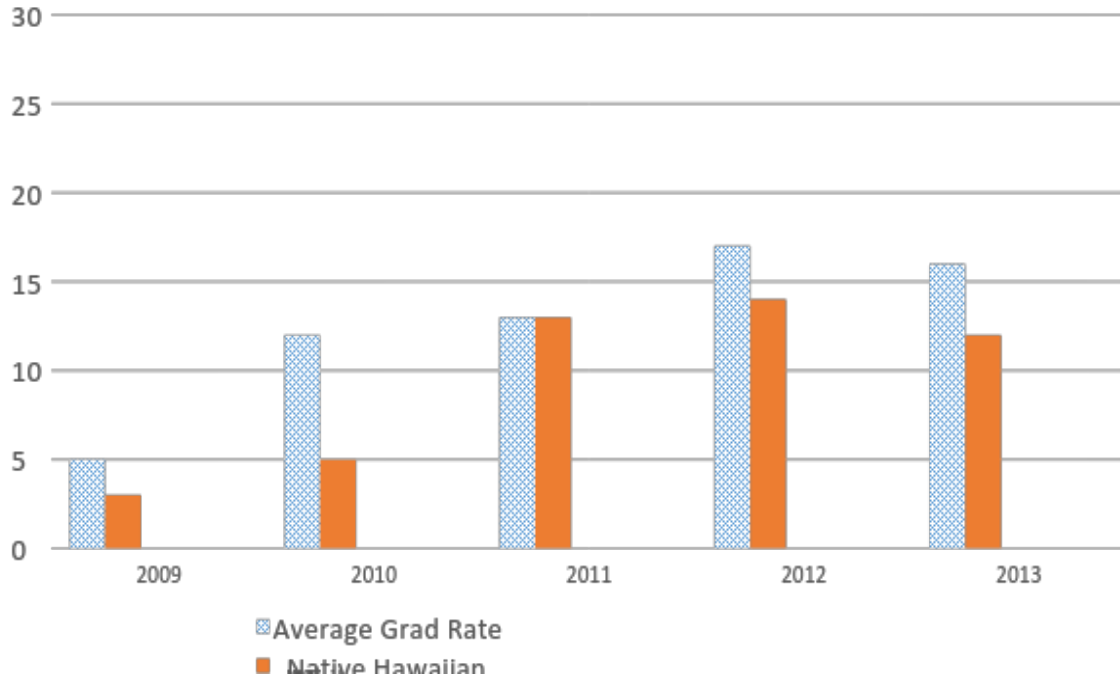
Appendix 3. Analysis of Persistence Rates.

Appendix 4. NH Degree/Certificate Attainment.

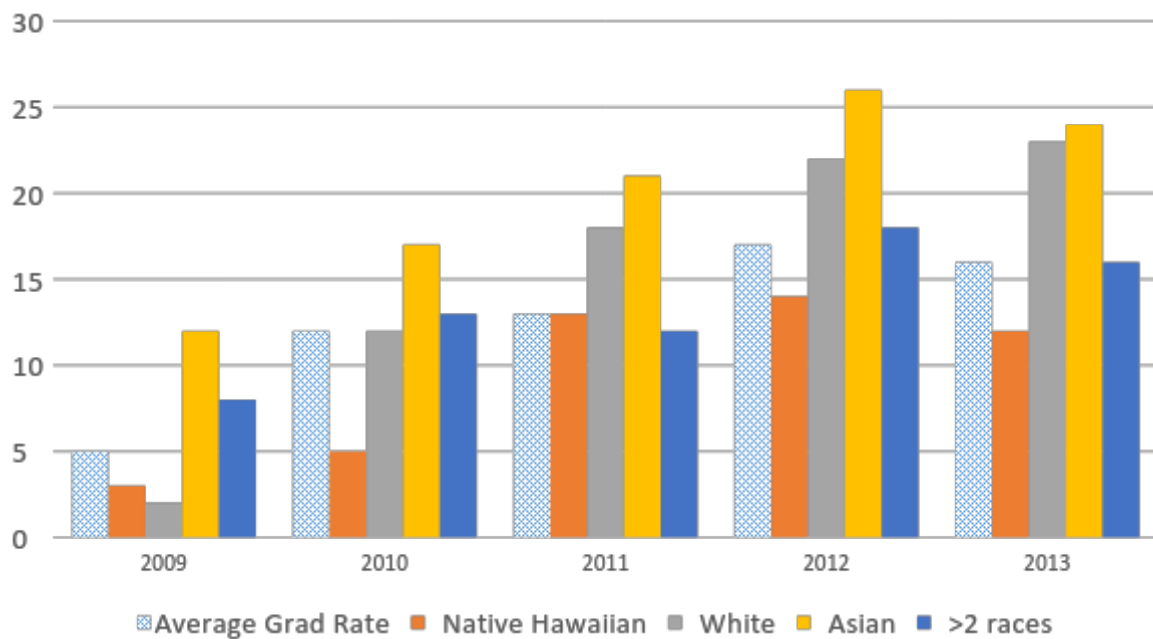
Appendix 5. Transfer.

Appendix 1. Analysis of Graduation Rate Data by Race & Ethnicity

QFE1 Chart 1. Graduation Rates of Native Hawaiians vs. All graduates



QFE1 Chart 2. Student Right to Know Data: (Graduation Rates) Data disaggregated



have data (2012, 2013) are smaller than that in 2010. However, when this graduation data is disaggregated by individual race, disparities are much more evident (Table 2). While NH graduation rate is lower (12%) than all students (16%), it is significantly lower than that of Asian students (24%) and white students (23%). Students reporting two or more races graduated at the overall rate. This disparity underscores both a need to focus on promoting NH graduation and also a need to disaggregate all data by individual race, not just NH vs. All. That is, as NH students are included with “all students” are a high percentage (40%) of the “all students category,” this skews the data for the category of “all.”

Appendix 2. NH enrollment data

QFE 1 Appendix 2 Table 1. NH enrollment

	AY2010	AY2011	AY2012	AY2013	AY2014	AY2015	AY2016
NH Headcount	1084	1413	1472	1428	1477	1463	1391
All Students Headcount	3091	3424	3537	3560	3663	3649	3533
Percent NH	35.07	41.27	41.62	40.11	40.32	40.09	39.37
NH Percent Change	28%	30%	4%	-3%	3%	0%	-5%

QFE 1 Appendix 2 Table 2. NH Enrollment by Degree/Certificate

	AY2010	AY2011	AY2012	AY2013	AY2014	AY2015	AY2016
HWST AA NH	n/a	n/a	n/a	10	56	56	62
HWST AA ALL	n/a	n/a	n/a	14	66	64	72
AA HWST Percent NH	n/a	n/a	n/a	71.43	84.85	87.50	86.11
Lib Arts Majors NH	n/a	856	874	825	752	677	570
Lib Arts Majors ALL	n/a	1810	1813	1715	1581	1383	1169
Lib Arts Percent NH	n/a	47.29	48.21	48.10	47.56	48.95	48.76
Agripharmatech Majors NH	n/a	n/a	n/a	0	5	6	4
Agripharmatech Majors All	n/a	n/a	n/a	0.5	11	14	11
Agripharmatech Percent NH	n/a	n/a	n/a	0.00	45.45	42.86	36.36
ASNS Majors NH	n/a	n/a	n/a	n/a	8	34	45
ASNS Majors All	n/a	n/a	n/a	n/a	33	118	143
ASNS Percent NH	n/a	n/a	n/a	n/a	24.24	28.81	31.47
Vet Tech NH					26	24	24

	AY2010	AY2011	AY2012	AY2013	AY2014	AY2015	AY2016
Vet Tech ALL					101	85	91
Vet Tech Percent NH					25.74	28.24	26.37

Appendix 3. Analysis of Persistence Rates

QFE 1 Appendix 3 Table 1. NH Fall to Spring Persistence Rate

	AY2010	AY2011	AY2012	AY2013	AY2014	AY2015	AY2016
Fall Spring Persist NH	74%	70%	71%	72%	69%	70%	69%
Fall Spring Persist ALL	70%	68%	70%	69%	69%	70%	67%

Since 2010, Native Hawaiians have been persisting at rates greater than or equal to the overall student persistence rate. Disaggregation of data to create non-duplicative populations (i.e. NH vs. non-NH) has not been performed.

Appendix 4. NH Degree/Certificate Attainment

QFE 1 Appendix 4 Table 1. NH Degree/Certificate Attainment

	AY2010	AY2011	AY2012	AY2013	AY2014	AY2015	AY2016
Degrees/Certs Awarded NH	57	62	74	88	135	156	142
Degrees/Certs Awarded ALL	153	165	164	223	353	369	348
Percent NH	37.25	37.58	45.12	39.46	38.24	42.28	40.80

QFE 1 Appendix 4 Table 2. NH STEM Degree/Certificate Attainment

	AY2010	AY2011	AY2012	AY2013	AY2014	AY2015	AY2016
STEM Degree/Cert NH	2	2	3	8	9	19	7
STEM Degree/Cert ALL	4	9	7	39	53	39	23
Percent	50.00	22.22	42.86	20.51	16.98	48.72	30.43

Appendix 5. Transfer

QFE 1 Appendix 5 Table 1. NH Transfer Information

	AY2010	AY2011	AY2012	AY2013	AY2014	AY2015	AY2016
Transfers to 4 NH	35	52	68	70	75	84	75
Transfers to 4 ALL	96	122	158	153	167	112	167
Percent NH	36.46%	42.62%	43.04%	45.75%	44.91%	75.00%	44.91%

Quality Focus Essay #2

Distance Education Parity

The Problem

Students receiving distance education at Windward CC *do not achieve academic parity* with those receiving face-to-face education at Windward CC.

The Goal

Students receiving distance education at Windward CC *will achieve academic parity* with those receiving face-to-face education at Windward CC.

Need for a Systematic Approach to Distance Education

Windward Community College (Windward CC) has been committed to offering distance education courses since 2006 in response to our students' need for flexible schedules and to increase access for students living in rural communities. Our approach to scheduling online courses has primarily been ad hoc and solely based on faculty interest. In 2016, the College launched its first online degree or certificate program in Veterinary Assisting, largely to serve students on the Neighbor Islands. This ad hoc approach to online course offerings, while less than ideal to meet the growing demand from students, has nevertheless served to stabilize the College's enrollment numbers during a time when other UH System campuses have experienced steady declines.

Recent data (AY 2017-18) indicates that 21% of our course offerings were completely online and that approximately 28% of Windward CC students SSH (Student Semester Hours) are derived from our online courses. With over a quarter of tuition dollars being generated from a fifth of our total course offerings, this is a strong indicator of high student demand for online courses. Notably, 50% of all students are taking at least one online course. This indicates the high demand for online courses among both traditional and non-traditional students. In AY 2017-18, Windward CC's student population consisted of 28% who were "home based elsewhere," larger than any other UHCC System campus. Of those students, 81% were enrolled in at least one online course, indicating that our online courses are attracting a considerable number of students from other campuses in the UH System and beyond.

While the leaders at the College have recognized the need for distance education to fulfill the College's mission, our ad hoc decision-making approach lacks intentional planning to sustain growth and maintain quality. This Quality Focus Essay (QFE) provides a roadmap to grow and improve distance education in three major areas:

- 1) Provide faculty who teach online with expert training and support. Our limited course selections have not kept pace with the increased student demand. This is partly due to a hesitancy by faculty to teach online courses because they are unfamiliar with distance education pedagogy.

- 2) Provide equivalent support services to online and face-to-face students. Our distance education students lag behind the face-to-face students in success measures (completion, success, withdrawal rates) in part because online student support services have been less effective.
- 3) Align institutional and programmatic practices for online instruction. Our relatively rapid growth in distance education enrollment coincides with a steady decline in face-to-face enrollment, however, our institutional policies and procedures have not kept pace with this shifting paradigm.

With greater scrutiny for quality in distance education coming from the College, UH System and national levels, our ad hoc decision-making approach to distance learning is no longer tenable. To meet growing student demand for online courses while maintaining a quality educational experience, the College needs to provide targeted professional development to faculty and improved online support services to students. Additionally, institutional practices will need to be adjusted to shift from ad hoc decision making to intentional planning.

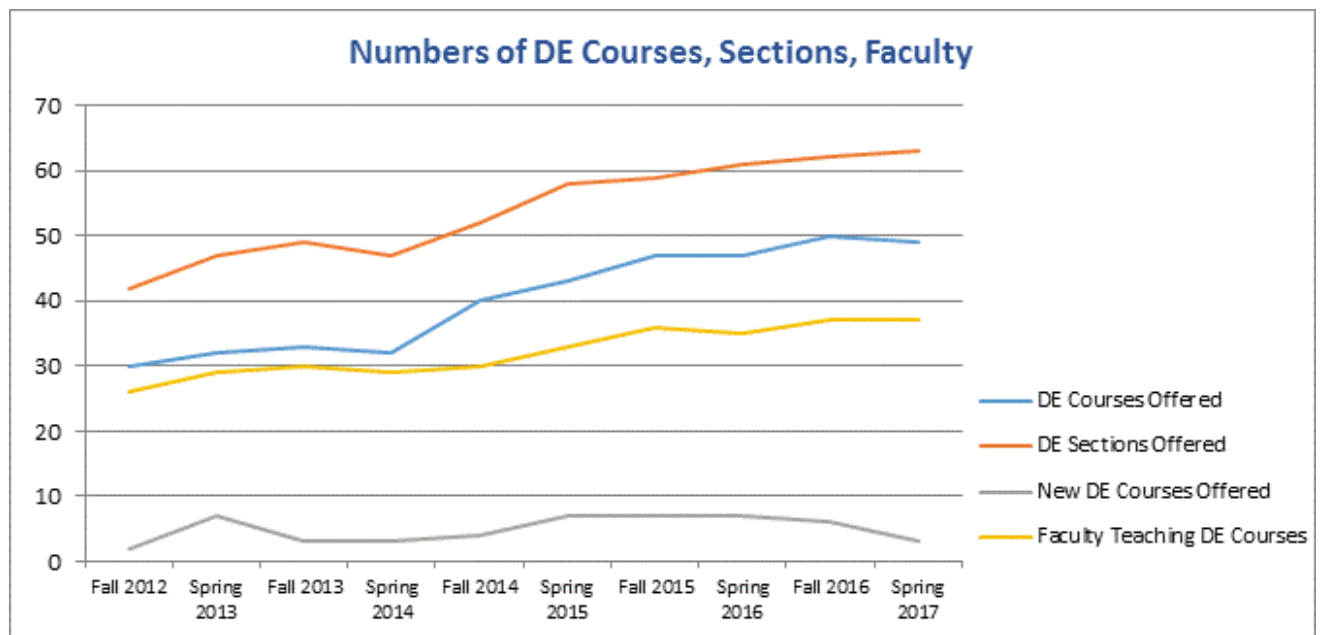
QFE 2 Table 1: Action Plan Strategies and Alignment with Standards

Strategies	Objectives	Alignment with standards
Provide faculty who teach online with expert training and support	<ul style="list-style-type: none"> • Ensure adequate staffing to provide training and support to faculty who deliver distance instruction • Ensure adequate facilities to provide training and support to faculty who deliver distance instruction • Provide timely training and assistance to faculty who deliver distance education • Foster peer support and mentoring among faculty and staff who deliver and assist with distance education • Provide faculty with instructional technologies that best support effective instruction 	IB1, IIA2, IIA7, IIIA2, IIIA8, IIIA14, IIIC1, IIIC4, IIIC5, IVA4, IVB3
Provide equivalent support services to online and face-to-face students	<ul style="list-style-type: none"> • Institutionalize and centralize tutoring services for all students regardless of course format or location • Extend and enhance student support services for distance learners 	IB6, IIA7, IIB1, IIC1, IIC3, IIC5, IVB3
Align institutional and programmatic practices for online instruction	<ul style="list-style-type: none"> • Provide sufficient distance education courses to allow timely completion of degrees • Ensure that the assessment of distance education courses is adequate and equivalent to face-to-face course evaluation 	IB4, IIA1, IIA6, IVA3, IVA4, IVB3

QFE 2 Table 2: DE Enrollment trends 2012-2017 (Source = WCC Institutional Research Office)

	Fall 2012	Spr. 2013	Fall 2013	Spr. 2014	Fall 2014	Spr. 2015	Fall 2015	Spr. 2016	Fall 2016	Spr. 2017	5-Yr Growth (Fall to Fall)
DE Courses Offered	30	32	33	32	40	43	47	47	50	49	
% Incr/Decr from Prev Fall/Spring			10.0%	0.0%	21.2%	34.4%	17.5%	9.3%	6.4%	4.3%	66.7%
DE Sections Offered	42	47	49	47	52	58	59	61	62	63	
% Incr/Decr from Prev Fall/Spring			16.7%	0.0%	6.1%	23.4%	13.5%	5.2%	5.1%	3.3%	47.6%
New DE Courses Offered	2	7	3	3	4	7	7	7	6	3	
% of All Courses Offered New	6.7%	21.9%	9.1%	9.4%	10.0%	16.3%	14.9%	14.9%	12.0%	6.1%	
Faculty Teaching DE Courses	26	29	30	29	30	33	36	35	37	37	
% Incr/Decr from Prev Fall/Spring			15.4%	0.0%	0.0%	13.8%	20.0%	6.1%	2.8%	5.7%	42.3%

QFE 2 Chart 1: Comparison of DE course offerings



Provide faculty who teach online with expert training and support

To date, the growth of distance education enrollment has been in large part due to increasing the number of sections of the same courses taught by faculty who are currently teaching online. To meet student demand, we need to offer a variety of courses that will lead them to degree completion. To do that it is essential that we attract additional faculty to online teaching.

The key to attracting more faculty to distance education is a robust and engaging professional development experience for them. Windward CC has a limited number of faculty who have many competing demands on their time. In addition to the focused and regularly scheduled professional development workshops on technology and quality course design, a more promising model would be for faculty to mentor each other. Thus, developing a distance education learning community (Distance Education *Hui*, or group) that creates a cohort of tech savvy, pedagogically sound, experienced DE instructors willing to share and mentor other interested faculty will be an important element of a restructured professional development program. To complement the DE workshops and DE *Hui*, personal one on one sessions with instructional support staff in a multimedia laboratory would provide additional training of a more technological nature.

QFE 2 Table3: Success Measure Comparison between DE and F2F Courses 2012-2017

Course Completion Rates (CRates)	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
DE Courses	89.0%	91.3%	90.4%	89.2%	87.8%
Face to Face Courses	92.5%	93.8%	93.4%	92.8%	92.6%

Course Completion Rates: The percent of students who completed a course. Excludes students who earned a W, Credit by Exam (CE), No Credit by Exam (NCE), and Audit (L).

Successful Completion Rates (SRates)	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
DE Courses	58.7%	62.4%	64.7%	65.6%	65.4%
Face to Face Courses	71.5%	72.4%	72.4%	73.1%	74.6%

Successful Completion Rates: The percent of students who earned an A, B, C, CR, P. Excludes students who earned Credit by Exam (CE), No Credit by Exam (NCE), Audit (L), and RD (Record Delayed).

Withdrawal Rates (WRates)	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
DE Courses	11.0%	8.7%	9.6%	10.8%	12.2%
Face to Face Courses	7.5%	6.2%	6.6%	7.2%	7.4%

Withdrawal Rates: The percent of students who earned a W. Excludes students who earned Credit by Exam (CE), No Credit by Exam (NCE), and Audit (L).

Provide equivalent support services to online and face-to-face students

The disparity in student success rates between online and face to face courses could be explained by a couple of key factors: the Learning Management System (LMS) and student support services. There is compelling circumstantial evidence that the rising withdrawal rates and falling completion rates reflect, in part, student frustration with an aging and inadequate online Learning Management System (LMS) called Laulima. In Fall 2016, in response to student complaints and concerns about the existing LMS accessibility standards, it was decided to run an informal pilot of the Canvas LMS with 10 classes. While most of these were previously undeveloped courses, two classes were converted from Laulima to Canvas in order to address issues in course delivery that were highly problematic in Laulima. The impact on the student success rate was dramatic, with one course, Japanese 101, jumping from a success rate of 54.5% in Spring 2016 in Laulima to 80.6% in Spring 2017 in Canvas. It was the same content taught by the same instructor, so the only difference was the use of a newer and more stable LMS that could handle the extensive use of interactive videos required in this course. Not as dramatic, but still notable was the Astronomy 110 course, that was converted from Laulima to Canvas in order to address the instability of the interactive simulation software used in a portion of the course. The success rate improved from 40.0% in Spring 2016 on Laulima to 58.3% in Spring 2017 on Canvas. Again, the only significant difference was the LMS platform's ability to deliver the interactive content to the students more reliably and with better accessibility features. This data strongly suggests issues with the current LMS which has prompted the College to further evaluate the need for a new LMS by planning a formal pilot in Fall 2018 with 30 courses in Canvas.

The lower success rates for students in online classes could also be a reflection of limited online student support services. Currently, traditional face to face students have a variety of services available to them, including in-person tutoring, small group supplemental instruction sessions, counseling, test proctoring and access to library services. In a 2015 survey, online students were asked how attractive the following services were for their online courses. Their responses below, which indicate combined percentages for "fairly important" and "very important," confirms the need to provide similar student support services to online students.

QFE 2 Table 4: Online Students' Survey Results (2015)

86%	Getting feedback from my instructor within 24 hours.
86%	Access to online supplemental course materials such as tutorials.
85%	Being able to get answers to technical questions within 24 hours.
84%	Access to online library services.
83%	Getting regular status updates on course performance.
73%	Access to online supplemental instruction in real time.
70%	Access to online laboratories or simulations.
69%	Access to online test proctoring services.
64%	Access to 24-hour tutoring services. (24% neutral)
57%	Getting online degree counseling or career counseling. (26% neutral)
54%	Being able to meet with my instructor online in real time. (27% neutral)
54%	Being able to meet with counselors online in real time. (28% neutral)
46%	Online disabilities counseling and accommodations. (28% neutral)

While there are challenges to achieving parity for online students, much can be achieved by providing online students with access to resources and disseminating that information to students through an online orientation or student guidance program.

Align institutional and programmatic practices for online instruction

In conjunction with professional development there needs to be clear guidelines on how to develop, design, assess and approve distance education courses. The College has a Distance Education Committee that has started to develop a faculty handbook, a peer evaluation form, and a course design process. The DE committee will be tasked with completing an assessment of current practices related to online course approvals, making recommendations for changes, and assisting in the development of an approval process for online courses. In order to solicit feedback and share information with colleagues this committee should have a permanent member on the Faculty Senate Curriculum Committee and/or Faculty Senate.

Action Plan for Distance Education (DE)

The ultimate goal for this QFE is the adoption of a systematic approach to DE at the College. Moving from ad hoc decision making to intentional planning should improve student success measures and close the gap between online and face-to-face students. To accomplish this, we will utilize the following objectives to reach our goal.

Objectives for Strategy One: Provide faculty who teach online with expert training and support:

- Ensure adequate staffing to provide training and support to faculty who deliver distance instruction
- Ensure adequate facilities to provide training and support to faculty who deliver distance instruction
- Provide timely training and assistance to faculty who deliver distance education
- Foster peer support and mentoring among faculty and staff who deliver and assist with distance education
- Provide faculty with instructional technologies that best support effective instruction

Objectives for Strategy Two: Provide equivalent support services to online and face-to-face students:

- Institutionalize and centralize tutoring services for all students regardless of course format or location
- Extend and enhance student support services for distance learners

Objective for Strategy Three: Align institutional and programmatic practices for online instruction:

- Provide sufficient distance education courses to allow timely completion of degrees
- Ensure that the assessment of distance education courses is adequate and equivalent to face-to-face course evaluation

Windward CC's Action Plan for Distance Education

The Problem: Students receiving distance education at Windward CC do not achieve academic parity with those receiving face-to-face education at Windward CC.

The Goal: Students receiving distance education at Windward CC will achieve academic parity with those receiving face-to-face education at Windward CC.

QFE 2 Table 5: Strategies

Strategy One: Provide faculty who teach online with expert training and support				
Objectives	Actions	Responsible Parties	Timeline	Measures of Success
Ensure adequate staffing to provide training and support to faculty who deliver distance instruction	<ul style="list-style-type: none"> Request a position for a new Multimedia Studio Technician Request a position for a new Educational Communications & Technology Developer Request a position for a new Video Studio Manager / Technician Request a position for new Technology Graduate Assistants for Canvas 	Media Technology Services Staff	AY 2018-2019, request annually until funded	DE faculty will report satisfaction with availability of personnel to provide training DE faculty will report satisfaction with availability of personnel to provide support Requests for support will be resolved in a timely fashion
Ensure adequate facilities to provide training and support to faculty who deliver distance instruction	<ul style="list-style-type: none"> Submit funding request for equipment and furniture to modify Laakea 110 for use as a faculty training center and multimedia laboratory Equip, furnish, staff, and utilize the faculty training center and multimedia laboratory 	Windward CC Instructional Development Staff	AY 2018-2019, request annually until funded	DE faculty who receive training and support will report satisfaction with the facilities Instructional Development staff who provide training and support will report satisfaction with the facilities
Provide timely training and assistance to faculty who deliver distance education	<ul style="list-style-type: none"> Offer monthly workshops on DE topics (i.e. online learners and online pedagogy, course redesign, technology tools, ADA compliance, etc.) Provide staff to monitor a virtual help desk for faculty and students 	Windward CC Instructional Development Staff, UHCC System Instructional Development Task Force	start in AY 2018-2019, continuous thereafter	DE faculty will report satisfaction with the availability of training for their DE courses DE faculty will report satisfaction with the quality of training they receive DE faculty will report satisfaction with the timeliness of assistance with their DE courses DE faculty will report satisfaction with the quality of assistance with their DE courses

Foster peer support and mentoring among faculty and staff who deliver and assist with distance education	<ul style="list-style-type: none"> • Revive the Distance Education Hui (or group) for DE faculty and staff • Schedule regular DEH meetings (F2F and virtual) • Provide an online discussion board for DE faculty and staff • Provide logistical facilitation for peer-evaluations and mentoring of DE faculty 	Windward CC Instructional Development Staff	start in AY 2018-2019, continuous thereafter	<ul style="list-style-type: none"> • DE faculty will report feeling supported by their peers • Faculty who teach online for the first time will receive a peer evaluation that semester
Provide faculty with instructional technologies that best support effective instruction	<ul style="list-style-type: none"> • Complete and assess Windward CC's Canvas LMS pilot • Advocate for the University of Hawai'i to complete its LMS Review project • Seek funding for Canvas LMS licenses for DE courses that cannot be delivered effectively in Laulima LMS 	Windward CC Instructional Development Staff, UHCC System Instructional Development Task Force	Pilot in AY 2018-2019, LMS decision and funding in AY 2019-2020	<ul style="list-style-type: none"> • Faculty report satisfaction with the Learning Management System they use for their courses • Faculty will report satisfaction with the educational technologies or digital learning objects they use for their courses
Strategy Two: Provide equivalent support services to online and face-to-face students				
Objectives	Actions	Responsible Parties	Timeline	Measures of Success
Institutionalize and centralize tutoring services for all students regardless of course format or location	<ul style="list-style-type: none"> • Request a new position and funding to hire a permanent Ka Piko Coordinator to provide centralized oversight, training, scheduling, assessment, budgeting, and logistical support for tutoring service for all students • Implement a standing budget allocation to provide staffing for all internally-funded tutoring programs 	Dean of Academic Support	AY 2017-2018, request annually until funded	<ul style="list-style-type: none"> • Students will report satisfaction with the availability of tutoring services Students will report satisfaction with the timeliness of tutoring they received • Students will report satisfaction with the quality of tutoring they received highly effective grant-funded tutoring programs will become institutionalized within two years of grant termination
Extend and enhance student support services for distance learners	<ul style="list-style-type: none"> • Implement a mandatory orientation for first-time DE enrollees to include a readiness diagnostic linked with preparatory interventions such as tutorials and academic coaching • Extend Student Success interventions (i.e. 	Distance Education Committee, Student Support Staff,	AY 2020-2021	<ul style="list-style-type: none"> • DE students will report having realistic expectations at the beginning of their DE course • DE students will report receiving support with their

	Supplemental Instruction, Peer Tutoring, Peer Coaching, FYE, Early Alert interventions, etc.) to online students <ul style="list-style-type: none"> • Extend library services for DE students and faculty (i.e. Digital Reserves, remote delivery, video or chat reference, and copyright compliance) • Request a new position and funding for a Distance Education / Digital Resources Librarian 	Librarians		DE course when they needed it <ul style="list-style-type: none"> • DE students who received support for their DE course will report satisfaction with the support
Strategy Three: Align institutional and programmatic practices for online instruction				
Objectives	Actions	Responsible Parties	Timeline	Measures of Success
Provide sufficient distance education courses to allow timely completion of degrees	<ul style="list-style-type: none"> • Conduct a gap analysis to identify courses lacking DE offerings to complete degrees • Recruit faculty to teach DE courses • Establish a master schedule of online course offerings • Publish the master schedule of online courses in the College Catalog • Market programmatically-required, historically low-enrolled courses widely 	Windward CC Instructional Development Staff, Academic Affairs Office, Marketing Staff	Gap Analysis AY 2017-2018, Start recruiting faculty AY 2018-2019 Master Schedule & Marketing AY 2019-2020	<ul style="list-style-type: none"> • Online course offerings are sufficient for students to earn an AA in Liberal Arts, AA in Hawaiian Studies, or ASNS degrees at WCC within three years • Students will report satisfaction with the availability of DE courses needed for their program of study
Ensure that the assessment of distance education courses is adequate and equivalent to face-to-face course evaluation	<ul style="list-style-type: none"> • Assess current practices of DE course evaluations and make recommendations for improvement • Implement changes to assessment and evaluation instruments, procedures, and policies, as necessary 	Distance Education Committee (Peer Evaluation) Course Evaluation Committee (Student Evaluation), Academic Affairs Office (Assessment)	AY 2018-2019	<ul style="list-style-type: none"> • Peer evaluations adequately assesses online instruction • Student evaluations are completed at the same rate for DE and F2F courses • Course-level assessments are completed for DE and F2F courses at the same frequency



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