



**University of Hawai'i  
Windward Community College**

# **Institutional Self-Evaluation Report**

In Support of an Application for  
Reaffirmation of Accreditation

Submitted by

Chancellor Ardis Eschenberg  
Windward Community College  
45-720 Kea'ahala Rd.  
Kāne'ohe, HI 96744

to

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

December 2024



UNIVERSITY of HAWAII®  
**WINDWARD**  
COMMUNITY COLLEGE








**Certification**

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

From: Ardis Eschenberg, Chancellor  
Windward Community College  
45-720 Kea'ahala Rd.  
Kāne'ohe, HI 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:	Date Signed
	09/26/2024
Ardis Eschenberg, Chancellor and Presiding Chair, Planning and Budget Council	<span style="background-color: #cccccc;">[Date]</span>
	09/23/2024
Melanie Dorado Wilson, Interim Vice Chancellor for Academic Affairs	<span style="background-color: #cccccc;">[Date]</span>
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Jennifer Brown, Vice Chancellor for Student Affairs	<span style="background-color: #cccccc;">[Date]</span>
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09/24/2024

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Cianni Kekahuna, President of the Associated Students of the  
University of Hawai'i-Windward Community College

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[Date]

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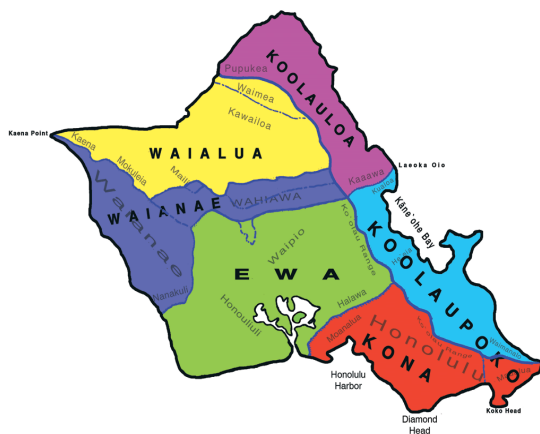
## SECTION A: Introduction

### History of Windward Community College

Established in 1972, Windward Community College (Windward CC) is located in the town of Kāneʻohe on the island of Oʻahu. The College serves the communities of the Koʻolau region of Oʻahu, which comprises two districts: Koʻolauloa (long Koʻolau) to the north and Koʻolaupoko (short Koʻolau) to the south. These districts are bordered on the west by the Koʻolau Range (see Figure 1). The College operates out of renovated former Hawaiʻi State Hospital and newly constructed buildings on approximately 64 acres nestled at the base of the majestic Koʻolau mountains.

The College is part of the University of Hawaiʻi Community College (UHCC) system within the University of Hawaiʻi (UH) system, which is governed by the UH Board of Regents (UH BOR). Figure 2 provides a map of all the institutions affiliated with the UH system.

**Figure 1. Map of Oʻahu**

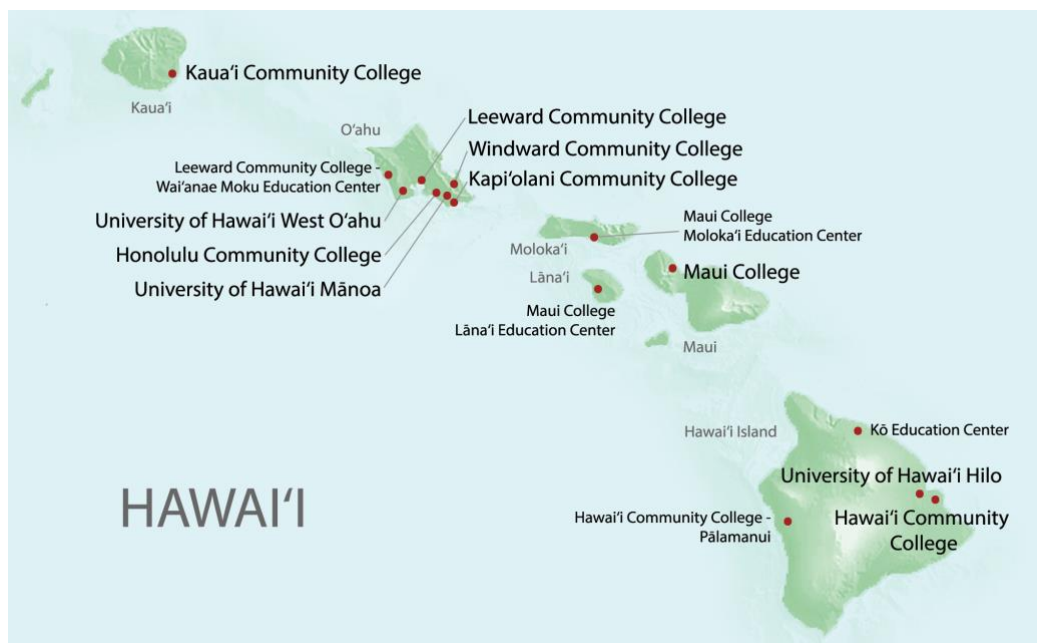


The College's daily operations are directed by the Windward CC Chancellor, who is directly responsible to the Vice President for Community Colleges, who in turn reports to the President of the University of Hawaiʻi System (UH System). The major college shared-governance bodies include the Planning and Budget Council (PBC), Master Planning and Space Allocation Committee (MaPSAC), Institutional Effectiveness Committee (IEC), Faculty Senate (FS), Staff Senate (SS), Associated Students of the University of Hawaiʻi-Windward Community College (ASUH-WCC), and Ke Kumu Pali Native Hawaiian Advisory Committee.

When it first opened, Windward CC offered a single Associate in Arts in Liberal Arts (AA LA) transfer degree. The College now offers transfer degrees in Natural Science (AS NS) and Hawaiian Studies (AA HWST), and a terminal associate degree in Veterinary Technology (AS VT). Certificates of Achievement (CA) are offered in Agripharmatech, Foundation in Acting, and Veterinary Assisting. Agripharmatech is organized into three tracks: Plant Biotechnology, Ethnopharmacognosy, and Limu (Algae, Seaweed) Culture. The Certificates of Competence (CO) programs are Information Security, Mental Health Technician, Plant Food Production and Technology, Sustainable Agriculture, and Web Support.

The College has an open-door policy that welcomes students who have completed high school or who are 18 years of age or older. Credit enrollment for Fall 2023 was 2,743 students.

**Figure 2. University of Hawai'i System map**



## Recent Major Developments

Since the last comprehensive review, Windward CC has expanded its curricular offerings, student support services, and services to key target populations through initiatives designed to enhance the College's ability to serve the local community, the State of Hawai'i, and individuals living outside the state.

## Curricular Expansion: Meeting Workforce and Community Needs

Windward CC's enrollment is stable and growing thanks to new educational programs that serve our community, its workforce needs, and student interest. In partnership with the Hawai'i State Hospital, the second largest Windward O'ahu employer, the College created the CO in Mental Health Technician program to support employer needs, grow pathways to employment, and upskill current workers. The College also created the Hawai'i Conservatory for the Performing Arts to

prepare students for careers in the state's growing entertainment industry.

In 2020, Windward CC launched a hybrid option for our highly popular Veterinary Technology Program. This low-residency program provides the majority of the curriculum via online coursework with intensive, in-person, hands-on all-day skills labs offered a few times throughout the semester. The mission of the program is to increase the quality of veterinary care in Hawai'i by providing neighbor-island residents and others, such as those currently employed in the field on O'ahu, with essential skills and knowledge that will enable them to obtain rewarding, living-wage jobs in the animal care field.

To help online students efficiently progress toward earning degrees, Windward CC developed Hawai'iloa and the Business Core degree programs. These programs provide fully online, cohorted degree pathways structured as eight-week courses taken two at a time for five semesters. The Business Core

provides a pathway for direct transfer to the UH Mānoa Shidler College of Business, as well as the possibility to focus on entrepreneurship.

To prepare community members for culturally relevant STEM fields, faculty designed a pathway in the existing Agripharmatech CA based on limu (algae, seaweed) to provide an engaging curriculum that transitions to both the sciences and Hawaiian Studies. Similarly, the College has developed several new Academic Subject Certificates (ASC) to serve students' interests and sense of place, including the Hawaiian Knowledge Innovation ASC and the Ahupua'a Systems: Indigenous Resource Management and Food Production ASC.

### **Curricular Expansion: Engaging the Hawaiian Diaspora**

To better serve the educational needs of the diaspora (i.e., Native Hawaiians on the continent), the College developed the Hawai'i'iloa AA in Hawaiian Studies program. This program consists of online asynchronous, cohorted, eight-week classes taken two at a time over five semesters. The program has increased enrollment and graduation rates among the Native Hawaiian student population.

Responding to student requests, the College developed the Ka'ohékani program, which offers an ASC in Hawaiian Music, modeled on the success of Hawai'i'iloa. Similar in structure, it consists of a cohorted, eight-week session, asynchronous, one-year pathway that allows students across the world to gain familiarity and proficiency in Hawaiian music. Led by Windward CC's Dr. Kamuela Kimokeo, world-renowned Hawaiian music practitioners, such as Frank Kawaikapuokalani Hewett, Raiatea Helm, Jeff Peterson, and Kapena DeLima, teach

students to grow their love, appreciation, and ability to share the music of this land with their 'ohana (family) and others.

### **Student Supports: Enhanced Basic Needs Support**

Windward CC is committed to making education possible for all students in the community. To overcome socio-economic barriers to college, Windward CC has been a leader in basic needs support. Responding to food insecurity, the College has provided a food pantry and free daily lunches (e.g., Meals with a Mission and Maly's Midweek Grindz) since 2020. In addition, our TRiO Student Services program is an Aloha Harvest distribution site, giving students access to food donated by local supermarkets and other businesses. Student employment needs have become an increasing focus at the College. The E Oi Mau Freshman Employment program expanded the number of on-campus employment opportunities for freshman students. The College's Hānaikāiāulu College Friendly Workplaces initiative partners with local businesses to support student workers. In 2019, the College opened its Career Center, which houses a career closet with free clothing. Student technology needs are met by on-campus computing labs, and through free, semester loans of laptops and paid internet hotspots. Windward CC is also a leader in providing access to childcare for student parents.

### **Key population engagement: High School Students**

#### **Early College Expansion**

The College has greatly expanded service to critical populations in the community,

including high school students, incarcerated students, and student parents. Established in 2014, the Early College Program is designed to expand equity while increasing freshman enrollment among Native Hawaiian, first-generation, and economically challenged students. Early College enrollment has grown 118% from 390 students' Academic Year (AY) 2018-2019 to 852 in AY 2023-2024 [\(L-1\)](#). Strategies to achieve this growth included expansion to serve Native Hawaiian language medium (immersion) schools across the state, as well as targeted outreach in the College's signature programs, such as Theatre and Veterinary Technology. In 2023, Windward CC also established the first middle college model in Hawai'i, building upon the strong relationships and programming first developed through the Early College program.

### **Middle College**

The middle college program, Hālau Hekili (Thunder Academy), is a collaboration between Kailua High School and Purple Mai'a Foundation, a Hawaiian non-profit organization dedicated to promoting excellence in education, innovation, and entrepreneurship for the benefit of the community and the land. This program, which enrolls cohorts of students by grade level (currently freshmen and sophomores), seamlessly blends high school courses with the Hawaiian Knowledge Innovation ASC curriculum. Students attend classes at the Windward CC campus three days a week, participate in community service and engagement activities one day per week, and join high-school-wide events, such as assemblies, at Kailua High School on Fridays.

### **High School to College Transition Support**

The College has implemented new effective and engaging recruitment and outreach strategies. Its Senior Bash event brings students from high schools in the Windward area to the campus to learn about Windward CC's programs and to foster a sense of belonging on campus. Each fall, the College conducts Application Days at target public high schools to encourage all seniors to complete a Windward CC application. Additionally, Windward CC counselors conduct New Student Orientations for seniors at these high schools during their final spring semester to facilitate easy registration for college classes. Supported by the Harold K.L. Castle Foundation, Windward CC has also provided the Ho'olei Scholarship for the past three years to all seniors graduating from Windward O'ahu public high schools. This scholarship ensures that tuition is fully covered when financial aid awards are insufficient.

### **Key Population Expansion and Institutionalization: Incarcerated Students**

The College initiated its Pu'uhonua Program in 2017 to provide a college credit-bearing curriculum at the Hawai'i Youth Correctional Facility. The program has since expanded to serve the Women's Community Correctional Center and the Halawa Correctional Facility. Initially funded entirely by grants, this program has now become institutionalized through the legislative allocation of three permanent support positions. Additionally, Pu'uhonua now participates in the Second Chance Pell experimental sites program, allowing students to receive federal financial aid for tuition, which pays for instruction. The College has



received accreditation approval for its incarcerated sites and is on track to become an approved Prison Education Program for the two adult facility sites. The program's success is evident in the growing number of participants and the number of credits earned ([I-2](#)).

## **Key Population Institutionalization and Expansion: Student Parents**

The successful Hānaiaulu Hawaiian immersion childcare center, which has moved from temporary grant funding to a sustainable revenue-generating model, continues to provide students with scholarships for their children to attend, while also serving college and community members. Significantly, a third classroom has been added to meet the demand for toddler care. The College's strategic expansion of these programs has been informed by its Early College, Student Parent Story, and Pu'uhonua data dashboards ([I-3](#)).

## **Student Enrollment Data**

Following a decline during the pandemic, enrollment at Windward CC has since increased from a headcount of 2,520 students in Fall 2019 to a headcount of 2,743 in Fall 2023. Part-time student enrollment increased from 74% in Fall 2019 to 81% by Fall 2023 for all students, including early college and students home-based at other campuses. When considering only Windward CC home campus students, our percentage of part-time enrollment has also increased significantly. However, many students remain full-time (i.e., 40%).

Through the high school initiatives mentioned above, Windward CC has significantly increased the number of recent high school graduates enrolling in college (i.e., from 222 in 2019 to 319 in 2023). Even though the population of enrolled 22-24 year olds decreased by 27% over the same period, all other age groups increased.

As a Native Hawaiian-serving institution, Windward CC consistently considers the impacts of strategies and initiatives on Native Hawaiian populations. This focus has enabled the College to maintain Native Hawaiian enrollment at 40% or more of the overall student population.

Student enrollment decreased during the pandemic, with a more pronounced decline among male students. In response, the College implemented high school transition strategies and campus work initiatives that successfully boosted enrollments. Over the past two years, male enrollment has rebounded to 2019 levels, while female enrollment has surpassed them. Addressing the gender gap is a key focus of the College's Strategic Plan for 2023-2029.

While our Pell recipient population has been in decline for several years, 2023 showed a potential reversal of this trend. This increase has been attributed to our strong scholarship, employment, and high school engagement strategies. The overall decrease in Pell population has corresponded to the skyrocketing cost of living in Hawai'i, especially on this island. While Pell is a marker of poverty nationally, poverty and economic distress in Hawai'i occur in higher-level income brackets. For example, according to the MIT Living Wage Calculator, the poverty wage across all other states in the country is \$12.41; it is \$14.27 for Hawai'i. Thus, many of our students are in poverty but not necessarily Pell-eligible.

The proportion of students taking all online courses compared to all in-person courses has changed significantly. In Fall 2019, 31% of students exclusively took their courses online, while 51% solely took face-to-face courses. This trend completely flipped by Fall 2023, when 51% of the College's students opted for all online courses, and 30% enrolled in face-to-face courses exclusively. Windward CC has structured programs such as Hawai'i'loa and Ka'ohékani to accommodate student needs and preferences for online coursework while providing structured support for success.

**Table 1: Windward CC Fall Enrollment for All Students**

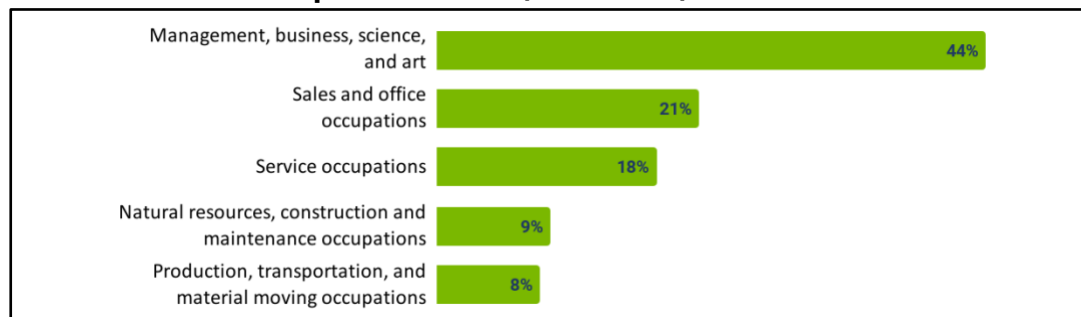
	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Total	2,520	2,299	2,386	2,384	2,743
Full-Time/Part-Time (All Students)					
Full-Time	26%	24%	19%	21%	19%
Part-Time	74%	76%	81%	79%	81%
Full-Time/Part-Time (Home Campus Students)					
Full-Time	50%	45%	38%	41%	40%
Part-Time	50%	55%	62%	59%	60%
Age					
Recent High School Graduates	222	281	257	320	319
Other < 22-Year-Olds	1,211	987	1,060	1,016	1,292
22-24	304	254	218	239	223
25-49	670	678	717	657	724
>49	113	99	134	152	185
Race/Ethnicity					
American Indian or Alaska Native	11	8	9	11	11
Asian	510	442	462	475	569
Black or African American	23	35	24	32	29
Hispanic/Latino of Any Race	63	41	63	47	42
Native Hawaiian	1,077	1,018	996	1,014	1,118
Other Pacific Islander	28	24	27	48	54
White	381	364	360	340	426
Two or More Races	367	345	306	340	401
Unknown/Other	60	22	139	77	93
Gender					
Female	1,513	1,454	1,529	1,480	1,762
Male	919	745	779	848	915
Non-Binary or Not Reported	88	100	78	56	66
Socio Economic (Pell)					
Received Pell	651	557	549	514	625
Did not receive Pell	1,869	1,742	1,837	1,870	2,118
Distance Completely On-Line Courses (DCO)					
Face to Face Only	51%	16%	16%	27%	30%
Took both DCO and Face to Face	18%	19%	17%	17%	18%
Completely DCO	31%	64%	67%	56%	51%

Data Source: ODS - IRAO Freeze Tables - IRO\_BASE and IRO\_REGS, CEN

## Labor Market Data

In the Ko‘olau region of O‘ahu, 44% of adult residents are employed in management, business, science, and art occupations; 21% are in service and office occupations; and 17.6% are in service occupations.

**Table 2: Ko‘olau: Occupational Fields (16 or older)**



2022 American Community Survey (I-4)

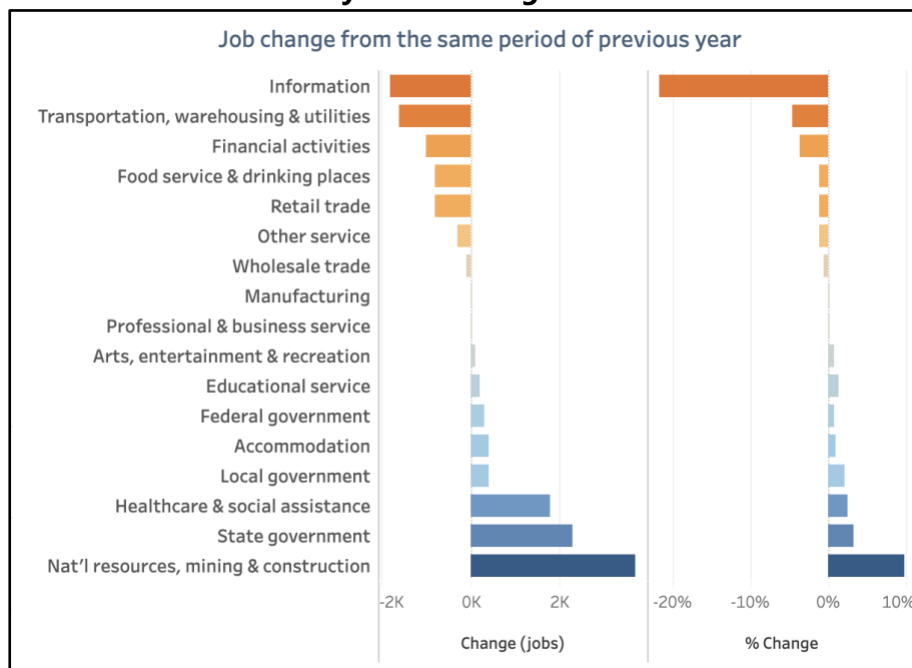
High-demand jobs in Honolulu County are primarily in retail sales, nursing, and clerical-type support (Table 3). In Honolulu County, the natural resources, mining, and construction industry sector is the fastest growing, followed by the state government and the healthcare and social assistance sectors (Table 4).

**Table 3: Honolulu County: High-Demand Career Opportunities**

Classification	Unique Posts
Unclassified Occupation	5,581
Retail Salespersons	5,322
Registered Nurses	4,779
Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	3,632
Customer Service Representatives	2,882

Hawai'i Career Explorer - Top Career Opportunities (I-5)

**Table 4: Honolulu County: Job sector growth**



Hawai'i Department of Business, Economic Development & Tourism, Labor Market Dashboard (1-6)

Windward CC addresses opportunities in natural resources through the Agripharmatech CA, ASNS program, as well as through certificates in Sustainable Agriculture and Ahupua'a Systems: Indigenous Resource Management and Food Production. Students can enter the healthcare and social assistance fields through our Certified Nurse Aide (CNA) non-credit certification, which can also be achieved through credit-bearing coursework and the CO in Mental Health Technician program. The AA HWST and AA LA both provide strong foundations for those who will go on to work in state government. Along with the AS NS, these degrees allow for transfer to diverse career pathways. Windward CC also supports the diverse retail, unclassified and business sectors through the Business Core online AA LA.

## Demographic Data

The population of Ko'olau O'ahu is primarily Native Hawaiian (31%), Caucasian (29%), and Asian (21%) (Table 5).

**Table 5: Ko'olau Race/Ethnicity**

Race/Ethnicity	Count	Percent
American Indian or Alaska Native	181	0%
Asian	30,190	21%
Black or African American	1,425	1%
Hispanic/Latino of Any Race	14,386	10%
Native Hawaiians and Other Pacific Islanders of Any Race	43,836	31%
White	42,158	29%
Two or More Races (not including Native Hawaiian)	10,326	7%
Unknown/Other	672	1%

Calculated from the 2020 Decennial Census (1-7)

A comparison of the racial/ethnic composition of Windward CC's students with that of the surrounding communities reveals that the College's student body reflects the area's diversity. Notably, the proportion of Native Hawaiian students at Windward CC is significant: they constitute 42% of the College's population on average over the five-year reporting period, compared to 31% in the Ko'olau population. Given the high percentage of Native Hawaiian students at the College, the specific focus of serving the Native Hawaiian population in both the Windward CC's mission statement and strategic plan is significant.

The average age of residents in the Ko'olau region is 35.4 years. Within the region, the median age is 39.2 years in Ko'olaupoko and 31.6 years in Ko'olauloa.

Over the past five years, an average of 33% of Windward CC's student population has been 25 and older. Despite the aging population of the

**Table 6: Ko'olau Median Age: 35.4**

Ko'olauloa	Ko'olaupoko
31.6	39.2

2022 American Community Survey (1-8)

Ko'olau region and a stable-to-declining number of Windward High School graduates (L-9 p. 57), the number of students attending Windward CC directly from high school has increased from 222 in Fall 2019 to 319 in Fall 2023. This increase in freshmen enrollment is due to scholarships like the Ho'olei Scholarship and targeted programming, such as Early College, E 'Oi Mau Freshman Employment, the Hānaikaiaulu: College Friendly Workplace Initiative, and Senior Bash. In Fall 2019, the going rate for Windward area schools was 14.9%, and in Fall 2022 it was 23.8%.

## Socio-Economic Data

As of 2022, the average unemployment rate for the Ko'olau region was 2.6%. Of all households, 16.5% earn less than \$50,000 per year, 23.5% earn between \$50,000 and \$99,999 per year, and the remaining 60% earn over \$100,000 per year.

**Table 7: Ko'olau Employment Status (16 or older)**

Employment Rate	Unemployment rate
66.1%	2.6%

2022 American Community Survey (1-4) Average of Ko'olaupoko and Ko'olauloa

**Table 8: Ko'olau: Earned Income of 41,903 Households**

Less than \$10,000	\$10,000-\$24,999	\$25,000-\$49,999	\$50-\$99,999	Over \$100,000
2.7%	4.3%	9.5%	23.5%	60.0%

2022 American Community Survey (1-4) Average of Ko'olaupoko and Ko'olauloa

The low unemployment rate and relatively higher income levels of the Ko'olau region correlate with a very high cost of living. According to the latest Cost of Living Index from the Council for Community and Economic Research (C2ER), Honolulu — the nearest urban center, just 10 miles from our campus — has the second-highest cost of living in the nation,

surpassed only by Manhattan, NY (L-10). In 2023, C2ER reported that Hawai'i had the second-highest cost of living among all states (L-11), with particularly high indices for groceries (111.3) and housing (306.3). Similarly, the Bureau of Labor Statistics' Consumer Price Index (CPI) for Honolulu was 21.12 points above the national average in September 2023 and 24.38

points higher in November 2023 (I-12). This extremely high cost of living makes our mission as an educational institution all the more important, as the jobs that pay a living wage generally require at least some education. A report from researchers at Georgetown University projects that, by 2031 in Hawai'i, 70% of job openings will require some type of education and/or training beyond high school. Between 2021 and 2031, net new jobs in Hawai'i requiring postsecondary education and training will grow by 29,000, while net new jobs for workers with a high school education or less will grow by only 4,000 (I-13). Furthermore, lifetime earnings for bachelor's degree holders are projected at \$2.8 million—27% higher than earnings for those who attended college programs without completing a degree. These socioeconomic impactors underscore the importance of our transfer degrees (AA LA, AA HWST, AS NS), as well as our focus on career pathways that are growing for this region.

## Sites

Windward CC has two external sites where 50% or more of our degree program is offered. Both are at carceral institutions. The College has received ACCJC approval for the programs at these sites.

### **Halawa Correctional Facility**

99-902 Moanalua Road  
Aiea, HI 96701

### **Women's Community Correctional Facility**

42-477 Kalaniana'ole Highway  
Kailua, HI 96734

## **Specialized or Programmatic Accreditation**

Windward CC's Veterinary Technology and CNA programs both hold external accreditation.

Veterinary Technology: Full Accreditation

### **American Veterinary Medical Association**

1931 North Meacham Road, Suite 100  
Schaumburg, IL 60173-4360  
Phone: 800-248-2862  
Fax: 847-925-1329

Certified Nurse Aide: Certification

Prometric

### **HI Nurse Aide**

354 Uluniu Street, Suite 308  
Kailua, HI 96734  
Phone: 800-967-1200

## Section B: Presentation of Student Achievement Data and Institution-Set Standards

Windward CC follows University of Hawai'i Community College (UHCC) Policy 4.203 on Institution-Set Standards for student achievement. The policy requires each standard to have a baseline level of achievement and an aspirational target that aligns with strategic plan targets and is valid across programs and courses regardless of the modality of instruction.

The policy establishes baseline and aspirational targets for eight strategic plan metrics: Course Completion (Table 9), Degrees and Certificates Awarded (Table 10), Native Hawaiian Degrees and Certificates Awarded (Table 10), Pell Recipient Degrees and Certificates Awarded (Table 10), Transfer to Baccalaureate Institutions (Tables 11 and 12), IPEDS and Student Success Rate (Tables 11 and 12), Licensure and Certification Examination, and Job Placement ([I-14](#) p. 7).

Windward CC's course completion rate (Table 9) has been largely stable over the past five years. The College consistently met its baseline completion goals and aspirational completion goals until this past year, when these targets were raised to a higher level. Over the past year, the gap in course completion rates between full-time and part-time students has narrowed. There is no observable gap based on gender. The effect of Pell status on completion rates has been small and inconsistent over the five years. Notably,

recent high school graduates have the lowest course completion rate. Asian, Caucasian, and students of two or more races perform above the institutional average, while all other students with known ethnicities exhibit a performance gap. Students in online courses generally continue to exhibit a large performance gap, except Fall 2020, when nearly all courses were conducted online. The College met its baseline completion goal for three of the past five years, exceeding it significantly in this last year. The aspirational completion goal was met in the final year. This can largely be attributed to Hawai'i'loa program graduations. While this goal refers to the completion of associate degrees and certificates of achievement, the College also tracks completion rates of Certificates of Competence (CO), as well. These certificates, while shorter-term, meet the workforce needs of the community and have become an increasingly attractive option to adult learners. With the inclusion of COs in the metric, the College met its aspirational goals in four of the past five years.

Growth in degrees and certificates was primarily observed among students who were over age 25, Hawaiian, female, enrolled in online courses, and who did not receive Pell grants. These characteristics are typical of those enrolled in the Hawai'i'loa program, which has increased our completions of AA HWST degrees.



**Table 9: Windward Community College Successful Course Completion Rate, 2019-2023**

	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Baseline Completion Goal	70%	70%	70%	70%	70%
Aspirational Completion Goal	75%	75%	75%	75%	80%
Actual Rate	76%	76%	76%	75%	77%
<b>Full-Time/Part-Time (All Students)</b>					
Full-Time	73%	73%	71%	70%	75%
Part-Time	77%	76%	77%	76%	77%
<b>Age</b>					
Recent High School Graduates	69%	64%	61%	54%	62%
Other < 22-Year-Olds	79%	80%	77%	79%	78%
22-24	69%	69%	75%	76%	75%
25-49	76%	76%	79%	77%	78%
>49	84%	82%	90%	84%	90%
<b>Race/Ethnicity</b>					
American Indian or Alaska Native	76%	#	#	63%	68%
Asian	79%	80%	82%	76%	79%
Black or African American	65%	76%	69%	73%	62%
Hispanic/Latino of Any Race	86%	81%	77%	67%	68%
Native Hawaiian	74%	72%	74%	73%	73%
Other Pacific Islander	75%	72%	63%	64%	71%
White	79%	80%	81%	81%	83%
Two or More Races	75%	76%	73%	77%	78%
Unknown/Other	80%	75%	72%	77%	77%
<b>Gender</b>					
Female	78%	77%	78%	77%	77%
Male	74%	74%	73%	72%	77%
Non-Binary or Not Reported	79%	71%	80%	79%	64%
<b>Socio Economic (Pell)</b>					
Received Pell	74%	77%	77%	77%	74%
Did not receive Pell	77%	75%	76%	74%	77%
<b>Distance Completely On-Line Courses (DCO)</b>					
DCO Course Success	68%	74%	73%	71%	72%
Face-to-Face Course Success	77%	74%	79%	81%	82%

Data Source: ODS - IRAO Freeze Tables - IRO\_BASE and IRO\_REGS, CENSUS. A pound sign (#) denotes any group with fewer than 10 students.

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

	2018-19	2019-20	2020-21	2021-22	2022-23
Baseline Completion Goal	315	315	274	274	246
Aspirational Completion Goal	383	402	321	299	273
Actual Rate	326	274	279	250	338
Actual Rate with CO Included*	395	349	296	260	387
<b>Age</b>					
Under 22	120	98	111	104	122
22-24	66	66	56	31	52
25-49	123	104	101	100	130
>49	17	6	11	15	34
<b>Race/Ethnicity</b>					
American Indian or Alaska Native	1	1	0	1	2
Asian	52	57	51	46	51
Black or African American	4	3	4	1	3
Hispanic/Latino of Any Race	6	9	5	4	5
Native Hawaiian	150	105	113	127	192
Other Pacific Islander	1	4	2	1	3
White	52	49	58	42	45
Two or More Races	59	45	45	27	33
Unknown/Other	1	1	1	1	4
<b>Gender</b>					
Female	230	165	180	191	262
Male	94	103	93	52	65
Non-Binary or Not Reported	2	6	6	7	11
<b>Socio Economic (Pell)</b>					
Received Pell	193	144	127	104	135
Did not receive Pell	133	130	152	146	203
<b>Distance Completely On-Line Courses (DCO)**</b>					
Both Face to Face and DCO	290	237	266	201	245
DCO only	2	3	9	45	85
Face to Face Only	33	31	4	2	4

Data Source: ODS - IRAO Freeze Tables - IRO\_DEGREE\_UH, EOS, MTT\_ACCOUNT\_DETAIL (Pell received with 'WPEL' - Win Fed Pell Grant only)

\*Counts include Certificates of Competence

\*\*unable to classify all students; numbers do not add to total

Windward CC’s overall IPEDS Graduation Rate (GR)—measuring the percentage of first-time, full-time students completing their degree or certificate programs within 150% of the

normal time—steadily increased after an initial drop during the pandemic (Table 11). Looking at specific populations reveals several trends. For instance, the gender gap narrowed over

this time frame, while students who did not receive federal grants or loans began graduating at a higher rate. Native Hawaiians tend to begin college as part-time students, preventing the accurate tracking of this cohort's GR.

Since 2019, persistence levels have also varied, which likely reflects the adverse impacts of the pandemic on local families' capacity to participate in higher education due to the necessity of remaining in the workforce. Following an initial increase, the transfer-out rates also declined. This too, is largely attributable to economic constraints, including the higher cost of baccalaureate education, which often requires travel and other resources to attain.

A pound sign (#) denotes any cohort/sub-cohort 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 2023.

As seen in our IPEDS Data (Table 11), our transfer Windward CC's transfer-out rates have declined for full-time students (Table 12). However, part-time transfer rates have been increasing. Of concern, Native Hawaiian and Pell eligible student transfer numbers have decreased. The higher cost of baccalaureate education, which often requires travel and other resources to attain in addition to the higher tuition rate, is cost prohibitive to many of our students, especially those with financial barriers, demonstrated by Pell eligible status.

Native Hawaiian students at Windward CC are more likely to be Pell eligible (I-15). Windward CC currently has a collaborative Title III Native Hawaiian Serving Institutions grant project, Kumuola, with UH Mānoa's department of Human Development and Family Studies to explore strategies to increase transfer to the baccalaureate in this discipline. Effective strategies can then be implemented in other pathways as well.

Although the College has not established baseline or aspirational targets, tracking student persistence from semester to semester provides critical insights into understanding completion outcomes. Windward CC's overall fall-to-spring and fall-to-fall persistence rates (Tables 13 and 14) have declined over the reporting period. This was most pronounced among students aged 22-24 for fall-to-spring persistence and among recent high school graduates for fall-to-fall persistence. Conversely, the Fall-to-Spring persistence rate for online-only students rose drastically, underscoring the positive impact of the College's targeted online degree programs, which are structured with cohort models, sequenced coursework, and additional support mechanisms. Students who enrolled in both online and face-to-face courses saw the highest increase in fall-to-fall persistence, indicating the value of providing flexibility in modalities for students in more traditional programs. In response to these trends, Windward CC launched the Pilina Project in Fall 2023 and convened an ad hoc task force on persistence in Spring 2024 to examine factors underlying persistence and to implement targeted interventions.

**Table 11: IPEDS Graduation and Persistence Rates by Cohort, Fall 2017-2020**

	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort
Graduation Rate – 150% of normal time to completion	28%	22%	24%	25%	27%
<b>Gender</b>					
Men	29%	15%	16%	20%	25%
Women	27%	26%	30%	28%	27%
<b>IPEDS Race/Ethnicity</b>					
Nonresident Alien	#	#	#	#	#
Hispanic/Latino	38%	24%	24%	33%	33%
American Indian or Native Alaskan	#	#	#	#	#
Asian	47%	28%	31%	27%	31%
Black or African American	#	#	#	#	#
Native Hawaiian or Other Pacific Islander	21%	12%	#	0%	#
White	24%	28%	37%	18%	29%
Two or more races	25%	18%	21%	27%	17%
Race and ethnicity unknown	#	#	#	#	#
<b>Federal Grant/Loan Recipient</b>					
Recipient of Federal Pell Grant	27%	23%	16%	23%	24%
Recipient of subsidized Stafford Loan who did not receive Pell Grant	32%	#	#	#	#
Students who did not receive either a Pell Grant or a subsidized Stafford Loan	21%	21%	32%	27%	30%
Persistence Rate – Still Enrolled after 150% of normal time	8%	13%	10%	8%	13%
Transfer Out Rate	14%	16%	19%	13%	9%

**Table 12: Transfers to Four-Year Institutions, 2019-2023**

	2019	2020	2021	2022	2023
Baseline Transfer Goal	*	*	270	270	241
Aspirational Transfer Goal	*	*	301	292	267
Actual Transfer Counts	315	270	274	241	216
<b>Full-Time/Part-Time</b>					
Full-Time	40%	45%	46%	36%	35%
Part-Time	60%	55%	54%	64%	65%
<b>Age</b>					
Recent High School Graduates	5	2	2	5	4
Other < 22 Year Olds	120	117	125	109	104
22-24	63	58	49	49	34
25-49	114	85	89	72	68
>49	13	8	9	6	6
<b>Race/Ethnicity</b>					
American Indian or Alaska Native	3	1	0	1	0
Asian	53	43	53	37	39
Black or African American	2	4	1	6	6
Hispanic/Latino of Any Race	8	4	5	5	6
Native Hawaiian	133	119	109	97	100
Other Pacific Islander	3	2	3	3	2
White	53	42	46	40	24
Two or More Races	2	0	2	4	1
Unknown/Other	58	55	55	48	38
<b>Gender</b>					
Female	188	164	170	153	168
Male	122	100	100	79	40
Non-Binary or Not Reported	5	6	4	9	8
<b>Socio Economic (Pell)</b>					
Received Pell	143	103	98	68	66
Did not receive Pell	172	167	176	173	150
<b>Distance Completely On-Line Courses (DCO)</b>					
Took No DCO Courses	136	106	67	30	27
Took both DCO and Face to Face	119	111	133	51	49
Completely DCO	60	53	74	157	137

Data Source: ODS -- Iro\_Base and Mrt\_Award\_By\_Person, uhcc\_transfers, CENSUS

\*calculation methods changed in 2021

**Table 13: Windward CC Persistence in Fall-to-Spring Enrollment**

	F19-Sp20	F20-Sp21	F21-Sp22	F22-Sp23	F23-Sp24
Total Percentage	76%	73%	71%	72%	70%
<b>Age</b>					
Recent High School Graduates	83%	76%	76%	72%	75%
Other < 22-Year-Olds	79%	76%	74%	79%	72%
22-24	67%	62%	68%	64%	53%
25-49	69%	69%	65%	63%	67%
>49	72%	70%	77%	73%	77%
Age Not Reported					
<b>Race/Ethnicity</b>					
American Indian or Alaska Native	100%	50%	67%	86%	82%
Asian	80%	81%	75%	70%	73%
Black or African American	73%	77%	58%	75%	47%
Hispanic/Latino of Any Race	78%	73%	74%	73%	58%
Native Hawaiian	76%	70%	75%	74%	70%
Other Pacific Islander	72%	67%	59%	63%	65%
White	75%	73%	67%	71%	73%
Two or More Races	73%	72%	66%	70%	73%
Unknown/Other	74%	79%	63%	76%	61%
<b>Gender</b>					
Female	77%	74%	73%	73%	71%
Male	75%	72%	68%	70%	70%
Non-Binary or Not Reported	67%	68%	76%	83%	70%
<b>Socio Economic (Pell)</b>					
Did not receive Pell	75%	70%	69%	70%	69%
Received Pell	78%	82%	81%	85%	77%
<b>Distance Completely On-Line Courses (DCO)</b>					
Both Face to Face and DCO	80%	80%	82%	81%	79%
DCO only	47%	69%	66%	62%	60%
Face to Face Only	79%	73%	74%	78%	74%

Data Source: ODS - IRAO Freeze Tables - ODS - IRO\_XOVER, CENSUS

**Table 14: Windward CC Persistence in Fall-to-Fall Enrollment**

	F18-F19	F19-F20	F20-F21	F21-F22	F22-F23
Total Percentage	52%	48%	47%	46%	49%
<b>Age</b>					
Recent High School Graduates	63%	66%	59%	52%	48%
Other < 22-Year-Olds	54%	47%	47%	44%	48%
22-24	41%	47%	35%	45%	41%
25-49	46%	45%	43%	44%	49%
>49	62%	31%	44%	60%	63%
Age Not Reported					
<b>Race/Ethnicity</b>					
American Indian or Alaska Native		50%	17%	40%	83%
Asian	62%	51%	52%	54%	45%
Black or African American	47%	50%	47%	29%	53%
Hispanic/Latino of Any Race	48%	50%	48%	37%	50%
Native Hawaiian	52%	49%	48%	48%	50%
Other Pacific Islander	25%	35%	39%	60%	45%
White	46%	43%	43%	40%	46%
Two or More Races	55%	48%	42%	46%	47%
Unknown/Other	60%	42%	53%	39%	61%
<b>Gender</b>					
Female	54%	49%	49%	46%	51%
Male	52%	44%	43%	46%	45%
Non-Binary or Not Reported	39%	57%	47%	45%	55%
<b>Socio Economic (Pell)</b>					
Did not receive Pell	50%	44%	44%	45%	46%
Received Pell	58%	59%	59%	52%	59%
<b>Distance Completely On-Line Courses (DCO)</b>					
Both Face to Face and DCO	49%	56%	58%	58%	61%
DCO only	37%	37%	46%	40%	44%
Face to Face Only	57%	47%	39%	48%	47%

Data Source: ODS - IRAO Freeze Tables - ODS - IRO\_XOVER, CENSUS

The licensure pass rate has consistently surpassed the baseline goal and either approached or exceeded the aspirational goals (Table 15).

**Table 15: Licensure Examination Pass Rates (Veterinary Technology)**

	2020-21	2021-22	2020-21	2021-22	2022-23
Baseline Goal	70%	70%	70%	70%	70%
Aspirational Goal	80%	80%	80%	80%	80%
Actual Pass Rates	79%	78%	90%	78%	83%

ACCJC 2024 Annual Report ([I-16](#))

Employment rates in Veterinary Technology have also consistently exceeded baseline goals (Table 16). In all years except AY 2023, aspirational goals were also exceeded.

**Table 16: Employment Rates (Veterinary Technology)**

	2020-21	2021-22	2020-21	2021-22	2022-23
Baseline Goal	35%	35%	35%	35%	35%
Aspirational Goal	70%	70%	70%	70%	70%
Actual Employment Rates	81%	80%	76%	73%	59%

ACCJC 2024 Annual Report ([I-16](#))



## Section C: Organization of the Self-Evaluation Process

### Timeline

Semester	Tasks
Fall 2022	Teams formed
Fall 2022	ACCJC Training
Spring 2023	ISER Kick-off meeting
Spring 2023	Writing Support Sessions held on Fridays
Spring 2023	Initial Drafts created for Standards
Fall 2023	Fall Convocation workshop and input
Fall 2023	Drafts of all standards put on the campus discussion board for feedback
Fall 2023	Admin Team Review
Spring 2024	Convocation follow-up workshop
Spring 2024	Revision and updating of each standard
Summer 2024	College approvals completed
Summer 2024	ISER delivered to the system
Fall 2024	BOR and System Signatures
Dec. 15, 2024	ISER due to ACCJC
Spring 2025	ACCJC gives formative feedback
Spring-Summer 2025	College makes improvements based on feedback
Fall 2025	Focused Site Visit at each college
January 2026	Commission Report

**Accreditation Steering Committee**

<b>Name</b>	<b>Responsibilities</b>	<b>Position</b>
Melanie Dorado-Wilson	Accreditation Liaison (through June 2024), Standard IIB and Standard IV Administrative Liaison	Interim Vice Chancellor for Academic Affairs/Former Dean of Division I
Ardis Eschenberg	Standard I and Standard IV Administrative Liaison	Chancellor
Tara Severns	Editor	Professor, Librarian
Laura Sue	Documentarian	Associate Professor (Information and Computer Science)
Michael McIntosh	Website Coordination	Web/Multimedia Specialist
Nalani Kaun	Standard I Chair, Accreditation Liaison (beginning July 2024)	Institutional Analyst
Mike Kato	Standard IIA Chair	Assistant Professor (Information and Computer Science)
Dave Krupp	Standard IIA Administrative Liaison	Former Dean of Division II/Professor (Biological and Marine Sciences)
Sarah Gray	Standard IIB Chair	Reference & Collection Management Librarian
Sarah Akina	Standard IIC Chair	Interim Dean of Division I/Assistant Professor, Program Director and Counselor
Jennifer Brown	Standard IIC Administrative Liaison	Vice Chancellor for Student Affairs
Deacon Hanson	Standard III Chair	Associate Professor (Accounting)
Monique Tingkang	Standard III Chair Administrative Liaison	Vice Chancellor for Administrative Services
Karen Cho	Standard IIIA Co-Chair	Personnel Officer
Andy Li	Standard IIIB Co-Chair	Facilities Manager
David Fry	Standard IIIC Co-Chair	Media Specialist
Sharon Nakagawa	Standard IIID Co-Chair	Fiscal Administrator
Malia Lau Kong	Standard IV Chair	Professor (History)

## Section D: Organizational Information

As described in Standard III.A and Standard IV, Windward CC is a semi-autonomous college in the University of Hawai'i System ([I-17](#)) with sufficient administrators, faculty, and staff. The College is subject to the authority of the Vice President for Community Colleges (VPCC), the UH System President, and the Board of Regents of the University of Hawai'i (UH BOR), 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 by its Organizational Chart ([I-18](#)) and Functional Statement ([I-19](#)) which outlines the functional responsibilities and operational structure of the College, detailing the roles of various administrative offices and departments in supporting educational programs and services.

### System-College Functional Map

The governance structure of the College, along with the UH and UHCC Systems, is based on a commitment to shared governance and transparency, balancing the need for broad input with effective administrative oversight and responsibility. The UHCC System's Functional Map summarizes the delineation of functions and the differentiation of system and campus-level responsibilities. It aligns with both the major accreditation topics as well as the detailed parts of the Accreditation Standards ([I-20](#)).

## Section E: Certification of Continued Institutional Compliance with Eligibility Requirements (ER)

### ER 1: Authority

Windward CC is in compliance with Eligibility Requirement 1: Authority. The College, as a constituent of the University of Hawai'i System, operates under the legislative and regulatory framework established by the State of Hawai'i. The College's authority to function as a post-secondary institution and award degrees is grounded in several legal and administrative provisions. Article X, Sections 5 and 6 of the Hawai'i State Constitution create the University of Hawai'i (UH) and its governing Board of Regents (BOR) ([I-21](#)), which is further empowered by Hawai'i Revised Statutes § 26-11 and § 304A-101 to oversee operations, including the establishment of colleges within the UH System ([I-22](#), [I-23](#)). BOR Policy 3.201 specifically identifies Windward CC as a major organizational unit within this framework, and UH Executive Policy 5.101 delegates to chancellors the authority to award degrees and certificates for programs sanctioned by the BOR ([I-17](#), [I-24](#)). The College's credentials are recognized by the UH and UH Community College Systems, the United States Department of Education (USDOE), and the U.S. Department of Veterans Affairs ([I-25](#), [I-26](#)). The College is accredited by the Accrediting Commission of Community and Junior Colleges (ACCJC) ([I-27](#)).

### ER 2: Operational Status

Windward CC is in compliance with Eligibility Requirement 2: Operational Status. The College received initial accreditation in 1977 and has maintained continuous accredited status since, during which time students have

been continually enrolled in credit courses full-time ([I-28](#)). Although student headcount enrollments declined during the pandemic, they exceeded pre-pandemic levels by Fall 2023. The College publishes course schedules of past, current, and future semester credit courses online ([I-29](#)). Similarly, schedules for upcoming noncredit courses are published on Windward CC's Career and Community Education website ([I-30](#)).

### ER 3: Degrees

Windward CC is in compliance with Eligibility Requirement 3: Degrees. The College offers four, two-year associate degrees, numerous certificate-level programs ([I-31](#) p. 60), and several noncredit workforce training programs (p. 110). Three of the four degrees offered are primarily transfer degrees. The AS in Veterinary Technology is a terminal, workforce degree. All four programs are two years in length. The College Catalog is the official program record. General education and degree requirements are provided for each program ([I-31](#) pp. 60-110). The catalog also lists each course for which degree credit is granted and the general education requirements it fulfills.

Students are primarily enrolled in two-year degree programs at Windward CC. In Fall 2023, 78% of the College's home campus students, excluding Early College, were enrolled in degree programs. The Certificate of Achievement in Veterinary Assisting and the Certificate of Completion in Mental Health Technician are the two most highly enrolled certificates (Table 17).

**Table 17: Fall Enrollments by Degree Type, 2019-2023**

	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Home Campus Students	1801	1550	1589	1662	1892
Home Campus (excluding Early College)	1282	1215	1182	1198	1268
<b>Two-Year Degrees</b>					
AA-Liberal Arts	821	732	616	606	694
AA-Hawaiian Studies	74	91	160	133	141
AS-Natural Science	121	144	120	105	122
AS-Veterinary Technology	26	26	32	50	37
<b>Certificates</b>					
CA-Veterinary Assisting	52	73	85	47	69
CO-Mental Health Technician				49	33
CA-Agripharimatech	8	11	6	8	6
CO-Information Security Specialist	4	6	3	11	5
CO-Web Support	1	4	2		2
CO-Sustainable Agriculture	1	2	4		

Data Source: Institutional Research, Windward Community College, June 2024

Windward Community College also has a significant enrollment in non-credit programs (Table 18). The majority of non-credit enrollments at Windward CC are in community enrichment classes, such as cooking, music, and writing.

**Table 18. Non-credit enrollment at Windward CC**

	2018-19	2019-20	2020-21	2021-22	2022-23
Total Enrollment*	1,173	976	1,322	1,231	961
Career Readiness	**	**	623	300	48
Community	**	**	461	812	691
Workforce	**	**	238	119	222

Data Source: ODS - IRAO MAPS: Continuing Education Enrollment Report

\*Counts are registration counts, and may include multiple counting of individuals.

\*\*categorized data not available

The number of degrees and certificates conferred (Table 19) has varied by program. Notably, graduates in Hawaiian Studies programs have increased significantly, while Agripharimatech, which saw its highest completions in the years the program was offered in conjunction with Early College, has since declined sharply. Newer programs like Mental Health Technician and Information Security Specialist are indicative of the College's recent workforce development initiatives, while the Veterinary Assistant and Technology programs demonstrate a consistent record of success.

**Table 19. Degrees and Certificates Conferred by Program, 2019-2023**

Program	2019	2020	2021	2022	2023
Associate in Arts					
Liberal Arts	215	194	150	68	154
Hawaiian Studies	25	17	19	18	41
Associate in Science					
Natural Science	19	13	9	6	9
Veterinary Technology	24	23	11	6	23
Certificate of Achievement					
Agripharmatech	11	3	6		2
Veterinary Assisting	32	24	15	20	19
Certificate of Competence					
Agripharmatech	69	65	2	3	2
Information Security Specialist			6	1	7
Mental Health Technician				1	24
Web Support		10	2	1	
Academic Subject Certificate					
Liberal Arts			1	10	6
Art		1	1		
Business	13	8	1	3	6
Hawaiian Studies	18	19	10	13	44
Marine Option Program				1	1
Music		3	2	12	8
Psycho-Social Develop Studies	1	1	9		2

Data Source: ODS - IRAO Freeze Tables - ODS - IRO\_DEGREE, EOS

## ER 4: Chief Executive Officer

Windward CC is in compliance with Eligibility Requirement 4: Chief Executive Officer. Ardis Eschenberg, PhD, was appointed as the Chancellor, Windward CC's Chief Executive Officer, of Windward Community College by the UH BOR in 2019. The Office of the Chancellor is responsible for the orderly and proper functioning of Windward Community College and for directing all aspects of the College's administration and development to fulfill its mission. These responsibilities are detailed in Standard IV.B. The College informs the Commission immediately when there is a

change in the institutional chief executive officer.

Before becoming chancellor, Dr. Eschenberg served as Windward CC's Vice Chancellor of Academic Affairs from 2014-2019, its Vice Chancellor of Student Affairs from 2012-2014, and its Dean of Division I from 2010-2012. Prior to joining Windward CC, she served as the Academic Dean at Nebraska Indian Community College from 2005-2010. The affairs of Windward CC constitute Dr. Eschenberg's full-time responsibilities as the authority for administering UH BOR Policies ([I-19](#) pp. 1-2).

## ER 5: Financial Accountability

### Annual Financial Audits and Compliance

Per the Eligibility Requirement for Financial Accountability, the University of Hawai'i System, including Windward CC, undergoes an annual external audit of its financial statements by a certified public accountant and publicly discloses the findings. This audit also fulfills federal requirements for Title IV institutions participating in federal student assistance programs. The independent annual audit ensures compliance with federal aid, contract, and grant requirements ([I-32](#)).

During each audit encompassing all ten campuses, the auditors meet with representatives from each UH institution to review their financial records, including those related to all federal funds, grants, and financial aid, and report their results for the UH System (Note: ACCJC has accepted the UH System's consolidated audit report for all campuses, including Windward CC, as the auditor does not provide separate reports).

In its report, the auditor provides a summary of findings and questioned costs, identifying the associated campus for each. In response, the UH System submits and implements a timely corrective action plan for each issue identified.

In the most recent audit, performed in 2023 by Accuity LLP, CPAs, Windward CC had no findings or questioned costs, including in the Student Financial Assistance Cluster (i.e., financial aid-related funding) ([I-33](#) pp. 26-36).

### Financial Aid Program Review

The US Department of Education (ED) reviews the Single audits conducted by the University of

Hawai'i. The most recent review ([I-34](#)) resulted in one finding of a failure to perform Federal Direct Loan reconciliations for one month, which the College resolved to the ED's satisfaction.

Windward CC's student loan default rate was 0% in the last cohort year (2020), 9.2% in 2019, and 18.5% in 2018 ([I-35](#)). This shows continued improvement, reflecting recent student loan repayment pauses. These rates are also significantly lower than the federal guideline threshold of 30%, which would mandate the establishment of a student loan default prevention task force and the subsequent development and implementation of default prevention action plans.

### Financial Management and Stability

Since its last accreditation, the College has demonstrated sound financial management by maintaining a balanced budget, avoiding deficit spending, and keeping adequate cash reserves as required by UH Executive Policy 8.210 ([I-36](#)). Furthermore, the College effectively administers significant extramural federal funds, consistently maintaining compliance with all federal funding agency standards.

Windward CC consistently demonstrates effective financial management, as evidenced by the annual external audits and its maintenance of financial stability through a balanced budget.

## Section F: Certification of Continued Institutional Compliance with Commission Policies and Federal Regulations

Windward CC complies with all ACCJC policies and relevant federal regulations.

### Public Notification of an Evaluation Team Visit and Third-Party Comment

[Regulation Citation: 602.23(b)]

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

The College will solicit third party comments well in advance of the peer review team visit.

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

The College will cooperate fully with the peer review team and the Commission regarding any third-party comments requiring follow-up.

  x   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 provides a link to the Commission’s Third-Party Comment Form on its website. This form allows the college community and the public to submit comments to the Commission concerning the College’s ability to meet the ACCJC accreditation Standards ([I-37](#)).

### 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. ([Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards](#))

Per UHCC Policy 4.203, the UHCC system has set eight standards for student achievement with defined minimum levels of achievement and sets aspirational targets ([I-14](#)). The standards are: 1. Course Completion, 2. Degrees and Certificates Awarded, 3. Native Hawaiian Students Receiving Degrees and Certificates Awarded, 4. Pell Recipient Degrees and Certificates Awarded, 5. Transfer to Baccalaureate Institutions, 6. Integrated Postsecondary Education Data System (IPEDS) Student Success Rate, 7. Licensure and Certification Examination Success Rate, and 8. Job Placement Rate. Additional strategic metrics are used for planning in support of student learning and success initiatives, including those established by the State Performance Funding system based on the UH Strategic Plan ([I-38](#), [I-39](#)). See also Section B above and Standard I.B.3 below for additional details.

  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. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)

As discussed in Standard II.A.14, the UHCC System defines institutional standards and reporting requirements for student achievement in the degree programs, including baseline and aspirational targets for licensure and certification examination success rates. In its Annual Review of Program Data (ARPD), UHCC provides the College with detailed information on certifications, along with workforce analytics for each program, including licensure examination success rates and job placement rates (I-40, e.g. I-41 p. 2) for use in program review (I-42 pp. 3-5).

  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. (Standard I.B.3, Standard I.B.9)

Windward CC has defined institutional and program standards that are appropriate to its mission (Std. I.B.3) and reflective of common expectations of American Higher Education (Std. II.A.5). The College uses regularly published achievement metrics (Std. I.B.1) to assess its

efficacy in fulfilling mission, program, and student learning goals (I-43 p. 9, Stds. I.A.2 & I.B.5). These inform the College's robust integrated planning, assessment, and resource allocation processes for continual institutional improvement (I-43, Stds. I.B.3, I.B.4, & I.B.6).

  x   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. (Standard I.B.4)

Analysis of student performance, as measured against the institution-set standards for student achievement, forms an integral part of the College's program assessment, strategic planning, curricular development, and resource allocation. As discussed in Standards I.B.3, and I.B.5, student learning outcomes and student performance metrics are included in all instructional Annual Assessments and Five-Year Program and Unit Reviews. Programs are assessed based on their alignment with the College's Strategic Plan, analysis of student performance, and the determination of the viability of learning assessments (I-43 p. 9). When attainment levels are found to be below expectations, or when achievement gaps are identified, the College takes action to improve student success and parity (Stds. I.A.2, I.B.4, I.B.6, I.B.9, and II.A.2).

### Credits, Program Length, and Tuition

[Regulation Citation: 602.16(a)(1)(i); 602.17(f); 602.19(a-e)]

  x   Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure). (Standard II.A.9)

As discussed in Standards II.A.5, and II.A.9, the assignment of credit hours and degree program

lengths are within the range of good practice in higher education. UH BOR policies define the credit hour (II.A.9), and codify the minimum accepted program length for associate degrees as 60 semester units of course credit in a selected curriculum (II.A.5). The College's curriculum development and review processes ([I-44](#)) ensure that degree and certificate programs have appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning in adherence with UHCC Policy 5.203 regarding program credentials ([I-45](#)). The information regarding credit programs published in the catalog serves as the official Program Outlines of Record. Program descriptions include the number of credits ([I-31](#) pp. 60-110).

  x   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). (Standard II.A.9)

The College ensures the accuracy of credit hour assignments and program lengths through a robust curriculum development process ([I-44](#)). All programs and courses must be approved by the College Curriculum Committee, which is a subcommittee of the Faculty Senate. This committee reviews proposals to create or revise courses, making sure that each course's credit hour assignment aligns with the student work expected to meet the learning outcomes. The credit hour standard applies to all academic activities that can earn credit, including online courses, lab sessions, internships, practica, and studio projects. The Committee also reviews new degree proposals to confirm they meet the minimum 60-unit requirement ([I-45](#), Std. II.A.5 and II.A.9)

  x   Tuition is consistent across degree programs (or there is a rational basis for any program specific tuition). (Standard I.C.6)

Tuition is a uniform rate per unit as set by the UH BOR and is consistent regardless of the program ([I-46](#)). Windward CC publishes resident and non-resident tuition in the College's catalog ([I-31](#) pp. 29-33).

  x   Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice. (Standard II.A.9)

In alignment with the DOE's conversion formula, UH policy EP 5.228 defines a credit hour as comprising one hour of classroom instruction and two hours of external student work per week over a 15-week semester ([I-47](#)). This standard is applied consistently across all academic activities. The policy mandates the College develops and follows procedures to ensure the reliability and accuracy of credit hour assignments ([I-47](#)). The curriculum development process ensures each course's credit hour assignment is appropriate and commensurate with the student work expected to meet the learning outcomes ([I-44](#)).

  x   The institution demonstrates compliance with the Commission Policy on [Credit Hour, Clock Hour, and Academic Year](#).

The College relies on the official UH three-year academic calendar to maintain consistency and comply with the credit hour policy across different semesters and class schedules, in compliance with the Commission policy. This document conforms to the Department of Education's conversion formula and specifies the number of class days for each semester, details the hours and minutes of classroom or direct faculty instruction based on total instructional days, and quantifies the

instructional time to ensure that the courses meet the required academic standards for credit hours as defined by the policy ([I-48](#) pp. 3-4, Std. II.A.9).

### Transfer Policies

[Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).]

Transfer policies are appropriately disclosed to students and the public. (Standard II.A.10)

Policies and administrative procedures regarding the transfer of credit are published on the UH System, UHCC System, and College websites ([I-49](#), [I-50](#), [I-51](#), [I-52](#)). The UH System has a transfer information website ([I-53](#)) that provides access to a course transfer database with a searchable library of previously evaluated courses ([I-54](#)). The College Catalog describes the evaluation processes ([I-31](#) p. 48-50). The College website provides students with the Transcript Evaluation Application Form ([I-55](#), [I-56](#)). Students are encouraged at every stage in the process to meet with a counselor for evaluation (II.A.10, ER 20).

Policies contain information about the criteria the institution uses to accept credits for transfer, and any types of institutions or sources from which the institution will not accept credits. (Standard II.A.10).

College policies require courses awarded as credit to fulfill 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 ([I-49](#), [I-50](#), II.A.10, ER 20).

Transfer of credit policies identify a list of institutions with which it has established an articulation agreement.

The University of Hawai'i maintains records of formal articulation agreements and publishes them on the UH Articulation and Transfer site ([I-52](#)).

Transfer of credit policies include written criteria used to evaluate and award credit for prior learning experience including, but not limited to, service in the armed forces, paid or unpaid employment, or other demonstrated competency or learning.

The UHCC Prior Learning Assessment (PLA) program is governed by UHCC Policy 5.302, which outlines the terms and conditions in which Colleges may award credits towards certificates or degrees based on prior learning. The Windward CC Prior Learning Assessment Policy formalizes the process by which Windward CC students can receive academic credit for learning achieved outside of traditional classroom settings ([I-57](#), [I-58](#), Std. II.A.8)

The institution complies with the Commission [Policy on Transfer of Credit](#).

In compliance with the Commission Policy, Windward CC's transfer policies, procedures, and practices ensure the clear, fair, and effective transfer of academic credits to support student mobility and success. The College thoroughly evaluates credits from accredited institutions, considers alternative educational methods, and verifies credential legitimacy. The registrar ensures that transfer credits fulfill degree requirements by examining courses' learning outcomes and comparing them to Windward

CC's courses, using supporting documentation, such as catalogs and course syllabi, and consulting with discipline faculty and the American Council of Education National Guide, as needed. Windward CC treats all students equitably in the transfer process and provides comprehensive information about transfer opportunities via the UH Articulation and Transfer website ([I-49](#), [I-52](#), Std. II.A.10, ER 20).

### **Distance Education and Correspondence Education**

  x   The institution demonstrates regular and substantive interaction between students and the instructor in at least two of the methods outlined in the Commission [Policy on Distance Education and Correspondence Education](#).

Each academic department submits biannual reports detailing course modality, instructor training, a plan for Regular Substantive Interaction (RSI), and justification for teaching the course online ([I-59](#)). Regular and substantive interaction has been established at Windward CC by policy ([I-60](#)) to include face-to-face meetings, chats or video conferences, or asynchronous communications such as through the Learning Management System, including written or recorded voice messages. These methods are in compliance with the five methods outlined in the Commission Policy on Distance Education and Correspondence Education ([I-61](#)).

  x   The institution ensures, through the methods outlined in the Commission Policy on Distance Education and Correspondence Education, regular interaction between a student and an instructor or instructors prior to the student's completion of a course or competency.

All instructors teaching via distance education, including those offering correspondence

courses to incarcerated students, must verify that their courses comply with RSI standards, either through a peer review process or by completing an in-depth RSI Online Course Self-Evaluation ([I-62](#), [I-63](#)). The College's Peer Evaluation process includes the use of the detailed Peer Review Guide for Online Courses ([I-62](#) pp. 4-9). Similarly, the College's RSI Online Course Self-Evaluation form solicits information on the use of specific methods of meaningful engagement between instructors and students, demonstrating frequent and substantial interactions related to course content, such as discussions, feedback, and collaborative activities ([I-64](#)). The College offers correspondence education courses only in very limited circumstances for incarcerated students. These courses are reviewed through the same peer review process with compliance with RSI, primarily through asynchronous interaction involving assessing and providing feedback on a student's coursework and providing information or responding to questions about the content of a course or competency.

  x   The institution demonstrates comparable learning support services and student support services for distance education students. (Standards II.B.1, II.C.1).

The Academic Support and Student Affairs divisions provide a wide range of comparable learning and student support services for all students, regardless of location ([I-65](#), [I-66](#)). These include on-site and online library resources and services, tutoring, advising, and other services ([I-67](#), [I-68](#), [I-69](#), [I-70](#), [I-71](#), [I-72](#), [I-73](#)). See also Stds. II.B.1, II.C.1., and II.C.3.

  x   The institution verifies that the student who registers in a distance education program is the same person who participates every time and completes the course or program and receives the academic credit.

To ensure that each registered student is the same student who participates in and completes a course or program and receives academic credit, UH assigns a username and password to students upon admission. Students use this unique personal identifier to access all official service portals, including the MyUH System used for course registration and the learning management system ([I-63](#)).

  x   The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings. (Standard III.C.1)

The College's technology infrastructure supports its distance education offerings through a collaboration with the University of Hawai'i System's Information Technology Services and Windward CC's Academic Support units. This includes a high-speed inter-campus network, key systems like the Banner student information system, an improved learning management system, and multimedia infrastructure and support services crucial for distance learning ([I-74](#), [I-75](#), [I-76](#), [I-77](#), [I-78](#)).

  x   The institution demonstrates compliance with the Commission Policy on Distance Education and Correspondence Education.

The College complies with the Commission's policy by maintaining high standards of quality, integrity, and effectiveness for distance education, comparable to traditional instruction (Std. II.A.1). Its curriculum development and course and program assessment practices ensure that all learning opportunities, regardless of delivery mode, maintain equivalent quality and accountability, with a focus on student outcomes (Std. II.A.7). As noted above, the College ensures regular and substantive interaction between students and instructors (Std. II.A.7). It develops, implements, and

assesses distance education courses within its educational mission, ensuring clearly defined student learning outcomes (II.A.7.). The College provides comparable resources and services to support student achievement (Std. II.B.1, II.C.1) and notifies the Commission before offering programs with 50% or more distance education courses ([I-79](#)).

[Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.

### **Student Complaints**

  x   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.

UH and Windward CC policies and procedures guide complaints and grievances ([I-80](#), [I-37](#), [I-81](#), [I-82](#), [I-83](#), [I-84](#)). In the College catalog, students can find information on how to file academic grievances if they believe a faculty member has acted improperly or in a way that doesn't align with their academic expectations ([I-31](#) pp. 53-54), where students are referred to Windward CC's Student Academic Grievance Procedures ([I-80](#)). The catalog also contains details on how to file discrimination complaints with the U.S. Department of Education Office of Civil Rights ([I-31](#) p. 54). Information on filing complaints to ACCJC about institutional compliance with academic program quality and accrediting standards is also available in the catalog and on the College's Accreditation page ([I-31](#) pp. 53-54, [I-37](#)).

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

Student complaint files are maintained for ten years in the Office of the Vice Chancellor of Academic Affairs and reflect the accurate implementation of relevant policies and procedures.

  x   The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards.

The College is prepared for any questions that the team members may have about complaint files, procedures, or policies.

  x   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. (Standard I.C.1)

The College lists all programmatic accreditors and organizations that accredit, approve, or license the institution and identifies links for any student complaints ([I-37](#)).

  x   The institution demonstrates compliance with the Commission [Policy on Representation of Accredited Status](#) and the Policy on [Complaints Against Member Institutions](#).

[Regulation citations: 602.16(a)(1)(ix); 668.43.]

The College accurately represents its accredited status as stipulated by the Commission Policy on Representation of Accredited Status ([I-37](#)). While the College has not received any complaints regarding the institution's ability to meet the Commission's Standards since the last comprehensive review, the College is prepared to follow the Commission's Policy on Complaints Against Member Institutions in good faith.

## **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. (Standard I.C.2)

Windward CC's catalog and website provide accurate, current, and appropriately detailed information about its programs ([I-31](#) pp. 60-110, [I-85](#), [I-86](#), [I-87](#), [I-88](#), [I-30](#)), location ([I-31](#) p. 4, [I-89](#)), and policies ([I-31](#) pp. 56-59, [I-90](#)).

  x   The institution complies with the Commission Policy on [Institutional Advertising and Student Recruitment](#), and Policy on Representation of Accredited Status.

Windward CC's promotional and recruitment activities are conducted with high ethical standards. The College provides clear, accurate, and current information in all advertisements and publications, focusing on educational programs and essential institutional details. All documents and webpages are reviewed for accuracy and completeness. See Stds. I.C.1, I.C.2, I.C.5, I.C.13.

The College accurately represents its accredited status as stipulated by the Commission Policy on Representation of Accredited Status ([I-37](#)). Similarly, the College accurately represents the accreditation status for its Veterinary Technology and CNA programs ([I-37](#)).

  x   The institution provides required information concerning its accredited status. (Standard I.C.12)

[Regulation citations: 602.16(a)(1))(vii); 668.6.]

As required, all responses to ACCJC directives are made public on the College's accreditation documents page ([I-91](#)). A link is provided to the public with an invitation for submitting third-

party comments ([I-37](#)). Self-evaluation reports, midterm reports, follow-up and progress reports, substantive change reports, ACCJC team visit reports, and official ACCJC communications are available for public viewing ([I-91](#)).

#### **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 U.S. Department of Education (ED). (Standard III.D.15).

Windward CC complies with the Commission Policy on Contractual Relationships with Non-Accredited Organizations and the Policy on Institutional Compliance with Title IV. The College ensures compliance with Title IV responsibilities and expectations through an internal system of oversight and responds to any findings with corrective action plans. (Std. III.D.15).

  x   If applicable, the institution has addressed any issues raised by the ED 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. (Standard III.D.15)

The Financial Aid Office staff conducts compliance requirement checks on an annual basis by following the US Department of Education's (ED) Federal Student Aid assessment guide. The ED reviews the Single audits conducted by UH. In their most recent review ([I-34](#)), there was one finding of a failure to perform Federal Direct Loan reconciliations

for one month, which was resolved to their satisfaction. (Std. III.D.15).

  x   If applicable, the institution's student loan default rates are within the acceptable range defined by the ED. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range. (Standard III.D.15)

As noted in Std. III.D.15 and ER 5, the College currently has a zero percent student loan default rate, which has decreased over the past three years due to the COVID-related payment pause. Before the pause, the default rate had been decreasing from 18.5% in 2018 to 9.2% in 2019, staying below the 30% federal threshold that mandates forming a default prevention task force and implementing action plans ([I-35](#)).

  x   If applicable, 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. (Standard III.D.16)

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.4 and III.D.16. 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 comply 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 Five-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-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.]

Windward CC ensures compliance with Title IV responsibilities and expectations through an internal system of oversight, which includes external audit and corrective action plans to address any issues, as described in ER 5 above and in Standard III.D.15 and III.D.16.

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 ([I-92](#), [I-93](#)).

## List of Evidence

- I-1 [Early College Dashboard](#)
- I-2 [Pu'uhonua Dashboard](#)
- I-3 [Student Parent Story Dashboard](#)
- I-4 [US Census Bureau American Community Survey 2022 Koolau Economic Characteristics](#)
- I-5 [Hawai'i Career Explorer Top Career Opportunities](#)
- I-6 [Hawai'i DBEDT Research & Economic Analysis Labor Market Dashboard](#)
- I-7 [US Census Bureau Decennial Census 2020 Koolau Race Ethnicity](#)
- I-8 [US Census Bureau American Community Survey 2022 Koolau Age and Sex](#)
- I-9 [High School Background of First-Time Students](#)
- I-10 [C2ER Cost of Living Index](#)
- I-11 [C2ER Cost of Living Index Detailed](#)
- I-12 [US Bureau of Labor Statistics Consumer Price Index](#)
- I-13 [Georgetown University Center on Education and the Workforce Report](#)
- I-14 [UHCCP 4.203 Institution-Set Standards with Attachment A](#)
- I-15 [2023 Student Affairs ARPD](#)
- I-16 [ACCJC 2024 Annual Report](#)
- I-17 [UH RP 3.201 Major Organizational Units UH](#)
- I-18 [WCC Organization Charts 2024](#)
- I-19 [WCC Functional Statement 2021](#)
- I-20 [2025 UHCC Functional Map](#)
- I-21 [Hawai'i State Constitution Article X, Sections 5 & 6](#)
- I-22 [Hawai'i Revised Statute 26-11](#)
- I-23 [Hawai'i Revised Statute 304A-101](#)
- I-24 [UH EP 5.101 Authority to Award Degrees and Certificates](#)
- I-25 [USDOE DAPIP Location Profile](#)
- I-26 [Veterans Affairs GI Bill Comparison Tool](#)
- I-27 [ACCJC Accreditation Information](#)
- I-28 [WCC Institutional Research](#)
- I-29 [WCC Class Availability](#)
- I-30 [WCC CCE Workforce Development](#)
- I-31 [WCC Course Catalog 2023-24](#)
- I-32 [UH Budget and Finance](#)
- I-33 [2023 UH Financial and Compliance Audit](#)
- I-34 [WCC A-133 Audit 2021-22](#)
- I-35 [NSLDS Official Cohort Default Rate](#)
- I-36 [UH EP 8.210 Systemwide Financial Reserves](#)
- I-37 [WCC Accreditation](#)
- I-38 [UH Metrics Portfolio: Performance Funding](#)
- I-39 [UH System 2023-2029 Strategic Plan](#)
- I-40 [UHCCP 5.202 Attachment 1-A Instructional ARPD Procedures](#)
- I-41 [2023 Vet Tech ARPD Workforce Analytics](#)
- I-42 [2020 Vet Tech 5-Year Review](#)
- I-43 [WCC PBC Handbook 2023-24](#)
- I-44 [WCC Credit Curriculum Policies and Procedures](#)
- I-45 [UHCCP 5.203 Program Credentials](#)
- I-46 [UH RP 6.202 Tuition Financial Assistance and Fees](#)
- I-47 [UH EP 5.228 Credit Hour](#)
- I-48 [3-Year UH Academic Calendar, 2023-2026](#)
- I-49 [WCC Acceptance of Credits in Transfer Policy](#)
- I-50 [UH EP 5.209 UH Student Transfer](#)
- I-51 [UHCCP 5.206 Reverse Transfer](#)
- I-52 [UH Articulation and Transfer](#)
- I-53 [UH Transfer Website](#)



- I-54 [UH Course Transfer Database](#)
- I-55 [WCC Admission and Records Forms](#)
- I-56 [WCC Request for Transcript Evaluation Form](#)
- I-57 [UHCCP 5.302 Prior Learning Assessment Program](#)
- I-58 [WCC Prior Learning Assessment Policy 2023](#)
- I-59 [WCC Distance Education Course Justification Form](#)
- I-60 [WCC Guidelines for Online Office Hours](#)
- I-61 [ACCJC 2024 Policy on Distance Education and on Correspondence Education](#)
- I-62 [WCC Peer Evaluation Form - Online](#)
- I-63 [UH Online Student Identity Verification](#)
- I-64 [WCC RSI Online Course Self-Evaluation](#)
- I-65 [2022 ARPD Academic Support Services Executive Summary](#)
- I-66 [2022 ARPD Student Affairs All Other Programs](#)
- I-67 [2022 ARPD Library](#)
- I-68 [WCC Ka Piko](#)
- I-69 [2022 ARPD Ka Piko Tutoring Services](#)
- I-70 [STAR Kama'āina Application](#)
- I-71 [STAR-GPS Executive Summary](#)
- I-72 [STAR Advisors Executive Summary](#)
- I-73 [STAR Balance Student Guide](#)
- I-74 [UH Information Technology Services](#)
- I-75 [UH ITS Services](#)
- I-76 [UH Online Discover Lamakū Faculty and Staff](#)
- I-77 [WCC Media Technology Services](#)
- I-78 [2022 ARPD Media Technology Services](#)
- I-79 [Substantive Change Proposal Online AA](#)
- I-80 [WCC Student Academic Grievance Procedures](#)
- I-81 [UH EP 1.202 Nondiscrimination, Equal Opportunity, and Affirmative Action Policy](#)
- I-82 [UH RP 1.205 Policy on Nondiscrimination and Affirmative Action](#)
- I-83 [UH AP 1.204 Complaint Procedures Regarding Sex Discrimination](#)
- I-84 [UH EP 1.204 Interim Policy on Sex Discrimination](#)
- I-85 [WCC Programs of Study](#)
- I-86 [WCC 2024-25 Program Sheets](#)
- I-87 [WCC Pre-College Programs](#)
- I-88 [WCC Career and Technical Education](#)
- I-89 [WCC Website](#)
- I-90 [WCC Policies and Procedures](#)
- I-91 [WCC Accreditation Documents](#)
- I-92 [UH EP 8.200 Policy on Contracts and Signing Authority](#)
- I-93 [UH EP 8.107 Delegation of Authority Less than \\$25000](#)

## Section G: Institutional Analysis



### 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.

#### I.A. Mission

##### 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, vision, and core values statements are presented in both Hawaiian and English:

#### **Our Mission**

'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.

### **Our Vision**

*Ka Mālamalama o ke Ko’olau – “Enlightening Ko’olau”*

Students and community members will be enriched by “the light of knowledge” through quality programs in order to lead full, productive lives in a rapidly changing world.

### **Our Core Values**

*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 pūnāwai kahe wale ke aloha.* Serving and supporting with aloha.

*Kūlia i ka nu’u.* Striving for excellence.

*He ali’i ka ‘āina, he kauwā ke kanaka.* Caring for Hawai’i and the planet.

### **Analysis and Evaluation**

Per the Mission Policy ([IA-2](#)), Windward CC’s Mission, Vision, and Core Values statements describe the institution’s broad educational purposes, intended student population, types of offered degrees and credentials, and commitment to student learning and achievement ([IA-3](#)).

These reflect the College’s broad educational purpose to equip students with an understanding of the rich heritage of Hawai’i, care for Hawai’i and the planet, and the knowledge and skills necessary to lead fulfilling and productive lives in a constantly evolving

world. They specify that Windward CC offers programs in the arts, sciences, liberal arts, career education, and lifelong learning. The statements identify residents of the Ko’olau district of O’ahu and beyond as the College’s primary student population and communicate the institution’s special commitment to supporting the access and educational needs of Native Hawaiians.

The College’s mission, vision, and core values convey its commitment to inspiring students to excellence through meaningful curricula and diverse learning experiences.

### **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**

Windward CC develops its Mission and Strategic Plan in conjunction and alignment with those of the UHCC System, which allows the College to utilize UHCC-provided metrics to determine how it is accomplishing its overall mission ([IA-4](#), [IA-5](#), [IA-6](#), [IA-7](#)). The Office of the Vice President of Community Colleges (OVPC) established eight student achievement indicators to maintain high quality within the community colleges, as established in UHCC Policy 4.203 ([IA-8](#)). When the UHCC Strategic Plan is updated, the College works with the UHCC System to set floor and aspirational goals for each. The data is analyzed annually, comparing targets to actual counts, and used to guide actions toward improvements ([IA-9](#) pp. 43-46, [IA-10](#)).

Every organizational unit of the College completes an annual review. These assessment reports evaluate the effectiveness of programs

and services in supporting the College's mission ([IA-11](#) p. 9). For instance, the Office of Community and Career Education analyzes data to assess its effectiveness in supporting workforce development and lifelong learning programs that align with Windward CC's mission ([IA-12](#) pp. 2-4, 7-11). Similarly, the AA in Hawaiian Studies annual report considers data to evaluate the program's efficacy in supporting the mission's special commitment to Native Hawaiians ([IA-13](#) pp. 7-11). All academic degree programs and the Office of Community and Career Education additionally do a five-year program review. These provide insight into trends and allow for deeper analysis ([IA-14](#), [IA-15](#), [IA-16](#)).

Windward CC's mission includes a special commitment to serve Native Hawaiian students. One of the College's 2018 Quality Focus Essays (QFE) determined the need for disaggregated data on enrollment, persistence, and completion rates of Native Hawaiian students to support actions to increase parity ([IA-9](#) pp. 47-50). Accordingly, the College has established an annual report investigating parity for Native Hawaiian students ([IA-17](#)). The report measures Windward CC's success in meeting its mission-specific commitment to support the access and educational needs of Native Hawaiians. For example, the Native Hawaiian Advisory Council and Ke Kumu Pali rely on this data to guide efforts toward increasing parity ([IA-18](#), [IA-19](#)).

The College's mission also specifies a commitment to provide quality educational opportunities to the Ko'olau region and beyond. The Distance Education Dashboard ([IA-20](#)) and the Distance Education Annual Report ([IA-21](#), [IA-22](#)), which were established based on a 2018 QFE ([IA-9](#) pp. 50-54), allow the College to assess this mission-related goal.

The Institutional Effectiveness Committee conducts meta-assessments of all key governance units ([IA-23](#) p. 1), including an examination of their contributions to the mission. For example, the 2022 Planning and Budget Council (PBC) meta-assessment determined that the PBC ensures responsible resource management in alignment with the mission ([IA-24](#) p. 7).

### ***Analysis and Evaluation***

The College uses data to gauge how effectively it accomplishes its mission and to ensure that institutional priorities align with mission directives and meet students' educational needs. This data-driven evaluation is evident in the UHCC and Windward CC performance indicator reports, department annual assessments, program reviews, the Native Hawaiian and Distance Education annual reports, and meta-assessments of governance units. Consideration of the mission is inextricably woven into assessment and planning, ensuring that institutional priorities closely align with the mission and its commitment to meeting the educational needs of students (see Standards I.A.3 and I.B.5 below).

#### **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 goals.

#### ***Evidence of Meeting the Standard***

The UH, UHCC, and Windward CC missions guide the development, review, and revisions at all levels of planning. These plans, in turn, guide decision-making, including resource allocation decisions.

The College's Strategic Plan is developed in conjunction with UH and UHCC Strategic Plans and through the particular lens of the College Mission. In AY 2021, the College initiated an internal planning process to identify value-based strategies to further the College in fulfilling its mission and vision ([IA-25](#) p. 1). In AY 2023, the College began a second round of internal planning to ensure its priorities and strategies aligned with the newly approved UH Strategic Plan ([IA-26](#)). In Fall 2023, the College solicited feedback through the discussion board and the PBC before adopting its official 2023-2029 Strategic Plan ([IA-27](#)).

UH and UHCC policies require that new and existing programs align with the College mission ([IA-28](#), [IA-29](#)). Accordingly, the College's policies and procedures ensure its curriculum comprises courses and programs designed to meet students' educational needs and serve the mission ([IA-30](#) Article A). For example, the Associate in Arts in Hawaiian Studies program directly supports the mission by giving students "opportunities to gain knowledge and understanding of Hawai'i and its unique heritage," and the Mental Health Technician Certificate program directly supports the mission's goal to provide career training ([IA-31](#), [IA-32](#)).

In their annual and five-year reviews, programs and services assess how effectively they contribute to the mission and describe how their unit's action plans will support the mission and strategic plan ([IA-11](#) p. 9, [IA-33](#)). The Chancellor's office, operational units like Administrative Services, and student support units such as Counseling and Financial Aid also reflect on their contributions to the mission in their annual reviews ([IA-34](#) p. 7; [IA-35](#) pp. 1, 4, 16; [IA-36](#) p. 8, 11).

The annual review template facilitates integrated reflection, assessment, and planning so the reports can inform curricular changes, strategic planning, decision-making, and resource allocations ([IA-11](#) p. 9). Every resource request is ranked by Windward CC's Planning and Budget Council (PBC), partly based on its alignment with the College's strategic plan and goals, which tie directly to the mission ([IA-37](#) p. 2). This ranking informs PBC's prioritization of requests and the allocation of the College's funds ([IA-11](#) pp. 7-10), including the College's biennium budget requests ([IA-5](#) p. 3).

UHCC has established student achievement indicators to measure UHCC mission attainment ([IA-8](#)). Because the Windward CC and UHCC missions are aligned ([IA-4](#)), these also measure Windward CC's mission attainment and inform the College in setting institutional goals for student learning and achievement ([IA-9](#) pp. 43-46).

### ***Analysis and Evaluation***

Windward CC's mission is central to its planning, decision-making, and resource allocation processes. Institutional planning aligns with the mission at all levels, from developing annual action plans for operational units and support services to setting long-range strategic directions for the College. New program proposals and budget requests are evaluated and implemented based on their potential to contribute to mission attainment.

#### **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**

Windward CC prominently communicates its BOR-approved mission statement via the College's website, catalog, strategic plan, classrooms, and course syllabi ([IA-2](#), [IA-38](#) p. 2, [IA-27](#) p. 3, [IA-39](#), [IA-40](#), [IA-41](#)).

UH BOR and Windward CC policies direct that the mission statement is to be reviewed and revised as necessary every five to ten years ([IA-2](#), [IA-42](#), [IA-43](#)). In 2023, the Windward CC's Mission, Vision, and Core Values Task Force surveyed students, faculty, and staff about how accurately the mission expressed the broad educational purposes of the College ([IA-44](#), [IA-45](#)). Based on the results, the task force recommended no changes, and the PBC reaffirmed the statements ([IA-46](#), [IA-47](#) p. 2). As part of the College's regular evaluation process, Windward CC's mission statement was reviewed and reaffirmed by the College and the Board of Regents in Spring 2023 ([IA-1](#) p. 31).

### **Analysis and Evaluation**

Windward Community College's mission is prominently posted throughout the institution and referenced in strategic planning documents, committee charters, and annual reviews. Per Windward CC's Mission Policy, the College carries out periodic reviews of the mission, vision, and core values.

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

The mission guides the College and is at the heart of its programs and services. The mission defines the College's purpose, student population, scope of offerings, and commitment to student learning and achievement. The College uses data to assess its effectiveness in fulfilling this mission and aligns programs and services accordingly. The mission, vision, and value statements guide decision-making,

planning, and resource allocation and are regularly reviewed and updated. Windward CC demonstrates a solid commitment to a mission emphasizing student learning and achievement.

### **Improvement Plan(s)**

None.

### **Evidence List**

IA-1	<a href="#">BOR Committee on Institutional Success Agenda 2023-10-05</a>
IA-2	<a href="#">WCC Mission Policy</a>
IA-3	<a href="#">WCC Mission, Vision, and Core Values</a>
IA-4	<a href="#">University of Hawai'i Community Colleges Mission</a>
IA-5	<a href="#">WCC Strategic Plan Action Outcomes 2015-2021</a>
IA-6	<a href="#">UH Strategic Directions 2015-2021</a>
IA-7	<a href="#">WCC Strategic Plan Metrics</a>
IA-8	<a href="#">UHCCP 4.203 Institution-Set Standards with Attachment A</a>
IA-9	<a href="#">2022 Accreditation Midterm Report</a>
IA-10	<a href="#">UHCC Performance Indicators Dashboard</a>
IA-11	<a href="#">WCC PBC Handbook 2022-23</a>
IA-12	<a href="#">2021-22 OCCE Annual Report</a>
IA-13	<a href="#">2021 ARPD WCC Hawaiian Studies</a>
IA-14	<a href="#">CCE Five-Year Report 2015-2019</a>
IA-15	<a href="#">AA Hawaiian Studies Five-Year Program Review 2015-2019</a>
IA-16	<a href="#">2013-2020 ARPD Veterinary Technology</a>
IA-17	<a href="#">WCC 2023 Native Hawaiian Annual Report Dashboard</a>
IA-18	<a href="#">Ke Kumu Pali General Meeting Minutes 2023-09-01</a>
IA-19	<a href="#">Ke Kumu Pali General Meeting Minutes 2024-01-05</a>
IA-20	<a href="#">WCC Distance Education Dashboard 2020-2024</a>
IA-21	<a href="#">2021-2022 Distance Education Annual Report</a>
IA-22	<a href="#">2022-2023 Distance Education Annual Report</a>
IA-23	<a href="#">IEC Meeting Minutes 2024-01-26</a>
IA-24	<a href="#">AY 2022 PBC Meta-Assessment Report</a>

IA-25	<a href="#"><u>2023-2029 Strategic Planning Overview</u></a>
IA-26	<a href="#"><u>University of Hawai'i Strategic Plan, 2023-2029</u></a>
IA-27	<a href="#"><u>WCC Strategic Plan 2023-2029</u></a>
IA-28	<a href="#"><u>UH RP 5.201 Instructional Programs</u></a>
IA-29	<a href="#"><u>UHCCP 5.203 Program Credentials: Degrees and Certificates</u></a>
IA-30	<a href="#"><u>WCC Credit Curriculum Policies and Procedures</u></a>
IA-31	<a href="#"><u>Associate in Arts in Hawaiian Studies</u></a>
IA-32	<a href="#"><u>UH News: Mental Health Technician Graduates Honored by DOH and Windward CC</u></a>
IA-33	<a href="#"><u>WCC 2022 ARPD Template</u></a>
IA-34	<a href="#"><u>2019-20 Chancellor's Office Annual Report</u></a>
IA-35	<a href="#"><u>2021-22 Administrative Services Annual Report</u></a>
IA-36	<a href="#"><u>2022 ARPD Student Affairs</u></a>
IA-37	<a href="#"><u>PBC Request Form 2022-23</u></a>
IA-38	<a href="#"><u>WCC Course Catalog 22-23</u></a>
IA-39	<a href="#"><u>Spring 2023 ACC 200 Syllabus</u></a>
IA-40	<a href="#"><u>Spring 2023 MUS 121C Syllabus</u></a>
IA-41	<a href="#"><u>Spring 2023 WGSS 151 Syllabus</u></a>
IA-42	<a href="#"><u>UH RP 4.201 Mission and Purpose of the University</u></a>
IA-43	<a href="#"><u>2016 Mission, Vision, and Core Values Executive Summary</u></a>
IA-44	<a href="#"><u>2023 Mission Vision Values Team Notes and Plans</u></a>
IA-45	<a href="#"><u>WCC Mission Vision and Core Values Survey Results</u></a>
IA-46	<a href="#"><u>Recommendations from Mission Vision Core Values Taskforce</u></a>
IA-47	<a href="#"><u>PBC Meeting Minutes 2023-10-13</u></a>

## I.B. Assuring Academic Quality and Institutional Effectiveness

### Academic Quality

#### 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*

The College has a culture of assessment and continuous improvement facilitated by ongoing substantive dialog about all areas of concern, with discussions occurring throughout the year in various contexts.

Convocations are held at the beginning of each fall and spring semester to gather all faculty, staff, and administrators. During these sessions, the Chancellor and key committees share institutional data, including UHCC-defined student achievement success measures ([IB-1](#) pp. 25-37, [IB-2](#) pp. 4-8, [IB-3](#)), and lead conversations about student success, achievement, and equity. These have included data-informed group discussions to explore ways to increase student success in several student subpopulations, including single-parent, Native Hawaiian, male, and LGBTQI students ([IB-4](#), [IB-2](#), [IB-1](#) p. 51, [IB-5](#), [IB-1](#) pp. 45-49).

The Institutional Effectiveness Committee (IEC) facilitates ongoing dialog as it works to develop and sustain a culture of assessment throughout the institution. The committee provides training, skills, and tools for units to assess themselves ([IB-6](#)). It also conducts regular meta-assessments for all major governance entities of the College, the results of which are discussed

within the assessed units for improvement purposes ([IB-7](#), [IB-8](#) pp. 1-2).

The Planning and Budget Council also engages the College in substantive dialog. For example, in Spring 2021, the PBC led a process to update the College's Strategic Plan. It formed ad-hoc committees comprising faculty and staff from various instruction, academic support, and student services units to explore and establish strategies to enhance student learning and achievement ([IB-9](#), [IB-10](#)).

Substantial dialog about student learning outcomes (SLOs) occurs primarily within departments, committees, and the campus discussion board. For instance, curriculum development procedures incorporate discussion of SLOs. Beginning with immediate stakeholders, proposals to create or modify courses and programs pass through several layers of discussion, feedback, and approval ([IB-11](#)). Proposals are posted to the campus discussion board to gather input, reviewed by the Curriculum Committee, and presented to the Faculty Senate for discussion and approval. For example, in 2022, the College followed this process to adopt a course learning outcome modification for BIOL 171 ([IB-12](#), [IB-13](#)) and to modify requirements for the Sustainability ASC program to allow for a broader student experience ([IB-14](#)).

Departments routinely discuss student outcomes for their programs and courses and use the data to inform plans for improvement, as reported in their annual reports, e.g., Language Arts ([IB-15](#) pp. 16-17), Math and Business ([IB-16](#) pp. 21-22), and Natural Sciences ([IB-17](#) pp. 24-25).

A system-wide process to review and redesign the General Education curriculum ([IB-18](#)) generated significant sustained, substantial, and



collegial dialogue on what constitutes a good education. Through this process, the Windward CC, UHCC, and UH communities discussed academic quality in town halls, department and committee meetings, and the Windward CC discussion board ([IB-19](#), [IB-20](#), [IB-21](#), [IB-22](#)).

### ***Analysis and Evaluation***

The College engages in sustained, substantive, and collegial dialogue at the departmental, committee, and campus-wide levels on student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. This dialog occurs within and between governing committees, during convocations and department meetings, and on the campus discussion board.

#### **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***

The College defines General Education (GELO), Program (PLO), and Course Student Learning Outcomes (CLO) for its degrees and certificate programs ([IB-23](#), [IB-24](#), [IB-25](#)) through its credit curriculum policies and procedures ([IB-26](#), [IB-11](#)). These are defined and vetted through the curriculum development process described in Standard II.A.1 below, through which course learning outcomes are mapped to corresponding program learning outcomes and general education outcomes to ensure relevancy and to scaffold assessment ([IB-26](#) p. 5, [IB-27](#), [IB-28](#), e.g., [IB-29](#)). The noncredit workforce development programs define CLOs and PLOs in collaboration with community partners ([IB-30](#), [IB-31](#), [IB-32](#) p. 3).

The Institutional Effectiveness Committee (IEC) is responsible for planning and overseeing an institutional timeline for the systematic, comprehensive, and ongoing assessment of all credit and noncredit programs and other units identified in the Program Review Policy ([IB-33](#), [IB-34](#)). The Program Review timeline schedules a comprehensive assessment of GELOs and PLOs every five years ([IB-35](#)).

Faculty are responsible for conducting ongoing assessments of learning outcomes (CLOs) ([IB-36](#)). Beginning in 2019, faculty enter CLO assessment results into the Watermark (formerly Aqua) assessment tool, which replaced the prior in-house system. The OIR provides CLO, PLO, and GELO attainment reports on the assessment dashboard ([IB-37](#)). These are discussed in the departments and used to shape action plans for improving student learning (e.g., [IB-38](#) pp. 1-2, [IB-39](#) pp. 2-3).

Instructional departments and programs complete annual reviews. Their reports include a list of assessed courses, a summary of the resulting analysis, action plans, and courses to be assessed in the following academic year (e.g., [IB-15](#) pp. 16-17, [IB-40](#) pp. 25-28, [IB-32](#)).

Although all units and programs are expected to complete comprehensive assessments every five years, adherence to this schedule has been inconsistent, especially for offices and services. Factors have included migration to Watermark, personnel changes, and the pandemic. CLO, PLO, and GELO assessments were rescheduled for completion in Spring 2024 to address this. The CCE division completes annual and five-year reviews ([IB-32](#), [IB-41](#)). Although student learning has been consistently evaluated in the classroom, until recently, its PLOs were primarily reviewed for currency by program coordinators and faculty each fall and during the five-year reviews ([IB-42](#), [IB-41](#) p. 3). In 2024, CCE began

developing procedures to ensure the systematic assessment of CLOs and PLOs ([IB-43](#)).

As detailed in Standard II.B.3 below, the units providing library and learning support resources and services define learning, service, and process outcomes. These are regularly assessed through various methods, including patron surveys, SLO assessments, usage reports, direct feedback, and other means to guide continual improvements, as reported in each unit's Annual Review of Program Data (ARPD). The ARPDs identify each unit's SLO, service, process outcomes, related assessment data, and action plans (e.g., Library, [IB-44](#) pp. 6-8; Tutoring, [IB-45](#) pp. 2-20; Testing, [IB-46](#) pp. 4-7; Instructional Development Services, [IB-47](#) pp. 3-7; Media Technology Services, [IB-48](#) pp. 4-8; Computing Services, [IIB-49](#) pp. 2-8).

Similarly, units providing student support services define learning and unit learning, service, and process outcomes, as described below in Standards II.C.1 and II.C.2. The Student Affairs division's ARPDs state each unit's outcomes, present an analysis of quantitative and qualitative assessment data, and identify improvement plans (e.g., Student Affairs, [IIC-1](#) pp. 2-5; Admissions and Records, [IIC-4](#) pp. 5-7; Financial Aid, [IIC-5](#) pp. 8-11; Counseling, [IIC-6](#) pp. 11-12; all other units, [IIC-7](#) pp. 2-9).

### ***Analysis and Evaluation***

The institution defines and assesses learning outcomes for all courses and programs and process outcomes for all non-instructional units, including those responsible for student and learning support services. The College has begun to address inconsistencies in adherence to the comprehensive review schedule for offices and services and the systematic assessment of CLOs and PLOs for its noncredit programs.

### **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. (ER 11)

### ***Evidence of Meeting the Standard***

Per UHCC Policy 4.203, the Office of the Vice President of Community Colleges (OVPCC) established eight institution-set standards for student achievement. For each, the OVPCC defines minimum levels of achievement and sets aspirational targets corresponding with system strategic plan targets ([IB-50](#) pp. 2-3, [IA-8](#) p. 2). The most recent strategic plan continues the use of these metrics. The standards are: 1. Course Completion, 2. Degrees and Certificates Awarded, 3. Native Hawaiian Students Receiving Degrees and Certificates Awarded, 4. Pell Recipient Degrees and Certificates Awarded, 5. Transfer to Baccalaureate Institutions, 6. Integrated Postsecondary Education Data System (IPEDS) Student Success Rate, 7. Licensure and Certification Examination Success Rate, and 8. Job Placement Rate. The OVPCC provides data regarding these standards, which the College uses to guide planning, decision-making, and resource allocation ([IA-8](#) p. 2, [IB-51](#)).

Additionally, the UH Institutional Research, Analysis & Planning Office (IRAPO) collates and publishes data for numerous other strategic metrics used for planning in support of student learning and success initiatives, including those established by the State Performance Funding system based on UH Strategic Directions ([IB-52](#), [IB-53](#)).

## ***Analysis and Evaluation***

The University of Hawai'i and University of Hawai'i Community Colleges systems have established standards for student achievement and have defined baseline and aspirational goals for each. UH, the UHCC, and Windward CC collect and publish relevant data, which the College uses in planning, decision-making, and resource allocation.

### **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***

The Planning and Budget Council (PBC) is the key organizational structure that ensures the use of data to inform strategic planning, program planning, and resource allocations ([IB-54](#)). Per the PBC's Charter ([IB-54](#)), the PBC reviews and updates the College Strategic Plan, prioritizes strategic actions, and makes informed recommendations about resource allocation priorities to the Chancellor based on program reviews, annual reports, instructional and non-instructional assessments, summary reports from deans and directors, and assessments of student and community needs ([IB-55](#)).

The PBC recently utilized student achievement data to set new goals in alignment with the University of Hawai'i System's 2023-2029 Strategic Plan ([IB-56](#) p. 3, [IB-57](#), [IB-58](#)). For example, after analyzing data on the average time to graduate, the PBC set strategic objectives to shorten pathways through intentional and dynamic scheduling ([IB-59](#) p. 7).

Windward CC's Program Review Policy ([IB-34](#)) provides direction for a sustained, formal, systematic review of the effectiveness of all

instructional programs and support units. The policy emphasizes collecting, analyzing, presenting, and using evidence to ensure students receive a high-quality education. For example, when a review showed that a significant reason students drop out of college is to work, Windward CC developed its College Friendly Workplace initiative to enable students to do both ([IB-60](#)).

Three organizational structures at Windward CC facilitate the use of assessment data in institutional planning to support student learning and achievement: the Office of Institutional Research (OIR), the Office of Planning and Program Evaluation (OPPE), and the Institutional Effectiveness Committee (IEC).

The OIR provides quantitative data and analysis to strengthen and improve courses, programs, and services and administers the Watermark outcomes assessment tools ([IB-61](#)). The OPPE offers comprehensive support services for planning, research, accreditation, and assessment to faculty, staff, and administrators ([IB-62](#) p. 9). One duty of the OPPE Director has been to serve as the chair of the IEC, which monitors, promotes, and reports on assessment activities ([IB-33](#)).

The position of Director at OIR became vacant in January 2021 due to retirement, but due to system-wide hiring restrictions, the position remained unfilled. The Director of OPPE retired in January 2023. Recruitment for the combined Director of Planning, Research, and Assessment position began in the fall of 2023 ([IB-63](#)). Administrators, faculty, and staff have maintained the essential functions of these offices in the interim.

## ***Analysis and Evaluation***

Windward CC is committed to using data and evidence-based decision-making in its planning

processes. The PBC, OIR, OPPE, and IEC contribute to the collection, analysis, and use of data to inform institutional planning and support student learning and achievement.

#### Institutional Effectiveness

##### **I.B.5.**

The institution assesses the 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***

As described in Standards I.A.2 and I.B.4 above, Windward CC assesses its mission attainment through program review, student learning and achievement analysis, and the strategic plan review process ([IB-34](#)).

Relevant data are disaggregated for analysis by program and mode of delivery, and provided through the Assessment Dashboard ([IB-65](#), [IB-37](#)). These data are also included within the annual and 5-year comprehensive reviews for each department, program, and support unit, as appropriate ([IB-64](#) pp. 2-16, [IB-65](#) pp. 2-11, [IB-66](#) pp. 2-21, [IB-67](#) pp. 2-24).

Additionally, data disaggregated by modality is submitted annually in the Distance Education (DE) report ([IB-68](#)). This report is available as a dashboard on the Windward CC Institutional Research website ([IB-69](#)).

##### ***Analysis and Evaluation***

Mission success is measured via annual reviews, program reviews, strategic plan data, and student learning outcome assessments. Quantitative and qualitative data are

disaggregated for analysis by program type and mode of delivery.

##### **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 UH Institutional Research, Analysis & Planning Office (IRAPO), the UHCC System, and Windward CC's Institutional Research Office (IRO) provide disaggregated data for student achievement for use in ongoing program review and improvement ([IB-53](#), [IB-70](#), [IB-61](#)).

For instance, in its Annual Reports of Program Data (ARPD), UHCC disaggregates the number of degrees and certificates earned by Native Hawaiian and non-Native Hawaiian students at the program level for the AA in Hawaiian Studies, the AA in Liberal Arts, and the AS in Natural Sciences ([IB-70](#)).

Dashboards on Windward CC's Institutional Research (IR) page display disaggregated achievement data for subpopulations. For example, the Degree Count and Enrollment dashboards allow users to view data by gender and Native Hawaiian and Non-Native Hawaiian ethnicity, and the Male Student Story dashboard tracks student achievement indicators by gender and Native Hawaiian and Non-Native Hawaiian ethnicity ([IB-61](#), [IB-71](#), [IB-72](#)). The Native Hawaiian Annual Report also provides data on Native Hawaiian and Non-Native Hawaiian student achievement for numerous student success indicators ([IB-73](#)).

The College uses this data to guide planning for improvements in student success. For example, while developing the 2023-2029 Strategic Plan, the PBC set objectives and identified strategies to address the male enrollment gap and promote achievement for Native Hawaiian students ([IB-74](#), [IB-57](#), [IB-75](#) pp. 15-17).

From Fall 2020 to Spring 2023, Windward CC participated in the National College Transition Network's College Success for Single Mothers project. The project collected data from focus groups and surveys to identify achievement gaps for student parents ([IB-76](#)). The College then implemented several strategies to increase awareness of student-parent resources on campus and provide targeted support to student parents ([IB-77](#)). Based on information collected through the project, the College sought resources to meet retention, persistence, graduation, and student success priorities ([IB-78](#) p. 17). One immediate outcome was creating a quiet study space for student parents to gather near the campus childcare center ([IB-78](#) p. 13).

While CLO and PLO assessment results have not been disaggregated by subpopulation, the College's Assessment Dashboard presents GLO attainment data disaggregated by modality, gender, and ethnicity ([IB-37](#), [IB-79](#)).

### ***Analysis and Evaluation***

Windward CC disaggregates and analyzes student achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocating or reallocating human, fiscal, and other resources to mitigate those gaps and evaluates the efficacy of those strategies. The College currently disaggregates GLO but not CLO or PLO attainment by subpopulations.

### **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***

Windward CC's Policy Formation Process Policy specifies the assessment of policies for currency, internal coherence, consistency with other policies, and relevance to the College's mission at least every five years or more frequently as specified within specific policies ([IB-80](#)). The Chancellor initiated the most recent comprehensive policy review in Spring 2024 ([IB-81](#)).

The Institutional Effectiveness Committee (IEC) is responsible for evaluating all major governance entities and the College's assessment processes every other year ([IB-7](#) p. 1, [IB-82](#)). The assessment results are provided to the evaluated groups so they can make informed changes to their policies and procedures ([IB-8](#) p. 2).

Each spring, the College reviews the credit and curriculum policies and procedures affecting instructional programs ([IB-83](#)). In Spring 2020, the Continuing Student Study Group initiated a change to the Repeated Class policy when evidence showed the existing policy impacted students negatively ([IB-84](#)), and the Acceptance of Credits in Transfer and Prior Learning Assessment policies were reviewed and updated in 2023 ([IB-85](#), [IB-86](#)).

The appropriate student and learning support units review and revise operational policies. For

example, the Library's Collection Development Policy was revised in 2019 and reviewed in 2023 (IB-87). Resource management policies and procedures are also reviewed by their respective responsible units. For example, the Staff Development Committee changed its policy in 2023 to increase the maximum award limit (IB-88).

### ***Analysis and Evaluation***

Windward CC uses various means to ensure that policies and practices for all areas of the College are regularly reviewed and updated, including instructional programs, student and learning support services, resource management, and governance processes.

#### **1.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***

The annual reviews conducted by all programs, departments, and organizational units are published on the College's intranet each year (IB-89). Assessment data related to the strategic plan, performance funding, parity, and other Windward CC-specific objectives are shared at each convocation so faculty and staff are well informed as they develop strategies and set priorities toward improvement (IB-1 pp. 25-37, IB-2, IB-3, IB-4, IB-9, IB-90). Furthermore, Windward CC's OIR publishes assessment data on various public data dashboards (IB-37, IB-65, IB-71, IB-72, IB-73, IB-79, IB-91).

The Office of the Vice President for Community Colleges (OVPCC) routinely provides Windward CC with student attainment data. For example,

each year throughout the 2015-2021 Strategic Plan period, the OVPCC provided data on the College's strengths and weaknesses indicated by the UH strategic planning measures (IB-92, IB-93).

As described in Standard I.B.2 above, results of GELO, PLO, and SLO assessments are shared and discussed in department meetings to allow faculty to identify best practices and develop improvement plans.

### ***Analysis and Evaluation***

Windward CC broadly communicates the results of its assessment and evaluation activities so the institution has a shared understanding of its strengths and weaknesses and may set appropriate priorities.

#### **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 the accomplishment of its mission and the 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. (ER 19)

### ***Evidence of Meeting the Standard***

The Planning and Budget Council (PBC) oversees systematic planning at Windward CC, including an annual review of the Strategic Plan, so the College can best utilize its strengths, fortify its weaknesses, take advantage of new opportunities, and respond to external complexities (IB-89).

Based on program reviews, annual reports, and summary reports from the deans and directors,

the PBC prioritizes strategic actions and budget requests for resource allocations and recommends initiatives toward achieving the College's goals (IB-89). The Institutional Effectiveness Committee (IEC) assists these processes by ensuring a systematic, comprehensive, and ongoing assessment of the credit programs, noncredit programs, and other units identified in the Program Review Policy (IB-6, IB-34).

To support long-term planning, the PBC ensures that annual updates to the Strategic Plan incorporate the plans and goals identified in departmental and unit annual and five-year reviews (IB-55 p. 5). It supports short-term planning needs by facilitating annual and biennial activities such as catalog updates, institutional surveys, committee reports, budget development, and department and program reviews (IB-55 pp. 4-5).

Every organizational unit of the College is expected to complete annual and comprehensive five-year reports intended to be part assessment, part evaluation, and part recommendation (IB-55 p. 9). A report template allows academic programs, student and learning support services, and administrative units to evaluate their effectiveness and use assessment data to guide changes for improvement consistently (IB-94).

If resource needs are identified, units submit budget request forms to the PBC. In the spring, each unit presents its requests to the Committee, answers questions, and provides clarifications (IB-95, IB-55 p. 9, IB-55 p. 10). PBC members provide a weighted ranking for each request in an online survey based on its potential impact on health and safety, strategic goals, institutional needs, fiscal stability, and student learning. From these ranked results, the

PBC recommends resource allocation to the Chancellor (IB-96, IB-55 p. 2, IB-55 p. 10).

At the beginning of every academic year, the Chancellor submits an annual report highlighting funding decisions for the previous academic year to the PBC. If the Chancellor does not implement or accept the Council's recommendation, the Chancellor provides a written explanation to the Council (IB-97, IB-98, IB-55 p. 10).

These activities integrate program review, planning, and resource allocation into a comprehensive process that leads to accomplishing the mission and improving institutional effectiveness and academic quality.

### ***Analysis and Evaluation***

All units in the College engage in continuous, systematic evaluation and planning. Windward CC integrates program review, planning, and resource allocation into a transparent and comprehensive process that supports the collegial accomplishment of Windward CC's mission and the improvement of institutional effectiveness and academic quality.

### **Conclusions on Standard I.B: Academic Quality and Institutional Effectiveness**

The College ensures academic quality and institutional effectiveness through dialogues on student learning outcomes, equity, and improvement. Windward CC defines and assesses learning outcomes for its programs and support services and employs set standards for evaluating student achievement. Organized processes collect and utilize assessment data to support student learning and achievement. Mission accomplishment is evaluated through program reviews, goals, and student

achievement analysis. To address performance gaps, the College implements strategies, allocates resources, and regularly evaluates policies and practices. Sharing results widely, Windward CC ensures a shared understanding of strengths, weaknesses, and priorities. Comprehensive evaluation and planning integrate program review, planning, and resource allocation, driving institutional effectiveness, academic quality, and mission accomplishment.

### Improvement Plan(s)

To better identify and mitigate potential performance gaps, the College plans to begin disaggregating program and course learning outcomes for various student subpopulations.

#### Evidence List

IB-1	<a href="#">Fall 2022 Convocation Slides</a>	IB-19	<a href="#">Revised Gen Ed Proposal Discussion Board</a>
IB-2	<a href="#">Spring 2022 Convocation NH QFE Presentation</a>	IB-20	<a href="#">Gen Ed Redesign Q&amp;A Session Email</a>
IB-3	<a href="#">Spring 2023 Convocation Agenda</a>	IB-21	<a href="#">Faculty Senate Meeting Minutes 2021-11-02</a>
IB-4	<a href="#">Single Parent Success Convocation Presentation</a>	IB-22	<a href="#">Faculty Senate Meeting Minutes 2021-11-16</a>
IB-5	<a href="#">Fall 2022 Convocation Agenda</a>	IB-23	<a href="#">WCC Course Catalog: General Education Student Learning Outcomes</a>
IB-6	<a href="#">WCC Institutional Effectiveness Committee</a>	IB-24	<a href="#">WCC Course Catalog: Degrees and Certificates</a>
IB-7	<a href="#">IEC Meeting Minutes 2022-04-22</a>	IB-25	<a href="#">WCC Course Catalog: Courses</a>
IB-8	<a href="#">PBC Meeting Minutes 2022-04-29</a>	IB-26	<a href="#">WCC Credit Curriculum Policies and Procedures</a>
IB-9	<a href="#">Items from Spring 2021 Convocation Email</a>	IB-27	<a href="#">Kuali CM Courses Proposal Form</a>
IB-10	<a href="#">Spring 2021 Convocation Agenda</a>	IB-28	<a href="#">Liberal Arts Humanities Program &amp; Course Learning Outcomes Alignment AY23-24</a>
IB-11	<a href="#">Curriculum Dashboard</a>	IB-29	<a href="#">Assessment Scaffolding Example</a>
IB-12	<a href="#">Curriculum Committee Items 10.18.22 Discussion Board</a>	IB-30	<a href="#">Windward CCE Programs</a>
IB-13	<a href="#">Faculty Senate Meeting Minutes 2022-12-06</a>	IB-31	<a href="#">Windward CCE SLO SOP</a>
IB-14	<a href="#">Faculty Senate Meeting Minutes 2022-04-05</a>	IB-32	<a href="#">2022-23 OCCE Annual Report</a>
IB-15	<a href="#">2018-19 Language Arts Annual Departmental Report</a>	IB-33	<a href="#">WCC Institutional Effectiveness Committee Charter</a>
IB-16	<a href="#">2020-21 Math and Business Annual Departmental Report</a>	IB-34	<a href="#">WCC Program Review Policy</a>
IB-17	<a href="#">2020-21 Natural Sciences Annual Departmental Report</a>	IB-35	<a href="#">Five-Year Program Review Timeline 2020-2027</a>
IB-18	<a href="#">UH System General Education Redesign</a>	IB-36	<a href="#">WCC Courses with Completed Assessments FA19-SP24</a>
		IB-37	<a href="#">WCC Assessment Dashboard</a>
		IB-38	<a href="#">Math Discipline Meeting Minutes 2021-02-10</a>
		IB-39	<a href="#">Math Discipline Meeting Minutes 2022-03-08</a>
		IB-40	<a href="#">2019-20 Humanities Annual Departmental Report</a>
		IB-41	<a href="#">CCE 5-Year Report 2015-2019</a>
		IB-42	<a href="#">CCELC Agenda 2021-08-06</a>
		IB-43	<a href="#">CCE Student Assessment SOP</a>
		IB-44	<a href="#">2022 ARPD Library</a>
		IB-45	<a href="#">2022 ARPD Ka Piko Tutoring Services</a>
		IB-46	<a href="#">2022 ARPD Testing Services</a>
		IB-47	<a href="#">2023 ARPD Instructional Development Services</a>
		IB-48	<a href="#">2022 ARPD Media Technology Services</a>
		IB-49	<a href="#">2023 ARPD Computing Services</a>
		IB-50	<a href="#">UHCCP 4.203 Attachment A - Standard Definitions and Targets</a>
		IB-51	<a href="#">ACCJC Annual Report Data from APAPA</a>
		IB-52	<a href="#">UH Strategic Metrics Website</a>
		IB-53	<a href="#">UH Institutional Research, Analysis &amp; Planning Office (IRAPO) Website</a>



IB-54	<a href="#">WCC Planning and Budget Council Charter</a>	IB-88	<a href="#">Staff Development Maximum Award Limits</a>
IB-55	<a href="#">WCC PBC Handbook 2023-24</a>	IB-89	<a href="#">WCC Planning and Budget Council Website</a>
IB-56	<a href="#">2023-2029 Strategic Planning Overview</a>	IB-90	<a href="#">Spring 2022 Convocation Agenda</a>
IB-57	<a href="#">Data for Kuleana to Native Hawaiians and Hawai'i</a>	IB-91	<a href="#">WCC Enrollment Dashboard</a>
IB-58	<a href="#">Data for Successful Students for a Better Future</a>	IB-92	<a href="#">VPCC Fall 2019 Campus Visit</a>
IB-59	<a href="#">Strategic Planning Student Success Overview</a>	IB-93	<a href="#">VPCC Spring 2021 Campus Visit</a>
IB-60	<a href="#">WCC College Friendly Workplace</a>	IB-94	<a href="#">WCC 2022 ARPD Template</a>
IB-61	<a href="#">WCC Institutional Research</a>	IB-95	<a href="#">PBC Request Form 2022-23</a>
IB-62	<a href="#">2022-23 Chancellor's Office Annual Report</a>	IB-96	<a href="#">PBC Form Rating Survey 2023 Results</a>
IB-63	<a href="#">Director of Planning Research &amp; Assessment Ad</a>	IB-97	<a href="#">2022 Chancellor's Annual Expenditure Report</a>
IB-64	<a href="#">2020-21 Social Sciences Annual Departmental Report</a>	IB-98	<a href="#">2021 Chancellor's Annual Expenditure Report</a>
IB-65	<a href="#">2020-21 Language Arts Annual Departmental Report</a>		
IB-66	<a href="#">2021-22 Math and Business Annual Departmental Report</a>		
IB-67	<a href="#">2022-23 Natural Sciences Annual Departmental Report</a>		
IB-68	<a href="#">2021-22 Distance Education Annual Report</a>		
IB-69	<a href="#">Distance Education Dashboard 2020-2024</a>		
IB-70	<a href="#">2023 Annual Review of Program Data Example</a>		
IB-71	<a href="#">WCC Degree Count Dashboard</a>		
IB-72	<a href="#">WCC Male Student Story Dashboard</a>		
IB-73	<a href="#">WCC 2023 Native Hawaiian Annual Report Dashboard</a>		
IB-74	<a href="#">Kuleana - Hawai'i and Hawaiians Overview</a>		
IB-75	<a href="#">WCC Strategic Plan 2023-2029</a>		
IB-76	<a href="#">WCC Student Parent Story Dashboard</a>		
IB-77	<a href="#">WCC CSSM Action Plan Report</a>		
IB-78	<a href="#">Transforming Data into Action</a>		
IB-79	<a href="#">WCC GESLO Attainment by Demographic Dashboard</a>		
IB-80	<a href="#">WCC Policy Formation Process</a>		
IB-81	<a href="#">Policy and Procedure Review Email</a>		
IB-82	<a href="#">WCC Governance Assessment Policy</a>		
IB-83	<a href="#">WCC Credit Curriculum Policies and Procedures</a>		
IB-84	<a href="#">Repeated Class Policy Modification</a>		
IB-85	<a href="#">Prior Learning Assessment Policy</a>		
IB-86	<a href="#">Acceptance of Credits in Transfer Policy</a>		
IB-87	<a href="#">WCC Library Collection Development Policy</a>		

## I.C. Institutional Integrity

### 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. (ER 20)

#### ***Evidence of Meeting the Standard***

Windward CC provides clear, accurate, and truthful information to all constituencies about its mission, learning outcomes, educational programs, student support services, and accreditation statuses.

Students primarily receive information about programs and student support services via the College's website, the Windward CC catalog, new student orientations, Welina Windward (formerly FROSH Camp), and advising sessions with their counselors. Additionally, in Fall 2023, the College launched a new Student Engagement campaign to share information with students via Signal Vine texts, the Welina Windward events, and the Learning Communities ([IC-1](#), [IC-2](#), [IC-3](#), [IC-4](#) p. 2).

The Vice-Chancellor of Academic Affairs (VCAA) or the designated Curriculum Coordinator ensures that curriculum-related information is publicized promptly and effectively ([IC-5](#)). The VCAA reviews and approves all catalog submissions and updates from the Chancellor's Office, Administrative Services, Student Services, and Academic Affairs units ([IC-6](#)). Under the VCAA's direction, class scheduling requests are submitted by department chairs and discipline

coordinators, reviewed and approved by division deans, and entered into the Banner SIS by an Academic Support Education Specialist responsible for scheduling ([IC-6](#)).

The Mission, Vision, and Core Values are published on the Windward CC website, in the catalog, in course syllabuses, and posted in all classrooms ([IC-7](#), [IC-2](#), [IC-8](#), [IC-9](#)). To ensure accuracy and currency, these are reviewed and revised at least every ten years and as frequently as every five years, as needed. A task force led the Spring 2023 review with input from students, faculty, and staff. Based on their findings, the PBC reaffirmed the statements without revision ([IC-10](#), [IC-11](#), [IC-12](#), [IC-7](#)).

Windward CC publishes information about its accreditation statuses in the catalog and website and provides online access to relevant accreditation documents ([IC-2](#) p. 6, [IC-12](#), [IC-13](#)).

#### ***Analysis and Evaluation***

The College provides clear, accurate information to students and the public about its mission, learning outcomes, educational programs, and student support services. However, at the time of writing, the College has not followed a formal process to ensure its website is updated regularly. The webmaster will work with the Web Advisory Committee to create a schedule and procedures for periodic reviews ([IC-14](#)).

### 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 "Catalog Requirements." (ER 20)

### ***Evidence of Meeting the Standard***

Windward CC's catalog is available to view or download from the College's website. The College discontinued printing catalogs in 2020 and adopted the Clean Catalog software platform to produce an interactive, online, and downloadable product on Windward CC's website ([IC-15](#), [IC-16](#)). The catalog is a comprehensive document that provides students with all facts, requirements, policies, and procedures specified by the ACCJC Catalog Requirements ([IC-2](#), [IC-8](#)). Additional policies are accessible via links throughout the catalog.

The Clean Catalog product eliminates several laborious and time-intensive steps in the production process. Moreover, it allows contributors to submit content directly to the VCAA for the final approval of ready-to-publish material ([IC-16](#)).

The catalog contains the College's accreditation statuses, admissions information, tuition and fees, financial aid, academic advising, student resources, academic regulations, student rights and responsibilities, and college policies ([IC-2](#) pp. 2-3). It provides detailed information about degrees and certificates, including program learning outcomes and graduation requirements (e.g., [IC-17](#)), and courses, including their prerequisites and learning outcomes (e.g., [IC-18](#)). To ensure accuracy and currency, the VCAA leads an annual review and update of the catalog.

### ***Analysis and Evaluation***

Windward CC publishes a catalog on the College's website for access or download by current and prospective students. The catalog is updated annually to provide precise, accurate, and current information.

### **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***

The College communicates matters of academic quality, including student achievement data, to its constituents. Student achievement assessments are documented primarily by the University of Hawai'i (UH) System's Institutional Research, Analysis, and Planning Office (IRAPO) and Windward CC's Office of Institutional Research (OIR) ([IC-19](#), [IC-20](#)).

IRAPO provides public reports on enrollment, admission, and completion numbers, awarded degrees and certificates, transfers into UH 4-year campuses, the rates of graduation, retention, and success, information on performance funding, and data related to the Hawai'i Graduation Initiative ([IC-21](#), [IC-22](#), [IC-23](#), [IC-24](#), [IC-25](#), [IC-26](#), [IC-27](#)).

The Windward CC Student-Right-To-Know/Consumer Information page links information on graduation and persistence rates, which are reported and posted annually to a UH System Student-Right-to-Know page ([IC-28](#), [IC-29](#)). Additional data from IRAPO is made accessible for internal use. These include admission application data, tuition revenues, graduation information, success rates, DFW rates, enrollment trends, and small class reports ([IC-19](#)).

Windward CC's OIR provides information on its public website, including college quick facts, dashboards on enrollment, degrees, and special populations, and links to public reports from

IRAPO and the Community College Survey of Student Engagement (CCSSE) ([IC-20](#)). GELO and PLO attainment reports are generated with the Watermark assessment tools and shared publicly on Windward CC's Assessment Dashboard ([IC-30](#)).

Student learning and achievement data are provided and used extensively throughout the institution for improvement, planning, and resource allocation, as described in Standards I.A.2, I.B.1, I.B.3, I.B.6, I.B.6, and I.B.8 above. For example, the CLO, PLO, and GELO assessment results are shared internally with programs and departments ([IC-31](#) p. 26, [IC-32](#) p. 23-24, [IC-33](#) pp. 24-26).

### ***Analysis and Evaluation***

The UH IRAPO and Windward CC OIR make student learning and achievement data available to the campus community and the public. By doing so, Windward CC demonstrates its commitment to academic quality and effectively communicates this commitment to current and prospective students and the wider public.

#### **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***

The catalog provides current and prospective students with course, certificate, program, and degree descriptions. The descriptions include information on their purpose, content, course requirements, and learning outcomes ([IC-2](#)). Requirements for earning a certificate or degree are provided in the catalog, program web pages, and program sheets ([IC-34](#), [IC-2](#) pp. 67-102). Course requirements, expectations, and

learning outcomes are also included in each course syllabus ([IC-35](#), [IC-36](#) p. 2, [IC-37](#), [IC-2](#) pp. 103-246).

### ***Analysis and Evaluation***

Windward CC clearly describes the purpose, content, course requirements, and expected learning outcomes for its courses, certificates, and degrees both in the catalog and on program sheets.

#### **I.C.5.**

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

### ***Evidence of Meeting the Standard***

Per UH BOR and Windward CC policies, unit missions are reviewed every five to ten years and revised if necessary ([IC-38](#), [IC-39](#)). Windward CC's mission, vision, and core values were last reviewed and reaffirmed in 2023, as reflected on the College's website ([IC-40](#), [IC-41](#), [IC-42](#), [IC-7](#)).

As noted in Standard I.B.7 above, the College regularly reviews its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to ensure their effectiveness in supporting academic quality and accomplishment of the mission.

Updates to policies and procedures are reflected on the College website, catalog, and other publications. For instance, in the Spring of 2020, the Continuing Student Study Group changed the repeated class policy after the group found it to impact students negatively

([IC-43](#)). The catalog for the following year reflected the policy change ([IC-44](#) p. 49).

Publications, including relevant sections of the website, catalog, and reports, are regularly reviewed by the units and personnel responsible for their content. For example, the VCAA supervises updates to the catalog and class schedules ([IC-6](#)), and the Marketing and Public Relations Director reviews and ensures compliance with policies related to the College's print and online publications and communications.

The Web Advisory Committee advises on the College's website and activities, gathering input on content, functions, branding, design, and priorities. The committee reviews and updates policies, procedures, and responsibilities related to the website. It ensures compliance with external regulations such as accreditation standards, the Americans with Disabilities Act, and relevant UHCC and UH system policies ([IC-45](#)). As noted in Standard I.C.1 above, the Web Advisory Committee plans to implement procedures for conducting regular, systematic reviews of the College's website content ([IC-14](#)).

### ***Analysis and Evaluation***

The institution reviews its policies, procedures, and publications to ensure accuracy and honesty in all representations of its mission, programs, and services. Systematic reviews of website content occurred in Spring 2024.

### **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***

Current and prospective students and their families can find a net price calculator on the Windward CC website. This tool provides an estimated cost of attendance based on what similar students paid in a prior year, including expenses such as tuition, fees, books, meals, and other related costs, less estimated grant and scholarship aid ([IC-46](#)).

Windward CC publishes resident and non-resident tuition, general and program-specific fees, residency criteria, and payment and refund options and policies in the College's catalog and website ([IC-2](#) pp. 29-33, [IC-47](#), [IC-48](#)). Tuition is set by the BOR and is consistent regardless of the program. The class availability listing provides information on specific course fees (e.g., [IC-49](#) p. 1, [IC-50](#) p. 1).

A function of the Windward CC bookstore website allows students to compare textbook prices between the bookstore and select online vendors ([IC-51](#)). Classes that do not require students to purchase course materials out-of-pocket are given the TXT0 designation in the Student Information System (Banner) and display a "Textbook Cost: \$0" note to the student on the Class Availability listing ([IC-52](#)). Courses participating in the College's Interactive Digital Access Program (IDAP), which provides reduced-cost semester-long digital textbook licenses, are noted on the College's class availability listing ([IC-52](#), [IC-53](#) p. 1).

### ***Analysis and Evaluation***

Windward CC's website and catalog communicate to students the cost of tuition, fees, and textbooks needed for their educational journey. All relevant information necessary for current and future students is published online and is accessible.

**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***

As stated in its catalog, Windward CC upholds the principles of academic freedom that guarantee both the freedom to teach and the freedom to learn, noting that inquiry and free expression for both students and faculty are indispensable and inseparable ([IC-2](#) p. 49).

The UHCC policy on faculty professional ethics holds faculty responsible for protecting the academic freedom of their students ([IC-54](#) p. 2).

The mission statement of the Office of Academic Affairs conveys its commitment to academic freedom ([IC-55](#)). The academic grievance procedure reflects this commitment, stating that students have a right to the protection of freedom of expression. It specifies that, although students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, they are responsible for learning the content of any course of study for which they are enrolled ([IC-56](#) p. 1).

***Analysis and Evaluation***

Windward CC is committed to ensuring the academic freedom of its students and faculty members. 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).

**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***

Windward CC students are required to follow the University of Hawai'i Code of Student Conduct, EP 7.208 ([IC-57](#)). Published in the Windward CC catalog, the Code outlines the prohibited behaviors and the corresponding consequences for violations ([IC-2](#) p. 49).

Additionally, the syllabus template allows faculty to include information on academic honesty, cheating, plagiarism, and the consequences of academic dishonesty violations ([IC-9](#)).

Disciplinary authority for student conduct violations is exercised through the Office of the Vice Chancellor for Student Affairs ([IC-2](#) p. 49, [IC-57](#)).

Windward CC faculty are guided by UHCCP 5.211, Statement on Professional Ethics (Faculty). It asserts the special responsibilities faculty have to their subject, the practice of intellectual honesty, fostering of honest academic conduct, the respectful and ethical treatment of students and colleagues, the protection of academic freedom, and other obligations as citizens ([IC-54](#) pp. 1-2).

Additionally, the faculty union contract holds faculty responsible for maintaining high professional standards of scholarship and instruction ([IC-58](#) p. 1) and specifies procedures for employer disciplinary actions ([IC-59](#) pp. 41-44).

To ensure that each registered student is the same student who participates in and completes a course or program and receives academic credit, UH assigns a username and password to students upon admission. Students use this unique personal identifier to access all official service portals, including the MyUH System used for course registration and the learning management system ([IC-60](#)).

### ***Analysis and Evaluation***

The University of Hawai'i, the UH CC system, and Windward CC have established and published clear policies that promote honesty, responsibility, and academic integrity and provide procedures for addressing violations.

#### **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 2021-2025 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-59](#) p. 1).

Additionally, UHCCP 5.211, Statement on Professional Ethics (Faculty), conveys an expectation that faculty members "accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge" and that, when they "speak or act as private persons, they avoid creating the impression of speaking or acting for their college or university" ([IC-54](#)).

### ***Analysis and Evaluation***

Following the guidelines of faculty professionalism outlined in the collective bargaining agreement and UHCC Statement on Professional Ethics, faculty distinguish between personal conviction and professionally accepted views in a discipline and present data and information fairly and objectively.

#### **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 world views, 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 staff, faculty, administrators, or students to have specific beliefs or worldviews.

#### **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 foreign locations.

**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. (ER 21)

***Evidence of Meeting the Standard***

Windward CC is responsive to all ACCJC requirements, standards, policies, and guidelines. All responses to ACCJC directives are made public on the College's accreditation documents webpage. A link is provided along with an invitation for submitting third-party comments prior to a team visit with sufficient time to allow the team's consideration and response ([IC-12](#)). Self-evaluation reports, midterm reports, follow-up and progress reports, substantive change reports, ACCJC team visit reports, and official ACCJC communications are available for public viewing. ([IC-13](#)).

***Analysis and Evaluation***

Windward CC is committed to maintaining accreditation standards. The College responds promptly to ACCJC requests for information, posts all ACCJC documents and reports on the College website, and sustains open lines of communication with ACCJC.

**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***

Windward CC demonstrates compliance with the requirements of external regulatory agencies, including those external auditors, as described in Standards III.D.5 and III.D.7 below. The College conveys clear and accurate information regarding its compliance with Federal and state regulations via its Consumer Information page ([IC-28](#)), which is shared with students every semester via an emailed notification ([IC-61](#)).

Windward CC provides accurate information and documentation to external agencies, including accreditors, students, and the public, about its accreditation statuses via its website ([IC-12](#), [IC-13](#)). For instance, ACCJC accreditation documents include all communications and reports, including self-evaluation, mid-term, progress, annual, substantive change, and team-visit reports ([IC-13](#)). Documents relevant to the American Veterinary Medical Association's accreditation of the College's Veterinary Technology programs include the most recent self-evaluation report and accreditation letter. Furthermore, the Nurse Aide Training and Competency Evaluation Program Certification, granted by Prometric and the Hawai'i Department of Health, is provided for Windward CC's Certified Nurses Aide Program.

***Analysis and Evaluation***

Windward CC exhibits honesty and integrity in its interactions with external agencies. It provides documentation of its compliance with accreditors and federal and state regulations and statutes on its publicly accessible website.



The College also publicly acknowledges its accreditation status and provides relevant documentation.

### **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 described in Standards I.A.2 and I.A.3 above, the College is integrally guided by its mission, vision, and values statements. These focus all College activities on a commitment to providing high-quality education in a supportive and challenging environment to inspire students to excellence through innovative programs in the arts, sciences, and liberal arts, as well as career and lifelong learning so that students can lead full, productive lives ([IC-7](#)).

Furthermore, the College is guided by policies and codes of ethics. These stipulate that all education and employment decisions shall be made free from bias or favoritism ([IC-62](#)), that all affiliations should focus on strengthening the mission ([IC-63](#)), and to promote integrity and objectivity in all matters through the disclosure and management or elimination of conflicts of interest and commitments ([IC-64](#)).

#### ***Analysis and Evaluation***

Windward CC is integrally guided by its mission, vision, and values statements. The College's commitment to providing a high-quality education to students so they can learn and achieve their goals is paramount to any other objective.

## **Conclusions on Standard I.C: Institutional Integrity**

Windward CC is committed to providing clear, accurate information to students and the public about its mission, learning outcomes, educational programs, and student support services. The College publishes a catalog with precise, accurate, and current information and makes student learning and achievement data publicly available. Windward CC maintains accreditation standards, and institutional policies promote honesty, responsibility, and academic integrity. The College ensures academic freedom, distinguishes between personal conviction and professionally accepted views, and presents data and information fairly and objectively. Windward CC communicates the cost of tuition, fees, and textbooks. The institution reviews its policies, procedures, and publications to ensure accuracy and honesty in all representations. The College is guided by its mission, vision, and values statements to provide a high-quality education to students so they can learn and achieve their goals.

### **Improvement Plan(s)**

The Web Advisory group will create a schedule and procedures for the routine review and update of its website content.

### **Evidence List**

- IC-1 [WCC Website, Student Services Menu](#)
- IC-2 [WCC Course Catalog 2022-23](#)
- IC-3 [WCC New Student Orientation 2022-23](#)
- IC-4 [Counseling Emails](#)
- IC-5 [WCC Credit Curriculum Policies and Procedures](#)
- IC-6 [Catalog Approval Process Email](#)
- IC-7 [WCC Mission, Vision, and Core Values](#)
- IC-8 [WCC Online Course Catalog 2022-23](#)
- IC-9 [WCC Syllabus Template](#)
- IC-10 [WCC Mission Policy](#)

IC-11	<a href="#">WCC Mission, Vision, and Core Values Recommendations 2023-03-17</a>	IC-39	<a href="#">WCC Mission Policy</a>
IC-12	<a href="#">WCC Accreditation Web Page</a>	IC-40	<a href="#">Mission, Vision, and Core Values Survey Results 2023-02-27</a>
IC-13	<a href="#">WCC Accreditation Documents</a>	IC-41	<a href="#">Recommendations from the Mission, Vision, and Core Values Taskforce, 2023</a>
IC-14	<a href="#">Web Advisory Committee Email</a>	IC-42	<a href="#">PBC Meeting Minutes 2023-10-13</a>
IC-15	<a href="#">Clean Catalog Website</a>	IC-43	<a href="#">Modification of Repeated Class Policy Proposal</a>
IC-16	<a href="#">Course Catalog Email</a>	IC-44	<a href="#">WCC Course Catalog 2020-21</a>
IC-17	<a href="#">WCC Course Catalog: The Associate in Arts Degree</a>	IC-45	<a href="#">WCC Website Advisory Committee</a>
IC-18	<a href="#">WCC Course Catalog: ANSC 140</a>	IC-46	<a href="#">WCC Net Price Calculator</a>
IC-19	<a href="#">UH IRAPO Website</a>	IC-47	<a href="#">WCC Course Catalog: Tuition and Fee Information</a>
IC-20	<a href="#">WCC Institutional Research</a>	IC-48	<a href="#">WCC Tuition and Fees</a>
IC-21	<a href="#">UH IRAPO MAPS Student Enrollment Tables</a>	IC-49	<a href="#">Class Availability - Spring 2024 - ANSC</a>
IC-22	<a href="#">UH IRAPO MAPS Student Admissions and Enrollment Tables</a>	IC-50	<a href="#">Class Availability - Spring 2024 - CHEM</a>
IC-23	<a href="#">UH IRAPO MAPS Degrees and Certificates Tables</a>	IC-51	<a href="#">WCC Bookstore Textbook Price Online Comparison for ENG 100</a>
IC-24	<a href="#">UH IRAPO MAPS Transfers Tables</a>	IC-52	<a href="#">UH IDAP (Interactive Digital Access Program)</a>
IC-25	<a href="#">UH IRAPO Graduation, Retention, and Success Tables</a>	IC-53	<a href="#">Class Availability - Spring 2022 - OCN</a>
IC-26	<a href="#">UH IRAPO Performance Funding Tables</a>	IC-54	<a href="#">UHCCCP 5.211 Statement on Professional Ethics (Faculty)</a>
IC-27	<a href="#">UH IRAPO Hawai'i Graduation Initiative Tables</a>	IC-55	<a href="#">WCC Academic Affairs</a>
IC-28	<a href="#">WCC Student Right to Know/Consumer Information</a>	IC-56	<a href="#">WCC Student Academic Grievance Procedures</a>
IC-29	<a href="#">UH Student Right-to-Know</a>	IC-57	<a href="#">UH EP 7.208 Systemwide Student Conduct Code</a>
IC-30	<a href="#">WCC Assessment Dashboard GESLO and PLO</a>	IC-58	<a href="#">UHPA Article IV</a>
IC-31	<a href="#">2020-21 Humanities Annual Departmental Report</a>	IC-59	<a href="#">2021-2025 UHPA Agreement</a>
IC-32	<a href="#">2022-23 Math and Business Annual Departmental Report</a>	IC-60	<a href="#">UH Student Identity Verification</a>
IC-33	<a href="#">2020-21 Social Sciences Annual Departmental Report</a>	IC-61	<a href="#">Student Right to Know / Consumer Information Email</a>
IC-34	<a href="#">WCC Programs Sheets</a>	IC-62	<a href="#">UH EP 1.203 Policy on Consensual Relationships</a>
IC-35	<a href="#">Spring 2023 EARTH 103 Syllabus</a>	IC-63	<a href="#">UH RP 5.02 Affiliations and Cooperating Agencies with non University Entities</a>
IC-36	<a href="#">Spring 2023 ICS 100 Syllabus</a>	IC-64	<a href="#">UH EP 12.214 Conflicts of Interest and Commitment</a>
IC-37	<a href="#">Spring 2023 PHYL 142L Syllabus</a>		
IC-38	<a href="#">UH RP 4.201 Mission and Purpose of the University</a>		



## Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services 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.

### II.A. Instructional Programs

#### 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.

#### *Evidence of Meeting the Standard*

UH and UHCC policies establish the requirement that credit programs align with the College mission and the UHCC strategic plan, are appropriate for higher education, and lead to the attainment of credentials, employment, or transfer ([IIA-1](#), [IIA-2](#)). The College's credit curriculum policies and procedures similarly ensure that the curriculum comprises courses and programs required to meet student educational needs, serve the College mission, and are of appropriate content, level, and rigor for students at a community college ([IIA-3](#) p. 3).

At the college level, the Windward CC Faculty Senate's Curriculum Committee is the principal reviewing and recommending body on all aspects of the educational curricula ([IIA-4](#) p. 6). The Curriculum Committee facilitates formal processes to vet all proposals to create or modify courses and programs, regardless of their mode of delivery ([IIA-4](#) p. 6). The

Curriculum Dashboard provides a step-by-step guide to these procedures ([IIA-5](#)), the intent of which is to foster open dialogue to inform decision-making, resulting in a robust curriculum that is appropriate for higher education, aligns with our mission, and meets the needs of our community ([IIA-3](#)).

The College's credit course creation and modification procedures ensure input from stakeholders and approvals from academic departments, the campus community via the Discussion Board, the Curriculum Committee, the Faculty Senate, the Dean of Academic Affairs, the Vice Chancellor of Academic Affairs, and the Chancellor ([IIA-3](#) pp. 6-8).

All new degree programs and some certificate programs require approval by the Board of Regents (BOR). Following BOR policy, these must be consistent with the institution's mission and principles ([IIA-1](#) p. 2).

The campus must obtain an Authorization to Plan for new programs that require external approval. The process begins with a discussion on the College's discussion board, followed by the Curriculum Committee's consideration and recommendation, and advancement by the Vice Chancellor of Academic Affairs to the UH system's Council of Chief Academic Officers ([IIA-6](#)). Once the Authorization to Plan is received, the program creation and modification process parallels that for courses, except the accepted proposal is forwarded to the UH system for final approval ([IIA-3](#) pp. 9-10).

In alignment with the College's mission, the Office of Career and Community Education (OCCE) provides noncredit education and training to meet workforce needs, including programs that support career development, the attainment of industry-recognized credentials, upskilling, and job transitions ([IIA-7](#) p. 2). It

develops programs in consultation with industry stakeholders to align with national or state standards and lead to certification ([IIA-7](#) pp. 3-4). Additionally, the OCCE has recently developed articulation agreements allowing students to receive college credit upon registering for Windward CC credit courses in approved programs of study ([IIA-7](#) p. 3).

The Course Catalog lists credit degrees and certificate programs ([IIA-8](#)). The program descriptions in the catalog include the corresponding Program Learning Outcomes (e.g., [IIA-9](#)). Each program has identified appropriate learning outcomes (PLOs) with which its course learning outcomes align. For each program, a crosswalk document shows the learning outcome scaffolding with the alignment of CLOs to PLOs in an easy-to-understand format (i.e., [IIA-10](#)). Similarly, the descriptions of the workforce development program published on the OCCE website include PLOs ([IIA-11](#)).

Windward CC's Office of Institutional Research publishes data on the number of degrees and certificates earned ([IIA-12](#)), and the UH IRAPO publishes intra-system transfer data ([IIA-13](#)).

### ***Analysis and Evaluation***

All of WCC's programs, including those offered through distance education, are designed to meet the needs of our community and align with the institution's mission. They are developed through a rigorous curriculum process appropriate to higher education and lead to student success in achieving learning outcomes, graduation, and transfer or gainful employment.

#### **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***

Policies and procedures ensure faculty are involved in course and program curriculum development. For example, BOR policy 1.210 assigns faculty the primary responsibility for determining curriculum subjects, content, and instruction methods ([IIA-14](#) p. 3). As described in Standard II.A.1 above, faculty are centrally involved in the formal development and modification procedures for courses and programs.

The rigorous curricular development process ensures course content and instruction methods meet academic and professional standards. Faculty submit proposals to create or revise credit courses using a standard Kualii Curriculum Management platform form. Required information includes content specifics, including subjects covered, learning outcomes, assessment methods, and connections to general education learning outcomes. The proposer must also attest to consulting stakeholders ([IIA-15](#)). Proposals then follow a multistep review and approval process as described in Std. II.A.1 above.

The College has developed and updated several Career and Technical Education (CTE) courses and programs to meet training needs identified

by community and industry groups. For example, using current labor market data, the Hawai'i P-20 Advisory Council provides information on industry-recognized credentials for in-demand occupations paying a living wage in Hawai'i ([IIA-16](#)). Its publications led a CCE faculty to develop Web Design, Social Media, and E-Commerce courses. Similarly, the workforce initiative report by Healthcare Association of Hawai'i led to the expansion of WCC's Certified Nurse Aide training program ([IIA-17](#)). Specifically, the CCE's faculty coordinator initiated the development of a credit CNA program within Academic Affairs for college and Early College high school students and developed partnerships with third-party training providers to increase the frequency of offerings ([IIA-18](#)).

Windward CC takes measures to ensure that online courses meet standards. The Distance Education Committee (DEC) assists with developing online course and program materials and advises on the development, policies, assessment, and support mechanisms of online and distance learning programs to ensure they align with institutional goals, accessibility standards, and external compliance requirements ([IIA-19](#), [IIA-20](#)).

The DEC helped develop a DE course justification process. Each academic department submits a form in the fall and spring that reports information on course modality, instructor training, a plan for Regular Substantive Interaction (RSI), and justification for teaching the course online. The form also requires a comparison of enrollments, disaggregated success rates, and successful completion of online vs. in-person courses ([IIA-21](#)). Additionally, as of Spring 2024, all instructors teaching via distance education, including those offering correspondence

courses to incarcerated students, must verify that their courses meet the standard for RSI, either through a peer review process or by completing an in-depth RSI Online Course Self-Evaluation ([IIA-22](#), [IIA-23](#)).

Faculty participate in regular evaluations and discussions about teaching methods and student learning. For example, Instructional faculty eligible for contract renewals, tenure, or promotion must receive two peer evaluations per semester. One exception occurred in the Spring of 2020 when the Vice President for Community Colleges made peer evaluations optional due to the extraordinary circumstances and wholesale mid-semester shift of all courses and services to online/remote delivery due to the COVID-19 pandemic ([IIA-24](#), [IIA-25](#)). UH policy also requires lecturers to submit regularly scheduled self-assessments and student and peer evaluations ([IIA-26](#), [IIA-27](#)). Faculty evaluators use specific forms when conducting peer evaluations for online, in-person, or hybrid courses ([IIA-28](#), [IIA-29](#)). The forms provide feedback and suggestions and prompt instructors to discuss instructional planning and performance ([IIA-28](#)).

The Annual Distance Education Report of Quantitative Indicators ([IIA-30](#)) provides student success metrics, including successful completion, graduation, and transfer rates. This data guides changes to online courses and support services toward achieving academic parity between students in distance education (DE) and in-person (F2F) courses and programs. Systematic changes have included increasing DE course offerings, providing faculty training and support, and enhancing student and academic support services. Although the College has made gains, efforts continue to address remaining gaps through ongoing training, support services, and alignment of institutional

practices. Plans include conducting a student survey and adapting to upcoming changes in distance education technologies, including the 2025 migration to a new Learning Management System ([QFE#2](#)).

UHCC Policy 5.202 established a coordinated program review process ([IIA-31](#)) in which faculty conduct annual program reviews (APR) with fuller comprehensive program reviews (CPR) submitted every five years. The goals of the program review are continuous improvement in achieving student success and evaluation of the continued need for the program. These reviews assess every credit program and, in some cases, non-program focal areas such as Co-Requisite English and Math ([IIA-32](#), [IIA-33](#)). The Career & Community Education (CCE) programs also conduct APR and CPRs ([IIA-7](#), [IIA-34](#)).

APRs incorporate the Annual Reports of Program Data (ARPD) provided each fall on a dashboard maintained by the UH System IRAPO ([IIA-35](#)). The ARPD divides quantitative indicators into five areas: Demand, Efficiency, Effectiveness, Distance Education, and Performance.

Program reviews include a description of the program and the target population, an analysis of the program based on ARPD quantitative data, PLOs and assessment results showing student attainment of course/program outcomes, an action plan of goals for the year, a report on the previous year's goals, and a section on resource implications ([IIA-36](#)). The annual reports include data generated from Course Learning Outcome (CLO) assessments and student success measures. These inform discussions at the discipline and department levels and are used to plan and implement curriculum changes (e.g., [IIA-32](#) p. 4) and resource requests. The College similarly conducts reviews of its noncredit courses and

programs, including considerations of relevancy, appropriateness, achievement of learning outcomes, currency, and planning for the future ([IIA-7](#)).

### ***Analysis and Evaluation***

All faculty and lecturers at WCC contribute to learning outcomes assessment, conduct peer reviews, and participate in annual and comprehensive program reviews to continually improve student learning and ensure that programs remain current. A coordinated program review process is established and supported by UHCC system data provided through the Annual Review of Program Data dashboard. The College systematically assesses instructional programs to ensure currency, enhance teaching and learning, and improve student learning outcomes.

#### **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***

All courses and programs, including those leading to certificates and degrees, have established learning outcomes as identified and vetted through the curriculum development process. As noted in section II.A.2 above, the curriculum proposal form requires identification of the course or program learning outcomes and any corresponding general education outcomes ([IIA-15](#)).

For courses to be eligible to fulfill associate degree foundations requirements, they must undergo an evaluation process to ensure alignment with general education hallmarks. Applications for the initial foundations designation require the submission of a matrix correlating CLOs with specific hallmarks ([IIA-37](#)) along with an assessment plan. Courses must undergo a renewal process every five years to maintain their designation, which includes submitting detailed assessments of each hallmark ([IIA-38](#), [IIA-37](#)).

The course and program information published in the catalog are the official Course and Program Outlines of Record, respectively, and are accessible on the Windward CC website ([IIA-39](#)). Course descriptions include the course number, name, title, discipline, credits, lecture hours, a narrative description, recommended preparation (placement, corequisites, prerequisites), and learning outcomes (CLOs) as submitted with the course proposal ([IIA-15](#)). Once a curriculum change proposal receives final approval, the catalog and Student Information System are updated accordingly ([IIA-40](#)). Similarly, program descriptions in the catalog include the program name, discipline, type of program or certificate, a narrative catalog description, PLOs, a listing of required and elective courses connected to the program, and the number of credits ([IIA-41](#)). The Learning Outcomes for a course or program are the same whether delivered online or via traditional modes of instruction.

The College also follows an established procedure for identifying SLOs in noncredit workforce development courses and programs ([IIA-7](#) p. 3). The PLOs are published on the CCE website upon approval ([IIA-9](#)).

All faculty, including full-time faculty members and lecturers, are expected to take part in

assessment activities to improve teaching and student learning and success through equitable attainment of learning outcomes. Faculty members engage in ongoing assessment of all course learning outcomes (CLOs) according to the course assessment schedule ([IIA-42](#)). Lecturers include CLO achievement data in their regular self-evaluations ([IIA-27](#)).

The Institutional Effectiveness Committee (IEC) plans and oversees an institutional schedule of the systematic, comprehensive, and ongoing assessment of all credit and noncredit programs and other units identified in the Program Review Policy ([IIA-43](#), [IIA-44](#)).

WCC has an ADA-compliant syllabus template ([IIA-45](#)), which includes a section for the official course SLOs as they appear in the catalog. Updated syllabi are distributed to all students at the start of each semester, including in their individual course shells within the learning management system. Additionally, a collection of current and historical syllabi is maintained on the College intranet ([IIA-46](#)).

### ***Analysis and Evaluation***

WCC's assessment schedule and annual program review process ensure regular assessments of CLOs and PLOs for all courses, programs, certificates, and degrees. The institution has published its officially approved and current course outlines in the College catalog on the institution's website. Instructors provide all students in their classes with a copy of the course syllabus that includes the learning outcomes published in the catalog description, which serves as the Course Outline of Record.

#### **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 has set a goal to enroll all new students in college-level English and math courses within their first year ([IIA-32](#), [IIA-33](#)). To meet this goal, the College offers developmental pathways in math and English to prepare students for college-level work ([IIA-47](#)). The College follows the Accelerated Learning Program corequisite model, which maintains a lower student-to-teacher ratio in developmental and corequisite English and math courses by limiting class size ([IIA-50](#), [IIA-51](#)). A standard course numbering convention distinguishes pre-collegiate credit courses, numbered 01-99, from college-level courses, numbered 100-299 ([IIA-52](#)). The catalog includes descriptions of both college-level and developmental courses (e.g., [IIA-53](#)).

For math, the College offers STEM and non-STEM developmental pathways. Students pursuing educational goals in STEM fields may take MATH 82: Algebraic Foundations and MATH 103: College Algebra sequentially or take MATH 88: College Algebra Companion concurrently with MATH 103: College Algebra. Non-STEM pathway students may take MATH 75X: Introduction to Mathematical Reasoning, followed by one of four 100-level applied mathematics courses, such as MATH 111: Mathematics for Elementary Teachers. Alternatively, they may concurrently take MATH 78: College Math Companion and a 100-level applied math course ([IIA-33](#) p. 2).

The College uses corequisite English courses instead of pre-college level courses to lessen the time students with writing and reading needs spend fulfilling their writing foundations



(FW) requirement ([IIA-32](#)). Placement recommendations ([IIA-48](#)) and mandatory counseling ensure that students with academic needs enroll in a corequisite course pair, including Composition I and Composition I Writing Workshop ([IIA-32](#) p. 2). The Annual Program Review for Co-Requisite English includes these courses' enrollment and success rate data ([IIA-32](#)).

Assessment and monitoring measure effectiveness and enhance developmental and corequisite education. For example, to ensure consistency in meeting course competencies and student learning outcomes, math discipline instructors design departmental unit exams, which are then administered by instructors in all developmental and corequisite math courses (see [IIA-49](#), pp. 2-3). Enrollment and success rate data are also analyzed annually to inform changes to improve outcomes ([IIA-32](#), [IIA-33](#)). The College also follows the Accelerated Learning Program corequisite model, which maintains a lower student-to-teacher ratio in developmental and corequisite English and math courses by limiting class size ([IIA-50](#), [IIA-51](#)).

The College further supports students' success in developmental and corequisite courses by providing learning support services, including TRiO's tutoring services, the Ka Piko math and writing labs, and the Peer Counseling Center, as described in Std. II.B below.

The College's CCE division responds to the community and student needs by creating programs that help pre-collegiate level students gain essential skills that prepare them for college-level work. For instance, CCE developed a Digital Readiness course in partnership with the Workforce Development Council (WDC), whose grant funding enabled the College to provide free basic computer and internet

training ([IIA-54](#) p. 1). Similarly, CCE created a tuition-free, grant-funded Workforce Readiness certificate program to develop students' essential workplace skills ([IIA-55](#) p. 15).

### ***Analysis and Evaluation***

WCC offers a pre-collegiate credit curriculum in English and Math. These courses are distinguished from college-level curricula by course numbering convention and the course catalog descriptions. The College provides resources such as tutoring, other learning support services, and corequisite course sequences to help students earn credit in college-level courses. Additionally, the College offers pre-collegiate education through its Career and Community Education programs.

#### **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.

### ***Evidence of Meeting the Standard***

Windward CC's degrees, programs, and the courses that comprise them follow the standards of American higher education through established guidelines for program proposal and approval, as detailed in sections II.A.1 and II.A.2 above. As noted, Board approval is required to establish all new instructional programs granting academic credit ([IIA-1](#)). Furthermore, the curriculum development and review processes ensure that the curriculum has appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis

of learning regarding program credentials. Also, in line with this policy, Windward CC's associate degrees consist of at least 60 baccalaureate-level semester credits ([IIA-2](#)).

Per UHCC Policy 5.200 ([IIA-56](#)), the College's degree programs include a general education component designed to prepare students to succeed personally and professionally through curricula in major areas of knowledge, key practical and reasoning skills, and ethical principles, and civic responsibilities ([IIA-57](#)).

### ***Analysis and Evaluation***

WCC's degrees and programs are designed based on established policies and procedures that ensure their alignment with American higher education standards. The College meets the required semester credits for all associate degrees. All degrees include general education curricula.

#### **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.

### ***Evidence of Meeting the Standard***

Windward Community College sequences and schedules its course offerings to allow students to finish certificate and degree programs within the standard timeframes for higher education. Students can complete an associate degree in two years and finish certificates in one to three semesters ([IIA-57](#)). WCC offers three semesters per year. The fall and spring semesters include five, eight, and 16-week sessions, while the summer has two eight-week sessions.

The College has adopted various strategies to increase retention and time-to-completion rates. The efficacy of these efforts is evident in the three-year completion rate for first-time full-time student cohorts between 2013 and 2020. Although this increased at similar rates for both populations, non-Native Hawaiian students achieved higher graduation rates than Native Hawaiian students ([IIA-58](#)). Windward CC's Planning and Budget Council (PBC) considered this data while developing the current Strategic Plan. Based on its analysis, the PBC set objectives to shorten time-to-degree for all students further while addressing achievement gaps between populations. It also identified a variety of strategic actions, including the use of intentional and dynamic scheduling ([IIA-59](#) p. 7).

The Hawai'i'iloa Hawaiian Studies program has shown the success of this approach. This accelerated Associate of Arts degree program is designed to support the success of geographically dispersed, working Native Hawaiian students ([IIA-60](#), [IIA-61](#)). Students participate in 8-week cohorts, completing two courses concurrently, totaling four courses per semester over five semesters. Due to its success, the model has been applied to other programs, including the Business Core AA degree ([IIA-62](#)).

In recent years, the College has established numerous degree pathways through collaborations between department chairs, discipline coordinators, and faculty in consultation with the deans and the Vice Chancellor of Academic Affairs. WCC uses the STAR Guided Pathway System (GPS) to help students select courses based on their chosen educational goals. STAR GPS lays out a student's course progression to allow them to complete the program in the recommended number of

semesters, though students can adjust their pathways as desired ([IIA-63](#)).

The College's strategic course scheduling process is designed to promote timely program completion. Department chairs, discipline coordinators, and academic deans engage in monthly meetings and participate in the newly established Scheduling Summit to construct the annual academic schedule ([IIA-64](#), [IIA-65](#)). This collaborative effort focuses on aligning prerequisites and corequisites, analyzing enrollment trends, and selecting the optimal modalities and locations to serve students' needs across programs. For example, the Veterinary Technology program's introduction of low-residency hybrid courses statewide has resulted in a 28.4% enrollment increase ([IIA-66](#) p. 2).

Previously, course requests were managed through a Change Request system on the WCC Intranet, allowing faculty to submit requests for new courses, modifications, and deletions without a comprehensive schedule overview ([IIA-67](#)). To overcome the limitations of this fragmented approach, the Academic Affairs Department launched a new scheduling process in Spring 2024. Faculty now submit course requests via a Google form, which provides an overview of the scheduling process, outcomes, recommendations for effective scheduling, and an annual timeline. The form compiles requests in a spreadsheet accessible to all stakeholders ([IIA-68](#), [IIA-69](#)), allowing faculty schedulers and deans to collectively evaluate the entire schedule, promoting a comprehensive understanding of course offerings and making identifying and resolving gaps easier ([IIA-64](#), [IIA-65](#)).

As courses do not always fill as expected, prior to the start of each semester, the deans work with the Vice Chancellor for Academic Affairs to

determine which low-enrolled courses can be cut without endangering students' academic progress ([IIA-70](#)).

The Office of Academic Affairs plans to conduct a student scheduling survey in Fall 2024 To gauge whether numerous scheduling and modality changes implemented in AY 2024 effectively met students' needs ([IIA-71](#)).

In a separate process, Windward CC's ECHS staff work directly with each partner school to set a course calendar approximately one year in advance, with a focus on providing a schedule of courses to allow students to progress toward or complete a certificate ([IIA-72](#) p. 1, [IIA-73](#)).

For its noncredit CTE programs, the CCE department annually reviews historical data on course schedules, enrollments, fill rates, and cancellations to identify optimal class meeting times ([IIA-74](#)). When employers request training, the days and times are selected based on their needs. CCE also experiments with untried time slots to assess the possibility of increasing access.

### ***Analysis and Evaluation***

Windward CC designs its course schedules to assist students in completing certificate and degree programs within the standard timeframes of higher education. The College strategically employs intentional and dynamic scheduling aimed at reducing time-to-degree rates. An example is the accelerated online Hawai'iiloa Hawaiian Studies program, which follows an 8-week cohort model where students take two simultaneous courses, completing four courses per semester over five semesters. WCC also uses the STAR Guided Pathway System to help students select courses based on their educational goals, and the College has established numerous degree pathways through collaborations between departments.

Additionally, the College has implemented a new scheduling process to ensure a comprehensive and effective course schedule that facilitates timely program completion.

## **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***

#### **Comprehensive Delivery Modes**

WCC offers courses in a variety of modalities, including fully in-person, fully online (synchronous, asynchronous, or a combination of both), and hybrid (with a mixture of in-person and online instruction) ([IIA-75](#)). The College offers correspondence education courses only in very limited circumstances for incarcerated students. WCC is a commuter campus, with 81% of students attending part-time and 89% of all students enrolling in at least one DE course ([IIA-30](#)).

The College has established procedures for determining the appropriate delivery modes to meet its student populations' diverse needs, learning styles, and circumstances. An ongoing, systematic analysis informs these processes of various student subpopulations, including Early Admit, Home-Based (at WCC) Degree-Seeking, Home-Based Unclassified, and Not Home-Based ([IIA-75](#)). The latter are UH System students enrolled in WCC classes. Other subpopulations examined include males ([IIA-76](#)), Native Hawaiians ([IIA-77](#)), student-parents ([IIA-78](#)), first-year full-time cohorts ([IIA-79](#)), and students enrolled in learning communities ([IIA-80](#)).

## **Policy and Standards Compliance**

The College ensures that its distance education programs adhere to federal standards and maintain parity and equity across all delivery modes by following well-defined policies and procedures for approving the courses and programs offered through Distance Education.

Building on the well-defined process for creating and modifying courses and programs described in Standard II.A.2 above, additional procedures developed by the Distance Education Committee (DEC) identify the rationale for online delivery and ensure regular and substantial interaction (RSI). Accordingly, each academic department submits biannual reports detailing course modalities, instructor qualifications, RSI plans, and justifications for teaching specific courses online. The reports also include comparative data on enrollments and success rates, disaggregated by student ethnicity, gender, and age, and online versus in-person course outcomes ([IIA-21](#)). Additionally, as of Spring 2024, all distance education instructors, including those offering correspondence courses to incarcerated students, must confirm that their courses comply with RSI standards through peer review or by completing a comprehensive RSI Online Course Self-Evaluation ([IIA-22](#)). Regular and substantive interaction has been established at Windward CC by policy to include face-to-face meetings, chats or video conferences, or asynchronous communications such as through the Learning Management System, including written or recorded voice messages ([IIA-23](#)).

## **Continuous Evaluation and Improvement**

The College conducts regular evaluations of its educational delivery methods and support services to assess the changing needs of students and the effectiveness of different

teaching methodologies. These evaluations inform continuous improvements and innovations in teaching practices and student support services.

The College has established procedures to assess the effectiveness of its courses and programs, including those offered through distance education. Each semester, departments complete DE course justification forms, which provide comparative data on enrollments, success rates, and the D, F, and withdrawal rates of online versus in-person courses ([IIA-21](#)). This data supports planning processes, allowing the College to adapt to changing student needs and enhance online education ([IIA-30](#)). Further, analysis of success rates across student subgroups, courses, and programs helps to assess the effectiveness of online and hybrid instructional approaches for different student populations.

For instance, in Summer 2020, WCC developed the online Hawaiian studies program, Hawai'i'iloa, to increase access to education during the pandemic ([IIA-60](#)). This asynchronous program, tailored for Native Hawaiians living outside Hawai'i, offers 8-week courses designed for working adults ([IIA-81](#)). The program has led to a 132% increase in Hawaiian Studies graduates from AY 2018-19 to AY 2022-23 ([IIA-61](#) p. 4). Given its success, this College has adapted the model for other new programs.

Data analysis has also supported an intentional post-pandemic effort to increase the number of in-person classes offered while balancing modalities for courses and programs to meet students' diverse needs ([IIA-82](#), [IIA-83](#)).

Several processes and policies ensure faculty participation in regular evaluations and discussions about teaching methods and

student learning. For instance, Instructional faculty eligible for contract renewals, tenure, or promotion must receive two peer evaluations per semester—although this was made optional for the Spring 2020 semester due to the wholesale shift to online delivery necessitated by the pandemic ([IIA-24](#), [IIA-25](#)). UH policy requires lecturers to submit regularly scheduled self-assessments and student and peer evaluations ([IIA-26](#), [IIA-27](#)).

All faculty who teach online or hybrid courses participate in mandatory peer and self-assessments. The DEC created detailed peer-review templates to provide instructors with structured feedback on course design and delivery. They ensure a comprehensive evaluation addressing essential elements of effective online teaching and learning, including student-faculty interaction, collaborative learning, student engagement, organizational coherence, clear expectations, and accommodating diverse learning methods. They also facilitate feedback and suggestions instructors can use to improve instructional planning and performance ([IIA-28](#), [IIA-29](#)).

Faculty who teach online are provided professional development support to improve teaching and learning. The DEC maintains an intranet page with tutorials and other resources for online instructors, including announcements of upcoming training sessions, an archive of past webinars, pedagogical tutorials, and tool-specific tutorials ([IIA-84](#)).

### **Equitable Support Services**

As detailed in Standard II.B.1 below, WCC offers equitable online and in-person learning support resources and services, including library, tutoring, testing, and technology support, regardless of location or mode of instruction ([IIA-85](#), [IIA-86](#), [IIA-87](#), [IIA-88](#), [IIA-89](#), [IIA-90](#)).

## ***Analysis and Evaluation***

Windward CC utilizes a variety of delivery modes, teaching methods, and learning support services to meet the varied and evolving needs of its diverse student population. The College aims to ensure equal success for all learners. It regularly evaluates its online and hybrid courses and programs, using the results to make informed decisions about instructional methods and academic support services. Assessment findings are used to enhance delivery modes, teaching practices, and student support services.

### **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***

#### **Placement & Prerequisites**

Windward CC follows the UHCC placement guidelines for math and English. The guidelines provide clear, consistent, and effective assessment processes to ensure students are appropriately placed to succeed in their coursework and program goals. The current guidelines were developed over two years. In 2020, the UHCCs piloted placement measures proposed by Hawai'i DOE and UHCC math and English faculty. The following year, the UHCC standing Placement Committee, composed of campus-level discipline faculty, counselors, testing center specialists, Banner SIS specialists, representatives from student and academic support units, and system data specialists, reviewed and revised them ([IIA-48](#) p. 1).

The guidelines allow multiple measures for math and English placement, including documented and self-reported ACT and SAT scores, grades earned in high school courses, and scores from the EdReady and Accuplacer placement tools ([IIA-48](#) pp. 3, 7). A review of the Fall 2020 pilot use of EdReady found that UHCC students placed with EdReady had higher course success rates than students placed with other measures ([IIA-48](#) pp. 3, 7), while Accuplacer was found to be preferable to EdReady for English Learners ([IIA-48](#) p. 4).

Students may also request waivers of course prerequisites or the courses themselves by providing documentation allowing the reviewer to make a case to the Vice Chancellor for Academic Affairs, who can authorize course substitutions and waivers. Documentation may include transcripts, course syllabi, test scores, etc., and must be first approved by a faculty member ([IIA-91](#)).

#### **Prior Learning Assessment**

WCC encourages students who present evidence of having achieved college-level learning through prior educational experience to shorten the path to a college credential by obtaining prior learning credits ([IIA-92](#)).

The Prior Learning Assessment (PLA) program is governed by UHCC Policy 5.302, which outlines the terms and conditions in which colleges may award credits towards certificates or degrees based on prior learning. Accepted methods for awarding these credits include nationally standardized equivalency exams, Credit by Institutional Exam (CBIE), non-collegiate sponsored education (NCSE), and portfolio-based assessments (PBA). The policy outlines responsibilities and sets standards for implementing, maintaining, and reviewing PLA programs to ensure consistency, transparency,

and academic integrity ([IIA-91](#)). Additionally, the WCC-specific PLA Policy further elaborates on UHCCP 5.302 by, for example, identifying which departments allow students to receive CBIE ([IIA-93](#) p. 4).

WCC awards credit to students who demonstrate by examination that they possess the college-level competencies that a particular WCC course is designed to impart ([IIA-92](#)).

Recognized exams include the Advanced Placement (AP) Examinations, College-Level Examination Program (CLEP), DANTES Subject Standardized Tests (DSST), Excelsior College Equivalency Exams (ECE or U Excel), and International Baccalaureate (IB) programs ([IIA-93](#)).

Course challenge assessments may include a competency-based exam or project determined by departmental faculty with appropriate academic expertise ([IIA-93](#)). For example, WCC offers students with proficiency in Hawaiian or Japanese, including native speakers, the opportunity to earn credits through exams conducted by the lead faculty in the language ([IIA-94](#)).

A student may demonstrate acquired competencies through prior work experience by submitting a portfolio for evaluation by a panel of subject matter experts who assess the portfolio using CLOs ([IIA-92](#)).

Finally, the College has established protocols for awarding credits for documented training outside of college settings, including industry licensures and military credits ([IIA-92](#)).

WCC has established procedures to mitigate test bias and improve reliability in all forms of PLA. These procedures involve verification by multiple individuals, including discipline faculty and the division dean, to ensure fair evaluation and maintain institutional integrity ([IIA-91](#)).

### Licensure Exams

The College does not administer licensure exams. However, several of its credit and noncredit Career and Community Education programs prepare students for licensure examinations in various fields, as discussed in Standard II.A.14 below.

### Discipline Exams

Math discipline instructors incorporate departmental unit exams into their developmental and corequisite math courses. These are used to ensure department-wide consistency in meeting course competencies and student learning outcomes. They are not used for placement or to determine eligibility for prior learning credit ([IIA-49](#)). The department reviews exam results and revises exams to reduce test bias and enhance reliability.

### ***Analysis and Evaluation***

WCC has clear policies and procedures for evaluating prior learning for placement or credit. The established protocols ensure that unbiased evaluation is provided using valid and reliable measures of student learning.

### **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.

### ***Evidence of Meeting the Standard***

UH policy outlines the definition of a credit hour and mandates that all UH institutions establish procedures to ensure the reliability and

accuracy of credit hour assignments ([IIA-95](#)). The credit hour is defined as the amount of work necessary to achieve specific learning outcomes, as substantiated by evidence showing that students have successfully met these outcomes. A standard workload for one credit hour consists of one hour of classroom or direct faculty instruction coupled with at least two hours of student work outside of class each week, spanning approximately 15 weeks in a typical semester (or the equivalent amount of work over a different period). The College uses the official UH three-year academic calendar to maintain consistency and comply with the credit hour policy across different semesters and class schedules. This document specifies the number of class days for each semester, details the hours and minutes of classroom or direct faculty instruction based on total instructional days, and quantifies the instructional time to ensure that the courses meet the required academic standards for credit hours as defined by the policy ([IIA-96](#) pp. 3-4).

The credit-hour standard extends to different academic activities that can earn credit, including online courses, lab sessions, internships, practica, studio projects, and similar academic endeavors, ensuring that these activities require a comparable workload to traditional classroom instruction ([IIA-95](#)). The curriculum development process ensures each course's credit hour assignment is commensurate with the student work expected to meet the learning outcomes ([IIA-3](#)).

Course and program descriptions published in the catalog constitute the official Courses Outline of Record and Program Outline of Record, respectively. The curriculum development process ensures each course and program has approved student learning outcomes ([IIA-3](#)). Each course description

includes the course name, number, credits, prerequisites, and course learning outcomes (CLOs) ([IIA-3](#), [IIA-39](#)). Each degree program description provides the name, type, total credit hour requirements, program learning outcomes, and all graduation requirements (e.g., [IIA-9](#)).

CLOs and PLOs are approved by the Curriculum Committee, a standing committee of the Faculty Senate ([IIA-3](#)). The curriculum development process ensures that CLOs are aligned to PLOs, which are aligned to Institutional learning outcomes ([IIA-3](#)).

Instructors must use the official CLOs when teaching the courses and include them on their syllabi ([IIA-45](#)). Students are assessed on these CLOs. The syllabi for each course list the CLOs from the Course Catalog description, along with a description of the tasks the student must complete, how the student will be assessed, and the grading criteria ([IIA-45](#)). The CLOs are regularly assessed for currency, academic rigor, and alignment with programmatic needs ([IIA-3](#)). Additionally, the courses are assessed using the CLOs as standards of student achievement ([IIA-42](#)).

Students at WCC earn course credit by achieving course learning outcomes as demonstrated by passing graded course assignments and examinations ([IIA-97](#)). Letter grades and grade points are awarded to students to reflect the level of their achievement of the CLOs ([IIA-97](#)). To earn a degree or certificate, a student must complete program-designated courses and maintain a cumulative grade point average of at least 2.0 ([IIA-98](#)).

### ***Analysis and Evaluation***

Students earn passing grades for courses at WCC by demonstrating achievement of the learning outcomes, which instructors measure upon students' completion of coursework. PLOs



are aligned with CLOs so that students earn degrees and certificates through successful completion of courses. Faculty members conduct regular course assessments to evaluate students' achievement of the CLOs to improve teaching and learning. WCC follows the UH policy governing the quantity of work required for each credit hour, consistent with accepted higher education standards. WCC follows federal standards for clock-to-credit-hour conversion.

### **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.

#### ***Evidence of Meeting the Standard***

WCC's transfer policies adhere to UH System policies on student transfer and articulation of credits, which are posted on the College website ([IIA-99](#), [IIA-100](#)). Accordingly, the College accepts credits from institutions accredited by regional accrediting commissions and specialized or professional associations ([IIA-100](#)). The UH Course Transfer Database, which contains a searchable library of previously evaluated courses, facilitates course equivalency decisions within the UH System ([IIA-101](#)). The database is updated as needed to reflect course curriculum changes.

Course evaluations for transfer are provided only for admitted students. The registrar ensures that transfer credits fulfill degree requirements by examining courses' learning outcomes and comparing them to WCC's courses, using supporting documentation, such as catalogs and course syllabi, and consulting with discipline faculty as needed. However, to facilitate transferring within the UH system, transcript reviews are not required to articulate credits for core general education courses, including foundation and diversification courses, completed at other UH campuses ([IIA-100](#)).

For courses deemed comparable, the College will accept credits in transfer if the student earned a grade of D (not D-) or better unless the course serves as a program or course prerequisite where the College's program/course requires the completion of the prerequisite course at the "C" or higher level ([IIA-100](#)).

Institutionally established articulation agreements guide student transfers and address credit for specific courses, packages of courses, and related academic requirements according to UH policies ([IIA-99](#), [IIA-100](#)). For example, WCC has a program-to-program articulation with UH Hilo for Astronomy and Geology, and several pathways to UH West O'ahu are available to WCC students who complete WCC's Associate of Arts degree in Hawaiian Studies ([IIA-60](#)).

As experts on degree-level competencies and comparable course work, faculty are directly involved in course/program articulation. Advisory councils composed of faculty and staff from the participating programs and campuses develop formal written agreements, which are signed by the institutions' chancellors and periodically reviewed and revised as necessary ([IIA-102](#)). Records of formal articulation

agreements are published on the UH Articulation and Transfer site ([IIA-102](#)).

Credits earned within the University of Hawai'i system with course or class designations related to degree requirements such as "Writing Intensive" will transfer when such designations have been determined according to the articulation established by UH policies ([IIA-100](#)).

Reverse transfer ensures that community college students who have transferred to a UH four-year institution before finishing their associate degree can subsequently earn that credential alongside their bachelor's degree, as facilitated by an automated credit review and award process based on community college program completion after transferring ([IIA-103](#)).

WCC's CCE division has also developed articulation agreements with the College's academic departments to ensure that noncredit students completing equivalent education and training as those enrolled in academic programs may receive college credit when matriculating into an appropriate program. Currently, WCC has an internal articulation agreement for the Certified Nurse Aide program with the Department of Natural Sciences, whereby students may receive seven credits ([IIA-104](#)), and for Introduction to Web Design and Social Media and E-Commerce, whereby students may receive one credit each for Special Topics in Information and Computer Sciences ([IIA-105](#)).

### ***Analysis and Evaluation***

To enable students to transfer without negative consequences, the College has approved,

communicated, and regularly assessed and revised policies and procedures for transferring courses to and from other institutions. Evaluation processes and articulation agreements ensure that the learning outcomes of transferred courses align with the College's and that the transferred courses will satisfy degree and certificate requirements.

### **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***

WCC has appropriate SLOs for its courses, which are aligned to PLOs through the curriculum development process (e.g., [IIA-10](#)). The College's assessment dashboard shows PLO achievement for each department in the liberal arts: Humanities, Language Arts, Mathematics and Business, Natural Sciences, and Social Sciences, with results displayed by modality for each academic year beginning with AY 2013 ([IIA-106](#)).

WCC's GE SLOs align with Standard II.A.11 as shown in the table below and as outlined in the Catalog ([IIA-107](#)):

Learning Outcomes in Standard II.A.11	Liberal Arts Program Outcomes	
Communication Competency	Communication	Use written, visual, and oral communication to discover, develop, and communicate meaning, and to respond respectfully to the ideas of others in multiple environments.
Information Competency	Information Literacy	Identify the information needed in a variety of situations, and access, evaluate, and use relevant information effectively and responsibly.
Ethical Reasoning		
Quantitative Competency	Critical Thinking & Creativity	Make judgments, solve problems, and reach decisions using analytical, critical, and creative thinking skills.
Analytic Inquiry Skills		
Engaging Diverse Perspectives	Global & Cultural Awareness	Develop the ability to perceive how people interact with their cultural and natural environments, through their own worldview and through the worldviews of others, in order to analyze how individuals and groups function in local and global contexts.

Assessment results for these learning outcomes consistently exceed the baseline target and, as such, have yet to prove as informative as other assessments in driving program improvements.

**Analysis and Evaluation**

WCC has developed GE SLOs in all areas listed in Standard II.A.11. These are regularly assessed, with achievements documented in the College’s assessment dashboard.

**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.

### ***Evidence of Meeting the Standard***

The mission of general education (GE) at WCC, as stated in the catalog, is to provide an open door through which students develop tools of inquiry for understanding themselves and the world around them, expand and apply knowledge, and cultivate more creative and meaningful lives ([IIA-108](#)). The College's General Education program has four SLOs: Global and Cultural Awareness, Critical Thinking and Creativity, Communication, and Information Literacy. ([IIA-107](#)).

WCC's credit programs include required foundation and diversification courses that reflect the College's GE mission and learning outcomes ([IIA-41](#)). Per UHCCP 5.200, general education has comprehensive learning outcomes for the students who complete it, including understanding the basic content and methodology of the major areas of knowledge ([IIA-56](#)). Foundations courses include core requirements in written and oral communications, quantitative reasoning, global and multicultural perspectives, arts and humanities, natural sciences, and social sciences. Diversification courses provide students with broad knowledge in various academic domains, including the arts, humanities, literature, natural sciences, and social sciences ([IIA-108](#), [IIA-9](#)).

For example, the Associate in Arts in Liberal Arts is a two-year transfer liberal arts degree with 60 semester credits at the 100 and 200 levels. For this degree, credits must be earned in all seven areas of the GE Core Requirements, along with Oral Communication and Writing Intensive graduation requirements ([IIA-9](#)).

To obtain a foundation designation for a course, a department chair or lead instructor submits a

request to the appropriate foundation board, which considers the rationale for the proposal along with an evaluation of the Course Learning Outcomes (CLOs) as they relate to specific hallmarks. If the Board approves, all course sections will carry the Foundations designation and must meet the Hallmarks each time the course is taught. These designations remain valid for five years, with a mandatory review for renewal in the final year ([IIA-109](#)).

Course diversification designations are determined through the curriculum development process, in which course proposals are mapped to relevant GELOs and PLOs and reviewed by the Curriculum Committee, Faculty Senate, and the administration ([IIA-15](#), [IIA-40](#)).

### ***Analysis and Evaluation***

WCC's degree programs adhere to UH BOR and UHCCP policies, which require all degree programs offered by WCC to incorporate general education requirements that are clearly defined and appropriate for each credential offered and reflect a well-articulated philosophy and rationale for general education ([IIA-110](#), [IIA-56](#)). (ER 12)

### **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***

The catalog lists all requirements for the College's 35 degrees and certificates ([IIA-8](#), [IIA-](#)

[57](#)). In alignment with UHCC policy, degree programs include focused study in at least one area of inquiry or established interdisciplinary core ([IIA-56](#)). All degree and certificate programs at WCC include a focused area of study to provide theoretical knowledge and practical skills appropriate to the discipline. Additionally, selected associate transfer degrees offer concentrations. For example, the AS in Natural Science (ASNS) has concentrations in Biological Sciences, Engineering, Physical Sciences, and Information and Communication Technology ([IIA-111](#)).

Courses are assigned to or developed for degree programs depending on the desired learning outcomes and competencies students need. For example, the ASNS prepares students for employment in career and technical fields or transfer to a baccalaureate-granting institution in science, technology, engineering, mathematics, or other articulated baccalaureate-level programs of study ([IIA-8](#)).

WCC also offers certificate-level programs within the Associate in Arts degrees (Academic Subject Certificates), as well as certificate-level programs (Certificate of Achievement and Certificate of Competence) to prepare students for entry-level employment or upgrading work skills in several vocational fields ([IIA-8](#)). For example, the Academic Subject Certificate in Psycho-Social Developmental Studies provides pre-professional training for students planning careers in human service ([IIA-112](#)). The Certificate of Achievement in Agripharmatech prepares students for employment in agricultural biotechnology, agribusiness, or transfer to higher degree institutions in related disciplines ([IIA-113](#)).

## ***Analysis and Evaluation***

All programs include a focused study on one area of inquiry or discipline and include key theories and practices appropriate for the certificate or associate degree level.

Requirements for all degree programs are published in the catalog.

### **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***

Windward CC's Career and Technical Education (CTE) degree and certificate programs prepare students for external certification and licensure, where appropriate. For example, the Veterinary Technology program prepares students to take the Veterinary Technician National Examination upon graduation ([IIA-114](#)), and the Information Security Specialist Certificate of Competence program lays the foundation for CompTIA Network+, Security+, and EC-Council's Ethical Hacking industry certifications ([IIA-115](#)).

The Career and Community Education (CCE) division offers noncredit training programs to prepare students for licensure exams. For example, graduates of its accredited Certified Nurse Aide program receive a certificate of professional development required to take the State exam for certification as a nurse aide ([IIA-7](#) p. 3).

Establishing new credit-bearing academic programs starts with a request for Authorization to Plan ([IIA-6](#)). The request requires clear rationale and, for workforce development

programs, direct evidence of workforce demand, including data and evidence of employment or industry need ([IIA-116](#)). Program advisory boards, comprised of community leaders in business, industry, and professions, work closely with faculty to advise on program curriculum, course content, assessment, training needs, equipment, industry trends, employment opportunities, and new developments in the field ([IIA-117](#) p. 13).

Noncredit workforce development programs are designed in collaboration with employers, workforce partners, and industry organizations to ensure student learning outcomes align with the evolving industry needs ([IIA-7](#) p. 12). For example, the Family Childcare Essentials program coordinator works closely with the childcare resource and referral agency and a family childcare accreditation agency in Hawai'i to oversee the program curriculum. The program's coordinator also hosts regular advisory group meetings with family childcare stakeholders ([IIA-7](#) p. 4). This approach effectively enhances the employability of program graduates and ensures that they possess the skills and knowledge in high demand in the job market.

The UHCC defines institutional standards and reporting requirements for student achievement in the degree programs, including baseline and aspirational targets for licensure and certification examination success rates ([IIA-118](#) p. 3). In its Annual Review of Program Data (ARPD), UHCC provides detailed information on certifications, along with workforce analytics for each program, including licensure examination success rates and job placement rates ([IIA-118](#), [IIA-119](#), [IIA-120](#)).

The College publishes current information relevant to its career-technical degree and certificate programs. For example, online

Veterinary Technician program information includes admission requirements, program learning outcomes, and degree requirements, job outlook and credentialing details, accreditation status, and WCC graduates' pass rates for the Veterinary Technician National Exam ([IIA-121](#), [IIA-123](#), [IIA-114](#)).

### ***Analysis and Evaluation***

The College draws on faculty expertise and industry input to set competency levels and student learning outcomes for its CTE programs. Currency and relevancy are maintained through ongoing collaboration with advisory groups. PLO assessments and credential attainment rates ensure student achievement in technical and professional competencies. The College provides up-to-date information on its CTE programs, including external requirements and employment opportunities.

### **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***

Significant program changes, stop-outs, or terminations require approval by the Board of Regents (BOR) or its delegates before implementation ([IIA-1](#) pp. 3-4). A stop-out refers to the status of a program undergoing reevaluation for which admissions are temporarily halted ([IIA-123](#)). Termination is the process by which a program ends and will no longer be offered.

Significant changes, including stop-outs, also follow campus curriculum review procedures.

For example, in 2021, the Sustainable Agriculture program was temporarily stopped out and underwent review by the Curriculum Committee, including posting to the campus discussion board for comment ([IIA-124](#), [IIA-125](#)). The College is also responsible for appropriately communicating with enrolled students and new program applicants regarding programs that have been stopped out or terminated ([IIA-126](#)).

No new admissions are accepted to stopped-out or terminated programs. Additionally, to keep its commitments to students already enrolled, the College's academic advisors work with students to ensure that they can complete their education in a timely manner, either by finishing the program or by changing majors, applying as much coursework as possible to their chosen new degree program ([IIA-1](#), [IIA-126](#)). The latter is aided by the Star Guided Pathways System, which includes a "What If Journey" tool that allows students to see how their completed courses would apply to different programs before deciding to change ([IIA-63](#)). If applicable, academic exceptions for course substitutions are granted while ensuring program learning outcomes are met ([IIA-127](#)).

### ***Analysis and Evaluation***

WCC has established policies and procedures regarding program elimination, including the process by which enrolled students can complete their education in a timely manner with minimal disruption.

#### **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***

WCC has a systematic process for conducting annual reviews of degree programs, significant noncredit programs, and other areas of major curricular emphasis ([IIA-44](#)). Additionally, the Institutional Effectiveness Committee (IEC) ([IIA-43](#)) sets a five-year comprehensive program review schedule. The Committee also oversees a schedule for assessing Course Learning Outcomes (CLOs) over five years ([IIA-42](#)). CLO assessments inform discussions at the discipline and department levels and are used to plan and implement curriculum changes (e.g., [IIA-32](#) p. 4).

CLOs are mapped to Program Learning Outcomes (PLOs) and General Education Learning Outcomes as part of the course and program development process ([IIA-15](#)). This mapping allows CLO assessments to contribute to the evaluation of programs ([IIA-10](#)).

In addition to CLO assessments, program reviews comprise an analysis of student success, program demand, efficiency indicators, and consideration of external factors ([IIA-128](#)). This analysis informs curriculum and resource planning ([IIA-123](#)). Program reviews serve as the basis for considering and prioritizing resource requests submitted through the Planning and Budget Council, which advises the Chancellor on the budget and ensures programs receive adequate funding to achieve student learning outcomes ([IIA-129](#)).

### ***Analysis and Evaluation***

The College uses program review results for program improvement, modification, or

termination decisions. Course and program assessment results inform curriculum design changes to improve teaching and learning outcomes.

## **Conclusions on Standard II.A: Instructional Programs**

Windward Community College ensures that all programs and courses are closely aligned with its mission, are of appropriate quality, length, depth, and rigor for higher education, and lead to identifiable and achievable student outcomes in support of academic and professional preparedness. The College develops, assesses, and revises course and program student learning outcomes to ensure its instructional programs meet the evolving needs of students and the community while supporting student success in achieving their academic and professional goals. Faculty play a central role in curriculum development, student learning assessment, and continuous improvement of teaching and learning. Their active engagement ensures that instructional content and delivery meet high academic and professional standards. The College effectively and responsively addresses the diverse needs of its student body through various instructional delivery modes and program models. The structure of programs and scheduling of courses facilitate timely completion, and a significant general education component prepares students for civic engagement, lifelong learning, and intellectual exploration.

## **Improvement Plan(s)**

The Academic Affairs Department is focusing on increasing academic parity between distance and face-to-face courses by creating a more systematic approach to distance education through training and support for faculty, provision of equivalent support services to

students, and alignment of institutional and programmatic practices for online instruction. In line with this, its second area of focus is course and program assessment. With the move to a new assessment database and administrative turnover in the last several years, assessment completion and record-keeping have been under reconstruction. Significant progress has been made, and this will be an area of ongoing improvement.

## **Evidence List**

IIA-1	<a href="#">UH RP 5.201 Instructional Programs</a>
IIA-2	<a href="#">UHCCP 5.203 Program Credentials: Degrees and Certificates</a>
IIA-3	<a href="#">WCC Credit Curriculum Policies and Procedures</a>
IIA-4	<a href="#">WCC Faculty Senate Constitution</a>
IIA-5	<a href="#">WCC Curriculum Dashboard</a>
IIA-6	<a href="#">UH Program Proposal Process</a>
IIA-7	<a href="#">2022-23 OCCE Annual Report</a>
IIA-8	<a href="#">WCC Course Catalog: Degrees and Certificates</a>
IIA-9	<a href="#">WCC Course Catalog: The Associate in Arts Degree</a>
IIA-10	<a href="#">Liberal Arts Humanities Program &amp; Course Learning Outcomes Alignment AY23-24</a>
IIA-11	<a href="#">Windward CCE Programs</a>
IIA-12	<a href="#">WCC Degree Count By Fiscal Year Dashboard</a>
IIA-13	<a href="#">UH IRAPO UHCC Transfers, Fall 2023, Windward CC</a>
IIA-14	<a href="#">UH RP 1.210 Regents' Policy on Faculty Involvement in Academic Decision-Making and Academic Policy Development</a>
IIA-15	<a href="#">Kuali CM Courses Proposal Form</a>
IIA-16	<a href="#">Hawai'i P-20 Promising Credentials Report</a>
IIA-17	<a href="#">Hawai'i Healthcare Workforce Initiatives 2022 Report</a>
IIA-18	<a href="#">Castle HS CNA Flyer</a>
IIA-19	<a href="#">WCC Distance Education Committee</a>
IIA-20	<a href="#">WCC Distance Education Committee Charter</a>
IIA-21	<a href="#">Distance Education Course Justification Form</a>
IIA-22	<a href="#">RSI Online Course Self-Evaluation</a>
IIA-23	<a href="#">WCC Guidelines for Online Office Hours</a>
IIA-24	<a href="#">WCC Contract Renewal Checklist</a>



IIA-25	<a href="#">Peer Evaluations and Course Evaluations for Spring 2020 Memo</a>	IIA-65	<a href="#">Scheduling Summit Feedback Survey</a>
IIA-26	<a href="#">UHCCP 9.104 Lecturer Evaluation</a>	IIA-66	<a href="#">WCC Perkins V 2022-23 College Plan</a>
IIA-27	<a href="#">WCC Lecturer Evaluation Page</a>	IIA-67	<a href="#">WCC Class Schedule Change Request System</a>
IIA-28	<a href="#">WCC Peer Evaluation Form: In-Person and Hybrid</a>	IIA-68	<a href="#">Fall 2024 Schedule Request Google Form</a>
IIA-29	<a href="#">WCC Peer Evaluation Form: Online</a>	IIA-69	<a href="#">Fall 2024 Schedule Request Responses</a>
IIA-30	<a href="#">2021-22 Distance Education Annual Report</a>	IIA-70	<a href="#">WCC AAAC Agenda 2023-12-07</a>
IIA-31	<a href="#">UHCCP 5.202 Review of Established Programs</a>	IIA-71	<a href="#">Fall 2024 WCC Student Scheduling Survey</a>
IIA-32	<a href="#">2022 ARPD WCC Co-Req English</a>	IIA-72	<a href="#">2023-24 Kailua HS EC Monthly Meeting Notes</a>
IIA-33	<a href="#">2022 ARPD WCC Co-Req Math</a>	IIA-73	<a href="#">ECHS Master Course List By Semester.pdf</a>
IIA-34	<a href="#">CCE 5-Year Report 2015-2019</a>	IIA-74	<a href="#">2023-24 CCE Course Schedule</a>
IIA-35	<a href="#">2023 Annual Review of Program Data Example</a>	IIA-75	<a href="#">UH IRAPO Student and Course Taking Modality Dashboard</a>
IIA-36	<a href="#">WCC 2022 ARPD Template</a>	IIA-76	<a href="#">WCC Male Student Story Dashboard</a>
IIA-37	<a href="#">Matrix for FG Hallmark and SLO Alignment</a>	IIA-77	<a href="#">WCC 2023 Native Hawaiian Annual Report Dashboard</a>
IIA-38	<a href="#">Procedures for Applying for Foundations Designation</a>	IIA-78	<a href="#">WCC Student Parent Story Dashboard</a>
IIA-39	<a href="#">WCC Course Catalog: Courses</a>	IIA-79	<a href="#">WCC Enrollment by Registration Status and Age Dashboard</a>
IIA-40	<a href="#">WCC Curriculum Procedures</a>	IIA-80	<a href="#">WCC Frosh Cohorts</a>
IIA-41	<a href="#">WCC Program Proposal Form</a>	IIA-81	<a href="#">WCC Wo Change Agent Award Application for Hawai'iiloa</a>
IIA-42	<a href="#">WCC 5-Year Assessment Schedule</a>	IIA-82	<a href="#">UH IRAPO Percent Students Taking Online Classes</a>
IIA-43	<a href="#">WCC Institutional Effectiveness Committee Charter</a>	IIA-83	<a href="#">UHCC VCAA Monthly Meeting 2023-04-26</a>
IIA-44	<a href="#">WCC Program Review Policy</a>	IIA-84	<a href="#">WCC Online Resources for Online Instruction</a>
IIA-45	<a href="#">WCC Syllabus Template</a>	IIA-85	<a href="#">WCC Library Website</a>
IIA-46	<a href="#">WCC Course Syllabus Archive</a>	IIA-86	<a href="#">WCC Ka Piko</a>
IIA-47	<a href="#">WCC Mission, Vision, and Core Values</a>	IIA-87	<a href="#">2022 ARPD WCC Testing Services</a>
IIA-48	<a href="#">UHCC English &amp; Math Placement Guidelines 2021-22</a>	IIA-88	<a href="#">Pu'uohonua Placement Testing</a>
IIA-49	<a href="#">WCC Math Department Policies</a>	IIA-89	<a href="#">WCC Student Tech Support</a>
IIA-50	<a href="#">Accelerated Learning Program Website</a>	IIA-90	<a href="#">UH Information Technology Services Help Desk</a>
IIA-51	<a href="#">Developmental Math Enrollment Spring 2024</a>	IIA-91	<a href="#">UHCCP 5.302 Prior Learning Assessment Program</a>
IIA-52	<a href="#">UHCCP 5.300 Course Numbering Convention</a>	IIA-92	<a href="#">WCC Course Catalog: Prior Learning Credits</a>
IIA-53	<a href="#">WCC Course Catalog: MATH 82</a>	IIA-93	<a href="#">WCC Prior Learning Assessment Policy, 2023</a>
IIA-54	<a href="#">2021-22 OCCE Annual Report</a>	IIA-94	<a href="#">WCC Hawaiian/Second Language Back Credit Policy</a>
IIA-55	<a href="#">2019-20 OCCE Annual Report</a>	IIA-95	<a href="#">UH EP 5.228 Credit Hour</a>
IIA-56	<a href="#">UHCCP 5.200 General Education in All Degree Programs</a>	IIA-96	<a href="#">3-Year UH 2023-2026 Academic Calendar</a>
IIA-57	<a href="#">WCC 2023-24 Program Sheets</a>	IIA-97	<a href="#">WCC Course Catalog: Grading</a>
IIA-58	<a href="#">UH IRAPO Graduation and Retention by Cohort and Population</a>	IIA-98	<a href="#">WCC Course Catalog: Graduation Requirements</a>
IIA-59	<a href="#">2023-29 Strategic Planning: Student Success</a>	IIA-99	<a href="#">WCC Acceptance of Credits in Transfer Policy</a>
IIA-60	<a href="#">WCC Hawai'iiloa Program</a>	IIA-100	<a href="#">UH EP 5.209 UH Student Transfer</a>
IIA-61	<a href="#">2023 ARPD WCC Hawaiian Studies</a>	IIA-101	<a href="#">UH Course Transfer Database</a>
IIA-62	<a href="#">WCC Business Core Program</a>		
IIA-63	<a href="#">MyUH STAR GPS Registration</a>		
IIA-64	<a href="#">Scheduling Summit Agenda</a>		

- IIA-102 [UH Articulation and Transfer](#)
- IIA-103 [UHCCP 5.206 Reverse Transfer](#)
- IIA-104 [WCC Articulation Agreement Non-Credit CNA Program](#)
- IIA-105 [WCC Articulation Agreement Non-Credit Social Media](#)
- IIA-106 [WCC Assessment Dashboard GESLO and PLO](#)
- IIA-107 [WCC Catalog: General Education Student Learning Outcomes](#)
- IIA-108 [WCC Catalog: The Instructional Program](#)
- IIA-109 [WCC Foundations Board](#)
- IIA-110 [UH RP 5.213 General Education](#)
- IIA-111 [WCC Course Catalog: Associate in Science in Natural Science](#)
- IIA-112 [WCC Course Catalog: ACS in Psycho-Social Developmental Studies](#)
- IIA-113 [WCC Course Catalog: CA in Agripharmatech](#)
- IIA-114 [WCC Veterinary Technology](#)
- IIA-115 [WCC Information Security Specialist](#)
- IIA-116 [UH Authorization to Plan Guidelines for New Academic Programs](#)
- IIA-117 [WCC Course Catalog 2022-23](#)
- IIA-118 [UHCCP 4.203 Attachment A - Standard Definitions and Targets](#)
- IIA-119 [2023 ARPD Agripharmatech Workforce Analytics](#)
- IIA-120 [ACCJC Job Placement Rate](#)
- IIA-121 [WCC Course Catalog: Associate in Science in Veterinary Technology](#)
- IIA-122 [WCC Veterinary Technology FAQ](#)
- IIA-123 [Academic Program Action Requiring BOR Approval](#)
- IIA-124 [Sustainable Agriculture Stop-Out Memo](#)
- IIA-125 [Curriculum Committee Email 2021-09-24](#)
- IIA-126 [UH EP 5.202 Review of Established Programs](#)
- IIA-127 [Request for Academic Exception](#)
- IIA-128 [Instructional Program Review Template](#)
- IIA-129 [WCC Planning and Budget Council](#)

## II.B. Library and Learning Support Services

### 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 other learning support services. (ER 17)

#### ***Evidence of Meeting the Standard***

Windward CC's Academic Support Division provides library and learning support services to students, faculty, and staff. Operating under the Office of Academic Affairs, the division consists of the Library, Computing Services, Instructional Development Services, Media Technology Services, and Ka Piko Student Success Services, which oversees tutoring services, the Testing Center, and the Math, Speech, and Writing Labs (IIB-1 p. 2, IIB-2 p. 4). These services are housed in the 69,000-square-foot Library and Learning Commons facility. Additional services, including TRiO Student Support Services and Peer Mentoring, operate under the Office of Student Affairs in other locations on campus (IIB-3).

#### Library

The Library is committed to providing services that foster information literacy and enhance teaching and learning (IIB-4). Librarians provide reference services and research support in

person and via telephone, chat, email, and videoconferencing (IIB-5) 40 hours per week (IIB-6, IIB-7 p. 6). Exterior lockers allow after-hours materials pick up (IIB-7 p. 3).

The Library develops, organizes, and maintains resources that provide diverse perspectives (IIB-4). Materials are regularly added and deaccessioned per its Collection Development policy to ensure collections are current and relevant to the curriculum (IIB-8, IIB-9) with resources supporting the College's general education transfer and CTE programs, *e.g.*, Veterinary Technology (IIB-10).

The Library's collections comprise 51 thousand physical items, including 10 thousand Hawai'i-related items (IIB-11), 67 databases (IIB-12), 261 thousand ebooks, and 80 thousand streaming videos (IIB-13).

To provide off-campus students access to a wide range of resources, the Library acquires materials in electronic format when possible (IIB-8). It also offers limited digitization of print materials, including those on course reserves, under the fair use provision of U.S. copyright law (IIB-7 p. 4). Access is further expanded through inter-system loans, reciprocal borrowing, and pickup point transfers between UH campus libraries (IIB-14). Librarians, instructors, and correctional facilities staff have begun exploring ways to improve incarcerated students' access to information resources, which is severely limited (IIB-15, IIB-16).

Librarians provide curricular support via online research guides (IIB-17), instructional sessions, and faculty consultations on integrating information literacy outcomes (IIB-18). The Library's online Information Literacy tutorials are incorporated into the ENG 100 course curriculum (IIB-19) and have been adapted for offline use by incarcerated students (IIB-15).

## Tutoring

Tutoring services are provided primarily by Ka Piko Student Success Services (KP) ([IIB-20](#)), which oversees the College's Math, Writing, and Speech Labs. The labs offer drop-in and appointment-based tutoring in person and online. KP also manages Supplemental Instruction (SI), an embedded tutoring program targeting historically difficult courses with sessions led by students who completed the course in a prior semester. SI leaders attend all class meetings and lead structured study sessions on the course material ([IIB-21](#)).

The TRiO Student Support Services (TRiO) program offers individual and small group tutoring in person and online ([IIB-22](#), [IIB-23](#)), with demand particularly high for help in math, the sciences, and English ([IIB-24](#)).

Additionally, students may access on-demand tutoring in numerous disciplines via a Tutor.com license provided by UHCC ([IIB-25](#), [IIB-26](#) p. 15) and UH Mānoa's Online Learning Academy ([IIB-27](#)).

## Testing

The Testing Center (TC) operates 40 hours per week, offering proctoring and placement testing in person and online ([IIB-28](#) pp. 1, 6). A counselor administers placement exams to incarcerated students via EdReady ([IIB-29](#)).

## Information and Learning Technology Resources and Services

Three complementary units provide technology resources and relevant training and support. Computing Services (CS) implements and maintains the College's computing hardware, software, peripherals, and networks. Media Technology Services (MTS) provides audiovisual technology, production equipment, and services

for creating and delivering learning activities. Instructional Development Services (IDS) provides services to enhance teaching and learning, including instructional design, duplication and digitizing, digital accessibility compliance, graphic design, and learning technology licensing, training, and support ([IIB-2](#) pp. 5-8, [IIB-30](#) pp. 1, 5).

Computers, printers, and software are available for student use at the Library, the Learning Labs, and various classrooms across campus. The Library offers semester loans of laptops and internet hotspots ([IIB-31](#), [IIB-32](#), [IIB-33](#)). Justice Tech Solutions SecureBooks are provided by CS for use by incarcerated students ([IIB-34](#) p. 6).

Students receive online and in-person training and technical support from KP staff ([IIB-35](#)), while faculty and staff receive technology support from CS ([IIB-34](#)). Additionally, the University of Hawai'i Information Technology Services (UH ITS) department provides support and training for students and employees ([IIB-36](#), [IIB-37](#)).

UH ITS, the University of Hawai'i Community Colleges (UHCC), and Windward CC license and administer the learning management system (LMS) ([IIB-38](#)), videoconferencing ([IIB-39](#)), productivity software ([IIB-40](#)), and programs used for testing ([IIB-24](#)) and tutoring ([IIB-20](#)).

The adequacy and relevance of resources and services are evaluated by each unit as discussed in IIB.3 below.

## **Analysis and Evaluation**

Windward CC contributes to student success by offering various resources and services, including library, tutoring, testing, technology, and instructional development resources and services. Regular assessments are used to maintain and improve learning support for

students in academic transfer and CTE programs, regardless of location or mode of instruction (E17). Improving access to these supports for incarcerated students is a current challenge.

## **II.B.2.**

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

### ***Evidence of Meeting the Standard***

#### Library

Six full-time employees provide access to services and resources that support student learning. Four faculty librarians serve as discipline liaisons, routinely consulting with instructional faculty to select resources for inclusion ([IIB-41](#)). These include a Hawaiian Specialist Librarian hired to support the educational needs of Native Hawaiians ([IIB-42](#)) and a Technical Services Librarian who undertakes preservation and conservation activities to increase the longevity of physical and digital materials. The Library's Access Services Manager and Library Technician ensure facilities, equipment, and resources are well-maintained and easily accessible to students.

Guided by its Collection Development policy, library resources are carefully selected by subject liaison librarians in collaboration with faculty to support the College's curriculum and programs, covering a wide range of content areas ([IIB-8](#)). The Library allocates its annual materials budget to ensure currency in collections supporting general education and program-specific curricula ([IIB-43](#)).

In accordance with the Library's Collection Development Policy and Weeding Schedule, subject liaison librarians consult with faculty and review syllabi, subject literature, and usage reports to ensure information resources meet curricular needs ([IIB-8](#), [IIB-9](#)). For example, ebook turnaway reports guide the acquisitions of additional ebook licenses for high-demand titles ([IIB-44](#)).

Library staff also select equipment in support of student learning. For example, in 2021, the Library acquired a KIC Scanner to enable efficient digitization of materials. This supports remote learning by making resources available digitally and assists in creating accessible formats for individuals with disabilities ([IIB-45](#)).

#### Tutoring

Ka Piko Student Success Services (KP) utilizes the UH Mānoa-developed STAR Balance platform for scheduling and facilitating drop-in and appointment-based online tutoring ([IIB-26](#) p. 10). This platform has a full development team to ensure its functionality, ease of use, and accessibility ([IIB-46](#)).

#### Testing

The manager of the Testing Center also oversees KP's Student Tech Support Services. This role involves working cooperatively with the CS department to maintain student-use computers and to address equipment and software needs. One recent accomplishment was implementing management software to facilitate student testing services ([IIB-28](#) pp. 3-6).

#### Information and Learning Technology Resources and Services

The Instructional Design Services (IDS) department comprises a faculty Instructional

Developer and an APT Office Manager responsible for selecting and maintaining equipment for designing, printing, video production, and digitization. IDS collaborates with faculty to identify their needs through surveys and direct input. For example, after a faculty member expressed interest in using an interactive learning object creation platform, IDS polled Windward CC faculty and acquired licenses for several dozen users ([IIB-47](#)).

Computing Services (CS) comprises a Faculty Coordinator and three IT Specialists who provide centralized planning, purchasing, and management of most of the College's classroom and employee computers. The department also administers, maintains, and supports campus networks and the phone system. Its objectives are to enhance infrastructure, modernize equipment, and streamline processes. This includes upgrading systems, acquiring new technology, expanding support services, and managing resources to boost user productivity and operational efficiency. Recent accomplishments include procuring Justice Tech Solutions SecureBooks for use by incarcerated students ([IIB-34](#) pp. 1, 6-8).

Media Technology Services (MTS) staff include a Media Specialist, an Electronics Technician, and a Media Support Specialist, who develop and maintain audio and visual technology infrastructure that supports effective teaching and learning. Recent accomplishments include installing Flex classroom/conferencing equipment across campus to support synchronous hybrid instruction and building a multimedia production lab for developing content for distance education courses ([IIB-48](#) pp. 2-4).

## ***Analysis and Evaluation***

Faculty and staff with appropriate knowledge and responsibilities work with faculty to select and maintain educational resources and equipment to support student learning and achieve the school's goals.

### **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***

Each unit providing learning support services uses various methods to identify and respond to student needs.

#### Library

The Library surveys students, staff, and faculty every second year regarding library resources and services. These surveys provide quantitative and qualitative measures of user satisfaction, awareness, and demand, which are analyzed in whole and by role and ethnicity ([IIB-49](#)). Results are used to address gaps and unmet needs ([IIB-4](#), [IIB-50](#), [IIB-51](#)). For example, due to a finding from the Spring 2020 survey that students lacked sufficient access to computers and connectivity, the Library partnered with CS and others on campus to acquire semester-loan laptops and internet hotspots ([IIB-52](#)). In response to findings from the 2022 survey, the Library enacted multiple changes to decrease students' overdue fine burdens ([IIB-49](#), [IIB-51](#) p. 2, [IIB-53](#) pp. 4-5).

SLO assessments guide incremental improvements to the ENG 100 Information Literacy tutorials ([IIB-4](#) pp. 6-7, [IIB-54](#)). Data from the Information Literacy PLO assessments, the CCSSE ([IIB-55](#) pp. 12, 14; [IIB-56](#) pp. 6-7), and the Institutional Effectiveness Committee's institutional surveys of personnel and students ([IIB-57](#), [IIB-58](#)) are also monitored, as they indirectly reflect the impact of the Library and its instruction services ([IIB-59](#)).

### Tutoring

KP evaluates its service outcomes and updates its action plan annually ([IIB-26](#)). Usage data show demand ([IIB-60](#) p. 3, 5; [IIB-26](#) p. 15), surveys measure satisfaction ([IIB-26](#) p. 17-18), and the success rates of students using SI and learning labs indicate effectiveness ([IIB-26](#) p. 20). These data are used to inform decisions. For example, due to a decline in demand during the pandemic, the Speech Lab was closed with plans to reopen once a sufficient percentage of courses returned to in-person meetings ([IIB-61](#) p. 9, 12-13; [IIB-62](#) p. 11, 19-20).

To evaluate and improve the quality of its tutoring services, TRiO SSS monitors the success rates of tutored students and evaluates its tutoring services through formal and informal assessments ([IIB-24](#)).

Data from the CCSSE and institutional surveys provide additional indications of overall student engagement and satisfaction with learning support services ([IIB-63](#) p. 2), including tutoring ([IIB-64](#)) and the learning labs ([IIB-55](#) pp. 11, 13; [IIB-56](#) pp. 6-7).

### Testing

The TC surveys monitor student and instructional faculty satisfaction with hours, staff, and services ([IIB-28](#), p. 4). Responding to a finding that the online appointment system was

too restrictive, a walk-in appointment option was added ([IIB-65](#) pp. 7-8).

### Information and Learning Technology Resources and Services

IDS monitors usage data and conducts surveys every two years to improve services and guide resource allocation. For instance, a noted decrease in the demand for hard copies in lieu of digital formats post-pandemic led the department to scale back its duplication equipment and increase support for online classes ([IIB-66](#) p. 3).

Based on comparative student success data, IDS faculty also collaborate with the Distance Education Committee and academic departments to assist instructors in achieving equivalent outcomes across online, hybrid, and in-person course formats ([IIB-30](#) pp. 3-4).

In 2023, the University of Hawai'i System began a review of Lulima (Sakai) and other LMS platforms, which determined a need to adopt a new LMS ([IIB-38](#) p. 43). Following a review and RFP process, a contract was awarded in the spring of 2024 to D2L with plans to migrate to its Brightspace platform in 2025 ([IIB-67](#)).

MTS evaluates its services with an annual faculty/staff satisfaction assessment survey. When a recent survey revealed that faculty needed access to more information and training, MTS created a resource intranet site and offered additional training sessions during convocation week and professional development events ([IIB-68](#)).

The CS department's assessment methods include the CCSSE ([IIB-56](#) p. 6), institutional surveys of faculty and students ([IIB-57](#) pp. 12, 19-20; [IIB-58](#) p. 7), analysis of outage and support request logs, and periodic review of hardware and software deployments by location

and age. These are used to prioritize upgrades and infrastructure refinements, target technical training, and improve customer service ([IIB-34](#) pp. 2-5).

### ***Analysis and Evaluation***

The College evaluates its library and learning support resources and services through various methods. It uses data from patron surveys, SLO assessments, usage reports, direct feedback, and other means to guide continual improvements.

#### **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 and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

### ***Evidence of Meeting the Standard***

#### **Library**

The UH Library System Office holds a consortial contract for the Ex Libris Alma/Primo library services platform (LSP) adopted by all UH libraries in 2019. By agreement, the member libraries share the license and management expenses based on holdings, circulation, and student FTE ([IIB-69](#), [IIB-70](#)).

The Windward CC Library is a member of the Hawai'i Library Consortium (HLC) ([IIB-71](#)), which facilitates database licensing, training, and support services ([IIB-72](#)). HLC members share

costs for a common suite of databases and may subscribe to optional databases at discounted rates ([IIB-73](#), [IIB-74](#), [IIB-75](#)) according to a formula outlined in its bylaws ([IIB-72](#) p. 1-2).

HLC's Database Review Committee assesses its contracted products and services, arranges trial subscriptions and vendor presentations, evaluates vendor packages, and makes recommendations to its Governing Board. The Hawai'i State Public Library System serves as HLC's business agent, providing administrative and technical support for purchased products and services. The State Fiscal Office handles fiscal matters as directed by the HLC Governing Board ([IIB-72](#) p. 7-8).

The Library, College, and UH System regularly review contracted services and make changes accordingly. For example, the Windward CC Library discontinued its subscription to OCLC's WorldShare article request service due to low use and ended its LibWizard subscription after determining it lacked needed functionality ([IIB-4](#) p. 7). Subscription databases are also reviewed annually for use and continued relevance.

#### **Tutoring**

The UHCC System has contracted with Tutor.com to provide online synchronous and asynchronous tutoring services in a wide variety of disciplines ([IIB-25](#)), the use of which is monitored by the Ka Piko Coordinator ([IIB-26](#) pp. 7-8).

#### **Testing**

The UHCC System administers licenses related to testing services for instructional programs. Following the UHCC System's two-year pilot of EdReady to prepare students for English and math placement testing, the contract was extended based on a review of data that



demonstrated its effectiveness in enhancing course success rates ([IIB-76](#) pp. 3, 7).

### **Analysis and Evaluation**

The College meets this standard by ensuring access to sufficient information and learning support services 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 products and services are monitored and evaluated using various criteria, including use, relevance, reliability, effectiveness, security, maintenance, and reliability. Assessment results are used for improvement.

### **Conclusions on Standard II.B: Library and Learning Support Services**

Windward CC meets this standard. The College offers a variety of learning supports to all students and programs. To ensure these services are relevant and accessible, the Academic Support Division units work closely with faculty, conduct regular evaluations, and have formal agreements for externally provided and shared resources. Improvement plans are regularly updated based on assessment findings and new initiatives.

### **Improvement Plan(s)**

Current improvement plans include finding ways to increase access to library resources and services for incarcerated students ([IIB-16](#)), revising the Library's action plan and performance indicators to align with the new Strategic Plan and related initiatives ([IIB-77](#) p. 14), and improving instructor access to instructional design resources and services to enhance student success in online and hybrid courses ([IIB-30](#) p. 4).

### **Evidence List**

- IIB-1 [2022 ARPD Academic Support Services Executive Summary](#)
- IIB-2 [WCC Functional Statement 2021](#)
- IIB-3 [2022 ARPD Student Affairs: All Other Programs](#)
- IIB-4 [2022 ARPD Library](#)
- IIB-5 [WCC Library: Ask Us](#)
- IIB-6 [WCC Library: Hours & Contact Info](#)
- IIB-7 [WCC Library: Quick Tips](#)
- IIB-8 [WCC Library: Collection Development Policy](#)
- IIB-9 [WCC Library Weeding Schedule AY16-AY23](#)
- IIB-10 [Vet Tech AVMA Accreditation 2023 Email](#)
- IIB-11 [Alma Analytics 2023 Physical Item Count Report](#)
- IIB-12 [WCC Library: A-Z Databases](#)
- IIB-13 [IPEDS 2021 Library Collections Report](#)
- IIB-14 [WCC Library: Intrasystem Loan Policy](#)
- IIB-15 [LRU for WCCC 2023 Email](#)
- IIB-16 [Library Services for WCCC 2023 Email](#)
- IIB-17 [WCC Library: Research Guides](#)
- IIB-18 [WCC Library: Services for Instructors](#)
- IIB-19 [WCC Library: Library Research Units](#)
- IIB-20 [WCC Ka Piko](#)
- IIB-21 [WCC Supplemental Instruction](#)
- IIB-22 [WCC TRiO SSS](#)
- IIB-23 [WCC Peer Mentor Center](#)
- IIB-24 [TRiO SSS 2023 Update](#)
- IIB-25 [Tutor.com UHCC 2018 Agreements](#)
- IIB-26 [2022 ARPD Ka Piko Tutoring Services](#)
- IIB-27 [UH Online Learning Academy](#)
- IIB-28 [2022 ARPD Testing Services](#)
- IIB-29 [Pu'uhonua Placement Testing](#)
- IIB-30 [2023 ARPD Instructional Development Services](#)
- IIB-31 [WCC Library: Computers & Printing](#)
- IIB-32 [Oahu Back to Work Memo](#)
- IIB-33 [Mobile Hotspots from Oahu Back to Work Emails](#)
- IIB-34 [2022 ARPD Computing Services](#)
- IIB-35 [WCC Ka Piko Student Tech Support](#)
- IIB-36 [UH ITS Help Desk](#)
- IIB-37 [UH ITS Training Resources and LinkedIn Learning Accounts](#)
- IIB-38 [UH System Learning Management System \(LMS\) Review Report](#)
- IIB-39 [UH ITS Videoconferencing](#)
- IIB-40 [UH Google@UH Consumer Apps](#)
- IIB-41 [WCC Library: Library Staff Directory](#)
- IIB-42 [WCC Hawai'i Specialist Librarian Position Description](#)

- IIB-43 [Library Book/AV Budgets AY 2023](#)
- IIB-44 [2021 Ebook Turnaway Reports](#)
- IIB-45 [KIC Scanner Purchase Approval Email](#)
- IIB-46 [STAR About Us](#)
- IIB-47 [H5P Request Email](#)
- IIB-48 [2022 ARPD Media Technology Services](#)
- IIB-49 [2022 Library User Survey Summary of Responses](#)
- IIB-50 [Library Staff Meeting 2022-06-22](#)
- IIB-51 [Library Staff Meeting 2022-07-06](#)
- IIB-52 [2020 Student Technology Library Survey Results](#)
- IIB-53 [Library Staff Meeting 2023-03-13](#)
- IIB-54 [2022 Spring LRU Item Analysis](#)
- IIB-55 [CCSSE 2021 Frequencies Report](#)
- IIB-56 [CCSSE 2021 Means Report](#)
- IIB-57 [2023 WCC IEC Faculty Staff Institutional Survey Results](#)
- IIB-58 [2023 WCC IEC Student Institutional Survey Results](#)
- IIB-59 [WCC Assessment Dashboard GESLO and PLO](#)
- IIB-60 [2023 ARPD Ka Piko Tutoring Services](#)
- IIB-61 [2020 ARPD Ka Piko Tutoring Services](#)
- IIB-62 [2021 ARPD Ka Piko Tutoring Services](#)
- IIB-63 [CCSSE 2021 Benchmarks Report](#)
- IIB-64 [PBC Request Form Ka Piko Peer Tutors](#)
- IIB-65 [2023 ARPD Testing and Student Tech Support Services](#)
- IIB-66 [2022 ARPD Instructional Development Services](#)
- IIB-67 [UH picks new New Learning Management System Email](#)
- IIB-68 [2023 ARPD Computing Services](#)
- IIB-69 [2019 UHLC Ex Libris Shared Cost Methodology](#)
- IIB-70 [2025 UH Libraries Shared Cost of Alma and Primo](#)
- IIB-71 [Hawai'i Library Consortium: Member Institutions FY 2024](#)
- IIB-72 [Bylaws of the Hawai'i Library Consortium](#)
- IIB-73 [Hawai'i Library Consortium: Products 2024](#)
- IIB-74 [Hawai'i Library Consortium: EBSCO Database Package 2020-2025](#)
- IIB-75 [2020 Hawai'i Library Consortium Databases and Contact Details](#)
- IIB-76 [UHCC Placement Guidelines Memo](#)
- IIB-77 [2023 ARPD Library](#)

## II.C. Student Support Services

### 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***

The Mission of Windward Community College's Student Affairs Division is to assist students in matriculating and enable them to attain their educational and life goals. The Student Affairs Division contributes to the attainment of the College's mission by providing pre-admission services and advising, assisting students in navigating their academic programs, and enabling them to pursue further educational and career endeavors ([IIC-1](#), p. 2).

Accordingly, the Student Affairs Division comprises various mission-aligned student support services ([IIC-2](#)). These include Admissions and Records, Financial Aid, Counseling and Advising (serving general, mental health, disabilities, and special populations), Basic Needs, Student Life, Student Employment, a Child Care Center, and Pre-College Programs (e.g. Early College and TRiO Educational Talent Search), and other services ([IIC-1](#) p. 2).

The College regularly evaluates the quality of its student support services. In accordance with Windward CC's Program Review Policy ([IIC-3](#)), each unit completes an annual assessment report (e.g., [IIC-1](#), Student Affairs; [IIC-4](#), Admissions and Records; [IIC-5](#), Financial Aid; [IIC-6](#) Counseling; [IIC-7](#), All Other Units). A

template for the Annual Review of Program Data ensures each report identifies the program or unit mission, its program, student, unit, or service outcomes, an analysis of the program or unit, including outcomes assessments, an action plan, and a description of associated resource implications ([IIC-8](#)).

As discussed further in Standard II.C.2 below, each student support unit conducts regular assessments to enhance student success and mission accomplishment, regardless of location or delivery mode. These evaluative processes assess student learning and process outcomes based on quantitative and qualitative data analysis and are used to guide changes for improvement.

Federal grant projects, such as TRiO Educational Talent Search, TRiO Student Support Services, and U.S. Department of Education Title III Native Hawaiian Serving Institution projects, require additional assessment of grant performance measures and external review through annual performance reports ([IIC-7](#) pp. 6-7, e.g., [IIC-9](#)).

The Community College Survey of Student Engagement (CCSSE) is conducted every two years, comparing the College's results to a three-year rolling cohort of participating colleges in five categories, including *Support for Learners* ([IIC-10](#), [IIC-11](#)).

The College's Institutional Effectiveness Committee conducts institutional surveys periodically with several questions to gauge student satisfaction with support services ([IIC-12](#) p. 7).

#### ***Analysis and Evaluation***

Windward CC offers and ensures equitable access to an array of mission-aligned student support services, regardless of location or mode of delivery. The College regularly evaluates the

quality of these services through regular assessment of specific departmental and grant objectives, as well as general measures revealed by the CCSSE and IEC surveys.

## **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**

The Student Affairs Division and each of the units and programs it comprises have student learning, program, unit, or process outcomes, as appropriate ([IIC-13](#)) as identified in the Student Affairs Annual Review of Program Data (ARPD) (e.g., [IIC-6](#) p. 2). Each unit utilizes evaluative processes to assess the outcomes through various methods appropriate to the outcome and services, such as student surveys, analysis of student success measures, and the collection and analysis of other grant, program, or unit-specific metrics and uses assessment results to guide improvements.

For example, the Admissions and Records Office assesses the quality of its services using three measurable process outcomes: a prompt and comprehensive processing approach, as measured by the applications and verification requests processed within five working days; the efficacy of its evaluations of non-resident applications for eligibility for in-state tuition or exemptions as indicated by the residency conversion rate, and its responsiveness by emails answered within two working days ([IIC-13](#)).

The UHCC system attempted to address a backlog in application processing in 2019 by implementing a new admissions platform from Liaison the following year ([IIC-14](#) pp. 8-9). However, while application processing times improved, student feedback suggested that navigation errors contributed to incomplete applications. To address this, Windward CC's Admissions and Records department worked with the UH System STAR team to develop its custom Kama'āina Application portal, which is now used across the UH System for admissions by Early College, recent high school graduates, and other Hawai'i residents ([IIC-15](#)).

The Counseling Department has established three outcomes based on its mission: to educate, challenge, and empower its diverse student population with respect, understanding, and advocacy. These outcomes guide the evaluation of the Department's efforts in ensuring students have access to accurate academic information and resources, building trust to encourage student engagement, and developing students' critical thinking skills by engaging in educational planning ([IIC-16](#)).

One of the Counseling department's initiatives is the Paipai o Ko'olau Program (Paipai), which works with community partners to increase enrollment and graduation with wrap-around support from admission to graduation ([IIC-17](#)). Paipai analyzed student success data showing a decline in student participation and course completion following the pandemic-driven shift to online learning. In response to the evident need to equip students to succeed online, Paipai worked with the Computer Science faculty to create an Introduction to Online Learning course instead of offering math classes to incoming students in its Summer Bridge program. Paipai also provided the course to

continuing students struggling to adjust to the abrupt shift to distance education ([IIC-18](#)).

The Financial Aid Office has identified four outcomes ([IIC-5](#) p.3) to evaluate its effectiveness and efficiency. One outcome is that students will complete the Free Application for Federal Student Aid (FAFSA) and submit all required documentation so that the FAO can create an award offer ([IIC-5](#) pp. 2-3). To address a downward trend in FAFSA completion rates, the FAO visited high schools and partnered with TRiO to assist students with completing the application. Furthermore, the office adopted the Salesforce onboarding platform to identify applicants still needing to submit their FAFSA ([IIC-19](#), [IIC-20](#), [IIC-21](#) p. 2).

### ***Analysis and Evaluation***

Windward CC utilizes institutional and grant funding sources to support unique student needs. Each department has program and student learning outcomes ([IIC-13](#)) that directly align with the institution's mission, ensuring a cohesive approach to student services.

### **IIC.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. (ER 15)

### ***Evidence of Meeting the Standard***

The College offers an array of student support services to all students, regardless of location or delivery method.

Windward CC's capacity to offer high-quality support services to on-campus and remotely located students improved substantially due to the technologies and procedures adopted

during the pandemic. For instance, Paipai piloted the STAR Balance platform in Fall 2019, enabling students to self-schedule in-person, online, or telephone appointments with their counselor ([IIC-22](#)). This tool became invaluable when the shutdown occurred, and many other student services implemented the platform. Students continue to use STAR Balance today to schedule appointments for academic advising, testing, tutoring, and career or disabilities counseling.

The tools and procedures developed during the pandemic to provide flexible student support services in multiple modalities continue to benefit all students, including those enrolled in on-campus courses. For example, all counselors now offer advising services to students in person, via Zoom, and over the phone.

In recent years, the College has substantially increased services to off-campus students, not only for those enrolled in fully online programs such as Hawai'i'loa ([IIC-23](#)) and Business Core ([IIC-24](#)) but also Windward CC students at high schools ([IIC-25](#)) and correctional facilities ([IIC-26](#)). Each program has a dedicated counselor ([IIC-27](#)) to provide counseling and advising, monitor student progress, and offer interventions and referrals to additional support services as needed.

Early College High School (ECHS) students use the simplified online Kama'aina App college application ([IIC-15](#)), which they can complete in a fraction of the time it takes a general student to complete the standard UHCC System college application ([IIC-28](#)). Although courses are offered to ECHS students with no out-of-pocket costs due to Department of Education and Title III grant funding ([IIC-29](#)), Windward CC's FAO personnel visit local high schools to assist seniors with completing the FAFSA application to facilitate college continuation after

graduation ([IIC-19](#)). ECHS counselors visit the high schools to meet with students on a regular basis ([IIC-30](#)). ECHS students are Windward CC students and are therefore offered the same support services as other Windward CC students, including mental health counseling (with parental permission for minors) and disabilities services ([IIC-31](#), [IIC-32](#)). Students at participating Hawaiian Immersion High Schools receive orientation and academic advising in ‘Ōlelo Hawai‘i (Hawaiian Language) ([IIC-33](#), [IIC-34](#)).

The online Business Core pathway and Hawai‘iloa program have designated counselors to provide the same services offered to on-campus and ECHS students. Recognizing the benefits students receive from having a dedicated counselor, two counselors were allocated to the Pu‘uhonua incarcerated education program as a result of legislation and a second counselor position was allocated to ECHS through the College’s 2024 budget allocation cycle ([IIC-35](#) pp. 6-7).

The Pu‘uhonua program offers college courses at three correctional institutions. The College faces substantial challenges in providing equitable services to its incarcerated students. Nevertheless, the College has made progress in this realm. For instance, because Pu‘uhonua students cannot access the online college application, Windward CC’s Admissions and Records Office provides and processes paper forms. To provide financial aid, Windward CC became the first institution in the UH System to pilot Second-Chance Pell, which covers the incarcerated student’s tuition, fees, and textbook costs ([IIC-36](#)). A Windward CC counselor works with Pu‘uhonua students in the facilities to provide academic advising. The College cannot provide mental health counseling due to security and access

limitations. Incarcerated students with documented disabilities may request accommodations, although facility restrictions may also limit these.

As described in Standards II.C.1 and II.C.2 above, the College regularly assesses the quality of its student support services through annual reviews and other assessments and uses the results to guide improvements. The Windward CC’s Institutional Research Office provides data disaggregated by registration status and mode, allowing units to gauge the relative success and needs of students enrolled in distance education and off-site programs compared to those enrolled in on-campus, in-person courses ([IIC-37](#), [IIC-38](#)).

### ***Analysis and Evaluation***

Windward CC assesses student needs and allocates resources equitably across various locations and delivery modes to ensure consistent access to support services. During the pandemic, the College adopted the STAR Balance platform, enabling students to schedule appointments for counseling and other services, regardless of location. This flexibility extends to on-campus, online, and off-campus students. Dedicated counselors for specific programs like Early College High School, Hawai‘iloa, and Business Core pathways ensure targeted support. The College also addresses unique challenges, such as providing academic and financial support to incarcerated students. The College continuously evaluates the effectiveness of these services through annual reviews and data analysis, leading to ongoing enhancements to meet the needs of all students.

### **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 provides Student Life programs to foster a secure, enjoyable, and engaging atmosphere for students. These support the College's Mission, Vision, and Values in several ways, such as providing opportunities to gain knowledge and understanding of Hawai'i and its unique heritage, providing a supportive and challenging environment for learning, and inspiring students to excellence through inclusive, collaborative service ([IIC-2](#)). The main components of Student Life include the student government, student clubs, and a variety of co-curricular activities and programs, including intramural sports, student publications, and international education.

Windward CC's Student Life Coordinator is a faculty counselor responsible for managing budgets, assisting student groups with organizing events, supervising student officers and senators, and representing administrators in student meetings ([IIC-39](#)). Additionally, the coordinator serves as the student government's advisor and the liaison between the student government, other student organizations, and the Vice Chancellor of Student Affairs ([IIC-40](#)).

UH BOR policies define two types of student groups: Chartered Student Organizations (CSOs) and Registered Independent Organizations (RIOs) ([IIC-41](#), [IIC-42](#)). CSOs are organized with permission from the Chancellor to carry out functions or operations on behalf of the institution for the entire student body. They are

directly financed by student fees ([IIC-41](#)). RIOs form to meet the special interests of certain groups of students. They must register with the College but are not subject to university approval. Although not directly supported by student activity fees, they may seek funding through a CSO ([IIC-42](#)).

Windward CC's student government, the Associated Students of the University of Hawai'i at Windward Community College (ASUH), is a CSO that promotes student engagement through various forums, events, and representation on campus committees ([IIC-40](#), [IIC-7](#) p. 4). The Student Government and Student Activities fees are collected from students when they enroll ([IIC-43](#)). The Student Life Coordinator creates and submits the ASUH budget to the VCSA and Chancellor for approval. Under the Coordinator's supervision, the ASUH funds co-curricular activities, events, training, and operational expenses ([IIC-40](#), [IIC-7](#) p. 5). ASUH has implemented numerous initiatives to address fellow students' basic needs and promote civic engagement ([IIC-44](#) pp. 1-4).

RIO faculty advisors provide mentoring and resources to their student members ([IIC-39](#)). RIOs help students develop decision-making, communication, and group management skills while providing a space for conflict resolution, idea expression, and social activities ([IIC-45](#)). At Windward CC, the RIOs have supported the College through regular meetings, service, and workshops. For example, the Pride Alliance of Queers Club ([IIC-46](#)) emphasizes inclusion and diversity through service (e.g., [IIC-44](#) p. 5-6), and the Phi Theta Kappa honors society encourages civic responsibility and charity (e.g., [IIC-47](#), [IIC-44](#) pp. 7-8).

Members of ASUH, peer mentors, and Student Life student assistants undergo leadership

training by UH System and Windward CC faculty advisors. An annual Student Life Training Retreat allows students to develop their decision-making, confidence, teamwork, critical thinking, and leadership skills ([IIC-48](#)).

Additionally, student leaders attend a multi-campus leadership conference to learn about diversity, conflict resolution, teamwork, personal initiative, and culturally-based values ([IIC-49](#)).

Additional elements of student life include intramural sports, student publications, and International education. Windward CC's Student Life office organizes intramural sports teams to participate in a league with several other UH community colleges ([IIC-50](#), [IIC-51](#)). It also hosts an annual Ho'okuku Kōnane event celebrating Hawaiian heritage and culture ([IIC-52](#)). The Board of Student Publications (BSP) is the publisher, policy advisor, and financial administrator for all student works and programs supported by the student publications fee ([IIC-53](#), [IIC-43](#)), including student audio and video productions and the campus literary journal ([IIC-54](#)). The International Education Committee plans, develops, and provides international education-related activities ([IIC-55](#)), such as an annual International Education Week ([IIC-56](#)) and study-abroad opportunities ([IIC-55](#)). The Study Abroad advisor guides students and faculty regarding international study and helps participants secure funding through student financial aid and UH Foundation grants ([IIC-57](#)).

### ***Analysis and Evaluation***

Windward CC's co-curricular programs are responsibly offered in alignment with its mission and contribute to its students' socio-cultural and educational experience. It provides broad exposure to socially and culturally diverse programs that enhance its students' holistic college education. Its diverse Student Life

programs foster an interactive environment that encourages personal responsibility and intellectual, cultural, and personal development. Policies, procedures, and support structures ensure that Student Life programs are delivered effectively and managed responsibly.

### **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***

The College has developed and implemented robust student support services for all students, including counseling and academic advising. For instance, the College's Paipai o Ko'olau program began as a grant-funded initiative to work with community partners to identify individuals who could benefit from a college education, but who face financial, academic, social, and other barriers. The program, which has since become institutionalized, provides a full scholarship for the first year and other wrap-around support, including cohort scheduling, free summer school, monthly workshops, and intrusive advising to help students apply, attend, graduate, and transfer to a four-year institution ([IIC-17](#)).

Paipai has led the Counseling Department to integrate several best practices to enhance student support, such as adopting "high touch" advising services through a caseload



management model. The department has implemented mandatory advising sessions for students in their first two semesters and embraced a holistic counseling approach. This approach covers more than academic programs by discussing non-academic barriers and addressing needs by connecting students with resources. Furthermore, counselors equip students with essential success skills through the Introduction to College course ([IIC-58](#), [IIC-59](#)).

Windward CC provides new students with multiple touchpoints to receive just-in-time support and advising services. Once a student applies, the College uses Signal Vine to send customized texting campaigns and Salesforce for email and workflow management ([IIC-6](#) p. 3). Tailored messages guide students through onboarding, including placement testing, health clearances, FAFSA completion, and other financial aid assistance. The various support units within Student Affairs collaborate to ensure accuracy and consistency while eliminating redundancy.

With caseload advising, all students are assigned to a specific counselor by program or last name ([IIC-6](#) p. 2). This helps the student to build a trusted connection to the campus that fosters opportunities for personalized support and early intervention while ensuring consistent guidance. Counselor assignments are designated within the Banner SIS and displayed within the STAR Advisor and STAR Balance systems.

All incoming students must complete an in-person or synchronous online New Student Orientation (NSO) before registering for classes ([IIC-60](#)). In this brief group session, students learn about many facets of college, such as learning communities, financial aid and student loans, campus resources and services, and

expectations about study time outside of classes. All students also receive mandatory advising during their first year of college, meeting with their assigned counselor before registering for their first and second semesters. Counselors manage registration holds within the Banner SIS to ensure students register for courses only once they've met the requirements for NSO and academic advising.

Another best practice is to enroll incoming full-time students into first-year learning communities. These combine an elective college skills course (IS 103) with a required course (e.g., PSY 100). These six-credit "frosh cohorts" are mandatory for students placed into developmental-level math or English courses and optional for all others ([IIC-61](#)). IS 103 is taught by counselors, which strengthens the student-counselor relationship, provides a highly relevant curriculum with topics such as graduation requirements and transfer options, and fosters a "purpose-first" experience ([IIC-62](#)).

The College ensures students have ready access to accurate program information, including degree and certificate requirements, via the Catalog ([IIC-63](#)) and Program Sheets ([IIC-64](#)). The University also provides students 24/7 access to the STAR Advisor Tool ([IIC-65](#)). STAR is the University of Hawai'i System's degree audit system and the official arbiter of degree requirements ([IIC-66](#)). Through this dynamic planning and registration platform, students can view accurate information on their progress in meeting degree requirements for their current academic plan. Additionally, they may use the "What If Journey" tool to see how their current and completed courses count towards specific degrees and certificates at any UH System school. Furthermore, through the tool, students may (as permitted) register for courses across the UH System and accept "Automatic

Admissions” to a future four-year UH System school. Students learn about the platform during NSO, receive individualized tutorials during academic advising sessions, and use it within their IS 103 course.

The need for robust professional development has increased in recent years due to numerous retirements and new hires. Consequently, the Counseling department has overhauled its training processes. The department has created tailored training modules that align with specific job duties, such as using the Banner SIS, transcript evaluation, Windward Community College application options, and the STAR Advisor tool (e.g., [IIC-67](#), [IIC-68](#)). Furthermore, the department holds biweekly meetings to disseminate information and to provide ongoing training and professional development for all counselors.

The Counseling and Advising department has identified three outcomes, which it assesses in part through surveys given to students following advising sessions. For example, in 2023, nearly all respondents were highly satisfied with their counselors, acknowledging their assistance with relevant information, handling of concerns, and guidance toward college success ([IIC-69](#)). The department also reviews persistence, retention, and graduation rates. For example, in 2023, students participating in Paipai were found to have an overall graduation, transfer, and persistence rate of 64% ([IIC-6](#) p. 3),

The department is also responsive to needs identified in the course of its operations. For example, students were struggling to book appointments with their counselors due to high demand and vacancies in the department. To address this, the department agreed to a new procedure whereby the Counseling Department Secretary can book students with the next

available counselor if they are unable to book with their assigned counselor within two weeks ([IIC-70](#)).

To evaluate the overall efficacy of its First-Year Experience program, the College monitors student success measures such as fall-to-spring retention rates. In contrast with recent nationwide and UH System enrollment downturn trends, Windward CC has seen a consistent increase in first-year and continuing students ([IIC-71](#)).

### ***Analysis and Evaluation***

Windward Community College offers comprehensive student support services to help students achieve their educational goals. The College provides multiple touchpoints so students receive timely support and advising throughout their academic journey. Caseload advising, student orientation, first-year advising, and learning communities benefit students by strengthening the student-counselor relationship and fostering each student’s sense of purpose and community. Students can access accurate program information, including an interactive planning and registration tool. The implementation of onboarding materials and continuous training ensure counselors provide high-quality, accurate, and equitable service. Evaluative processes are used to improve academic advising services for students.

### **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. (ER 16)

**Evidence of Meeting the Standard**

UH BOR Policy RP 5.211, Admissions, establishes that UH community colleges are open-admissions institutions to which all residents who are high school graduates or age 18 (or older) are admitted. The policy also allows selective admissions for programs requiring pre-requisite skills or for which demand exceeds available resources ([IIC-72](#)).

Accordingly, and in alignment with the Windward CC mission, the College admits applicants 18 or older or with a US high school diploma, GED, or equivalency ([IIC-73](#)). Two programs, Veterinary Assistant and Veterinary Technology, have selective admissions with specific requirements, which are published on the programs' website ([IIC-74](#)).

Windward CC offers three pre-college programs to provide high school students with opportunities to complete college coursework: Early College, Running Start, and Early Admit. The Pre-College website described the unique eligibility requirements for each ([IIC-25](#)).

As mentioned in Standard II.C.5 above, Windward CC uses the UH System's STAR Advisor Tool ([IIC-65](#)) as the official arbiter for degree completion ([IIC-66](#)). This platform provides students real-time, accurate, personalized, and visually appealing program information. Moreover, it allows students to take a "What If Journey" to view how their current and completed courses would count towards other degrees and certificates at any UH System school. Program information is also published in the Windward CC Catalog ([IIC-63](#)) and Program Sheets ([IIC-64](#)).

Students can transfer within the UH System through Automatic Admissions, General transfer, or the Ka'ie'ie Degree Pathway Program ([IIC-75](#), [IIC-76](#), [IIC-77](#)). Students are offered and

may accept Automatic Admission to other UH campuses via STAR Advisor. This tool also allows students to view pathways for general transfer within the UH System using the "What If Journey" tool. The Ka'ie'ie Degree Pathway Program has a transfer specialist who provides Windward CC students with advising and transfer assistance to students intending to transfer to UH Mānoa.

**Analysis and Evaluation**

Windward CC follows established admissions policies that align with BOR policy and the College mission. It publishes accurate information on eligibility criteria for general admissions, selective admissions, and pre-college programs. Students are provided clear information on degree requirements and transfer pathways via the College catalog, program sheets, counselors and transfer advisors, and the STAR Advisor tool.

**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**

Windward CC is an open-enrollment institution, with applicants granted admissions based on age or attainment of a high school diploma or equivalent ([IIC-73](#)). Admission and recruitment practices align with the College's mission to provide learning to the Ko'olau region of O'ahu and beyond with a special commitment to support the access and educational needs of Native Hawaiians ([IIC-2](#)).

Windward CC's target geographical service areas include the Ko'olaupoko and Ko'olauloa districts. According to the US Census, 34% of

the population within these communities identify as Native Hawaiian or Part Native Hawaiian ([IIC-78](#), [IIC-79](#)). At Windward CC, 42.4% of the student body is Native Hawaiian or Part Native Hawaiian ([IIC-80](#)), indicating that the College's outreach and onboarding efforts are effective for this target population.

Admissions and Records has also worked to ensure comparable services regardless of location or modality. As described in Standard II.C.3 above, the department has devoted significant efforts in recent years to improving the onboarding process for Early College, Early Admit, and incarcerated populations, all of which have unique characteristics that make adhering to standard Admissions practices challenging. Admissions and Records staff analyzed each program and developed alternate solutions while exercising care to meet compliance requirements and established standards ([IIC-81](#) pp. 2-3).

In 2019, the College's Admissions and Records department engaged in discussions with personnel in the College's outreach programs and area high school's college and career counselors to evaluate the application process. Through this dialog, it became clear that the Liaison application was complicated, confusing, and challenging to complete. It also prompted applicants for documentation that was unnecessary for traditional-aged students graduating from local high schools to provide. To address this, the College's Admissions and Records staff worked with the UH STAR development team to create and pilot the Kama'aina Application ([IIC-15](#)). In 2019, based on its success, it became the standard application for Hawai'i high school graduates applying to any UH Community College. The simplified process likely contributed to the 186% increase in high school graduates

applying to Windward CC from Fall 2019 to Fall 2023 ([IIC-82](#)).

Before registering for courses, students must complete the New Student Orientation (NSO) and submit health clearances. However, overlapping school hours and transportation challenges proved significant barriers for high school students. In Spring 2019, a Student Affairs outreach team comprising a First-Year Experience counselor, outreach counselor, and pre-college programs coordinator addressed this by providing NSOs at the schools, during which they collected health clearance forms for processing by the Admissions and Records department. This practice continues, although instead of collecting forms, the team helps students upload health clearances to a third-party service ([IIC-83](#)). The team also utilizes STAR Balance to assist the student in scheduling an appointment with their assigned academic counselor ([IIC-22](#)). These improved practices have likely directly contributed to increased registrations, which in Fall 2023 exceeded pre-pandemic levels ([IIC-82](#)).

Windward CC follows the UHCC System placement guidelines for math and English. These guidelines have evolved significantly since 2016 with a shift away from the exclusive use of the COMPASS placement test. The System formed a UHCC Placement Committee comprising Hawai'i DOE and UHCC math and English faculty and others to identify and pilot additional methods for placement. For instance, an early change allowed the placement of students based on high school grades and cumulative GPA. In 2020, the UHCC System piloted an online asynchronous placement instrument from EdReady. This option allows students to retake the assessment for free after completing mini-review modules. A review of the pilot found that students placed with

EdReady had higher course success rates than those using other measures, leading to its full adoption for the 2022 academic year. Current placement methods include the Accuplacer and EdReady, high school cumulative GPA and course grades, ACT or SAT scores, or Hawai'i State testing ([IIC-83](#)).

### ***Analysis and Evaluation***

Windward Community College uses quantitative and qualitative measures to evaluate the effectiveness of its admissions processes and placement practices. Through multifaceted, collaborative efforts, the College implements improvements that have demonstrable impacts on student enrollment and success.

#### **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.

### ***Evidence of Meeting the Standard***

Windward CC maintains student records permanently, securely, and confidentially and follows the policies established to release student records ([IIC-85](#)). University of Hawai'i Information Security policies, the Hawai'i Revised Statutes, and numerous external standards and regulations guide the protection of student records (e.g., [IIC-86](#), [IIC-87](#), [IIC-88](#), [IIC-89](#), [IIC-90](#), [IIC-91](#), [IIC-92](#)).

The University of Hawai'i System uses the Banner Student Information System (Banner SIS). The UH System implemented Multi-Factor Authentication (MFA) in 2018 to enhance the security of the Banner Student Information

System (Banner SIS) in line with UH EP 2.215 ([IIC-88](#), [IIC-93](#)). An additional security measure permits users to access the Banner SIS only when connected to a UH network or the UH VPN. The UH ITS department ensures regular backups of the student records in Banner SIS.

Access to student data is highly guarded and requires administrative approval. Employees must discuss their data needs with their supervisor or the campus Banner Security Coordinator. The determination to grant access considers the nature of the position held by the employee and is given at the lowest level necessary to fulfill job requirements. Once the need for access is determined, a request submitted through the UH System Kualii Build workflow approval platform generates a Banner User Confidentiality Notice to the user ([IIC-94](#), [IIC-95](#)). Access to the Banner SIS is reviewed semi-annually and at the point of hire, transfer, and resignation. In addition, any UH employee or UH-affiliated individual who accesses personally identifiable information must acknowledge the online General Confidentiality Notice ([IIC-95](#)).

The University of Hawai'i requires all employees, including students and graduate assistants, to complete the Information Security Awareness Training (ISAT) annually, as mandated by UH AP 2.215, Mandatory Training on Data Privacy and Security ([IIC-96](#)). Designated personnel in each unit are responsible for monitoring employee compliance via the ISAT Compliance Check tool ([IIC-97](#)), and failure to maintain certification may lead to restricted access to sensitive information and tools or impact employment status ([IIC-98](#)). The University of Hawai'i's Acknowledgements and Certifications (ACER) portal facilitates access to the required training programs and acknowledgments. These include ISAT certification and the annual re-acknowledgment

of the General Confidentiality Notice, which is also required of all personnel ([IIC-98](#)).

When a person applies for admission, a student record is created, and a unique identifier is assigned as the student's primary identification ([IIC-99](#)). The application form explains the use of Social Security Numbers (SSNs). Although acknowledging this statement is required, providing an SSN is not mandatory. In the Banner SIS, SSNs are masked to all users except those needing access for official purposes within the University System, such as for processing Financial Aid and Veterans Affairs benefits. Similarly, a student's financial aid record is created in Banner SIS when the Financial Aid Office receives FAFSA data from the federal government.

Counselors receive training on recording accurate and appropriate notes in the STAR Advisor system. The VCSA ensures that only personnel with a verified operational need are granted the "Advisor" role with the necessary permissions to access student advising records ([IIC-100](#)). Counselors are made aware that all UH personnel with this role have the ability to view these notes and share them with the relevant student. Student conduct records are kept in paper format and are in locked file cabinets in the VCSA's office.

All data collected by the Title IX Coordinators and related staff concerned with cases of sex discrimination and gender-based violence are required to store data in the UH Title IX Case Management System ([IIC-101](#)). Per the 2024 Title IX Final Rule, some case-related documents must be available for review by certain parties ([IIC-102](#)). In such cases, the documents are only made accessible in secure locations. Documents shared between investigators are transferred via UH File Drop, the University's secure file transfer platform ([IIC-103](#)).

Student grievance procedures are published in the catalog ([IIC-104](#)), the Windward CC's Policies, Procedures, and Guidelines website ([IIC-105](#)), and the Windward CC Student Affairs website ([IIC-106](#)).

For all TRiO programs (SSS, ETS, and former UB), student files are kept in locked cabinets and are only opened for reviewing purposes or at the beginning or end of a term. Recruitment event files include only a student's last name, first name, and, when applicable, student ID, high school, class, email, and phone number. In addition, the TRiO programs use an online student database called Student Access, which securely stores personal identification information required for reporting to the US Department of Education ([IIC-107](#), [IIC-108](#)).

As stated in the catalog, It is the policy of Windward Community College to subscribe to the requirements of Section 438 of the General Education Provision Act, Title IV, of Public Law 90-247, as amended, and to the rules and regulations governing FERPA, which protect the privacy rights of students ([IIC-99](#)). Institutional policy and procedures required under the Family Educational Rights and Privacy Act (FERPA) of 1974 and the FERPA Addendum are published as UH Administrative Procedure 7.022 ([IIC-92](#)). 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 academic and registration records through STAR using a password-protected login. Students must provide a current, government-issued photo ID to receive or update information in their student records. Furthermore, requests for transcripts, transfer credit evaluations, verifications of enrollment, and changes to their academic major or permanent address must be signed by

the student and submitted directly to the Office of Admissions and Records.

At its discretion and according to applicable state law, the University may disclose directory information to the public unless the student opts out of disclosure as outlined in AP 7.022 ([IIC-92](#)). The College publishes information on students' educational rights and privacy in its catalog and website. It defines the types of student record information that comprise directory information and provides simple directions for removing this data from the UH Online Directory ([IIC-99](#)).

### **Analysis and Evaluation**

Windward CC maintains permanent, secure, and confidential student records and abides by published policies for their release. Safeguards ensure that the security and privacy of student data in the Banner SIS is maintained. Campus Security Coordinators and administrators closely manage employee access to sensitive data, with mandated training required for access. The release of student information is closely managed to comply with relevant laws, regulations, and policies.

### **Conclusions on Standard II.C: Student Support Services**

Windward Community College offers a range of mission-aligned student support services. The College provides multiple touchpoints to ensure students receive timely support and advising throughout their academic journey. It also follows established admissions policies and maintains secure and confidential student records. The College regularly evaluates the quality of its services and implements improvements to meet the needs of all students.

### **Improvement Plan(s)**

Not applicable.

### **Evidence List**

IIC-1	<a href="#">2021 ARPD WCC Student Affairs</a>
IIC-2	<a href="#">WCC Mission, Vision, and Core Values</a>
IIC-3	<a href="#">WCC Program Review Policy</a>
IIC-4	<a href="#">2022 ARPD WCC Admissions and Records</a>
IIC-5	<a href="#">2022 ARPD WCC Financial Aid</a>
IIC-6	<a href="#">2023 ARPD Counseling and Advising</a>
IIC-7	<a href="#">2023 ARPD Student Affairs All Other Units</a>
IIC-8	<a href="#">WCC 2022 ARPD Template</a>
IIC-9	<a href="#">Talent Search Project APR 2021-22</a>
IIC-10	<a href="#">WCC 2021 CCSSE Results</a>
IIC-11	<a href="#">WCC 2021 CCSSE Results Slides</a>
IIC-12	<a href="#">2023 WCC IEC Student Institutional Survey Results</a>
IIC-13	<a href="#">Student Affairs Program and Student Learning Outcomes</a>
IIC-14	<a href="#">2019 ARPD WCC Student Affairs Executive Summary</a>
IIC-15	<a href="#">STAR Kama'aina Application</a>
IIC-16	<a href="#">WCC Catalog: Academic Advising</a>
IIC-17	<a href="#">WCC Paipai o Ko'olau</a>
IIC-18	<a href="#">Summer 2022 ICS 105 Syllabus</a>
IIC-19	<a href="#">FAO Outreach Agenda Email</a>
IIC-20	<a href="#">FAO Outreach Flyer</a>
IIC-21	<a href="#">2023 ARPD WCC Financial Aid</a>
IIC-22	<a href="#">STAR Balance Scheduling Tool</a>
IIC-23	<a href="#">WCC Hawai'i'loa Program</a>
IIC-24	<a href="#">WCC Business Core Program</a>
IIC-25	<a href="#">WCC Pre-College Programs</a>
IIC-26	<a href="#">WCC Pu'u'honua Program</a>
IIC-27	<a href="#">WCC Counseling and Advising Directory</a>
IIC-28	<a href="#">WCC General Application</a>
IIC-29	<a href="#">WCC Title III</a>
IIC-30	<a href="#">ECHS Roles and Expectations</a>
IIC-31	<a href="#">WCC Catalog: Mental Health Counseling</a>
IIC-32	<a href="#">WCC Catalog: Services to Students with Disabilities</a>
IIC-33	<a href="#">'Ōlelo Hawai'i ECHS Financial Aid Presentation</a>
IIC-34	<a href="#">'Ōlelo Hawai'i ECHS Kama'aina Dual Credit Form Presentation</a>
IIC-35	<a href="#">2024 Chancellor's Annual Expenditure Report</a>
IIC-36	<a href="#">Second Chance Pell Fact Sheet</a>
IIC-37	<a href="#">2021-22 Distance Education Annual Report</a>
IIC-38	<a href="#">WCC Distance Education Dashboard</a>

IIC-39	<a href="#">ASUH-WCC By-Laws</a>	IIC-81	<a href="#">2023 ARPD WCC Admissions and Records</a>
IIC-40	<a href="#">ASUH-WCC Constitution</a>	IIC-82	<a href="#">WCC Admissions Data 2019-2023</a>
IIC-41	<a href="#">UH RP 7.202 Chartered Student Organizations</a>	IIC-83	<a href="#">UH Med+Proctor</a>
IIC-42	<a href="#">UH RP 7.203 Registered Independent Organization</a>	IIC-84	<a href="#">UHCC Placement Guidelines Memo</a>
IIC-43	<a href="#">WCC Catalog: Tuition and Fee Information</a>	IIC-85	<a href="#">WCC Catalog: Academic Records</a>
IIC-44	<a href="#">WCC Student Life Events</a>	IIC-86	<a href="#">UH EP 2.210 Use and Management of Information Technology Resources</a>
IIC-45	<a href="#">WCC Clubs and Organizations</a>	IIC-87	<a href="#">UH EP 2.214 Institutional Data Classification Categories and Information Security Guidelines</a>
IIC-46	<a href="#">WCC PAQ Club Calendar</a>	IIC-88	<a href="#">UH EP 2.215 Institutional Data Governance</a>
IIC-47	<a href="#">WCC Phi Theta Kappa</a>	IIC-89	<a href="#">UH EP 2.216 Institutional Records Management</a>
IIC-48	<a href="#">ASUH-WCC Training 2022</a>	IIC-90	<a href="#">UH EP 2.217 HIPAA Policy</a>
IIC-49	<a href="#">ASUH-WCC Fee Split Memo 2021</a>	IIC-91	<a href="#">UH EP 2.219 Student Online Data Protection Requirements for Third Party Vendors</a>
IIC-50	<a href="#">WCC Intramurals</a>	IIC-92	<a href="#">UH AP 7.022 Procedures Relating to Protection of the Educational Rights and Privacy of Students</a>
IIC-51	<a href="#">IM LeeSports League</a>	IIC-93	<a href="#">UH Multi-Factor Authentication</a>
IIC-52	<a href="#">WCC Ho'okūkū Kōnane Calendar</a>	IIC-94	<a href="#">UH BANNER Request for Access Privileges</a>
IIC-53	<a href="#">WCC Board of Student Publications Charter</a>	IIC-95	<a href="#">UH General Confidentiality Notice</a>
IIC-54	<a href="#">WCC Pueo Literary and Art Journal</a>	IIC-96	<a href="#">UH AP 2.215 Mandatory Training on Data Privacy and Security</a>
IIC-55	<a href="#">WCC Institutional Effectiveness Committee Charter</a>	IIC-97	<a href="#">UH Acknowledgements and Certifications Service</a>
IIC-56	<a href="#">WCC International Education Week 2023</a>	IIC-98	<a href="#">UH Information Security Awareness Training</a>
IIC-57	<a href="#">WCC Study Abroad Opportunities 2019</a>	IIC-99	<a href="#">WCC Catalog: Educational Rights and Privacy of Students</a>
IIC-58	<a href="#">NACADA Best Practices in Advising First-Year Students</a>	IIC-100	<a href="#">STAR Overview</a>
IIC-59	<a href="#">CCCSE The Power of Advising in CCs</a>	IIC-101	<a href="#">Mandatory Use of Title IX Case Management System Memo</a>
IIC-60	<a href="#">WCC New Student Orientation</a>	IIC-102	<a href="#">Title IX Final Rule</a>
IIC-61	<a href="#">WCC Frosh Cohorts</a>	IIC-103	<a href="#">UH FileDrop Service FAQs</a>
IIC-62	<a href="#">Complete College America: Purpose First Report</a>	IIC-104	<a href="#">WCC Catalog: Student Academic Grievance Procedures</a>
IIC-63	<a href="#">WCC Course Catalog 2024-25</a>	IIC-105	<a href="#">WCC Student Academic Grievance Procedures Policy</a>
IIC-64	<a href="#">WCC Program Sheets</a>	IIC-106	<a href="#">WCC Student Affairs</a>
IIC-65	<a href="#">UH STAR Student Interface</a>	IIC-107	<a href="#">TRiO SSS 2023 Update</a>
IIC-66	<a href="#">STAR Arbiter Memo</a>	IIC-108	<a href="#">TRiO Talent Search Application</a>
IIC-67	<a href="#">Counselor Training Example 1</a>		
IIC-68	<a href="#">Counselor Training Example 2</a>		
IIC-69	<a href="#">2023 Counseling Evaluation Summary</a>		
IIC-70	<a href="#">Updates to Counselor Appointment Scheduling Email</a>		
IIC-71	<a href="#">IRAPO Freshmen and Continuing Student Data 2019-2023</a>		
IIC-72	<a href="#">UH RP 5.211 Admissions</a>		
IIC-73	<a href="#">WCC Admissions and Records</a>		
IIC-74	<a href="#">WCC Veterinary Technology</a>		
IIC-75	<a href="#">WCC Catalog: Transferring to Another College</a>		
IIC-76	<a href="#">WCC Ka'ie'ie Transfer Program</a>		
IIC-77	<a href="#">WCC Transferring From Windward</a>		
IIC-78	<a href="#">US Census Koolaupoko and Koolauloa</a>		
IIC-79	<a href="#">US Census Native Hawaiian Breakdown</a>		
IIC-80	<a href="#">IRAPO Spring 2023 WCC Student Demographics</a>		





## 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).

### III.A. Human Resources

#### 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 Standard*

Windward CC's integrated assessment, planning, and budgeting process ensures all positions are mission-aligned and support programmatic needs. Organizational units submit resource requests, including those for personnel, based on annual assessments and need analyses to the Planning and Budget Council (PBC), which ranks the requests according to specific criteria, including alignment with the College's strategic plan and goals, which tie directly to the mission ([IIIA-1](#) p. 2). Critical-need-to-fill procedures expedite hiring for mission-critical vacancies. Request memos must outline the urgency and the position's alignment with the mission. The Chancellor bases the decision to hire on PBC feedback and institutional priorities ([IIIA-2](#) p. 10).

The College follows the University of Hawai'i (UH) Office of Human Resources (OHR) published recruitment and hiring guidelines for all personnel classifications, including Administrative, Professional, and Technical (APT), Civil Service (CS), Executive/Managerial

(EM) staff, and Faculty, as well as for temporary positions ([IIIA-3](#), [IIIA-4](#), [IIIA-5](#), [IIIA-6](#), [IIIA-7](#), [IIIA-8](#), [IIIA-9](#)). For each employee group, UH OHR provides detailed steps and reference documents covering position description creation, interview committee formation, and the full recruitment process—from advertising and applicant screening to final hiring and onboarding.

The qualifications for all position types are determined as those necessary to carry out the tasks and functions for which the request was made and granted. APT qualifications follow a Position Description (PD) Guide and band-specific minimum qualification (MQ) specifications. Pay bands are assigned based on job complexity and the scope of responsibility ([IIIA-10](#), [IIIA-11](#), [IIIA-12](#), [IIIA-13](#)). The PDs and MQs for CS positions are set by the State Department of Human Resources Development (DHRD) according to its policies ([IIIA-14](#), [IIIA-15](#), [IIIA-16](#), [IIIA-17](#)). EM qualifications are drafted using University of Hawai'i Community Colleges (UHCC) templates and comparable EM positions and approved by the Vice President of UHCC (VPCC). Pay is set by the UH EM Classification and Compensation Plan ([IIIA-18](#), [IIIA-19](#), [IIIA-20](#)). Faculty MQs are jointly developed by the UHCC Academic Affairs and Human Resources offices using the UHCC's Faculty MQ Implementation Guidelines ([IIIA-21](#), [IIIA-22](#)).

The College's Human Resources Office (HRO) reviews each PD to ensure that it accurately reflects the duties, responsibilities, authorities, and minimum qualifications and that they are necessary to perform the job. To ensure consistency, the HRO also consults the PDs of existing, similar positions when establishing or redefining positions (e.g., [IIIA-19](#)).

Openings are advertised through mandatory channels such as NeoGov or HireNet and

approved optional outlets such as *The Chronicle for Higher Education* for a standard period of time ([IIIA-23](#) pp. 8-9, e.g., [IIIA-24](#) pp. 2-3). The vacancy announcements list the position's duties and responsibilities, along with the minimum and desirable qualifications. Information on how to apply includes the requirement to provide copies of academic transcripts (e.g., [IIIA-25](#), [IIIA-26](#)).

The hiring manager forms a screening committee with various stakeholders, including a subject matter expert when possible, and a balance of genders and ethnicities. A chair oversees the committee, which is oriented toward EEO standards, confidentiality, and conflict of interest avoidance ([IIIA-27](#)). The committee sets the interview format, reviews equivalencies for education and experience, and crafts questions aligned with job specifications. They also create an evaluation form and a rating tool to assess candidates against these qualifications (e.g., [IIIA-28](#)). The committee recommends suitable candidates to the relevant administrator for second interviews ([IIIA-29](#)). EM role candidates may have additional interviews with various campus groups ([IIIA-30](#)).

Prior to making their recommendation to the Chancellor, the second-level interviewer conducts reference checks, confirming employment dates, duties and responsibilities, work habits and attitudes, and reasons for termination (e.g., [IIIA-31](#), [IIIA-32](#), [IIIA-33](#)). The EEO Officer verifies that all EEO/AA policies and procedures have been followed. Finally, the administrator submits hiring recommendations to the Chancellor for decision ([IIIA-34](#)).

### ***Analysis and Evaluation***

Windward CC adheres to all relevant Federal, State, and University of Hawai'i policies and procedures concerning personnel classification,

recruitment, appointment, and compensation. This ensures all administrators, faculty, and staff possess the necessary education, training, and experience to maintain and enhance the integrity and quality of its programs and services. The selection of qualified personnel is transparent, effective, and supported by clear and publicly available criteria, qualifications, and procedures. Furthermore, the College's mission and goals are directly and accurately reflected in job descriptions for College personnel.

### **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 UHCC System provides a set of MQ guidelines that detail specific education, experience, and certification requirements for each discipline to ensure faculty have the knowledge and experience to perform their roles effectively ([IIIA-21](#)). Accompanying implementation guidelines define how to evaluate degree equivalency, including credentials from related fields and non-U.S. institutions, and outline procedures to ensure the advertised qualifications match the position's duties. They also specify that additional related work experience and advanced coursework may be required for some disciplines ([IIIA-22](#)).

Minimum qualifications for Arts and Sciences typically require a master's degree. In Career and Technical Education (CTE), either a master's or bachelor's degree plus three years of related experience is required. Some disciplines accept alternative credentials with additional industry experience. Qualifications for lecturers mirror those of regular faculty ([IIIA-22](#) p. 2).

Carefully identified MQs and DQs ensure new faculty possess the expertise and skills to support program goals. For example, the new Limu (algae) Culture program ([IIIA-35](#)) required a master's degree in agriculture, botany, or a related field, or a bachelor's with three years of experience. The DQs included aquaculture experience and algae culture curriculum development ([IIIA-21](#) p. 34, [IIIA-25](#)).

The position descriptions for instructional faculty include curriculum development and learning assessment. For example, a Hawaiian Language instructor is responsible for developing the course, outlining objectives, updating and assessing student outcomes, and innovating Hawaiian-language curriculum ([IIIA-36](#)).

The screening committees develop interview questions and assess credentials as outlined in Standard III.A.1. Additionally, interviewees may be required to deliver a lesson so the committee can assess their instructional skills.

Faculty classifications, including duties, academic qualifications, generic job descriptions, and tenure and promotion criteria, are established at the UHCC level for all faculty ([IIIA-37](#)). Once hired, faculty are evaluated in accordance with UH BOR Policy and the UHPA collective bargaining agreement to assess their teaching effectiveness and contribution to the College mission ([IIIA-38](#), [IIIA-39](#) p. 18).

**Analysis and Evaluation**

Windward CC has well-established processes to ensure that faculty are highly qualified for their position. Faculty qualifications encompass appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and the potential to contribute to the College's mission. The job descriptions for faculty members include the responsibilities of curriculum development and student learning assessment.

**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**

Personnel responsible for educational programs and services include administrators, instructional and non-instructional faculty, and APTs.

As described in III.A.1 above, the College follows a competitive recruitment process that appraises candidates for appropriate education, training, and experience. This ensures that all employees, including those involved in educational programs and services, have the necessary qualifications to contribute to the institution's effectiveness and academic quality.

**Analysis and Evaluation**

The College's recruitment and hiring practices ensure that administrators and other employees responsible for educational programs and services are qualified to perform duties that sustain institutional effectiveness and academic quality.

**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**

Job postings require applicants to submit transcripts and, if issued outside of the US, a course-by-course analysis with an equivalency statement from a member agency of the National Association of Credential Evaluation Services, Inc. (NACES) verifying that the degree is equivalent to one from an accredited institution within the US (e.g., [IIIA-25](#) p. 2, [IIIA-126](#), [IIIA-22](#) p. 2).

Although applicants may initially submit copies of their transcripts, selectees must have official transcripts sent directly from the granting institution to the College at the time of hire ([IIIA-40](#)). The College has a compliance rate of 97%, which reflects delays in the receipt of official transcripts for new employees at the time of measure ([IIIA-41](#) p. 2).

**Analysis and Evaluation**

Its recruitment and hiring processes ensure that faculty, administrators, and other employees hold the required degrees from institutions accredited by recognized U.S. accrediting agencies or have equivalent qualifications verified by a NACES-member agency.

**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***

The Windward CC HRO facilitates performance evaluations by informing supervisors of deadlines, providing training, and directly assisting with the review process. EM and Faculty achieve 100% completion due to uniform evaluation periods across the UH System. Challenges arise with Civil Service and non-probationary APT employees, whose evaluations are tied to hire dates, leading to apparent completion rates of 88% and 81%, respectively. The HRO is committed to improving tracking and prompt completion by closely monitoring due dates and engaging with supervisors to complete evaluations promptly ([IIIA-41](#), [IIIA-23](#) pp. 9-10).

UH policy mandates periodic evaluations of BOR-appointed employees, i.e., Faculty, APTs, EM employees, and Lecturers. It stipulates minimal intervals for reviews and mandates procedures approved by the UH resident that utilize peer participation to safeguard academic freedom ([IIIA-38](#)).

APT employees are evaluated on the online Performance Evaluation System (PES), where supervisors set initial job expectations, including seven mandatory performance factors acknowledged by the employee in the system ([IIIA-42](#), [IIIA-43](#) p. 12, [IIIA-44](#)). Documented feedback is provided throughout the evaluation period, leading to an improvement plan if necessary. Assessments at the end of

probationary periods determine continued service. After a three-year probation, APT employees undergo a six-month probation and are then evaluated annually ([IIIA-45](#), [IIIA-46](#)).

Civil Service employees are evaluated using a separate online Performance Appraisal System (PAS) ([IIIA-47](#)). The initial six-month probationary period may be extended to address performance deficiencies. Subsequent performance evaluations are conducted annually ([IIIA-48](#)). At the start of the review period, supervisors discuss and document expectations with the employee, including the fixed and selected optional performance categories defined for Workers, Working Supervisors, and Full Supervisors ([IIIA-47](#) p. 8). Feedback is provided throughout the evaluation period using performance category benchmarks ([IIIA-47](#) pp. 12, 49). If needed, the supervisor shares suggestions for improvement at the final appraisal conference ([IIIA-47](#) p. 17-20).

Per UH and UHCC policies, all EM employees undergo annual evaluations based on criteria established by the University President and the employee's individual professional objectives, which are set in collaboration with their supervisors and include specific metrics aligned to institutional strategic goals. Evaluations incorporate self-assessments, supervisor reviews, results from a 360-degree survey, and an analysis of the College's progress in meeting strategic outcomes. The supervisor meets with the employee to discuss the results, set objectives for the next year, and, if needed, create an improvement plan. The Supervisors submit their evaluations and recommended performance ratings through the Chancellor and VPCC to the UH President for final review. If the rating is unsatisfactory, the supervisor takes proper action in discussion with the Appointing

Authority ([IIIA-49](#) pp. 8-9, [IIIA-50](#) pp. 4-5, [IIIA-51](#)).

Per UH policy and the UHPA CBA, faculty members must undergo evaluation at least once every five years. This evaluation can be satisfied through reappointment, tenure, or promotion reviews, per the UHCC procedures and guidelines for contract renewal (CR), tenure and promotion (T&P), and five-year review ([IIIA-39](#) pp. 3, 18-19; [IIIA-38](#) pp. 2-3; [IIIA-52](#); [IIIA-53](#); [IIIA-54](#)). All faculty reviews utilize rank-specific expectations from the UHCC Faculty Classification Plan as their assessment criteria ([IIIA-37](#)).

Tenure-track faculty submit Contract Renewal (CR) applications in their second and fourth years, applying for tenure in the fifth ([IIIA-39](#) p. 23). Non-tenure-track faculty on Limited Term Contracts, lasting one to five years, apply for CR in the final year of their contract ([IIIA-39](#) pp. 32-33). CR applications include a self-assessment of teaching or job-specific skills, reflections on evaluations, progress on goals, responses to previous reviews, and objectives for the next period ([IIIA-54](#), [IIIA-55](#)). Guidelines suggest focusing discussions on criteria relevant to the renewal rank, with tenure-track faculty encouraged to align goals with expectations for the next rank ([IIIA-54](#) p. 2).

The T&P guidelines provide applicants with recommendations for presenting information on their expertise, instructional skills, and professional service achievements. The faculty member's application dossier includes a statement of endeavors detailing their primary responsibilities, professional development, college and community service, and leadership skills ([IIIA-53](#) pp. 5, 9). Additionally, applicants are encouraged to discuss their professional philosophy, understanding of students' needs,

responses to those needs, and reflections on the impact of their efforts ([IIIA-53](#) pp. 4-5, 8).

Faculty T&P dossiers undergo multiple review stages. First, a committee of division peers provides a detailed assessment of the applicant's strengths and weaknesses ([IIIA-56](#)). Subsequently, a panel of campus faculty from other divisions and peers from other campuses makes a recommendation ([IIIA-57](#)). The Division Chair then reviews the dossier, after which the Chancellor makes the final assessment.

As with CR and T&P reviews, five-year reviews are evaluated based on the faculty classification plan ([IIIA-52](#)). Faculty submit a self-evaluation detailing their professional activities, service contributions, professional development, leadership and mentorship roles, and the outcomes and benefits of these efforts ([IIIA-58](#)). The Division Chair meets with faculty to discuss their assessment. If improvement is needed, they jointly create a professional improvement plan with scheduled progress checks. For exceptional performance, the Chair informs the faculty of opportunities like merit awards and fellowships ([IIIA-52](#)).

Lecturers are held to the same standards as faculty and are evaluated every one to four years based on their step placement, with more frequent evaluations if performance concerns arise. They submit a self-evaluation incorporating peer and student feedback, instructional strategies, student learning outcomes, prior goals, the previous review, and an action plan. The Division Chair reviews these materials, provides feedback, and makes reappointment recommendations to the Vice Chancellor for Academic Affairs ([IIIA-59](#)).

### ***Analysis and Evaluation***

The College meets this standard. All personnel are regularly evaluated using established written

criteria. These evaluations assess the performance of assigned duties and participation in institutional responsibilities. They promote improvement through formal, timely, and documented actions. Policies from the State of Hawai'i DHRD, UH System, UHCC System, and collective bargaining agreements provide clear guidelines on the evaluation procedures and criteria specific to each employee group.

### **III.A.6.**

The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.

Effective January 2018, Standard III.A.6 is no longer applicable. The Commission acted to delete the Standard during its January 2018 Board of Directors meeting.

### **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***

Windward CC employs a systematic approach to ensure it has sufficient faculty to meet the needs of its programs and services. This process begins with annual departmental and program reviews, which assess whether the number and quality of faculty are sufficient to maintain quality and achieve student learning and

institutional goals. These reviews analyze various metrics, including student enrollment, the number of majors, student semester hours and sections taught, appointed full-time faculty, and the ratio of majors to full-time faculty ([IIIA-60](#), [IIIA-61](#), e.g., [IIIA-62](#)).

The academic deans actively monitor the demand for course seats and faculty availability, making schedule adjustments to support student progression and graduation requirements. The College maintains a pool of vetted and qualified part-time faculty to supplement full-time faculty when needed ([IIIA-63](#) p. 2).

Vacated faculty positions are added to the College's position pool for reallocation based on programmatic needs identified through the PBC's integrated assessment, budget, and allocation process ([IIIA-64](#), e.g., [IIIA-65](#)). In instances where filling a vacated position is deemed essential to the College's mission and operations, a unit may expedite this process by submitting a 'Critical Need to Fill' request to bypass the usual PBC prioritization process ([IIIA-2](#) p. 10, e.g., [IIIA-66](#)).

Should the College need more positions than currently available, it can request additional positions through the VPCC Budget Office. The office can either allocate positions from the UHCC System's position pool or seek new positions via the State legislative process ([IIIA-67](#)).

To address short-term needs, the College establishes temporary faculty positions using non-general funds, such as federal or grant funding ([IIIA-68](#), [IIIA-69](#)). Additionally, the College may temporarily fill non-instructional faculty positions undergoing recruitment with casual appointments (e.g., [IIIA-70](#)).

## **Analysis and Evaluation**

The College maintains and balances faculty resources across its programs through a comprehensive evaluation and adjustment process, including program reviews, data monitoring and analysis, strategic position allocations, and temporary staffing. This ensures a sufficient number of qualified full-time and part-time faculty to uphold the quality of its educational programs and services and to achieve its mission goals.

### **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**

The College's employment policies and practices include orientation, oversight, evaluation, and professional development for all faculty members ([IIIA-71](#)). As part of the onboarding process, all employees, including lecturers, receive, review, and acknowledge their understanding of significant personnel policies ([IIIA-40](#)). As law mandates, the College also offers an orientation for all new employees within 20 days of hire. These sessions cover employee benefits, compensation information, and details about HR-related online resources. An UPHA representative may also attend these orientations to provide other relevant information, as faculty and lecturers with at least half-time appointments are eligible for union membership ([IIIA-72](#), [IIIA-73](#), [IIIA-39](#)).

At the start of each academic year, the Office of Academic Affairs conducts an orientation for

new faculty. The orientation covers the College's programs and services and includes tips such as using the syllabus template and accessing classroom technology support ([IIIA-74](#)). The Office also distributes a newsletter for lecturers featuring announcements, resources, and professional development opportunities ([IIIA-75](#)).

Division Deans oversee lecturers with support from department chairs ([IIIA-76](#), [IIIA-77](#)). Per UHCC Policy, all lecturers are evaluated every one, two, or four years depending on step placement, with provisions for more frequent evaluations if performance concerns exist ([IIIA-59](#) p. 2). Lecturer evaluations follow a specific format that includes documentation and self-analysis of Student Learning Outcome (SLO) achievement, instructional effectiveness, feedback from peer and student evaluations, planned actions, and responses to recommendations from previous evaluations ([IIIA-59](#) p. 2, [IIIA-78](#), [IIIA-79](#)).

The College supports lecturers' integration into the campus community in various ways. They are added to the campus listserv for event notifications, professional development, and policy updates. They are encouraged to attend Convocation to meet colleagues and receive timely information about the campus and its initiatives. They can access details on benefits, training opportunities, and job openings via the UH OHR website ([IIIA-80](#)). While optional, lecturers are welcome to attend department meetings, participate in commencement, and serve on campus committees ([IIIA-81](#), e.g., [IIIA-82](#)). They are eligible for staff development funding ([IIIA-83](#)) and may receive the Meritorious Lecturer Award for exceptional contributions ([IIIA-84](#)).



### ***Analysis and Evaluation***

The College follows clear policies and practices to provide for the orientation, oversight, evaluation, and professional development of its lecturers. Lecturers are encouraged to participate in campus committees and activities to become fully integrated into the life of the institution.

#### **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)

#### ***Evidence of Meeting the Standard***

To ensure adequate staff to support college operations, departments and programs assess staffing needs annually (e.g., [IIIA-23](#)). To address vacancies or expand staff, departments submit requests to the PBC (e.g., [IIIA-85](#), [IIIA-86](#)). The Council recommends prioritized actions to the Chancellor, who decides on filling positions from the College vacancy pool or via the legislative process (e.g., [IIIA-87](#)).

APT are hired following State and UH policies and procedures and the CBAs ([IIIA-88](#), [IIIA-89](#), [IIIA-90](#) pp. 5-7), as are CS personnel ([IIIA-91](#), [IIIA-4](#), [IIIA-14](#), [IIIA-15](#), [IIIA-92](#), [IIIA-93](#), [IIIA-94](#) pp. 19-21, [IIIA-95](#) pp. 36-38).

Although budget cuts and a system-wide hiring freeze during the pandemic reduced staff numbers, the College has progressed toward restoring prior staffing levels ([IIIA-41](#), [IIIA-64](#)).

The College also utilizes overtime and temporary assignments to maintain staffing levels when necessary ([IIIA-96](#), [IIIA-97](#), [IIIA-98](#), [IIIA-95](#) p. 66, [IIIA-94](#) p. 45, [IIIA-90](#) p. 23).

Temporary APT positions are filled through Casual Appointments, and temporary CS positions are filled through 89-Day Appointments ([IIIA-99](#), [IIIA-92](#), [IIIA-100](#), [IIIA-101](#), [IIIA-95](#) pp. 31-25, [IIIA-94](#) p. 18, [IIIA-90](#) p. 22). While casual-hire APTs must meet the qualifications of the permanent positions, 89-day hires only need to meet classification suitability requirements such as background checks and licenses ([IIIA-102](#), [IIIA-103](#)).

Regardless of the employment group, the College's standard hiring procedures ensure that each applicant meets minimum qualifications and that the best-qualified candidate is selected, as described in Standard III.A.1 above.

### ***Analysis and Evaluation***

The College maintains sufficient qualified staff to effectively support its educational, technological, physical, and administrative operations. Departments identify staffing needs through regular program reviews, and the College has procedures to reallocate or request positions. The College also makes temporary appointments, as necessary, to ensure the continuation of operations.

#### **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 College's EM positions are governed by UH policy, which authorizes the UH President to establish, classify, or abolish EM positions at the community college level based on institutional

needs and in a manner consistent with its organizational structure ([IIIA-49](#), [IIIA-50](#) pp. 1-2).

The College annually reviews its organization and functions. Proposals for reorganization must outline the conditions prompting the change, how it will address them, the impact on relationships and services, expected benefits, resource requirements, and impacts on the College and University ([IIIA-104](#)).

The UHCC System has no formal administrative staffing ratios. However, the UHCC Vice President's office regularly reviews and ensures consistency in EM staffing levels across community colleges.

Windward CC has seven full-time administrators: the Chancellor, Vice Chancellor (VC) of Academic Affairs, Dean of Division I, Dean of Division II, VC of Student Affairs, VC of Administrative Services, and Director of CCE ([IIIA-76](#)). Four of these are permanent positions, while three are temporarily filled by interim appointees during active recruitment.

To ensure administrators meet specific organizational needs, the minimum requirements for degrees and experience for each role are carefully selected based on its complexity, responsibility, and critical significance to college operations ([IIIA-49](#), [IIIA-50](#)). For example, the VC of Academic Affairs position requires a master's degree and the academic rank of professor or equivalent. Additionally, administrative position descriptions highlight knowledge of the community college mission as a desirable qualification ([IIIA-105](#) p. 2).

The hiring process described in Standard III.A.1 above ensures the College's administrators are well-qualified to perform their duties. To ensure they are performing their duties sufficiently,

they are evaluated annually, as described in Standard III.A.5 above.

In 2023, most faculty and staff rated the effectiveness of the campus administrative structure and the performances of the Chancellor, VCAA, VCSA, and VCAS as satisfactory or excellent ([IIIA-106](#) p. 7).

### ***Analysis and Evaluation***

The College follows policies and practices to determine the appropriate number, qualifications, and organization of its administrative structure. The institution maintains sufficient administrators with the appropriate preparation and expertise to provide effective administrative leadership and services in support of the College's mission and goals.

### **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***

The College follows personnel policies and procedures established by multiple entities, including the State of Hawai'i DHRD, the UH Board of Regents, and the UH Community Colleges System, all of which are accessible on their respective websites ([IIIA-107](#), [IIIA-108](#), [IIIA-109](#), [IIIA-110](#)). New employees review and acknowledge their understanding of significant personnel policies during onboarding ([IIIA-40](#)).

The UH Office of the Vice President of Administration (VPA) reviews and updates system-wide policies and procedures every three years or as needed to ensure currency and

compliance with Federal and State laws and CBAs. The VPA promptly updates the UH Policy and Procedures Information System and notifies all executive and managerial personnel of any establishment, amendment, or abolishment of UH System policies or procedures. Additionally, UH Vice Presidents oversee the issuance, maintenance, interpretation, and training related to policies within their domains ([IIIA-111](#), [IIIA-112](#)).

The College's Human Resources Manager ensures fair and consistent administration of personnel policies by adhering to established practices and consulting with UH OHR, UHCC HRO, the UHCC EEO/AA Office, and UH Legal Affairs as needed. The effectiveness of policy administration is reflected in the low number of grievances, which have averaged only one annually over the past three years ([IIIA-41](#)).

### ***Analysis and Evaluation***

Windward CC adheres to written personnel policies and procedures that are readily available for review. These policies are applied consistently to ensure fair and equitable treatment of all personnel.

### **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***

The University of Hawai'i and Windward CC are committed to ensuring equal opportunity in higher education and employment ([IIIA-113](#)) and to ensuring a campus environment that is

safe, respectful, and free from discrimination, gender-based violence, and misconduct.

As an equal employment opportunity (EEO) and affirmative action (AA) employer, the College adheres to a comprehensive collection of policies to ensure fair hiring practices and support its diverse personnel ([IIIA-114](#)). These include policies on nondiscrimination and affirmative action ([IIIA-115](#)), equal employment opportunity ([IIIA-116](#)), sex and gender-based misconduct ([IIIA-117](#)), inclusive facilities ([IIIA-118](#)), and a comprehensive glossary for clarity ([IIIA-119](#)). The College also standardizes faculty and APT personnel recruitment (e.g., [IIIA-89](#)) and details procedures for reporting employment discrimination complaints ([IIIA-120](#)).

The College ensures freedom from discrimination based on gender or disability by complying with the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973 ([IIIA-121](#), [IIIA-117](#), [IIIA-122](#)). The State of Hawai'i designates all UH faculty as "responsible employees" with a duty to report sexual harassment and other misconduct to the appropriate authorities. Additionally, all UH employees are required to complete mandatory training on Title IX, the Violence Against Women Act, and relevant UH System policies ([IIIA-123](#)).

The UHCC Office of Compliance, EEO/AA, and Title IX aids the campus by coordinating relevant professional development, facilitating disability accommodations, performing annual formal EEO/AA analysis, and assisting with updating Windward CC's Affirmative Action Plan (AAP) ([IIIA-124](#), [IIIA-125](#)).

Before recruitment begins, the campus EEO/AA Coordinator reviews the AAP. If underrepresentation is noted, affirmative

actions are taken, including extending the recruitment period, promoting the vacancy through relevant organizations, and re-advertising if there are too few qualified applicants from underrepresented groups ([IIIA-89](#)). Additionally, before conducting interviews, the campus EEO/AA Coordinator briefs the screening committee on nondiscrimination, equal opportunity, implicit bias, and accessible interviews. The Coordinator also provides EEO/AA best practices and a confidentiality agreement ([IIIA-126](#), [IIIA-127](#), [IIIA-128](#)).

To meet recordkeeping requirements and facilitate EEO/AA analysis, the College invites new employees to voluntarily self-identify their gender, sex, race, and ethnicity during onboarding ([IIIA-40](#) p. 1, [IIIA-129](#)). Additionally, the UH EEO/AA office annually surveys employees on their veteran or disability status and provides information on requesting accommodations ([IIIA-130](#)).

Reflective of the College's core value of *'a'ohe hana nui ke alu 'ia*, working collaboratively and inclusively ([IIIA-131](#)), employees are encouraged to participate in campus and system committees promoting equity and diversity. These include Ke Kumu Pali, the International Education Committee, the Pride Alliance of Queers Club, the Puko'a Council, and the Commission on the Status of Women ([IIIA-132](#), [IIIA-133](#), [IIIA-134](#), [IIIA-135](#), [IIIA-136](#)). Additionally, College personnel are encouraged to join the UH Safe Zone Program, supporting LGBTQ+ students, faculty, and staff as trained allies ([IIIA-137](#)).

Other UH and Windward CC entities that promote equity and support a diverse faculty, staff, and student body include the UH EEO/AA Office, the UH Office of Institutional Equity, the Windward CC Title IX Office, and the Language

Access Committee ([IIIA-138](#), [IIIA-139](#), [IIIA-121](#), [IIIA-140](#)).

To support its personnel's wellness, the UH System offers an Employee Assistance Program that provides a range of counseling services and procedures for making formal supervisory referrals ([IIIA-141](#)).

### ***Analysis and Evaluation***

The College adheres to policies and practices to create and maintain appropriate programs, practices, and services that support its diverse personnel. The institution maintains, assesses, and updates its Affirmative Action Plan. Collectively, the College's practices embody the core value of inclusive collaboration.

### **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 State employees, all University of Hawai'i employees must follow the State of Hawai'i ethics code, which details ethics laws and penalties for violations ([IIIA-142](#)). By law, employees must complete ethics training within 30 days of hire and every four years thereafter ([IIIA-143](#), [IIIA-144](#)). UH employees complete this training during onboarding, and completion certificates are stored in their personnel files ([IIIA-40](#), [IIIA-145](#)).

The University of Hawai'i System enforces formal ethics policies that establish ethical standards for research, technology transfer, and fiscal responsibilities. These policies also ensure that employees with budgetary and administrative authority comply with State law

conduct standards in their financial roles ([IIIA-146](#), [IIIA-147](#), [IIIA-148](#), [IIIA-149](#)).

To promote integrity and objectivity in instruction, research, and other scholarly activities, UH adheres to policies and procedures that provide mechanisms to recognize, disclose, manage, and eliminate potential or existing conflicts of interest that may violate federal and State laws, regulations, or University policies and procedures ([IIIA-150](#), [IIIA-151](#)). Failure to comply is grounds for disciplinary action up to and including termination for cause. New hires and all employees must annually submit a conflict of interest form ([IIIA-152](#), [IIIA-40](#)).

University policy and procedures at UH ensure that any allegations of research and scholarly misconduct are addressed promptly, objectively, and fairly ([IIIA-153](#), [IIIA-154](#)). The Whistleblower and Retaliation policy safeguards individuals who report wrongful conduct from facing adverse academic or employment actions ([IIIA-155](#)).

A UH policy on nondiscrimination and affirmative action mandates equity in higher education and employment by prohibiting discrimination and promoting affirmative action across all programs ([IIIA-115](#)). UH has also established discrimination complaint procedures and a Title IX sexual harassment grievance process ([IIIA-156](#), [IIIA-122](#)). Additional policies cover nondiscrimination, equal opportunity, affirmative action, consensual relationships, and sex and gender-based misconduct ([IIIA-157](#), [IIIA-117](#)).

A UH policy sets guidelines for the acceptable use, management, protection, equal access, and administration of information technology resources. IT specialists managing UH technologies like email, databases, and file

servers are required to acknowledge this policy formally ([IIIA-158](#)). Additionally, personnel must follow institutional data classification and security guidelines to maintain data integrity ([IIIA-159](#)). Both policies detail the consequences of violations and corrective measures.

The UHCC Statement of Professional Ethics outlines expectations for all faculty to uphold academic and professional ethics by integrating recognized professional standards into their professional lives ([IIIA-160](#)).

### ***Analysis and Evaluation***

Windward CC follows State and UH policies and procedures to maintain a code of professional ethics and enforce consequences for ethics violations.

### **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 University of Hawai'i System and Windward CC acknowledge the importance of faculty, staff, and administrator development in achieving institutional goals. Investing in professional and personal growth enhances educational quality, job satisfaction, and retention while fostering a culture of innovation and excellence. All personnel are encouraged and supported in pursuing professional development opportunities aligned with the institution's mission and evolving educational needs.

College personnel are encouraged to enroll in classes and pursue University of Hawai'i System degrees. Eligible employees are exempted from tuition and fees for up to six credits per semester ([IIIA-161](#), [IIIA-162](#)).

Faculty and certain APT personnel are eligible for sabbatical or professional improvement leaves of six months to a year, as specified in CBAs ([IIIA-39](#) p. 6, [IIIA-90](#) p. 31). Since 2018, fifteen faculty members have taken sabbaticals, although no APT employee has applied for professional improvement leave during this time ([IIIA-163](#)).

UH and UHCC Systems offer professional development programs such as the President's Emerging Leaders Program, Wo Learning Champions, the Hawai'i Student Success Institute (HISSI), and the Great Teachers Seminar ([IIIA-164](#), [IIIA-165](#), [IIIA-166](#), [IIIA-167](#)). These enable College personnel to collaborate and share student success-focused initiatives across the university and community college system. The State DHRD and the UH OHR also offer training opportunities to improve employees' work and managerial skills ([IIIA-168](#), [IIIA-169](#)).

All personnel are encouraged to participate in training and workshops, with the College offering financial support for these activities through departmental budgets. When funding from the department budget is unavailable, individuals and groups may apply for staff development grants for activities such as conference participation, special faculty projects, publication, and specialized resource materials ([IIIA-83](#), [IIIA-170](#)).

The Staff Development Committee (SDC) identifies professional development needs, coordinates activities, and awards grants. SDC-sponsored events are assessed, and participants polled to identify other needs. After completing

their project or activity, grant recipients are expected to submit a reflection describing the knowledge and skills gained from the project, an explanation of how the experience will be employed toward advancing the College's mission, and an outline of plans for sharing the experience with colleagues ([IIIA-83](#), [IIIA-171](#), [IIIA-172](#)).

Professional development and training needs may also be identified through departmental assessments and reported in the units' annual reviews. In 2023, the Computing Services department presented survey findings indicating a need for software training ([IIIA-173](#) pp. 4-5). Similarly, Instructional Development Services noted that increased professional development participation positively impacted student success in DE courses, indicating a need for continued support ([IIIA-174](#) p. 4).

In the College's 2023 Institutional Survey, most faculty and staff expressed high satisfaction with professional development support and activities, particularly in meeting students' individual needs ([IIIA-106](#) p. 9, 18).

### ***Analysis and Evaluation***

In alignment with the Mission and Strategic Plan, professional development opportunities and activities empower College personnel to provide academic excellence in supporting students. Professional development needs are identified through surveys, personnel requests, the work of the Staff Development Committee, and mandatory training requirements. Activity assessments offer insights into the impact of participant learning, application of knowledge, and suggestions for future programs and activities.

**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***

The University of Hawai'i and Windward CC adhere to established policies and procedures for the systematic creation and maintenance of personnel records.

A UH administrative procedure specifically governs the management of personnel records for all UH Board of Regents (BOR)-appointed employees, i.e., faculty, APT, EM, and lecturers. This procedure outlines security protocols for access and storage, sets additional security measures for sensitive files, and provides guidelines for the archival of personnel files of separated employees ([IIIA-175](#)).

Civil Service employee records are managed in compliance with State DHRD policies and procedures. These regulations oversee the upkeep of official personnel folders and the handling of sensitive documents such as health records and grievance files. They also designate custodians who are responsible for secure storage, controlled access, proper handling, and enforcement of security measures for both physical and electronic files ([IIIA-176](#), [IIIA-177](#)).

At Windward CC, the Human Resources Office (HRO) maintains official records for faculty and APT personnel, while the UH Office of Human Resources (OHR) is responsible for the official records of CS and EM employees. In addition, the Windward HRO keeps local duplicates, known as "shadow" files, for the latter groups. All official and shadow files are securely stored in locked cabinets to ensure their safety and confidentiality.

Windward CC follows State law, UH policies, and collective bargaining agreements for the retention, access, security, and confidentiality of personnel records.

UH Policies on the Security and Protection of Sensitive Information ([IIIA-178](#)) and Institutional Data Governance ([IIIA-179](#)) further protect the security and confidentiality of employee records. Per the latter, the College designates stewards and data custodians responsible for managing the security of sensitive information in various operational areas, including Human Resources.

A UH administrative procedure establishes the right of any employee to examine their records and outlines the process for requesting a review. It provides a review request form, a 10-day timeline for granting a review, a description of materials that can be legally withheld from the employee, and a mechanism for correcting erroneous information ([IIIA-180](#)).

In accordance with UH policy and CBAs, employees may access their official personnel file by appointment in person at the College's Human Resources Office ([IIIA-180](#), [IIIA-181](#), [IIIA-182](#), [IIIA-183](#), [IIIA-184](#), [IIIA-185](#)).

***Analysis and Evaluation***

The College adheres to policies and procedures to ensure the security and confidentiality of personnel records. Employees are granted access to their personnel records in accordance with policy and collective bargaining agreements.

**Conclusions on Standard III.A: Human Resources**

The College employs qualified staff, faculty, and administrators who ensure the integrity and quality of its programs and services while

serving its mission. Well-established policies and procedures guide the hiring, orientation, oversight, evaluation, and professional development of all College personnel, including part-time employees. The College clearly communicates, makes available, and consistently administers its personnel policies and procedures. In addition, the College regularly assesses its employment equity and diversity record and takes action to address gaps. Institutional policies and collective bargaining agreements govern the College's code of ethics for all personnel, including consequences for violation. Finally, the College maintains and ensures the confidentiality and security of personnel files.

### Improvement Plan(s)

None.

### Evidence List

IIIA-1	<a href="#">PBC Request Form 2023-24</a>	IIIA-19	<a href="#">UH OHR EM Position Descriptions, by Campus</a>
IIIA-2	<a href="#">WCC PBC Handbook 2023-24</a>	IIIA-20	<a href="#">UHCCP 9.210 Recruitment, Selection, and Appointment of Community College Chancellors</a>
IIIA-3	<a href="#">UH OHR Administrative, Professional and Technical</a>	IIIA-21	<a href="#">UHCC Faculty MQ Guidelines</a>
IIIA-4	<a href="#">UH OHR Civil Service</a>	IIIA-22	<a href="#">UHCC Faculty MQ Implementation Guidelines</a>
IIIA-5	<a href="#">UH OHR Executive/Managerial</a>	IIIA-23	<a href="#">2022-23 Administrative Services Annual Departmental Report</a>
IIIA-6	<a href="#">UH OHR Faculty</a>	IIIA-24	<a href="#">UH OHR APT Recruitment</a>
IIIA-7	<a href="#">UH OHR Casual Hire</a>	IIIA-25	<a href="#">Position Posting: Faculty Sustainable Agriculture</a>
IIIA-8	<a href="#">UH OHR Exempt Non-Civil Service Hire</a>	IIIA-26	<a href="#">Position Posting: APT Analyst</a>
IIIA-9	<a href="#">UH OHR 89-Day Non-Civil Service Hire</a>	IIIA-27	<a href="#">WCC Screening Committees for Hiring</a>
IIIA-10	<a href="#">UH OHR APT Description Guide</a>	IIIA-28	<a href="#">Recruitment Applicant Rating Form</a>
IIIA-11	<a href="#">UH OHR APT Job Descriptors by Band</a>	IIIA-29	<a href="#">WCC Recommendation to Administrator</a>
IIIA-12	<a href="#">UH OHR APT Minimum Qualifications Templates</a>	IIIA-30	<a href="#">WCC EM Recruitment Open Forums</a>
IIIA-13	<a href="#">UH OHR How To Establish/Update APT Position</a>	IIIA-31	<a href="#">UH OHR Selection and Appointment</a>
IIIA-14	<a href="#">UH AP 9.300 Position Descriptions for Civil Service Personnel</a>	IIIA-32	<a href="#">WCC Reference Check Candidate Release Form</a>
IIIA-15	<a href="#">DHRD Policy 200.001 Position Classification and Compensation</a>	IIIA-33	<a href="#">UH OHR Reference Check Template</a>
IIIA-16	<a href="#">DHRD Policy 200.004 Establishment of Minimum Qualification Requirements</a>	IIIA-34	<a href="#">Recommendation to Chancellor</a>
IIIA-17	<a href="#">DHRD Civil Service MQs</a>	IIIA-35	<a href="#">WCC Catalog: Agripharmatech</a>
IIIA-18	<a href="#">UH OHR EM Classification and Compensation Plan</a>	IIIA-36	<a href="#">Position Posting: Faculty Hawaiian Language</a>
		IIIA-37	<a href="#">UHCC Faculty Classification Plan</a>
		IIIA-38	<a href="#">UH RP 9.213 Evaluation of Board of Regents' Appointees</a>
		IIIA-39	<a href="#">UHPA 2021-2025 Collective Bargaining Agreement</a>
		IIIA-40	<a href="#">UH New Hire Checklist</a>
		IIIA-41	<a href="#">WCC HR Comparable Measures 2022-23</a>
		IIIA-42	<a href="#">UH OHR APT Performance Evaluation Checklist</a>
		IIIA-43	<a href="#">UH OHR APT Performance Evaluation Guide</a>
		IIIA-44	<a href="#">UH OHR APT Performance Evaluation Tutorial</a>
		IIIA-45	<a href="#">UH AP 9.170 Performance Evaluation of APT Personnel</a>
		IIIA-46	<a href="#">UH OHR APT Performance Evaluation</a>
		IIIA-47	<a href="#">DHRD Civil Service PAS Manual</a>
		IIIA-48	<a href="#">DHRD Policy 301.006 New Probation Period</a>
		IIIA-49	<a href="#">UH EP 9.212 Executive/Managerial Classification and Compensation</a>
		IIIA-50	<a href="#">UH RP 9.212 Executive and Managerial Personnel Policies</a>
		IIIA-51	<a href="#">UHCCP 9.202 Executive Employees Performance Evaluation</a>
		IIIA-52	<a href="#">UHCCP 9.203 Faculty Five Year Review</a>



IIIA-53	<a href="#">UHCC Tenure and Promotion Guidelines</a>	IIIA-91	<a href="#">HAR 14-3.1 Filling Positions in the Civil Service</a>
IIIA-54	<a href="#">UHCC Contract Renewal Guidelines</a>	IIIA-92	<a href="#">DHRD Policy 300.001 Types of Appointments</a>
IIIA-55	<a href="#">WCC Contract Renewal Checklist</a>	IIIA-93	<a href="#">DHRD Policy 300.003 Competitive Recruitment for Civil Service Positions</a>
IIIA-56	<a href="#">UHCC DPC DC Operating Guidelines 2022-23</a>	IIIA-94	<a href="#">HGEA Unit 3 Collective Bargaining Agreement</a>
IIIA-57	<a href="#">UHCC TPRC Operating Guidelines 2021-22</a>	IIIA-95	<a href="#">UPW Unit 1 Collective Bargaining Agreement</a>
IIIA-58	<a href="#">WCC 5-Year Faculty Evaluation Form</a>	IIIA-96	<a href="#">Federal Overtime Law</a>
IIIA-59	<a href="#">UHCCP 9.104 Lecturer Evaluation</a>	IIIA-97	<a href="#">Hawai'i State Overtime Law</a>
IIIA-60	<a href="#">WCC Program Review Policy</a>	IIIA-98	<a href="#">UH AP 8.876 Overtime Authorization and Compensation</a>
IIIA-61	<a href="#">UHCCP 5.202 Attachment 1-A Instructional ARPD Procedures</a>	IIIA-99	<a href="#">UH AP 9.480 Casual Appointments</a>
IIIA-62	<a href="#">2023 Humanities Annual Departmental Report</a>	IIIA-100	<a href="#">UH AP 9.310 Temporary Assignments for Civil Service Employees</a>
IIIA-63	<a href="#">UH AP 9.560 Appointment of Lecturers and Cooperating Teachers/Counselors</a>	IIIA-101	<a href="#">UH EP 9.218 Post-Hire Adjustments for APT Employees</a>
IIIA-64	<a href="#">PBC Vacancy Status Report</a>	IIIA-102	<a href="#">Casual Hire HireNet Ad: Security Manager</a>
IIIA-65	<a href="#">PBC Request Form Faculty Position</a>	IIIA-103	<a href="#">Work at UH Ad: Security Manager</a>
IIIA-66	<a href="#">Critical Need to Fill Request for Ceramics Position</a>	IIIA-104	<a href="#">UH AP 3.101 UH Organizational and Functional Changes</a>
IIIA-67	<a href="#">UHCCP 9.495 Long-Term Vacancy</a>	IIIA-105	<a href="#">VCAA Position Description</a>
IIIA-68	<a href="#">UH AP 9.485 Filling of Vacant Position</a>	IIIA-106	<a href="#">2023 WCC IEC Faculty Staff Institutional Survey Results</a>
IIIA-69	<a href="#">UH AP 9.195 Establishment of New Positions</a>	IIIA-107	<a href="#">State of Hawai'i DHRD Policies and Procedures</a>
IIIA-70	<a href="#">HireNet TRiO Director Non-Instructional Faculty</a>	IIIA-108	<a href="#">UH Systemwide Policies and Procedures</a>
IIIA-71	<a href="#">UH EP 5.221 Classification of Faculty</a>	IIIA-109	<a href="#">UHCC Policies</a>
IIIA-72	<a href="#">HRS 78-64 Employee Orientation</a>	IIIA-110	<a href="#">WCC Policies and Procedures</a>
IIIA-73	<a href="#">UHPA Policy on Representing Faculty</a>	IIIA-111	<a href="#">UH EP 2.201 System Wide Policies and Procedures</a>
IIIA-74	<a href="#">New Faculty and Lecturer Orientation Fall 2023</a>	IIIA-112	<a href="#">UH AP 2.201 New or Amended Policies and Procedures</a>
IIIA-75	<a href="#">Ho'okumu WCC Lecturer Newsletter</a>	IIIA-113	<a href="#">UHCC Nondiscrimination Statement</a>
IIIA-76	<a href="#">WCC Organization Charts 2024</a>	IIIA-114	<a href="#">UH EEO AA Policies</a>
IIIA-77	<a href="#">UH EP 5.219 Department Chairs</a>	IIIA-115	<a href="#">UH RP 1.205 Policy on Nondiscrimination and Affirmative Action</a>
IIIA-78	<a href="#">WCC Lecturer Evaluation Page</a>	IIIA-116	<a href="#">UH AP 9.890 Equal Employment Opportunity/Affirmative Action</a>
IIIA-79	<a href="#">Lecturer Evaluation Guidelines</a>	IIIA-117	<a href="#">UH EP 1.204 Sex and Gender Based Misconduct Policy</a>
IIIA-80	<a href="#">UH OHR Website</a>	IIIA-118	<a href="#">UH EP 1.205 Policy and Guidelines on Inclusive Facilities</a>
IIIA-81	<a href="#">Natural Science Department Meeting Info</a>	IIIA-119	<a href="#">UH AP 9.895 EEO/AA Glossary</a>
IIIA-82	<a href="#">Charter of Ke Kumu Pali</a>	IIIA-120	<a href="#">UH AP 9.910 Reporting Procedure for Employment Discrimination Complaints</a>
IIIA-83	<a href="#">WCC Staff Development Grant Guidelines</a>	IIIA-121	<a href="#">WCC Title IX</a>
IIIA-84	<a href="#">WCC Excellence in Teaching Awards</a>		
IIIA-85	<a href="#">PBC Request Form Civil Service Position</a>		
IIIA-86	<a href="#">PBC Request Form APT Position</a>		
IIIA-87	<a href="#">2023 Legislative HB300 Security Position Counts</a>		
IIIA-88	<a href="#">UH EP 9.217 Hiring an APT Employee</a>		
IIIA-89	<a href="#">UH AP 9.540 Recruitment and Selection of Faculty and APT Personnel</a>		
IIIA-90	<a href="#">HGEA APT Unit 8 Collective Bargaining Agreement</a>		

IIIA-122	<a href="#">UH AP 1.204 Interim Title IX Sexual Harassment Grievance Process</a>	IIIA-154	<a href="#">UH AP 12.211 Procedure for Responding to Allegations of Research and Scholarly Misconduct</a>
IIIA-123	<a href="#">Email from President Lassner for Title IX Training</a>	IIIA-155	<a href="#">UH EP 1.206 Whistleblower and Retaliation Policy</a>
IIIA-124	<a href="#">UHCC Office of Compliance and Title IX</a>	IIIA-156	<a href="#">UH AP 1.202 Discrimination Complaint Procedure for Students, Employees, and Applicants for Admission or Employment</a>
IIIA-125	<a href="#">UHCC Office of EEO AA</a>	IIIA-157	<a href="#">UH EP 1.203 Policy on Consensual Relationships</a>
IIIA-126	<a href="#">Guideline for Pre-Employment Inquiries</a>	IIIA-158	<a href="#">UH EP 2.210 Use and Management of Information Technology Resources</a>
IIIA-127	<a href="#">Screening Committee EEO Briefing</a>	IIIA-159	<a href="#">UH EP 2.214 Institutional Data Classification Categories and Information Security Guidelines</a>
IIIA-128	<a href="#">Screening Committee Confidentiality Agreement</a>	IIIA-160	<a href="#">UHCCP 5.211 Statement on Professional Ethics (Faculty)</a>
IIIA-129	<a href="#">UH Form 27 Employee Self-Identification</a>	IIIA-161	<a href="#">UH RP 6.207 Exemption from Tuition and Other Fees</a>
IIIA-130	<a href="#">Disability Employment Awareness Month Email</a>	IIIA-162	<a href="#">UH OHR Employee Tuition Waiver</a>
IIIA-131	<a href="#">WCC Mission, Vision, and Core Values</a>	IIIA-163	<a href="#">WCC Sabbatical Information</a>
IIIA-132	<a href="#">WCC Ke Kumu Pali</a>	IIIA-164	<a href="#">UH President's Emerging Leaders Program</a>
IIIA-133	<a href="#">WCC International Education Committee</a>	IIIA-165	<a href="#">Wo Learning Champions</a>
IIIA-134	<a href="#">WCC LGBTQ+ Commissioners Newsletter</a>	IIIA-166	<a href="#">Hawai'i Student Success Institute</a>
IIIA-135	<a href="#">Pūko'a Council</a>	IIIA-167	<a href="#">Hawai'i Great Teachers Seminar</a>
IIIA-136	<a href="#">UH Commission on the Status of Women</a>	IIIA-168	<a href="#">DHRD Learning and Development</a>
IIIA-137	<a href="#">WCC Safe Zone Training FAQs</a>	IIIA-169	<a href="#">UH OHR Learning and Development</a>
IIIA-138	<a href="#">UH EEO and AA Office</a>	IIIA-170	<a href="#">WCC Staff Development Email</a>
IIIA-139	<a href="#">UH Office of Institutional Equity</a>	IIIA-171	<a href="#">WCC Staff Development Charter</a>
IIIA-140	<a href="#">UH Language Access</a>	IIIA-172	<a href="#">WCC Staff Development Grant Reflection</a>
IIIA-141	<a href="#">UH Employee Assistance Program</a>	IIIA-173	<a href="#">2023 ARPD Computing Services</a>
IIIA-142	<a href="#">Hawai'i State Ethics Code</a>	IIIA-174	<a href="#">2023 ARPD Instructional Development Services</a>
IIIA-143	<a href="#">Hawai'i State Ethics Commission Newsletter</a>	IIIA-175	<a href="#">UH AP 9.075 Personnel Records - BOR Appointees</a>
IIIA-144	<a href="#">State of Hawai'i Mandatory Ethics Training</a>	IIIA-176	<a href="#">DHRD Policy 701.001 Official Personnel Folders</a>
IIIA-145	<a href="#">SOH Ethics Training Completion Certificate</a>	IIIA-177	<a href="#">DHRD Policy 701.002 Employment-Related Personnel Files</a>
IIIA-146	<a href="#">UH RP 12.201 Ethical Standards of Conduct</a>	IIIA-178	<a href="#">UH EP 2.214 Institutional Data Classification Categories and Information Security Guidelines</a>
IIIA-147	<a href="#">UH RP 12.211 Ethical Guidelines in the Conduct of Technology Transfer Activities</a>	IIIA-179	<a href="#">UH EP 2.215 Institutional Data Governance</a>
IIIA-148	<a href="#">UH AP 8.025 Fiscal Responsibilities within the University</a>	IIIA-180	<a href="#">UH AP 9.025 Fair Information Practice (Confidentiality of Personal Records)</a>
IIIA-149	<a href="#">HRS Chapter 84 Standards of Conduct</a>	IIIA-181	<a href="#">UNIT 8 Agreement Article 15 Personnel File (APT)</a>
IIIA-150	<a href="#">UH EP 12.214 Conflicts of Interest and Commitment</a>	IIIA-182	<a href="#">UNIT 3 Agreement Article 16 Personnel File (Civil Service)</a>
IIIA-151	<a href="#">UH AP 5.504 Procedures for Disclosing and Addressing Conflicts of Interest and Commitment</a>		
IIIA-152	<a href="#">UH Conflicts of Interest Disclosure Form</a>		
IIIA-153	<a href="#">UH EP 12.211 Policy for Responding to Allegations of Research and Scholarly Misconduct</a>		

- IIIA-183 [UNIT 4 Agreement Article 16 Personnel File \(Civil Service\)](#)
- IIIA-184 [UNIT 1 Agreement Section 17 Official Personnel File \(Civil Service\)](#)
- IIIA-185 [UNIT 7 Agreement Article XIX Personnel Files \(Faculty\)](#)

## III.B. Physical Resources

### 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

Windward CC's 17 buildings, totaling about 370,000 sq. ft., include renovated former Hawai'i State Hospital facilities and newly constructed buildings on a 64-acre campus. With classrooms, dedicated spaces for the arts, science and technology labs, cultural and recreational facilities, and essential amenities, the College is well-equipped to support its academic programs and student services ([IIIB-1](#) p. 51, [IIIB-2](#)).

To provide a comfortable environment for teaching and learning, the College maintains an energy-efficient integrated climate control system managed with Johnson Controls' Metasys technology ([IIIB-3](#)). Furthermore, the Windward CC Aesthetics Committee enhances campus visual appeal and cohesiveness by ensuring that development plans comply with aesthetic standards established in the Long Range Development Plan, Plan Review Use Application (PRU), and Urban Design Plan ([IIIB-4](#), [IIIB-5](#), [IIIB-6](#), [IIIB-7](#), [IIIB-8](#), [IIIB-9](#)).

In the 2023 institutional survey conducted by the Institutional Effectiveness Committee (IEC), nearly all employee and student respondents rated the quality of parking, facilities and equipment, classrooms, laboratories, shops, and

studios as satisfactory or excellent ([IIIB-10](#) p. 11, [IIIB-11](#) p. 4).

The College also assesses facility sufficiency at the program and department levels through the annual and five-year review process, which can identify needs for renovations and new construction to improve instruction and support services, as described in Standards III.B.2 and III.B.3 below.

##### Ensuring Safe Facilities

The Office of Administrative Services (OAS) oversees the processes and support units that maintain facilities and grounds for preservation, safety, and health, including the Operations and Maintenance Department (O&M) and the Office of Safety and Security (OSS). O&M ensures the upkeep of the campus facilities and grounds through custodial and groundskeeping services, minor repairs, preventive maintenance, and various maintenance programs. The OSS provides security services to protect College resources and support campus safety and security procedures ([IIIB-12](#) pp. 13-15).

The College routinely evaluates the accessibility and safety of its facilities through a variety of mechanisms, including inspections and audits. For example, the OSS and O&M departments regularly inspect safety equipment and systems, including those required by state or federal regulations, such as annual fire inspections. Hazards identified during inspections are repaired or replaced promptly ([IIIB-13](#), [IIIB-14](#), [IIIB-15](#)).

Systematic auditing ensures that safety and security conditions meet standards. For instance, the 2016 annual civil rights audit conducted by the Office of the State Director for Career and Technical Education revealed ADA accessibility issues, resulting in a UHCC System-led project to improve ADA-accessible paths

and to address non-compliant areas in several of the Windward CC's buildings ([IIIB-16](#)). Phase I, which addresses exterior improvements, began in 2022, with completion expected in the Summer of 2024. Implementation of Phase II improvements to address interior areas is on hold, pending funding allocation from the Community College System Office ([IIIB-17](#), [IIIB-18](#), [IIIB-19](#)).

Additionally, any student, faculty, or staff member can report safety concerns to maintenance, grounds, janitorial, or security personnel, who will inform the Facilities Manager, Security Manager, or VCAS as appropriate to ensure problems are promptly addressed ([IIIB-20](#)). Faculty and staff may also submit work order requests on issues related to campus facilities, such as leaks, lighting, grounds, sidewalks, and drains, through the eFacilities AiM work order system ([IIIB-21](#)).

The IEC's 2023 Institutional Survey revealed a need for improvement in grounds maintenance, campus lighting, and timeliness of work order completion ([IIIB-10](#) p. 11). To address these concerns, we are currently working with JCI to finalize a lighting maintenance contract to more efficiently address lighting concerns ([IIIB-22](#)). Also, the campus has been sent instructions on submitting work order requests via the online system, and an Administrative and Fiscal Support position was approved through the PBC process to assist with supply orders ([IIIB-23](#), [IIIB-24](#)).

### Safety and Security

Windward CC's Office of Safety and Security (OSS) provides continuous, comprehensive public safety services. It manages campus security, emergency response, and incident handling, including compliance with federal regulations like the Clery Act and Homeland

Security standards. Its personnel are trained in emergency skills, safety protocols, and crisis management. Additionally, the office oversees emergency planning and preparedness, conducts safety training, maintains emergency systems, ensures regulatory compliance through continuous training and annual reporting, and liaises with external law enforcement and emergency response agencies ([IIIB-12](#) pp. 14-15).

The SSO publishes safety and security information on its website, including the Annual Security Report, the Campus Emergency Management Plan, the locations of automatic external defibrillators (AED) and emergency call boxes, Campus Security Authority information, instructions for signing up for emergency alerts, and directions on reporting crimes ([IIIB-25](#), [IIIB-26](#), [IIIB-27](#), [IIIB-28](#), [IIIB-29](#), [IIIB-30](#), [IIIB-31](#)). Additionally, the department distributes its Annual Security Report by email to all employees and students ([IIIB-32](#)). The report, required by federal law, contains policy statements, crime statistics, crime prevention tips, crime reporting policies, disciplinary procedures, and student and employee resources. Crime statistics include all reported incidents on college-owned or controlled properties and adjacent public properties ([IIIB-26](#)).

In 2023, the state legislature granted the UHCC System additional security positions to allow each campus to have two security personnel on duty 24/7 ([IIIB-33](#)). As a result, Windward CC's Safety and Security Department underwent a reorganization, allowing the Auxiliary and Facilities Services Officer position to lead a department comprising a new security officer manager, three shift supervisors, and eight security officers ([IIIB-34](#)). The College also maintains an annual contract for professional

security consultants to provide supplemental support as needed ([IIIB-35](#)).

The IEC's 2023 Institutional Surveys of employees and students revealed concerns about guard coverage ([IIIB-10](#) p. 11, [IIIB-11](#) p. 4). The departmental reorganization and addition of five new security positions are expected to address this concern ([IIIB-34](#)).

### Emergency Preparedness

The College maintains the capacity to respond to health and safety concerns in several ways. The College follows the UHCC System's Hazard Communication Plan, Hazardous Waste Management Plan, and Blood-borne Pathogen Plan ([IIIB-36](#), [IIIB-37](#), [IIIB-38](#)). Following the requirements under the federal Clery Act and the U.S. Department of Homeland Security national response standards ([IIIB-39](#) p. 18), campus security personnel are trained in topics such as first aid, CPR, and bloodborne pathogens upon hire, with routine refresher training scheduled per the department's Standard Operating Procedures ([IIIB-40](#)). Similarly, O&M personnel attend mandatory monthly safety training provided by the UHCC Environmental Health and Safety Office per the Hawai'i Occupational Safety and Health (HIOSH) and Occupational Safety and Health Administration (OSHA) guidelines, protocols, and procedures ([IIIB-41](#)). Faculty and staff who work with potentially hazardous materials must also undergo annual training provided by the UHCC Office of Facilities and Environmental Health ([IIIB-42](#)).

The Office of Safety and Security is responsible for the continued upkeep of the campus's Emergency Response and Evacuation plan to ensure it meets FEMA and Homeland Security standards. OSS also conducts an exercise of the plan at least once a year. The department

coordinates the upkeep and inspection of the first aid kits, automatic electronic defibrillator (AED) devices, fire extinguishers, fire alarms, fire risers, range hood suppression systems, and fire hydrants. In addition, it maintains security cameras, intrusion alarm systems, and access control systems ([IIIB-39](#) pp. 18-19). OSS also ensures that Emergency Evacuation Plan maps are posted throughout each campus building ([IIIB-43](#)). As an additional measure, the UH System maintains and widely publicizes an emergency alert system, which all students and employees are encouraged to enable ([IIIB-30](#)).

To ensure a targeted and timely emergency response, the College recently undertook projects to install new digital emergency call boxes across campus, a new high-definition, closed-circuit video camera system, and an updated access control system for improved functioning, access, and lockdown capability ([IIIB-28](#), [IIIB-44](#), [IIIB-45](#)).

### ***Analysis and Evaluation***

The College is sufficiently equipped with classrooms, labs, and amenities to support its academic programs and services. The Operations & Maintenance Department conducts regular inspections and prompt hazard remediation. The Office of Safety and Security maintains comprehensive safety services and compliance with federal standards. Recent improvements include additional security positions and upgraded emergency response infrastructure to enhance campus safety and preparedness.

### **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 Standard***

Various mechanisms ensure that the acquisition, maintenance, and replacement of the College's physical assets, including facilities and equipment, support the needs of its programs and services in alignment with the mission. The curriculum development process, for instance, includes considerations of equipment and facilities needs for new and revised courses and programs ([IIIB-46](#) p. 2, [IIIB-47](#) p. 3). For example, the course proposal for SCI 210L: Polynesian Voyaging Seamanship and Stewardship Lab identifies Hawaiian canoes as necessary for the course, noting that three canoes are already in the College's inventory ([IIIB-48](#) p. 3).

Departments and programs also identify equipment and facilities needs in the annual and 5-year reviews. For example, based on a routine assessment, the Computing Services Department recognized a need to replace aging faculty and classroom equipment in its 2021 annual review ([IIIB-49](#)). The Math and Business Department identified a need in its 2022 annual review to centralize all math faculty and lecturer offices to Hale Mana'opono, where math courses are taught, to promote interaction and sharing of data and teaching techniques ([IIIB-50](#) p. 26).

The College's integrated planning and budgeting processes align resource allocations with strategic objectives and mission, including those for physical resources such as facilities and equipment. Organizational units submit resource requests based on the annual data review and need analyses to the Planning and Budget Council (PBC), which ranks the requests according to their potential impact on health

and safety, attainment of strategic and mission goals, institutional needs, fiscal stability, and student learning ([IIIB-51](#) p. 2). The ranking process provides the Chancellor with prioritized recommendations to consider when making resource allocation decisions. The rankings also guide the Chancellor in submitting Capital Improvement Project (CIP) funding requests to the UHCC System for inclusion in the UH System Budget Request to the Hawai'i State Legislature in Biennium and Supplemental Budget Request years ([IIIB-52](#), [IIIB-53](#) p. 11). For example, the Math and Business Department submitted a request to the PBC for funding to renovate the math building. The PBC ranked the request relatively high, and the campus successfully pursued CIP funding. The College secured a bid in early 2024, with work scheduled to begin in Fall 2024 ([IIIB-54](#), [IIIB-68](#) p. 3, [IIIB-19](#)).

The Master Planning and Space Allocation Committee (MPSAC) advises on the efficient and appropriate uses of campus buildings and land. The committee reviews space allocation requests, including those for renovations and new construction, to ensure they support the College's strategic and operational goals in alignment with the mission ([IIIB-55](#), [IIIB-56](#)).

The Aesthetics Committee helps to maintain a visually appealing and cohesive learning environment by advising on plans that impact the physical appearance of the campus and by ensuring that the College's aesthetic standards align with the design standards set in the Long Range Development Plan, the Plan Review Use Application (PRU), and the Urban Design Plan ([IIIB-4](#), [IIIB-5](#), [IIIB-6](#), [IIIB-8](#)).

A UH System policy governs the short-term or temporary use of University-owned facilities by affiliated and non-affiliated groups ([IIIB-57](#)). Individuals and groups must submit a

reservation request and a facilities use agreement to the Operations Coordinator, who prioritizes educational activities, faculty, and student organizations in scheduling ([IIIB-58](#), [IIIB-59](#)).

### ***Analysis and Evaluation***

Windward CC identifies physical resource needs through regular evaluations and curriculum proposals. The College prioritizes the acquisition and replacement of physical resources through the integrated assessment, planning, and budgeting process, which ensures alignment with the College's plans, goals, and mission. UH policy governs the short-term use of University-owned facilities, and evaluations by MPSAC and

the Aesthetics Committee help to ensure the efficient use of campus space.

### **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***

The College uses several types of evidence to assess existing campus facilities' quality, safety, and sufficiency. These 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 OSS Staff	Safety, Security, Operation	Daily, Monthly, Yearly	Facility & Equipment	<a href="#">IIIB-39</a> pp. 24-25, <a href="#">IIIB-14</a> , <a href="#">IIIB-15</a>
Frequency of Work Orders	Operation	Annually	Facility	<a href="#">IIIB-39</a> pp. 14-17
Facility Renewal Reinvestment (FRRM) Study	Adequacy	Annually	Facility	<a href="#">IIIB-1</a>
Program & Departmental Reports	Adequacy, Suitability	Annually	Facility, Equipment	e.g., <a href="#">IIIB-60</a> p. 7
Planning and Budget Council Requests	Adequacy, Safety, Operation, Suitability	Annually	Facility, Equipment	e.g., <a href="#">IIIB-61</a>
Facilities Use Studies	Adequacy, Suitability	None recent; planned	Facility	<a href="#">IIIB-62</a> , <a href="#">IIIB-63</a>
Third-Party Inspections	Adequacy, Safety, Suitability	Annually, Semiannually	Facility, Equipment	<a href="#">IIIB-16</a> , <a href="#">IIIB-64</a> , <a href="#">IIIB-65</a>
Institutional & Program Surveys	Safety, Security, Operation, Adequacy	Irregularly	Facility, Equipment	<a href="#">IIIB-10</a> , <a href="#">IIIB-11</a>

The College uses these evaluation methods to guide continuous improvements of campus equipment and facilities. Examples of this include:

- An external Civil Rights Audit initiated a two-phase project to improve campus facility

compliance with ADA standards ([IIIB-16](#), [IIIB-17](#), [IIIB-18](#), [IIIB-19](#)).

- The IEC's institutional survey of employees revealed concerns with grounds maintenance, campus lighting, and the pace of work order completion. This data led to pursuing a lighting maintenance contract, sharing the work order submission process

with the campus, and creating an additional administrative assistant to help with supplies processing ([IIIB-10](#) p.11, [IIIB-22](#), [IIIB-23](#), [IIIB-24](#)).

- An annual review by the Math and Business Department precipitated renovations to centralize the Math faculty offices and teaching spaces ([IIIB-50](#) p. 26, [IIIB-54](#), [IIIB-19](#)).
- To address biosafety and biosecurity concerns identified by an inspection, the College has initiated a project to repair and resurface flooring in the Veterinary Teaching Facility to meet USDA standards ([IIIB-65](#), [IIIB-60](#), [IIIB-61](#), [IIIB-66](#), [IIIB-67](#)).
- The College replaced most faculty and classroom computer stations when an evaluation by the Computing Services Department determined that their age exceeded five years ([IIIB-49](#), [IIIB-68](#)).
- As a result of an Investment Grade Audit conducted by Johnson Controls, Inc., with whom the UHCC System has an Energy Saving Performance Contract (ESPC), the College completed several energy conservation measures, including LED lighting retrofits, chiller plant upgrades, and interior transformer replacements ([IIIB-69](#), [IIIB-70](#), [IIIB-19](#) pp. 5-7).

Although a formal facilities-use analysis has not been conducted recently, the College plans to pilot the 25Live scheduling platform to expand its ability to analyze and manage facility utilization ([IIIB-62](#), [IIIB-63](#) p. 2).

### ***Analysis and Evaluation***

Windward CC ensures the effectiveness of its physical resources by regularly assessing facilities and equipment. The College uses various evaluation methods, including inspections, reviews, and surveys, to identify areas for improvement and take action on them. For example, these have resulted in enhancements in ADA compliance, renovation

of instructional facilities, and energy conservation upgrades. The College plans to augment these processes with future facilities use analysis.

### **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***

As with all UH institutions, a Long Range Development Plan (LRDP) guides the campus's physical development. This plan sets the standards for the design and functionality of Windward CC's buildings and facilities to ensure renovations and construction align with the College's operational and strategic goals ([IIIB-71](#)). Windward CC completed its most recent LRDP in 2017, integrating information from the Plan Review Use (PRU) application, the Windward CC Strategic Plan, and stakeholder input ([IIIB-5](#), [IIIB-72](#), [IIIB-6](#), [IIIB-7](#)).

### **Strategic Allocation of Resources**

The UH System employs the Sightlines FRRM (Facilities Reinvestment & Renewal Model) tool to document maintenance backlogs and project the annual funding necessary for capital reinvestment. This model incorporates detailed building data, including square footage and construction year, and applies a life-cycle methodology to assess building subsystems and campus infrastructure ([IIIB-1](#), [IIIB-73](#)). This approach enables the projection of future capital repair and deferred maintenance costs, which allows the College to identify facilities that require remodeling or replacement due to programmatic requirements or system failures. The report also helps the College prioritize tasks

from the maintenance backlog for inclusion in the College's Six-Year CIP Plan ([IIIB-74](#)).

Windward CC's acquisition and replacement of physical resources are prioritized through the integrated assessment, planning, and budgeting processes, as noted above in Standard III.B.2. This ensures that capital planning meets immediate operational needs and advances long-term institutional goals. The PBC provides recommendations to the Chancellor regarding the allocation of the College's operating budget and resource requests to the state for CIP funding ([IIIB-52](#), e.g., [IIIB-51](#) p. 2, [IIIB-53](#) p. 3).

The Total Cost of Ownership (TCO) is also considered when pursuing capital improvement projects. The TCO includes direct construction and renovation costs, ongoing maintenance expenses, utility costs, and potential impacts on operational budgets. The FRRM model aids in calculating these costs, thereby minimizing deferred maintenance and guiding decisions on whether to renovate or replace facilities ([IIIB-1](#), [IIIB-73](#)).

The UHCC System acquires and allocates CIP funding for planning and executing capital improvement projects, aligning these efforts with campus and system-wide goals ([IIIB-75](#)). Every year, Windward CC's Chancellor, VCAS, and Facilities Manager prioritize Capital Renewal and Deferred Maintenance (CRDM) and minor CIP projects for the College before an all-campus UHCC VCAS meeting. During this meeting, CIP fund allocations to the campuses are prioritized based on needs identified in the annual FRRM report, the remediation of safety and code violations, and alignment with system and College goals.

A recent example of the process stemmed from a water leak in Hale 'Imiloa. An air quality survey of the building conducted in late 2018 found

moisture levels exceeding ASHRAE standards for inhibiting mold growth and that molds with potential health effects were present ([IIIB-76](#)). When initial mitigation measures proved ineffective, subsequent investigations determined that the HVAC system's lack of humidity controls and inefficient functioning contributed to mold growth. The LRDP supported the ongoing need for the building to provide academic programming, and the Sightlines report helped determine that replacing the HVAC system was necessary ([IIIB-77](#) p. 44). As a result, the project was added to the Windward CC and UH Six-Year CIP Plans and the 2023 biennium budget request ([IIIB-78](#) p. 1, [IIIB-79](#) p. 22). Following the allocation of funding by the state legislature, the College secured a bid for an HVAC system upgrade in Spring 2024, with work expected to begin by Spring 2025 ([IIIB-19](#)).

The College's Facilities Manager maintains a list of ongoing and completed maintenance and facilities renovation projects on the Windward CC website ([IIIB-19](#)). The College's Institutional Effectiveness Committee's Institutional Surveys of employees and students provide a gauge of satisfaction with facilities and equipment ([IIIB-10](#) p. 11, [IIIB-11](#) p. 4).

### ***Analysis and Evaluation***

Windward CC's approach to long-range Capital Improvements Program (CIP) planning ensures alignment with institutional improvement goals. The planning process relies on the Long Range Development Plan, physical resource assessments, projections for total cost of ownership (TCO), and results in the strategic prioritization of capital improvement projects to enhance the educational environment and operational efficiency.

## Conclusions on Standard III.B: Physical Resources

Windward Community College systematically ensures the adequacy and safety of its physical resources to support its educational programs and services in alignment with its mission. The College is well-equipped with essential facilities such as classrooms, labs, and other amenities necessary for its academic offerings. The Operations & Maintenance Department maintains campus safety through regular inspections and promptly remediates identified hazards. The Office of Safety and Security oversees comprehensive safety measures and ensures compliance with federal safety standards. The addition of new security positions and recent upgrades to the emergency response systems are expected to enhance overall safety and security.

The College consistently evaluates the efficiency of its physical resources through inspections, reviews, and surveys. These assessments guide decisions on improvements such as upgrades for ADA compliance, renovations of instructional spaces, and energy conservation measures. Windward CC incorporates these evaluations into its curriculum development and resource planning processes, ensuring that physical resource needs are identified and prioritized in line with the College's strategic plans and goals.

The Long Range Development Plan guides long-range capital improvements and includes assessments of physical resources and projections for total cost of ownership (TCO). This approach ensures that capital projects are strategically prioritized to support the College's educational environment and operational efficiency, aligning with institutional improvement objectives.

## Improvement Plan(s)

None.

## Evidence List

IIIB-1	<a href="#">UH Facility Renewal Reinvestment Study 2023 Update</a>
IIIB-2	<a href="#">WCC Campus Map and Facilities Listing</a>
IIIB-3	<a href="#">HVAC Metasys</a>
IIIB-4	<a href="#">WCC Aesthetics Committee</a>
IIIB-5	<a href="#">2018 WCC Long Range Development Plan Vol II Appendix</a>
IIIB-6	<a href="#">WCC Plan Review Use Vol 1</a>
IIIB-7	<a href="#">WCC Plan Review Use Vol 2</a>
IIIB-8	<a href="#">WCC Urban Design Plan</a>
IIIB-9	<a href="#">WCC Aesthetics Committee Memo Re Design Guidelines</a>
IIIB-10	<a href="#">2023 WCC IEC Faculty Staff Institutional Survey Results</a>
IIIB-11	<a href="#">2023 WCC IEC Student Institutional Survey Results</a>
IIIB-12	<a href="#">WCC Functional Statement 2021</a>
IIIB-13	<a href="#">Hawai'i State Fire Code</a>
IIIB-14	<a href="#">Safety and Security Inspection Schedule</a>
IIIB-15	<a href="#">Fire Extinguisher Inspection and Replacement</a>
IIIB-16	<a href="#">2016-17 WCC CTE Civil Rights Review Memo</a>
IIIB-17	<a href="#">WCC Accessibility Improvements Drawings</a>
IIIB-18	<a href="#">WCC ADA Final Report</a>
IIIB-19	<a href="#">WCC Facilities Project Updates</a>
IIIB-20	<a href="#">Campus Reports of Safety and Security Concerns</a>
IIIB-21	<a href="#">AiM Work Order System</a>
IIIB-22	<a href="#">UHCC JCI Lighting Maintenance Contract Correspondence</a>
IIIB-23	<a href="#">AS Announcement on Work Order Submission</a>
IIIB-24	<a href="#">PBC Request Form AS Admin Fiscal Support APT</a>
IIIB-25	<a href="#">WCC Safety and Security</a>
IIIB-26	<a href="#">WCC Annual Security Report 2023</a>
IIIB-27	<a href="#">WCC Campus Emergency Response and Evacuation Plan</a>
IIIB-28	<a href="#">Emergency Call Box and AED Map</a>
IIIB-29	<a href="#">WCC Campus Security Authorities</a>
IIIB-30	<a href="#">UH Alert Notifications</a>
IIIB-31	<a href="#">WCC Report a Crime on Campus</a>
IIIB-32	<a href="#">WCC 2023 Annual Security Report Email</a>

IIIB-33	<a href="#">Narrative for Supplemental Budget Requests FY25</a>	IIIB-72	<a href="#">WCC Strategic Plan 2023-2029</a>
IIIB-34	<a href="#">Office of Safety and Security Org Chart and Work Schedule</a>	IIIB-73	<a href="#">WCC Sightlines Report</a>
IIIB-35	<a href="#">Contract Guard Bid Proposal and Award Memo</a>	IIIB-74	<a href="#">WCC 2024 6-Year CRDM Plan</a>
IIIB-36	<a href="#">UHCC Hazardous Material &amp; Waste Management Program</a>	IIIB-75	<a href="#">OVPC Capital Improvement Projects</a>
IIIB-37	<a href="#">UHCC HAZCOM Program</a>	IIIB-76	<a href="#">2018 Hale Imiloa Air Testing Report</a>
IIIB-38	<a href="#">UHCC Bloodborne Pathogen Training</a>	IIIB-77	<a href="#">UH Facility Renewal Reinvestment Study 2019 Update</a>
IIIB-39	<a href="#">2022-23 Administrative Services Annual Departmental Report</a>	IIIB-78	<a href="#">WCC 2019 6-Year CRDM Plan</a>
IIIB-40	<a href="#">UHCC Safety and Security SOP</a>	IIIB-79	<a href="#">UH CIP Budget Proposal 2023-2025</a>
IIIB-41	<a href="#">Auxiliary Operation Safety Training</a>		
IIIB-42	<a href="#">Mandatory Hazardous Waste Training Email</a>		
IIIB-43	<a href="#">Emergency Evacuation Map</a>		
IIIB-44	<a href="#">Campus CCTV Locations</a>		
IIIB-45	<a href="#">Access Control System Upgrade</a>		
IIIB-46	<a href="#">WCC Course Proposal Form</a>		
IIIB-47	<a href="#">WCC Program Proposal Form</a>		
IIIB-48	<a href="#">WCC Course Proposal SCI 210L</a>		
IIIB-49	<a href="#">2021 ARPD Computing Services</a>		
IIIB-50	<a href="#">2020-21 Math and Business Annual Departmental Report</a>		
IIIB-51	<a href="#">PBC Request Form 2022-23</a>		
IIIB-52	<a href="#">WCC Planning and Budget Council</a>		
IIIB-53	<a href="#">WCC PBC Handbook 2023-24</a>		
IIIB-54	<a href="#">PBC Request Form Renovation of Manaopono 103</a>		
IIIB-55	<a href="#">WCC MaPSAC Charter</a>		
IIIB-56	<a href="#">WCC MaPSAC Request Form</a>		
IIIB-57	<a href="#">UH EP 10.201 Use of University Owned Facilities</a>		
IIIB-58	<a href="#">Sample Facilities Use Agreement</a>		
IIIB-59	<a href="#">Position Posting: Operations Coordinator</a>		
IIIB-60	<a href="#">2023 ARPD Veterinary Technology</a>		
IIIB-61	<a href="#">PBC Request Form CM Vet Tech Floor</a>		
IIIB-62	<a href="#">PBC Request Form 25Live Scheduler</a>		
IIIB-63	<a href="#">PBC Meeting Minutes 2024-01-19</a>		
IIIB-64	<a href="#">2024 Vet Tech Annual Biosafety Inspection</a>		
IIIB-65	<a href="#">2024 IACUC Semiannual Inspection of WCC Vet Tech</a>		
IIIB-66	<a href="#">PBC Form Rating Survey 2024 Results</a>		
IIIB-67	<a href="#">2024 WCC CVTEA Progress Report</a>		
IIIB-68	<a href="#">PBC Form Rating Survey 2022 Results</a>		
IIIB-69	<a href="#">JCI Investment Grade Audit Report</a>		
IIIB-70	<a href="#">JCI Energy Saving Performance Contract</a>		
IIIB-71	<a href="#">WCC Long Range Development Plan 2018</a>		

### III.C. Technology Resources

#### 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.

Windward CC's technology and technology support infrastructure is provisioned and supported through the combined efforts of UH System's Information Technology Services (UH ITS) and Windward CC's Academic Support units: Computing Services (CS), Ka Piko Student Services, Instructional Development Services (IDS), Media Technology Services (MTS), and the Library. Their efforts facilitate the College's management, operations, student support services, and instructional programs comprising in-person classes, synchronous and asynchronous online courses, and hybrid and hybrid-flexible (hy-flex) instruction ([IIIC-1](#)).

The University of Hawai'i's Information Technology Services (UH ITS) department provides, maintains, and supports a high-speed inter-campus networking infrastructure and essential administrative and business systems for management and operational functions ([IIIC-2](#)). These include the Banner student information system (Banner SIS), the eTravel management system, Kuali MyGrant for grant administration, the Kuali Financial System, PeopleSoft for human resources, SuperQuote for managing bids on goods and services, and Avaya for VOIP telephony ([IIIC-3](#)).

Windward CC's student and academic support services are assisted and enhanced by technology hardware, software, and support. The UH ITS research, engineering, and design

team, STAR, develops and maintains apps vital to college student service operations. These apps include the Kama'aina Apply college application platform; the STAR-GPS guided pathways registration system; the STAR Advisors tool; STAR Balance, which allows students to self-schedule services like advising and tutoring; and STAR Instructor Support, which allows faculty to assist students with adding and dropping courses and verifying participation ([IIIC-4](#), [IIIC-5](#), [IIIC-6](#), [IIIC-7](#), [IIIC-8](#)). The College augments its tutoring services with a license for Tutoring.com provided by the UHCC System ([IIIC-9](#)).

Windward CC instructional programs primarily use the UH ITS-licensed and administered Sakai "Laulima" Learning Management System (LMS) ([IIIC-10](#)). Migration to the D2L Brightspace "Lamakū" LMS began in the summer of 2024 ([IIIC-11](#)). Under an agreement with Google, UH ITS offers a suite of "Core Apps," including Gmail, Drive, and Classroom, plus a variety of "Consumer Apps," such as Google Maps and YouTube ([IIIC-12](#)). UH ITS also has licensed instructional technology services for UH personnel, such as Survey Share ([IIIC-13](#)), Zoom ([IIIC-14](#)), and the LinkedIn Learning training platform ([IIIC-15](#)). The UHCC System has licensed EdReady for test preparation and academic placement ([IIIC-16](#)).

Based on instructional and programmatic needs, Windward CC's CS, MTS, and IDS departments proactively provide, maintain, and support technology resources in the College's learning facilities, including computer classrooms, the learning labs, and the library ([IIIC-17](#), [IIIC-18](#), [IIIC-19](#), [IIIC-20](#)). Windward CC's Computing Services (CS) Department oversees the campus networking infrastructure ([IIIC-21](#)) and supports faculty and staff computers and office workstations ([IIIC-17](#)). CS staff licenses and

maintains standard software on classroom, employee, and student-loan computers, administers a site license for Microsoft 365 for student use, and administers a print management system ([IIIC-21](#)). MTS develops and maintains audiovisual technology infrastructure for enhanced teaching and learning. The department provides classrooms with permanent multimedia and mobile AV equipment for labs and other specialized learning spaces ([IIIC-18](#) p. 2). MTS also supports lecture capture and operates multimedia content production facilities to support distance education ([IIIC-1](#), [IIIC-18](#) pp. 2-3). The IDS department supports integrating instructional technologies into the curriculum, including producing learning objects and assisting with accessibility and ADA compliance ([IIIC-22](#) pp. 7-8, [IIIC-23](#) p. 3).

As discussed in Standard II.B above, the Library relies on technology hardware, software, and services, such as the Ex Libris Alma and Primo VE Library Management and Discovery systems, the Springshare LibApps CMS, and numerous content providers ([IIIC-24](#), [IIIC-25](#), [IIIC-26](#)).

To support equitable access to technology for all students, the College established a program to loan laptop computers and wireless internet access hotspots to ensure reliable access to courses and course materials ([IIIC-19](#) p.5). The Ka Piko staff maintains the equipment distributed by the Library ([IIIC-19](#) pp. 3-4, [IIIC-27](#) p. 2).

### ***Analysis and Evaluation***

The UH ITS and College Academic Support units ensure that the College's technology infrastructure, including networks, facilities, hardware, and software, is appropriate and adequate to support management and

operational functions, academic programs, teaching and learning, and support services.

### **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.

As noted in Standard III.C.1 above, technology planning and provisioning occur at multiple organizational levels, from the UH System to specific Windward CC programs and departments. The UH ITS division assesses, plans, and provides inter-campus technology infrastructure, guided by the Information Technology Strategic Plan and ITS mission statement ([IIIC-28](#), [IIIC-29](#)). The UH ITS website reflects strategies, changes in the technology environment, application development, and timelines for project implementations and updates ([IIIC-2](#)).

The organizational units of UH ITS provide a full range of technology support ([IIIC-30](#)). Academic Technologies manages instructional technologies and provides faculty development, system-wide support, and site licensing. The Client Service and Operations Center offers 24/7 system-wide help desk support. Enterprise Systems develops and supports administrative applications focusing on student, human resources, and finance. Information Security provides guidance and assistance to protect resources from cyber and physical threats. The Office of Technology Infrastructure implements and supports technical infrastructure underpinning critical business systems, classroom learning tools, and research activities ([IIIC-31](#), [IIIC-32](#), [IIIC-33](#), [IIIC-34](#), [IIIC-35](#)).

In 2023, the University of Hawai'i System began a review of Lulima (Sakai) and other LMS platforms and determined a need to adopt a new LMS ([IIIC-36](#) p. 43). Following a review and RFP process, a contract was awarded in the spring of 2024 to D2L with plans to migrate to its Brightspace platform by early 2025 ([IIIC-37](#)).

As noted in Standard III.C.1 above, various academic support units provide the College with technology planning, purchasing, and management. For instance, the CS department provides networking infrastructure and most computers and peripherals, and the MTS department ensures adequate audio/visual technology and other instructional hardware and software to support instruction.

Annual assessments conducted by departments and programs facilitate systematic and responsive planning for technology maintenance and replacements. For example, the CS department has set a target to ensure that fewer than 25% of the College's computers are over five years old. To achieve this objective, the department assesses the age of the equipment annually. Through this process, the department determined a need to replace the instructor stations in most classrooms and submitted a request to the Planning and Budget Council (PBC) for funding ([IIIC-38](#) pp. 7-10). Similarly, the MTS department sought funding to expand the technological capacity to support the pandemic-driven need for distance education and flex instructional modes ([IIIC-39](#)). The PBC ranked these as top priorities, and the requests were funded ([IIIC-40](#), [IIIC-41](#) p. 8).

Although departments receive regular and direct funding to cover anticipated ongoing supplies costs, they typically request additional funds via the PBC process for equipment when it nears the end of its anticipated lifespan or the department develops new needs. For example, a

library user survey conducted in the Spring of 2020 indicated that many students did not have reliable Internet access, and the campus used emergency funding to provide Internet hotspots. The following year, when circulation records indicated that demand exceeded inventory, the library submitted a PBC request to fund additional hotspots ([IIIC-42](#) pp. 5, 13, 14).

### ***Analysis and Evaluation***

The University and the College continually plan for technology updates to ensure its technological infrastructure, quality, and capacity adequately support its mission, operations, programs, and services. The College's integrated planning, assessment, and resource allocation processes effectively meet ongoing and developing technology needs.

### **III.C.3.**

The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

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-43](#)).

UH ITS Office of Technology Infrastructure implements, operates, and supports technical infrastructure for business systems, classroom learning, and research. Its System Services unit manages databases, servers, and security. The Network Engineering unit designs and implements network connectivity across the UH



System, and the Operations unit ensures the reliability of networks and systems and manages data centers and voice services ([IIIC-35](#)).

The UH ITS Data Governance Office oversees institutional data management through established policies, procedures, and guidelines for protecting, accessing, sharing, and using data ([IIIC-44](#)). Furthermore, UH ITS provides site-licensed anti-virus software for personnel and students, plus programs for employees to prevent data leaks and secure sensitive information ([IIIC-45](#), [IIIC-46](#)). UH ITS also provides several methods and tools for secure data transfer and authentication, including multi-factor authentication, a secure file transfer service, and a virtual private network (VPN) ([IIIC-47](#), [IIIC-48](#), [IIIC-49](#)).

Windward CC's CS department maintains the campus's technological infrastructure. For instance, to ensure the continuation of operations, the CS and MTS departments keep an inventory of replacement equipment and maintain service contracts to ensure timely critical equipment repairs. UPS devices ensure an uninterrupted power supply to servers, network switches, wireless access points, and VoIP phones ([IIIC-50](#)). To provide network and data security, the department protects against cyber-attacks and unauthorized access by employing a firewall and an endpoint security platform ([IIIC-51](#), [IIIC-17](#) pp. 7-8). To guard against data loss, CS administers a nightly backup utility ([IIIC-52](#) p. 6). Furthermore, employee computers are safeguarded with anti-virus, data encryption, and backup software ([IIIC-53](#)).

### ***Analysis and Evaluation***

The UH Information Technology Services division and Windward CC's Computing Services department ensure reliable access, safety, and

security of its technology resources through policies, technologies, and procedures that protect sensitive data, maintain college operations, prevent cyber-attacks, and provide data backup and recovery.

### **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.

Personnel and students receive technology instruction and support at several organizational levels, including the UH System and the College. At the UH System level, for example, the UH ITS Help Desk provides 24/7 technical support via email, phone, and chat to all UH System students and personnel, including holidays. Walk-in support is also available at the UH Mānoa campus ([IIIC-54](#)). Support services include setup, troubleshooting, and guidance for supported computing devices, software, operating systems, hardware, UH servers, network connectivity, and other ITS-managed online services, such as the LMS ([IIIC-54](#), [IIIC-55](#)). The ITS Help Desk will also attempt "best effort" problem resolution for unsupported operating systems, software, and devices ([IIIC-56](#)).

UH personnel are provided with numerous professional development resources. For instance, the UH Innovation Center offers online resources, programs, training, and instructional design services for all UH faculty and staff ([IIIC-57](#)). The University also provides technology training to UH System personnel on the operational platforms for managing travel, purchasing, financial services, human resource management, facilities management,

conferencing, and others (IIIC-3). To provide training on delivering accessible learning content, UH ITS has secured a LinkedIn Learning site license for faculty and staff (IIIC-15). Additionally, community college personnel can attend the annual Technology and Colleges and Community Conference, with registration fees covered by UHCC's Wo Learning Champions grants (IIIC-58).

At the campus level, the Windward CC Staff Development Committee awards grants to individuals and groups from the Chancellor's staff development fund (IIIC-59). The IDS department and the Distance Education Committee provide tutorials and workshops to faculty and staff on online instruction and education technologies (IIIC-60).

The IDS and MTS departments work with faculty and staff to integrate technologies to enhance course and professional development work. They offer workshops, individual training, and support in creating and using audiovisual materials, classroom and duplication equipment, and audio-visual technologies (IIIC-22 pp. 7-8). Additionally, the CS department provides employees with user support services in person, by email, and through its Help Line.

Students can receive technology assistance from the KP and CS departments, which help with issues related to Windward CC technologies and connect students to UH ITS for additional support (IIIC-61, IIIC-21). KP provides students with in-person and virtual student tech support services, including assistance with the campus network and UH computing accounts, loaner laptops, printing, Google and Microsoft apps, and best-effort support for personal devices (IIIC-61). In collaboration with other UH system learning centers, KP also offers virtual student success

workshops to all UHCC students, including seminars on technology topics (IIIC-62).

The CS and MTS departments conduct annual faculty and staff surveys to determine technology equipment and training needs and gauge satisfaction with the departments' services. For instance, a joint questionnaire distributed in 2023 found high satisfaction with the departments' services but also revealed a need for additional training (IIIC-17 pp. 3-5, IIIC-63 pp. 4, 7). Questions included in the Institutional Effectiveness Committee's periodic surveys of employees and students indicate overall satisfaction with campus technologies and technical support (IIIC-64 p. 12, IIIC-65 p. 7).

### ***Analysis and Evaluation***

Windward CC personnel and students receive technical assistance, professional development, and targeted technology training through multiple organizational layers. Regular feedback mechanisms ensure the adequacy and satisfaction with technological resources, training, and support.

#### **III.C.5.**

The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

UH System and Windward CC policies guide the use of technologies in teaching and learning:

- UH EP 2.210, Use and Management of Information Technology Resources, sets guidelines for responsible use of information technology, ensures user privacy and security, and promotes equal access, including for individuals with disabilities. It also outlines specific responsibilities for users and system administrators, stressing adherence to legal and university standards

- to maintain a secure and inclusive technology environment ([IIIC-66](#)).
- UH EP 2.213, System and Campus Wide Electronic Channels for Communicating with Students, establishes that electronic communication channels must support the university's educational mission and comply with privacy laws like FERPA ([IIIC-67](#)).
  - UH EP 2.214, Institutional Data Classification Categories and Information Security Guidelines, classifies UH institutional data by levels of sensitivity and outlines security measures to prevent unauthorized access and data breaches. It aligns with federal and state data privacy and security regulations, mandates training for managing sensitive data, and establishes procedures for responding to data breaches ([IIIC-68](#)).
  - UH EP 2.15, Institutional Data Governance, provides the overall structure for the University's data governance program. It describes the fundamental principles and best practices governing the management and use of Institutional Data and stewardship roles and responsibilities ([IIIC-69](#)).
  - UH EP 2.219, Student Online Data Protection Requirements for Third Party Vendors, mandates how third-party vendors manage student data to ensure its use solely supports the UH System's educational objectives while protecting student privacy ([IIIC-70](#)).
  - UH EP 5.204, Distance and Online Learning, supports expanding and integrating distance and online learning into standard academic practices to enhance access across geographical and scheduling barriers while ensuring consistent educational quality and student support ([IIIC-71](#)).
  - UH EP 7.208, the Systemwide Student Conduct Code, outlines behavioral expectations for students, including the responsible use of technology to foster a safe and respectful learning environment ([IIIC-72](#)).
  - UH EP 7.209, Student Participation Verification in Coursework, ensures compliance with Federal Student Aid regulations by verifying student participation in coursework through academically related activities. It outlines specific criteria for attendance and participation, especially in distance education ([IIIC-73](#)).
  - UH BOR 5.210, Distance Education and Offsite Instruction, establishes that online and remote instruction should match the quality and cost of on-campus offerings, provide distant learners equal access to services, maintain academic rigor, and ensure appropriate technological and administrative support ([IIIC-74](#)).
  - The UH ITS Computer Support Policy defines the scope and methods of technical support offered to personnel and students and provides guidelines for remote and on-site assistance ([IIIC-56](#)).
  - The Windward CC Library Computer and AV Equipment Use Policy specifies that library technologies are provided for educational purposes and requires users' adherence to university policies for safe and ethical technology use ([IIIC-75](#)).

### ***Analysis and Evaluation***

The UH System and Windward CC have set forth policies and procedures guiding the responsible use of technology in teaching and learning. Users must comply with these guidelines, state laws, and relevant external standards. The policies cover IT management, data security, ethical conduct, privacy protection, and copyright compliance. These measures ensure effective technology use, protect user data, uphold the institutional mission, and promote equitable access to educational resources.

**Conclusions on Standard III.C:****Technology Resources**

UH ITS and Windward CC's Academic Support units maintain a technology infrastructure comprising networks, facilities, hardware, software, and support. Through continual assessment and planning processes, UH ITS and the Windward CC Academic Support departments ensure that the institution's technology framework is appropriate and sufficient in quality and capacity to support the mission, management and operations, teaching and learning, and student support services. The College offers technical support and training to employees and students. It assesses the adequacy of technology resources, training, and support to meet user needs. Policies and processes ensure the reliability of access and continuity of operations, safeguard systems and data, and foster responsible technology use in compliance with ethical and legal standards.

**Evidence List**

IIIC-1	<a href="#">WCC Media Technology Services</a>	IIIC-23	<a href="#">2023 ARPD Instructional Development Services</a>
IIIC-2	<a href="#">UH Information Technology Services</a>	IIIC-24	<a href="#">2024 Springshare LibGuides Invoice</a>
IIIC-3	<a href="#">UH ITS Services</a>	IIIC-25	<a href="#">New Library Services Platform Announcement</a>
IIIC-4	<a href="#">STAR Kama'āina Application</a>	IIIC-26	<a href="#">HLC EBSCO Database Package 2020-2025</a>
IIIC-5	<a href="#">STAR GPS Executive Summary</a>	IIIC-27	<a href="#">2023 ARPD Academic Support Services Executive Summary</a>
IIIC-6	<a href="#">STAR Advisors Executive Summary</a>	IIIC-28	<a href="#">UH ITS Strategic Plan 2018</a>
IIIC-7	<a href="#">STAR Balance Student Guide</a>	IIIC-29	<a href="#">UH ITS Mission Statement</a>
IIIC-8	<a href="#">STAR Instructor Support</a>	IIIC-30	<a href="#">UH ITS VP for Information Technology and Chief Information Officer</a>
IIIC-9	<a href="#">Tutor.com UHCC 2018 Agreements</a>	IIIC-31	<a href="#">UH ITS Academic Technologies</a>
IIIC-10	<a href="#">Laulima</a>	IIIC-32	<a href="#">UH ITS Client Service and Operations Center</a>
IIIC-11	<a href="#">Lamakū Implementation Strategy</a>	IIIC-33	<a href="#">UH ITS Enterprise Systems</a>
IIIC-12	<a href="#">Google@UH Service Availability Matrix</a>	IIIC-34	<a href="#">UH ITS Information Security</a>
IIIC-13	<a href="#">UH ITS SurveyShare</a>	IIIC-35	<a href="#">UH ITS Technology Infrastructure</a>
IIIC-14	<a href="#">UH ITS Site License Website</a>	IIIC-36	<a href="#">UH System Learning Management System Review Report 2023</a>
IIIC-15	<a href="#">UH ITS LinkedIn Learning</a>	IIIC-37	<a href="#">UH Picks New LMS 2024-03-18 Email</a>
IIIC-16	<a href="#">UHCC EdReady</a>	IIIC-38	<a href="#">2021 ARPD Computing Services</a>
IIIC-17	<a href="#">2023 ARPD Computing Services</a>	IIIC-39	<a href="#">PBC Request Form DE and Classroom Equipment</a>
IIIC-18	<a href="#">2022 ARPD Media Technology Services</a>	IIIC-40	<a href="#">PBC Form Rating Survey 2022 Results</a>
IIIC-19	<a href="#">2022 ARPD Library</a>	IIIC-41	<a href="#">2022 Chancellor's Annual Expenditure Report</a>
IIIC-20	<a href="#">2023 ARPD Ka Piko Tutoring Services</a>	IIIC-42	<a href="#">2023 ARPD Library</a>
IIIC-21	<a href="#">WCC Computing Services</a>	IIIC-43	<a href="#">UH ITS InfoSec Resources and Tips</a>
IIIC-22	<a href="#">WCC Functional Statement 2021</a>	IIIC-44	<a href="#">UH Data Governance Office Background</a>
		IIIC-45	<a href="#">UH ITS Virus and Threat Prevention</a>
		IIIC-46	<a href="#">UH ITS Spirion Site License</a>
		IIIC-47	<a href="#">UH ITS Multi-Factor Authentication</a>
		IIIC-48	<a href="#">UH ITS FileDrop Service</a>
		IIIC-49	<a href="#">UH ITS Virtual Private Network</a>
		IIIC-50	<a href="#">Potential Downtime of WCC Network Services Email</a>
		IIIC-51	<a href="#">April 24 Downtime Email</a>
		IIIC-52	<a href="#">2022 ARPD Computing Services</a>
		IIIC-53	<a href="#">Re Backup of Your Faculty Staff Computer Email</a>
		IIIC-54	<a href="#">UH ITS Help Desk</a>
		IIIC-55	<a href="#">UH ITS Support Tools</a>
		IIIC-56	<a href="#">UH ITS Computer Support Policy</a>
		IIIC-57	<a href="#">UH Online Innovation Center</a>
		IIIC-58	<a href="#">TCC 2024 Complimentary Registration Email</a>
		IIIC-59	<a href="#">WCC Staff Development Committee</a>
		IIIC-60	<a href="#">WCC Online Resources for Online Instruction</a>
		IIIC-61	<a href="#">WCC Student Tech Support</a>

IIIC-62	<a href="#">FREE Ka Piko Services Email</a>
IIIC-63	<a href="#">2023 ARPD Media Technology Services</a>
IIIC-64	<a href="#">2023 WCC IEC Faculty Staff Institutional Survey Results</a>
IIIC-65	<a href="#">2023 WCC IEC Student Institutional Survey Results</a>
IIIC-66	<a href="#">UH EP 2.210 Use and Management of Information Technology Resources</a>
IIIC-67	<a href="#">UH EP 2.213 Electronic Channels for Communicating with Students</a>
IIIC-68	<a href="#">UH EP 2.214 Institutional Data Classification Categories and Information Security Guidelines</a>
IIIC-69	<a href="#">UH EP 2.215 Institutional Data Governance</a>
IIIC-70	<a href="#">UH EP 2.219 Student Online Data Protection Requirements for Third Party Vendors</a>
IIIC-71	<a href="#">UH EP 5.204 Distance and Online Learning</a>
IIIC-72	<a href="#">UH EP 7.208 Systemwide Student Conduct Code</a>
IIIC-73	<a href="#">UH EP 7.209 Student Participation Verification in Coursework</a>
IIIC-74	<a href="#">UH RP 5.210 Distance Education and Offsite Instruction</a>
IIIC-75	<a href="#">WCC Library Computer and AV Equipment Use Policy</a>

### III.D. Financial Resources

#### Planning

##### 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***

Windward Community College (Windward CC) and the University of Hawai'i Community Colleges (UHCC) System maintain sufficient funding and responsible fiscal management to support and sustain student learning programs and services while enhancing institutional effectiveness.

#### **Diversified Funding**

The UH and UHCC Systems rely on a diversified funding base that includes the following:

**General Fund (GF)** appropriations are allocated to the College through the State's legislative process to maintain current service levels. Based on the previous year's appropriations, they are adjusted for collective bargaining increases and new initiatives agreed upon by the legislative branch to improve and enhance the overall mission of the College and the workforce of Hawai'i.

**Tuition and Fees Special Funds (TFSF)** are revenues generated from credit instruction. In conjunction with State appropriations, they support instructional and academic programs.

By policy, the UHCC allocates operating funds, consisting primarily of GFs and TFSF, to provide a fair distribution of resources to support campus operations and meet UHCC strategic plan goals ([IIID-1](#)).

**Bond Funds** include state-issued general obligation bonds and university-issued revenue bonds. These finance capital improvement programs (CIP) and capital renewal and deferred maintenance (CRDM) projects. The UHCC System supports all campuses by securing and allocating CIP funding for major construction and renovation projects.

**Revolving Funds** support specific program activities, including noncredit instruction, summer session instruction, conferences, and student activities. These individual funds are established by statute and operate on a self-sustaining basis, covering direct costs and generating an administrative fee to contribute an equitable share of general campus operating expenses.

**Extramural Funds** are project-based funds from federal, state, and private sources. The College obtains these funds through competitive grants or contracts for research and training to provide specific improvements or services to the contracting agency. The University Office of Research Services administers all extramural funds.

#### **Revenue Trends**

Although funding has fluctuated somewhat recently, the College has received sufficient revenue to support its operations and initiatives (Table 20). Following a decrease in FY 2021 due to pandemic-related state funding actions, GF appropriations have grown annually to cover collective bargaining increases and new initiatives. Tuition and fee levels have recovered and now surpass pre-pandemic levels.

Windward CC consistently leads in receiving extramural funding awards, enabling the College to launch innovative initiatives.

**Table 20. Historical funding at Windward CC by Fiscal Year, 2020-2024 (in dollars).**

	FY 20	FY 21	FY 22	FY 23	FY 24
General Fund Appropriation	11,543,244	9,798,651	11,957,162	12,355,439	13,051,366
Tuition & Fees Special Funds	4,141,638	3,267,724	3,752,667	3,002,262	5,089,280
Extramural Funds	4,611,575	5,684,114	9,664,035	7,735,464	TBD

Funding from the State Legislature and UHCC System for capital improvement projects has allowed for necessary repair, maintenance, and renovations of aging facilities (Table 21) ([IIID-2](#)).

**Table 21. CIP Project Funding at Windward CC by Fiscal Year, 2020-2022 (in dollars).**

	FY 20	FY 21	FY 22
Project Funding Total	18,500,121.15	8,799,382.69	2,000,000.00

These diverse revenue streams are sufficient to cover the College's base operations and support initiatives that innovate and enhance programs and services.

### Financial Management and Stability

The College adheres to the state's no-deficit spending policy ([IIID-3](#)), with no deficits occurring during this accreditation cycle. Over the past five years, Windward CC has avoided deficit spending and maintained a positive year-end balance (Table 22) ([IIID-4](#)).

**Table 22. Historical year-end balances at Windward CC (in dollars).**

	FY 20	FY 21	FY 22	FY 23	FY 24
Year-End Balance	3,854,904	4,154,936	5,784,423	7,355,091	7,269,901

As described in Standard III.D.9 below, the College meets all reserve requirements delineated by various UH System and UHCC System policies ([IIID-5](#), [IIID-6](#), [IIID-7](#)). According to policy, each campus must maintain sufficient financial resources for stability. Although required to maintain a minimum reserve of five

percent for emergencies such as enrollment decreases or to take advantage of one-time opportunities to support educational improvement and innovation, the College consistently exceeds a ten percent target. The College has met all UHCC System and UH BOR reserve requirements to maintain financial

## health.Comprehensive Financial Planning and Resource Allocation

As described in Std. III.D.2 through III.D.4 below, the financial planning process for the UH and UHCC Systems is comprehensive, inclusive, and transparent, with ultimate oversight provided by the UH Board of Regents (BOR). Windward CC follows a robust, integrated assessment, planning, and budgeting process, as detailed in Std. I.B.9. In summary, the College's Planning and Budget Council (PBC) evaluates program reviews, annual reports, and summary reports from deans and directors to prioritize strategic actions, budget requests, and resource allocations. The PBC also recommends initiatives to support student learning programs and services, operations, and institutional improvements to help achieve the College's mission and goals. Departments submit budget allocation requests to the PBC based on resource needs identified through annual program assessments and curricular development processes. The Council evaluates each request using a rubric that assesses its potential impact on health and safety, strategic goals, institutional needs, fiscal stability, and student learning ([IIID-8](#)).

Each fiscal year, the Chancellor reviews the revenue and expenditure projections, current vacancies, available positions, the PBC-prioritized requests, fiscal priorities and context, system priorities and allocations, and the availability of other funds to make resource allocation decisions, which are incorporated into the College's Operational Expenditure Plan (OEP) ([IIID-9](#) p. 8). At the first PBC meeting of the academic year ([IIID-10](#)), the Chancellor presents key documents, including the OEP, the Budget Status Report (BSR) outlining departmental budgets for the year ([IIID-11](#)), and a memo detailing funded requests, including

any exceptions to the PBC prioritization ([IIID-12](#), p. 8)

## Ongoing Financial Monitoring and Adjustments

As described in III.D.5 below, the College monitors and adjusts its finances regularly, using monthly and historical reports generated by Quali Financial System (KFS) and the UHCC Budget and Finance Team ([IIID-13](#)). The PBC reviews the OEP mid-year and BSRs quarterly to ensure proper spending and to make necessary adjustments ([IIID-14](#), [IIID-15](#), [IIID-10](#)).

## Analysis and Evaluation

The College leverages various revenue sources to ensure financial stability and flexibility, enabling it to meet operational needs, enhance institutional effectiveness, and provide innovative student learning and support services. The College follows State, UH, and UHCC System policies and procedures to ensure effective financial management. Financial stability is maintained by managing resources carefully, which includes maintaining a no-deficit spending policy, positive year-end balances, and exceeding minimum reserve requirements.

The College develops and implements a budget based on allocations and expected revenue, with ongoing monitoring and adjustments to ensure sufficient financial resources for student learning programs and services. The College's transparent PBC processes prioritize resource allocation decisions that consider the needs of various institutional constituencies, focusing on student learning, health, safety, and program needs.

The College has enhanced institutional effectiveness through the strategic use of external grants and allocations prioritized by the



PBC ranking process. Responsible fiscal planning and resource administration at the UH, UHCC, and College levels have enabled Windward CC to fund innovative academic programs, such as the Hawai'i Conservatory for the Performing Arts ([IIID-16](#)) and student supports like Ka Piko Student Services ([IIID-17](#)). Additionally, the College has institutionalized successful programs initially supported by external funding. For example, the Early College High School program began in 2014 with grant funding and became institutionalized with general fund position allocations in 2024 ([IIID-18](#), [IIID-19](#)).

### **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.

#### ***Evidence of Meeting the Standard***

Per policy, strategic planning and budget development are closely linked processes at the UH, UHCC, and campus levels ([IIID-20](#)). Budget priorities are established to achieve and advance strategic planning goals aligned with the University's strategic initiatives, as documented in the UH and UHCC System Strategic Plans ([IIID-21](#), [IIID-22](#)). For example, the UH Annual Operating Budget and Narrative presented to the BOR each year outlines the financial blueprint for the UH System. It aligns financial planning with strategic goals, addresses challenges and long-term priorities for the UH System, and supports UHCC's mission to provide accessible, high-quality education while ensuring sustainability and alignment with broader UH and UHCC strategic objectives ([IIID-23](#)).

The UHCC's Strategic Planning Council (SPC) oversees the strategic planning process and

ensures the participation of all the community colleges. Strategic plans are tied directly to the mission of the UHCC. For example, the *Kuleana* imperative of the UHCC's Strategic Planning Directions is directly tied to a component of the UHCC's mission that prioritizes the needs of Native Hawaiians. Funding is provided to meet these initiatives through direct line item transfers into individual college budgets and performance-based funding initiatives.

Windward CC's mission and strategic plan ([IIID-24](#), [IIID-25](#)) are developed to align with the mission, strategic goals, and imperatives of the UH and UHCC systems. They are extensively communicated throughout the College and are reviewed annually ([IIID-26](#), [IIID-27](#)). These serve as the foundation for institutional planning and budgeting.

Specifically, Windward CC's integrated assessment, planning, and budgeting processes begin with the mission and strategic plan ([IIID-24](#), [IIID-25](#)), which are aligned with the UH and UHCC missions, strategic goals, and imperatives. Furthermore, the budget prioritization considers program learning objectives. All college programs and services complete an annual program review, which centers action planning on departmental, program, and institutional goals. Budget requests to fulfill the resource needs identified in the reviews are submitted to the PBC, which ranks them based in part on their alignment with the College's strategic plan goals and mission ([IIID-8](#)). This ranking guides PBC's prioritization of requests and the allocation of the College's funds ([IIID-9](#) pp. 7-10), including the College's biennium budget requests ([IIID-25](#) p. 3). This approach ensures that the College's mission and strategic plan drive the types of programming, new initiatives, program improvement activities, staffing, and facilities improvements and additions.

These priorities also drive the College's resource requests via the UH System annual budget process. For example, as Native Hawaiians are overrepresented in correctional facilities, Windward CC's Pu'uhonua Incarcerated Education program directly supports the special commitment to Native Hawaiian students reflected in the WCC, UHCC, and UH System missions, as well as the UH strategic imperative to fulfill kuleana (responsibilities) to Native Hawaiians and Hawai'i ([IIID-21](#), [IIID-25](#), [IIID-22](#)). The Pu'uhonua program was initially created at Windward CC with extramural funding to address this mission-driven educational need. Based on the success of the grant-funded initiative, the College requested permanent positions for this program via the UH budgeting process. Three Pu'uhonua positions were included in the BOR-approved UH budget, which was incorporated into the executive budget request. This request was approved by the legislature and governor, resulting in general fund allocations for these positions beginning in FY 2025.

### ***Analysis and Evaluation***

The institution's mission and goals form the foundation for financial planning, which is integrated with and supports all institutional planning. This integration is facilitated by the policies, procedures, and practices of the College's Planning and Budgeting Committee (PBC). The PBC ensures an open and inclusive budget development process, prioritizing discretionary expenditures based on the College's mission and strategic plan ([IIID-26](#)).

#### **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***

The UH System follows clearly defined guidelines and processes for financial planning and budget development, including the biennial Executive Budget Review and Budget Preparation Policies and Guideline issued by the State Department of Budget & Finance ([IIID-28](#)). This document discusses the State's priorities, revenue projections, and budget request guidelines.

Per policy, the UH System administration prepares a budget policy paper for each fiscal biennium for review and approval by the Board of Regents (BOR) ([IIID-20](#), [IIID-29](#), [IIID-30](#)). The policy paper sets forth the environmental context for budget building, the general program policy and management objectives, and the institutional priorities that guide the preparation of the biennium budget and the preparation of requests to the state legislature for additional funding based on the institution's strategic priorities.

Using state guidelines and the UH policy paper to guide the campus-level budget development process, the Vice President of Budget and Finance, also serving as the University's Chief Financial Officer, collaborates with the University Budget Office (UBO), the Vice Chancellors for Administration (VCA) of the four-year campuses, and the Associate VP for Administrative Services of the Community Colleges (AVPAS) to establish parameters for creating the UH System's budget.

The AVPAS shares budgeting principles with the community college Chancellors and Vice Chancellors of Administrative Services (VCAS), gathers input on campus priorities, and ensures alignment with established parameters. The

UHCC System coordinates, compiles, reviews, and submits the annual budget for the community colleges to the UBO, incorporating the budgets from each college. Considering campus requests, priorities, and overall system needs, the UBO develops the UH System budget, which the UH President presents to the BOR ([IIID-31](#)). Upon the Board's approval, the UH System submits its budget to the governor for review and incorporation into the executive budget request.

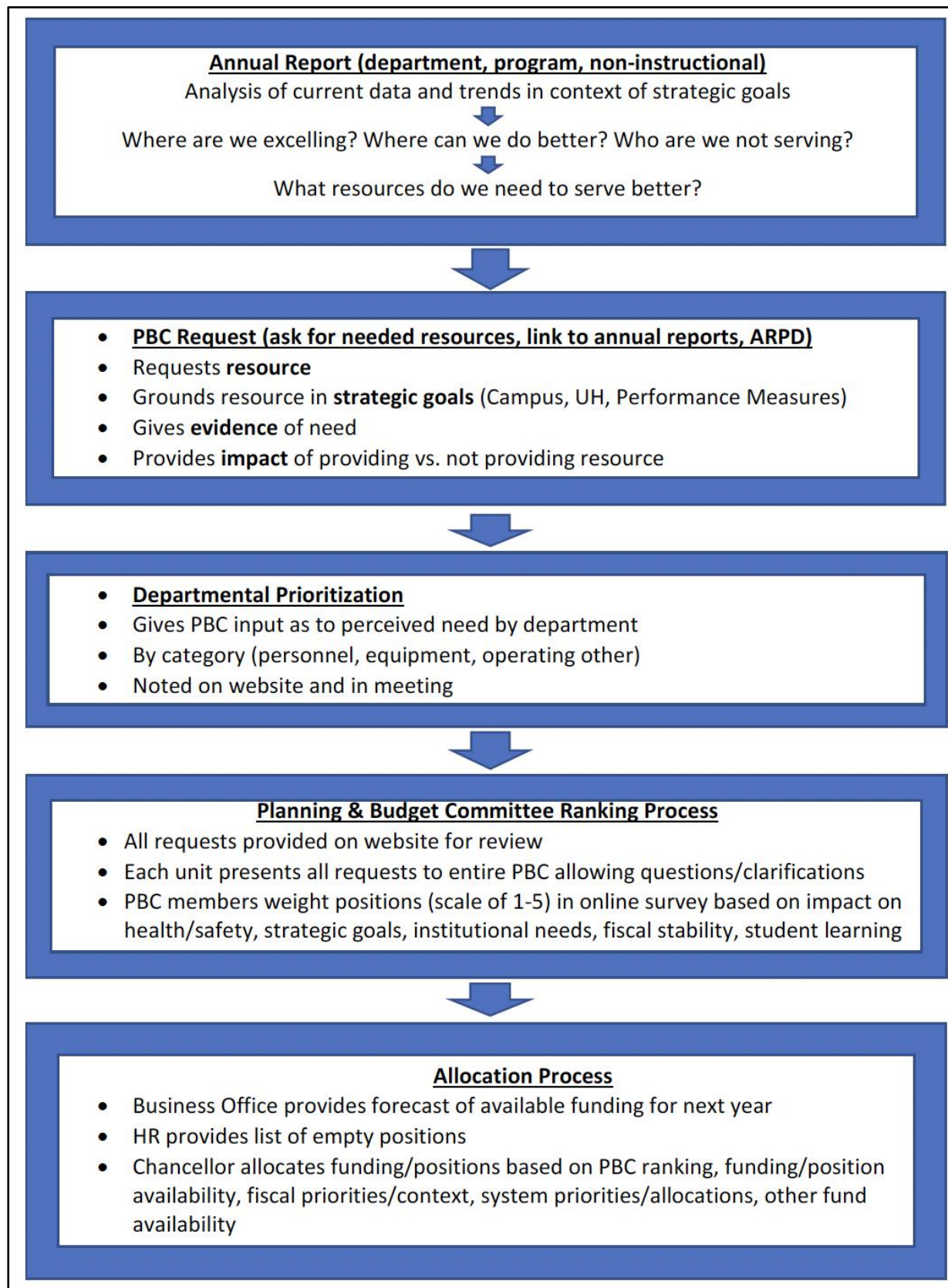
The budget is reviewed, modified, and approved by the Hawai'i State Legislature and sent to the governor for final approval. In June, after the governor's approval, the state sends allocation notices to the UH System, including any restrictions on legislative appropriations. The UH president determines general fund distributions to the UHCC System. The VPCC and the UHCC chancellors collaboratively allocate general funds to the individual community colleges, typically maintaining current service funding levels ([IIID-1](#)).

The financial planning process at Windward CC is tied to the state budget and UH System budget processes. Procedures and timelines in the PBC Handbook ([IIID-9](#)) are followed to ensure full constituent participation. The PBC comprises 27 members representing the various units of the College, including department chairs, student government, and the Native Hawaiian advisory board, Ke Kumu Pali ([IIID-26](#)). As discussed in Standards I.B.9, III.D.1, and III.D.2 above, the PBC employs an integrated planning process to recommend resource allocations to the Chancellor. Based on unit annual reports and program reviews, it prioritizes campus requests for personnel, equipment, and supplies.

Any constituent may submit such budget requests through their respective PBC

representative. The PBC prioritizes these requests using established criteria and makes recommendations to the Chancellor for final approval. Each committee member consults with their respective departments and submits their ranking of items, which is tallied and ranked for review by the Chancellor. After the VCAS and Fiscal Administrator create a budget projection, highly-ranked budget requests are considered for funding in the upcoming year. Approved proposals become budget items detailed in a memo from the Chancellor and posted on the PBC website ([IIID-19](#), [IIID-10](#)). Figure 1 provides an overview of this process

**Figure 3. PBC annual prioritization process**



## ***Analysis and Evaluation***

By following state guidelines and projections for budget development from the UHCC System Budget Office, Windward CC adheres to a well-defined, integrated planning and budget development process through the campus's Planning Budget Council (PBC). The College provides all constituencies with opportunities to participate in institutional planning of financial and budgetary matters through campus committees and departmental meetings.

### **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***

Institutional planners at the UH, UHCC, and College levels receive accurate financial information, including an annual budget detailing ongoing and anticipated fiscal commitments. This ensures that institutional planning reflects a realistic assessment of resource availability to meet expenditure requirements and strategic goals.

### **UH System Fiscal Planning**

Several BOR-approved budget documents are prepared and used to align strategic objectives with financial planning to support infrastructure development and sustainability and to inform financial planning and management across the UH system. These include:

- The Annual UH Operating Budget Presentation overviews revenue and expenditure projections, anticipated one-time expenditures, unusual budget factors, and projected ending balances ([IIID-32](#)).
- The Annual Operating Budget and Narrative document outlines the UH System's financial plan, aligns it with strategic goals, and addresses challenges to support UHCC's mission and sustainability ([IIID-23](#)).
- The UH Annual Operating Budget Proposal Worksheets offer detailed information about the UH System's financial planning. These include projected revenues, appropriations, expenditures, and metrics such as cash balances and reserve targets. The worksheets also forecast tuition revenues based on enrollment predictions from IRAPO and the UH System's tuition rate schedule ([IIID-33](#), [IIID-34](#)).
- The Annual Six-Year Capital Improvement Plan (CIP) details construction-related projects and funding ([IIID-35](#)) and outlines each campus's infrastructure development, maintenance, and budget requests ([IIID-36](#)). The Biennial Budget specifies CIP funding for the first two years to ensure critical projects' timely initiation and continuation ([IIID-37](#)).
- The UH Annual Six-Year Financial Forecast incorporates all funding sources. It outlines revenue and expenditure projections while considering the impact of recent financial measures and strategies for managing future fiscal challenges and investments ([IIID-38](#)). This and other current and forecasted budget documents are posted on the University Business Office's website ([IIID-39](#)).

Fiscal plans are developed with input from various financial forecasting models. For example, the Sightlines Facilities Reinvestment & Renewal Model (FRRM) predicts future capital repair and deferred maintenance costs. It helps calculate the Total Cost of Ownership and guides renovation and replacement decisions ([IIID-40](#), [IIID-41](#), [IIID-35](#)).

### **Fiscal Planning at Windward Community College**

The College's Fiscal Administrator creates an Operational Expenditure Plan (OEP) at the start

of the fiscal year (IIID-42). The OEP accounts for expected campus revenues and expenditures, including projected funding from the state and tuition revenues, estimated funds from UH and UHCC initiatives and shared allocations including externally funded UHCC consortium grant projects, such as Workforce Development/Back to Work initiatives (IIID-43), significant grant awards to the College (IIID-44), and other extramural funding developed through partnerships, such as with UH Mānoa and the Pacific American Foundation (IIID-45, IIID-46).

The PBC receives timely financial updates throughout the year following an established timeline. At the start of the fall semester, the Chancellor presents the new OEP, the financial outlook report, the most recent BSR, and the Chancellor's Expenditure Report (IIID-19). These offer an overview of the College's financial health, enrollment trends, and budgetary decisions for the academic year. They include detailed analyses of enrollment data, tuition revenue, general fund allocations, extramural funding, and prioritized funding requests, providing insights into the institution's fiscal strategy and resource allocation.

These documents, including the twice-yearly updates to the OEP and the quarterly BSR reports, are shared with the campus via the PBC as they become available and are archived online to allow access to past financial results. Additionally, the PBC receives and publishes unit and program annual and five-year reviews by the end of the fall semester so it can complete the evaluation and ranking of budget requests by mid-spring. This schedule allows the addition of requests into the annual campus budget allocation and the UH annual budget requests.

The College's revenue-generating special and revolving fund programs, like the Facilities Use program, use cost-center-based budgeting for revenues and expenses (IIID-47). Each year, these programs create business plans that outline and forecast all sources of revenue and anticipated expenditure levels (IIID-48).

### ***Analysis and Evaluation***

The University, UHCC System, and Windward CC follow a comprehensive and strategic approach to fiscal planning, utilizing timely and accurate financial information and robust forecasting models to assess financial resources and expenditures realistically. The College enhances its ability to meet expenditure requirements by developing partnerships, revenue-generating programs, and externally funded initiatives to address educational needs and achieve strategic and mission goals.

#### **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*** **Internal Control Systems and Financial Information Management**

Internal control systems support financial management and help to maintain process integrity. The Kualii Financial System (KFS), the UH System's platform for recording financial transactions (IIID-49), embeds strong controls for all funding sources to ensure proper management and safeguarding of financial

data. In conjunction with the Jaspersoft reporting tool, KFS provides timely, accurate, complete, and reliable financial information.

In KFS, built-in system controls regulate staff access to financial data based on job duties. Automated workflows are managed by user roles assigned to groups with common functional responsibilities. These roles control authorizations and restrict specific functions to designated groups ([IIID-50](#)). The KFS Security Administrator in the UH Fiscal Services Office assigns, updates, and deletes user roles as necessary ([IIID-51](#)). KFS also segregates duties by prohibiting users from approving any document they initiate. This segregation is further reinforced at the college level, where the separation of job duties among staff ensures that no single employee has complete control over accounting transactions.

### **Financial Management Roles and Responsibilities**

The College's financial management structure ensures effective oversight and accountability with clearly defined roles and responsibilities. The Vice Chancellor for Administrative Services (VCAS), who reports to the Office of the Chancellor, supervises the Business Office and oversees the financial management framework ([IIID-52](#)). The Fiscal Administrator (FA) manages fiscal operations, including cashiering, purchasing, and disbursing functions, and develops biennial and annual budgets as well as the Operating Expenditure Plan (OEP) ([IIID-53](#)). While the FA oversees overall financial administration, program unit heads or Principal Investigators (PI) are accountable for their specific accounts ([IIID-54](#)). The Business Office staff prepares all payment and purchase requests, which require approval from the respective unit head or PI, followed by final approval from the FA. This multi-layered process

ensures oversight and accountability in financial transactions.

The UH Office of Research Services (ORS) centrally manages extramurally-funded project accounts, handling establishment, maintenance, invoicing, letter-of-credit drawdowns, and financial reporting. At the campus level, the FA ensures that expenditures within each project are appropriate, properly documented, and aligned with budgetary and sponsor requirements ([IIID-54](#), [IIID-55](#), [IIID-56](#)). Through regular monitoring, the ORS Compliance unit and the campus FA ensure adherence to federal laws, state statutes, sponsor requirements, and UH policies and procedures.

### **Financial Reporting and Dissemination**

The College has established financial reporting practices to promote transparency and informed decision-making. Detailed budget status reports (BSRs) are generated quarterly to evaluate financial decisions, monitor resource allocations, gauge strategy effectiveness, and assess progress toward institutional goals ([IIID-11](#)). BSRs and other financial documents are regularly updated and disseminated through the Planning and Budget Council (PBC), which reviews and posts the information on its webpage ([IIID-10](#)). Additionally, the UHCC System publishes monthly campus budgets and financial reports on its website, providing an overview of financial status and historical trends ([IIID-13](#)).

### **Policies, Procedures, and Systems in Financial Management**

The College adheres to a comprehensive set of policies, procedures, and systems that underpin its financial management practices. These guidelines ensure financial resources are managed efficiently, transparently, and in alignment with institutional goals.

At the UH System level, as outlined in Standard III.D.7, the Independent Audit Committee submits an annual report to the Board and the legislature. The report details instances of material weaknesses in internal control, fraud, management responses, and corrective actions taken to address audit findings. The committee ensures that all findings, including those related to the effectiveness of internal controls, are promptly addressed (See Standard III.D.7).

UHCC System policies and procedures provide a structured approach to financial management that fosters consistency and compliance across institutions. These govern various aspects of financial management, including the allocation of the General and Tuition and Fees Special Funds, oversight of revenue-generating programs, management of unrestricted fund reserves, and handling of non-capital assets ([IIID-1](#), [IIID-48](#), [IIID-7](#), [IIID-57](#)).

The actual College budget is overseen and coordinated by the UHCC Budget Office. The Chancellor submits the recommended biennial and supplemental budgets and must approve all discretionary fund requests. As discussed in Standard III.D.2 above, the Planning and Budget Council (PBC) reviews and prioritizes all budget requests to align budgetary decisions with the College's strategic priorities.

### ***Analysis and Conclusion***

Embedded control systems, such as the separation of duties within KFS, help the College manage its financial information accurately and securely. Defined financial management roles and responsibilities ensure accountability, transparency, and compliance. Financial reporting and dissemination practices support effective governance and foster institutional trust. Policies, procedures, and system controls aid in managing financial operations with

accountability, transparency, and strategic resource allocation.

### **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***

The UHCC system and the College ensure adequate support for student learning programs and services through a robust financial planning and reporting process. This process includes careful financial plan development, continuous monitoring, and accuracy and credibility assurance.

Prior to submission to the University Budget Office (UBO), UHCC's Budget, Planning, and Finance team reviews the budget, comparing it with the prior year's actual amounts and anticipated changes in economic conditions. Variances between the budget and the previous year's actual amounts are discussed with the BOR before approval. Current fiscal year budget-to-actual variances are also reviewed at quarterly BOR meetings, with an emphasis on ensuring the adequacy of remaining unexpended budgeted amounts ([IIID-58](#) p. 55, [IIID-59](#) p. 265, [IIID-60](#) p. 198).

Throughout the year, the UHCC Budget Team reviews General Fund and TFSF budgets, including revenue and expenditure projections, with campus VCASs ([IIID-61](#)). Monthly campus budget reports are posted on the UHCC website to facilitate internal planning and review at each campus ([IIID-13](#)).

Windward CC's VCAS uses the UHCC reports to create the annual Operational Expenditure Plan



(OEP), quarterly Budget Status Reports (BSRs), and end-of-month fiscal and budget reports. These include revenue and expense reports for revenue-generating accounts. The VCAS also reconciles the BSRs with the UHCC Budget Office reports to ensure consistency and accuracy ([IIID-13](#)).

The OEP details available resources and planned expenses ([IIID-62](#)). The BSR details program allocations, including funding for student help, supplies, equipment, and other expenses. The quarterly BSR provides updated information on total expenditures and balances or deficits ([IIID-11](#)). These documents are shared through presentations to the Planning and Budget Committee (PBC) and published on the PBC intranet page for transparency ([IIID-10](#)).

Each program is responsible for managing its budget allocation to fund student learning programs and services. The VCAS works with program heads to periodically review fund statuses and address concerns. College personnel responsible for developing and managing unit, program, or grant budgets have continuous access to their financial information through KFS, which provides real-time budget review capabilities and internal controls to ensure compliance with federal and state laws and university regulations and policies.

All financial documents, including the budget, have a high degree of credibility and accuracy, as demonstrated by annual audits. Every fiscal year, all UH System funds, excluding the University of Hawai'i Foundation, are audited by an independent auditor. The auditors have reported no material weaknesses or significant deficiencies in the University's financial statements from FY2019 to FY2023 ([IIID-63](#), [IIID-64](#), [IIID-65](#), [IIID-66](#), [IIID-67](#), [IIID-68](#)) as reported in the corresponding single audits ([IIID-69](#), [IIID-70](#), [IIID-71](#), [IIID-72](#), [IIID-73](#), [IIID-74](#)). All the

financial statements and audits are presented to the BOR and published online by the University Budget Office (UBO) ([IIID-75](#)).

As described in Standard III.D.2 above, the College allocates funds in alignment with its stated mission, strategic plan, and program learning objectives. This begins with the PBC request form rubric ([IIID-8](#)) and continues through the prioritization and funding. This alignment is ensured through the preparation, review, and updates to the Operational Expenditure Plan (OEP) and Budget Status Reports (BSRs), which are reconciled with UHCC Budget Office data to ensure consistency and accuracy. Assessment of internal controls and compliance with federal and state regulations further ensure the reliability of financial data to support informed decision-making and adherence to institutional priorities.

### ***Analysis and Evaluation***

The College ensures resources are effectively allocated to support student learning programs and services through effective financial management practices, including thorough planning, continuous monitoring, and regular audits. The UHCC Budget Team regularly reviews General Fund and TFSF budgets, comparing them with actual expenditures and anticipated economic changes. Controls embedded within the KFS support the reliability of financial data, informed decision-making, and adherence to regulatory requirements. Monthly reporting supports internal planning and transparency. Independent annual audits consistently show no material weaknesses or significant deficiencies, confirming the integrity of financial management practices.

**III.D.7.**

Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

***Evidence of Meeting the Standard***

Per UH policy and state law ([IIID-76](#), [IIID-77](#)), management must respond to external audit findings, including issues identified in the Internal Control and Business Issues Report ([IIID-78](#)) or through internal control audits based on financial records and documents in the KFS ([IIID-73](#)). These responses, detailing corrective actions, are reviewed by the BOR Audit Committee and the BOR ([IIID-79](#), [IIID-80](#)).

Sections 304A-321 and 304A-322 of the Hawai'i Revised Statutes mandate that the UH BOR Audit Committee submits an annual report to the Board and the legislature twenty days before each regular legislative session. The report must describe all material weaknesses in internal control and instances of fraud, along with details on University management responses and the timely corrective actions taken to address audit findings ([IIID-76](#), [IIID-77](#)).

The UH Vice President of Budget and Finance provides all external audit reports, including corrective responses, to the campuses and publishes them on its website ([IIID-75](#)). The compliance section of the UH Office of Research Services (ORS) also communicates grant-related audit findings to the campus. The College's Fiscal Administrator is responsible for providing corrective actions or further discussing the findings with the auditors. Action planning is done in coordination with those directly related to the audit findings.

For example, the FY 2022 Internal Controls and Business Issues Report (ICBIR) noted that two Windward CC end-of-year reports were

submitted a day late on October 11, 2022 ([IIID-78](#) p. 2). The Corrective Action Responses report describes steps taken in mid-November 2022 to ensure future timely submissions ([IIID-80](#) p. 3). Similarly, the AY 2022 Financial and Compliance Audit reported that, due to personnel turnover and lack of training, the College's financial aid office had not properly reconciled and submitted monthly student loan borrower data ([IIID-73](#) p. 32). In response, a new standard operating procedure was developed. Under this procedure, the Financial Aid Officer or the Financial Aid Specialist reconciles student loan data and creates a monthly report using files from the ED's Common Origination and Disbursement system ([IIID-81](#) p. 6).

***Analysis and Evaluation***

Windward CC's audit results are promptly shared, reviewed, and addressed. Upon receiving audit findings, the College implements timely corrective actions to remediate issues and prevent recurrence.

**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***

Regular, systematic reviews assess the validity and effectiveness of the financial and internal control systems employed throughout the UH System and Windward CC. These include annual audits that ensure the integrity of the institution's financial management practices, continual monitoring, and program reviews. Assessment results lead to continual improvements in ongoing and future financial planning and management.

University audits are guided by UH Executive Policy EP 8.204, University Audits (IIID-76). This policy outlines the responsibility of the Vice President for Budget and Finance, who serves as the Chief Financial Officer (CFO), in collaborating with the Audit Committee of the UH Board of Regents (UH BOR) and the internal auditor in planning and coordinating internal and external audits. Furthermore, it specifies that the CFO leads the development of the University System's financial controls and financial statements (IIID-76).

The BOR's Committee on Independent Audit (Audit Committee) oversees the University's internal and external audits (IIID-82), all of which are reviewed and approved by the BOR (IIID-76). The University's Office of Internal Audit (IA) presents an annual Audit Plan (IIID-83) directly to the Audit Committee for approval (IIID-84 p. 5). The Committee oversees the University's external auditors and the Office of Internal Audit (OIA). The OIA communicates internal audit results, distributes draft and final reports, reviews corrective action responses, and provides summary reports to University personnel and governing bodies, ensuring a comprehensive review process.

Two major external audits are conducted annually: the audit of consolidated financial statements and the Single Audit. The University consistently receives unqualified audit opinions on its annual financial statement audits, indicating that the financial statements are fairly presented in all material respects, reflecting strong financial integrity.

The Single Audit, which follows Government Auditing Standards, is required for entities that expend at least \$750,000 in federal funds annually (IIID-73, IIID-67). It includes an audit of extramural funds, including Financial Aid. Extramural funding agencies may also perform

program or financial audits of grants or contracts at any time (IIID-55). The Single Audit has not identified any material weaknesses in internal control over compliance. Previous years' audit reports are available on the University's Budget and Finance website (IIID-75).

During the annual Single Audit, external auditors may identify other matters involving internal controls and report these to the BOR in their Internal Controls and Business Issues Report (IIID-78). This report lists the responsible parties for the findings and details their responses and corrective actions (IIID-80). As described in Standard III.D.7, the Independent Audit Committee ensures that all findings are addressed promptly, including those regarding the effectiveness of internal controls. For example, following its review of the University's financial reserves (IIID-85), the UH Office of Internal Audit (OIA) advised revising a policy to clarify vague and inconsistent terminology, leading to a subsequent policy revision (IIID-6).

Institutional budgets, financial management practices, and internal control systems are regularly evaluated for validity and effectiveness to support continuous improvements. The UH Financial Management Office (FMO) regularly evaluates and revises its management practices, policies, and procedures to improve internal control systems. Updates and changes are communicated through the FMO's monthly newsletter and website (IIID-86). Reviews of internal controls include a security report issued to campus financial administrators twice annually to ensure the currency of KFS roles and compliance with mandatory data privacy and security training (IIID-87, IIID-88, IIID-89). As noted in Standard III.D.6, external audits have verified that the University's financial documents, including the budget, are credible

and accurate, with no material weaknesses or significant deficiencies.

Windward Community College's Financial Aid Office (FAO) conducts an annual program review ([IIID-90](#)). This review includes data on financial aid applications, awards, and Pell Grant recipients and highlights efforts to increase FAFSA completion rates. It also describes special programs like the Second Chance Pell Experiment and the Ho'olei Scholarship, outlining the FAO's action plans and resource needs, demonstrating a commitment to continuous improvement in student financial support.

Various reviews facilitate continual evaluation and improvements. At Windward CC, these include the ongoing reviews of financial information provided by the Chancellor's Annual Expenditure Report, the twice-yearly updated Operational Expenditure Plan, the quarterly Budget Status Reports, and month-end reports detailing resources, expenses, and program allocations (See Std. III.D.6, above). The College's Office of Administrative Services conducts an annual review of the Business Office utilizing data provided by the UHCC System ([IIID-91](#) pp. 5-7). This review facilitates improvements by identifying changes to the economic environment, budgetary concerns, and resource needs. The College also participates in the annual audits and responds to audit findings by promptly creating and implementing corrective action plans to address any findings (See Std. III.D.7, above).

### ***Analysis and Evaluation***

Periodic systematic evaluations assess the accuracy and efficiency of the financial and internal control systems across the UH System and Windward CC. These evaluations encompass yearly audits to guarantee the

integrity of the institution's financial management practices and ongoing monitoring and program reviews. These contribute to continuous improvements in current and future financial planning and management.

### **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***

#### **Fiscal Reserves**

The BOR Reserves Policy establishes that the University is to maintain adequate reserves sufficient to provide for continued operations and to meet all legal requirements and covenants required by the respective funds ([IIID-5](#)). The UHCC Unrestricted Fund Reserve Policy establishes guidelines for maintaining unrestricted fund reserves to ensure financial stability. It defines minimum and target reserve levels for general, special, and revolving funds and sets a reserve range between 5-10% of unrestricted fund expenditures. It establishes the Chancellor's responsibility to monitor Reserve Status Reports and to adopt measures to improve the financial status of its programs ([IIID-7](#)).

The Systemwide Financial Reserves Policy stipulates that if a unit cannot achieve the minimum defined reserves, the applicable Chancellor or Vice President shall develop a plan to attain minimum reserves as part of the biennium budget request ([IIID-6](#)). The UH Office of Internal Audit (OIA) reviews the University's financial reserves annually. Its 2023 review found that the year-end operating reserves

significantly exceeded requirements (IIID-85). During the same review, the OIA advised revising a policy to clarify vague and inconsistent terminology, leading to a subsequent policy revision (IIID-6).

UHCC oversees compliance with these policies to ensure that campuses maintain adequate cash balances. Windward CC’s OEP includes a Chancellor’s reserve budget to address emergencies (IIID-42). The College’s cash reserves consistently surpass the emergency

reserve minimum of 16% and the operating reserve target of 5% to 10% (IIID-92). The College’s FY 2023 reserves equaled 64.46% of annual expenditures and transfers, demonstrating the capacity to address large unforeseen emergencies (IIID-92).

**Year-End Unrestricted Balances**

The College’s ending balances of unrestricted funds for the past three years demonstrate the College’s reserve capacity to handle financial emergencies (Table 23) (IIID-92).

**Table 23. Windward CC Unrestricted Funds Balances and Reserves Percentages**

Fiscal Year	2021	2022	2023
Year-End Balance (in dollars)	3,854,904	4,154,936	5,784,423
Reserve Percentage	48.18%	67.71%	64.46%

**Cash Flow Management**

The College has established processes to rectify cash-flow challenges should they arise. For instance, during the quarterly review process, the PBC can decide on budget cuts and restrictions to address unforeseen occurrences. While this has been unnecessary in the current accreditation cycle, the PBC voted in 2011 to implement proportional reductions in equipment replacement funds due to the need to restrict funds (IIID-93).

**Insurance Coverage**

The Office of Risk Management (ORM) coordinates the University’s risk management efforts and administers its insurance and self-insurance programs. The ORM also develops and implements various risk and loss control initiatives (IIID-94). The University is partially or entirely self-insured for specific risks such as unemployment and workers’ compensation claims (IIID-95). The State Risk Management and

Insurance Administration program also provides insurance coverage for University-owned and leased vehicles and other University-owned property under the University’s care, custody, and control (IIID-96). Per UH Policy 8.207, the College participates and contributes annually to the UH Risk Management Special Fund (RMSF), a self-insurance program for the UH System (IIID-97);

**Analysis and Evaluation**

Windward CC has sufficient cash flow and reserves to meet the needs of its programs and services. It can maintain stability while effectively navigating financial difficulties. The College consistently exceeds emergency and operating reserve targets through its fiscal management practices. End-of-year unencumbered reserves also contribute to the institution’s capacity to manage significant, unforeseen occurrences. Procedures allow PBC to make proactive budgetary adjustments to

alleviate cash flow challenges. The College has sufficient insurance coverage.

### **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***

The UH System employs various mechanisms to oversee its resources. As demonstrated in Standard III.D.5, the College's financial management structure ensures effective oversight and accountability with clearly defined roles and responsibilities.

#### **Financial Aid**

The UH System reviews internal controls for Title IV through their annual audit with corrective action planning ([IIID-98](#), see also sections III.D.7, III.D.8). The UH Office of Research Services works with the campus Business Office if financial aid accounts are in deficit or the budget does not match the total aid award. The UHCC Financial Aid Central office coordinates policies across all seven campuses to ensure compliance with federal regulations ([IIID-99](#)). As described in Standard III.D.15, the campus FAO regularly reviews student accounts and reconciles federal funds to maintain compliance.

#### **Contracts and Grants**

The UH Office of Research Services (ORS) provides higher-level oversight of federal, state, and private grants and contracts ([IIID-100](#)). It manages award submission, implementation, and reporting for extramural funding across all institutions, ensuring compliance with UH System policies and procedures (see also Std.

III.D.16). The Office reports quarterly to the UH BOR and publishes an annual report ([IIID-101](#)). The Windward CC Business Office works with the ORS Post-Award Accounting and Compliance departments to monitor the accounts to ensure compliance with sponsoring agencies' policies and procedures. The FA ensures that project expenditures are appropriate, documented, and aligned with budgetary and sponsor requirements ([IIID-54](#), [IIID-55](#), [IIID-56](#)). In addition to overseeing accounts, the Business Office holds quarterly meetings with Principal Investigators and provides financial reports to support the achievement of project goals and objectives.

#### **Foundation, Investments, and Assets**

Policies guide the management of cash and short-term investments ([IIID-102](#)), endowments ([IIID-103](#)), legacy endowments created before UH Foundation was established ([IIID-104](#)), as well as other funds, such as bonds ([IIID-105](#)) and gifts ([IIID-106](#)). The University President and BOR Chairperson serve as ex-officio trustees of the University of Hawai'i Foundation (UHF), the central fundraising organization for the UH System ([IIID-107](#)). UHF is also audited annually by external auditors ([IIID-108](#)). At the campus level, the Chancellor's Office works directly with the UH Foundation to oversee all foundation accounts (scholarships, donations, fundraising events, etc.). UHF provides monthly account balance reports to those with administrative authority over the respective accounts ([IIID-109](#)). Project account balances and transactions can also be accessed through reports in the UH Foundation System ([IIID-110](#)).

#### ***Analysis and Evaluation***

The College demonstrates effective financial oversight across all programs, including financial aid, grants, externally funded initiatives,

and the UH Foundation. It adheres to UH Systemwide policies, state laws, and federal regulations. Audits have proven valuable in sustaining and improving these accounts.

## Liabilities

### 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 UH budgeting process demonstrates effective short-term and long-term financial planning. The annual operating budget and CIP expenditure plan undergo extensive reviews with the BOR at inception and quarterly ([IIID-111](#)). A multi-year financial forecast ([IIID-38](#)) is prepared annually and, along with the six-year CIP plan ([IIID-36](#)), supports long-term planning with annual adjustments.

As detailed in Std. I.B.9 and discussed above in sections III.D.1 through III.D.4, Windward CC employs an integrated assessment, planning, and budgeting process. In addition to defining strategic goals, the process identifies, evaluates, and prioritizes long-term and short-term resource needs ([IIID-9](#) pp. 7-10). The Chancellor reviews key financial data and the PBC-prioritized resource requests to make allocation decisions, which are incorporated into the College's annual OEP ([IIID-9](#) p. 8).

The PBC monitors financial performance through mid-year reviews of the OEP and quarterly BSRs, ensuring proper spending and

alignment with institutional goals ([IIID-14](#), [IIID-15](#), [IIID-10](#)). Course corrections, such as the proportional reductions shown in III.D.9 ([IIID-93](#)), are also proposed and decided by the PBC during these reviews. Additionally, as described in III.D.5, the College monitors and adjusts its finances regularly, using monthly and historical reports generated by KFS and the UHCC Budget and Finance Team ([IIID-13](#)).

Debt service payments on revenue bonds are integrated by the UH system into multi-year financial forecasts and incorporated into UH, UHCC, and College long-range and annual operating budget plans. The UHCC colleges do not issue debt for Other Post-Employment Benefits (OPEB), insurance costs, or repairs and maintenance projects, as the state funds these. Long-term debt is limited to projects that directly generate revenue streams to offset debt service costs. The College allocates funds for debt service, risk management assessment (insurance), and UHCC System reserves during the annual budget planning process before allocating budgets for discretionary items, allowing it to maintain a solid financial position ([IIID-42](#) line 11).

The College has only one long-term debt for an energy conservation project ([IIID-23](#) p. 36). The project began in 2017 when the University entered into two tax-exempt financing purchase (TELP) agreements to fund the acquisition of energy conservation measures at the four O'ahu community college campuses and Maui College. Purchases were financed through a bank, with proceeds deposited into an acquisition fund for future payments ([IIID-67](#) p. 13). This approach accounted for both short-term and long-term financial solvency, considering the initial purchase, future payments, and long-term energy cost savings.

The energy savings project continues. In FY 2023, the UH budget for Other Operating Expenses significantly increased due to a one-time cost buy-out of Power Purchase Agreements (PPAs) across the UHCC System. A PPA is a contract where a solar developer builds, owns, and operates a solar power system, and the user agrees to purchase the electricity generated. This strategic, one-time investment allows the community colleges to achieve long-term energy savings, reflecting a financial decision aimed at reducing future operational costs ([IIID-23](#) pp. 35-36).

### ***Analysis and Evaluation***

The College considers its long-range financial priorities when making short-range financial plans to assure financial stability. The College has no long-range debt other than the debt service for the revenue bonds used for the energy conservation project.

#### **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 University's proportionate share of pension and OPEB liabilities are actuarially determined by the State of Hawai'i ([IIID-67](#) pp. 60, 68). These estimated liabilities are adjusted annually by the State and included in the University's audited financial statements (pp. 57-64).

The State covers OPEB and pension costs for general-funded employees, while the College is responsible for reimbursing the State for these costs for non-general-funded employees. Reimbursement is made after each payroll, based on fringe benefit rates determined and assessed by the State, with current rates available on the ORS website ([IIID-112](#)).

OPEB and pension costs are assessed per employee with each pay period. Budgets include all projected fringe costs, including OPEB and pension assessments. The campus Operational Expenditure Plan (OEP) provides line items for vacation reserve, Worker's Compensation, and Unemployment Insurance ([IIID-42](#)).

### ***Analysis and Evaluation***

Windward CC effectively plans and allocates funds to cover liabilities and future obligations, including compensated absences and other employee-related costs. OPEB obligations for general-funded positions are centrally managed by the state, leaving the College responsible for a small number of non-general-funded positions. The College also allocates funds for accrued vacation, workers' compensation, and unemployment insurance in its annual financial plan.

#### **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 noted in Standard III.D.11 above, the College's single long-term debt is for an energy conservation project benefiting five UH colleges. This project was funded through tax-exempt



financing purchase (TELP) agreements and revenue bonds, with savings from reduced electricity costs used to finance the debt ([IIID-67](#) p. 13, [IIID-23](#) p. 36). The University makes the debt service payments, and the UHCC is assessed its portion. These debt service assessments are incorporated into the UH System's annual budget and multi-year financial forecast ([IIID-38](#) p. 4). The UHCC System assesses Windward CC for its share of the debt service, and the College allocates funds for this reimbursement annually during the budget planning process, with a designated line item in the College's OEP ([IIID-42](#)).

### ***Analysis and Evaluation***

The UHCC System assesses and allocates funds annually to repay the College's share of the UHCC System debt service.

#### **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***

#### **External Funding Management**

Guided by policies and procedures, the ORS and UHF support campus FAs in overseeing the fiscal management of externally funded projects, endowments, scholarships, and other foundation-based funds, ensuring the use of financial resources in alignment with state and federal requirements and their intended purposes.

- UH A8.025 defines the fiscal responsibilities within the UH System, including the role of campus FAs in controlling program expenditures within approved budgets and

in conformance with fund restrictions and regulations ([IIID-54](#)).

- UH AP 8.926 outlines the administrative and financial management requirements for extramurally financed research and training programs, including those carried out by the Research Corporation of the University of Hawai'i (RCUH), establishing procedures for managing and documenting contracts, grants, and agreements ([IIID-55](#)). Per UH AP 8.290, RCUH manages fiscal and administrative services for the University's federal contracts and grants. Accordingly, all procurement using federal funds is processed through ORS and RCUH to ensure oversight and compliance with regulatory requirements and sponsored agreement terms ([IIID-113](#), [IIID-114](#)).
- The UH BOR fundraising policy and the UH Foundation's account administration policy ensure that funds raised are properly controlled, utilized in alignment with the institutional mission, and comply with donor restrictions ([IIID-56](#), [IIID-115](#)).

### **Long-Term Debt Instruments and Bond Oversight**

As discussed in Standard III.D.11 above, the College and the UHCC System employ long-term debt instruments, such as UH-issued revenue bonds, to finance energy conservation and alternative energy projects ([IIID-23](#) pp. 35-36). These funds are dedicated to purchasing and installing new or replacement fixtures and equipment that reduce energy consumption or generate electricity, lowering the College's utility costs.

The UHCC pays the debt service for these bonds and receives annual reimbursement from the College based on the energy savings achieved. These reimbursement funds are allocated annually through the PBC process ([IIID-42](#) line 11).

The University Bond System (UBS) Office manages the administration and accounting of these bond activities and provides managerial oversight to ensure compliance with federal and state requirements ([IIID-116](#)). The UBS Office also monitors bond proceeds and debt repayment obligations, which are reported in annual compliance audits to maintain transparency and accountability ([IIID-117](#)).

### **Auxiliary Activities and Revenue Management**

Auxiliary activities are institutionally affiliated, revenue-generating programs that provide non-instructional goods or services funded by user charges or fees ([IIID-48](#)). These activities benefit students, faculty, and staff and include food service, child care, and duplicating services. These programs submit annual business plans and budgets to the Fiscal Administrator for approval (e.g., [IIID-118](#), [IIID-119](#)). The College reviews these auxiliary activities yearly during its program planning and budget process.

By agreement between the UH System and the Office of Hawaiian Affairs (OHA), OHA receives commission payments from third-party vendors for sales generated from vending machines located on Ceded lands, including the WCC campus ([IIID-120](#)). The College complies with the Ceded Land Receipt Reporting Parameters (Act 178) ([IIID-121](#))

### **Audits and Reviews**

The institution's restricted funds are regularly audited or reviewed to ensure compliance with applicable regulations. For Instance, as described in Std. III.D.8 above, the institution undergoes an annual Single Audit by an independent public auditor, which includes a review of extramural funds ([IIID-73](#), [IIID-67](#)). Extramural funding agencies may also conduct program or financial audits of grants or

contracts at any time; all awards are subject to audit by sponsors upon request.

The ORS coordinates external audits and periodic internal reviews of these funds. Its Financial Compliance unit serves as the primary contact for auditors and liaises with auditors, relevant UH staff, and principal investigators (PIs) as needed to ensure a smooth and efficient audit process ([IIID-55](#), [IIID-122](#)). To proactively address challenges and maintain compliance, PIs also inform ORS of any significant issues that could affect award goals ([IIID-122](#))

### **Analysis and Evaluation**

The College effectively manages its financial resources, including restricted funds, long-term debt instruments, and auxiliary activities, with integrity and in alignment with the intended purposes of each funding source. The ORS and campus FA oversee the fiscal management of externally funded projects, ensuring compliance with state and federal regulations and donor and sponsor requirements. The use of long-term debt instruments, such as UH-issued revenue bonds, is monitored by the University Bond System Office, which ensures compliance with legal and regulatory standards through annual audits. Auxiliary activities are managed through regular business plan submissions and budget reviews, maintaining financial solvency and alignment with institutional goals. Additionally, the ORS coordinates regular audits and reviews of the institution's restricted funds.

### **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**

**Student Loan Default Rates**

The College’s Financial Aid Manager ensures compliance with Title IV financial aid programs ([IIID-123](#) p. 11). In this role, they monitor and manage the College’s student loan cohort default rates (CDR) to ensure compliance with federal requirements. The College’s CDR decreased from 18.5% in 2018 to 9.2% in 2019, staying well below the 30% federal threshold

that would necessitate establishing a task force on student loan default prevention.

The drop to zero percent in the last year is due to the federal student loan payment pause initiated in March 2020 as part of COVID-19 relief measures. This paused suspended loan payments, halted collections on defaulted loans, and set interest rates to 0% for most federal student loans, preventing new defaults by eliminating payment requirements during this period.

**Table 24. Official 3-Year Cohort Default Rate at Windward CC, FY 2020-2018**

Cohort Fiscal Year	Official Default Rate	Borrowers in Default	Borrowers in Repayment	Enrollment Figures	Percentage Calculation
2020	0	0	179	4,218	4.24%
2019	9.2	22	237	3,865	6.13%
2018	18.5	47	253	3,823	6.62%

The payment pause ended on September 1, 2023, with interest and payments resuming shortly after. This change may impact future CDRs as financially challenged borrowers could struggle without the previous relief.

**Loan Default Prevention**

The College is committed to helping students avoid defaulting on loans. Windward CC students complete mandatory loan entrance counseling before receiving federal loans, and exit counseling letters are sent when they graduate or drop below half-time enrollment. Instructions for both entrance and exit counseling are available on the College website ([IIID-124](#), [IIID-125](#)). Additionally, the UHCC system is pursuing a contract with ECMC Solutions to provide financial literacy support and student loan repayment counseling to

students who are at risk of defaulting or have already defaulted ([IIID-126](#)).

The College minimizes defaults by providing robust financial aid and support services that reduce the need for students to take out loans. For instance, the FAO administers the Hawai’i Nutrition Employment and Training (HINET) Ho’ola Ike (gift of knowledge) program ([IIID-123](#)). The program supports eligible students in non-credit workforce training and credit Career and Technical Education (CTE) with assistance for tuition, books, mandatory fees, and basic needs ([IIID-127](#)).

**Financial Aid Program Review**

In compliance with the Eligibility Requirement for Financial Accountability, the Single Audit Act, and 2 CFR Part 200 Subpart F, the UH System undergoes an annual external audit of its

financial statements by a certified public accountant, with findings publicly disclosed. This audit meets federal requirements for Title IV institutions participating in federal student assistance programs and ensures compliance with federal aid, contract, and grant requirements.

As noted in Standard III.D.7 above, the AY 2022 Financial and Compliance Audit identified issues in the College's Financial Aid Office (FAO) due to personnel turnover and lack of training, resulting in improper reconciliation and submission of monthly student loan borrower data ([IIID-73](#) p. 32). In response, the College developed a new standard operating procedure. This procedure requires the Financial Aid Officer or the Financial Aid Specialist to reconcile student loan data and generate a monthly report using files from the ED's Common Origination and Disbursement system ([IIID-81](#) p. 6). The Department of Education reviewed the audit and UH's Corrective Action Plan and determined that the response satisfactorily addressed the auditor's findings ([IIID-128](#)). The 2023 audit reported no findings or questioned costs for Windward CC, including within the Student Financial Assistance Cluster ([IIID-74](#)).

### ***Analysis and Evaluation***

Windward CC effectively monitors and manages its student loan default rates, ensuring compliance with federal requirements, including Title IV of the Higher Education Act. The College's efforts are reflected in a 50% reduction in its Cohort Default Rate (CDR) from 2018 to 2019. Although there is concern about a potential rebound following the end of the COVID-19 pandemic federal student loan payment pause, which temporarily brought the CDR to zero, the College has implemented robust support systems to mitigate default risks. These include mandatory loan entrance and exit

counseling and planned financial literacy initiatives. The Financial Aid Office's corrective actions in response to an audit finding related to data reconciliation further underscore the College's dedication to maintaining compliance and financial integrity. These measures reflect a comprehensive approach to managing student loan responsibilities and ensuring financial stability.

## **Contractual Agreements**

### **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***

Several UH and UHCC policies and procedures govern contractual agreements. Together, they ensure consistent, compliant, and well-managed contractual agreements by standardizing processes, delegating authority, specifying contract types, and providing comprehensive guidelines for contract formation and administration.

- UH EP 8.200, Policy on Contracts and Signing Authority, standardizes contract provisions, defines approval and signing authority, and identifies priority contracts for additional review. It ensures consistency and compliance by requiring contracts to use standard templates, undergo proper review, and be signed by authorized individuals while also subjecting high-risk contracts to extra scrutiny to prevent unauthorized commitments ([IIID-129](#)).
- UHCCP 8.102A, Affiliation Agreements, Sponsored Class, and Sheltered Class Memorandum Agreements, delegates

authority to Chancellors to enter into agreements with external agencies for sponsored or sheltered classes. It establishes guidelines and oversight to ensure compliance with UH policies, procedures, and delegation memoranda ([IIID-130](#)).

- UH A8.230, Contracting for Services, outlines the specific process of contracting for specialized services to ensure compliance and risk management ([IIID-131](#)).
- UH A8.270, Types of Contracts, provides a detailed overview of the different types of contracts, detailing the conditions, responsibilities, and appropriate use cases for each type ([IIID-132](#)).
- UH A8.275, Contract Formation and Administration, provides guidelines for forming and managing contracts at the University in compliance with commitments and legal obligations. It covers contract preparation, performance monitoring, compliance, payment processing, dispute resolution, modifications, termination, and closure. The procedure also outlines the roles and responsibilities of institutional personnel ([IIID-133](#)).

The College enters into contractual agreements for a variety of purposes. For instance, some agreements address basic service functions such as vending, food concessions, facility use, and facilities maintenance. Others meet institution-related needs identified through strategic planning, the PBC, or other campus planning processes. For example, UH and the College's strategic plans emphasize supporting the state's workforce needs, with the UHCC System allocating over \$35 million for workforce training. To fulfill this strategic imperative, the College's Office of Career and Community Education (CCE) has established contracts with several community training providers to deliver training in high-need areas ([IIID-134](#), [IIID-135](#)).

At Windward CC, program staff and the Administrative Services staff oversee contractual

agreements with external entities. They follow BOR, UH, and UHCC policies, procedures, and guidelines to ensure all contracts are reviewed on multiple levels and approved prior to implementation ([IIID-123](#), pp. 6, 13).

### ***Analysis and Evaluation***

All contractual agreements with external entities are consistent with the College's mission, goals, and policies and contain appropriate provisions to maintain the integrity and quality of its programs, services, and operations;

### **Conclusions on Standard III.D: Fiscal Resources**

The College is fiscally responsible and stable as evidenced by the strong reserve fund balance, positive annual audit reports, strong internal controls, and consistent, data-driven financial planning. The College is guided by a thorough set of UH Policies and Procedures regarding all and any fiscal-related transactions. A highly transparent and collaborative budget development process driven by the mission and strategic plan underlies financial decision-making and ensures sound short and long-term planning. The PBC regularly disseminates the College's financial information throughout the institution, garners widespread input, and monitors and adjusts the budget and expenditures. Long-range liabilities such as debt and OPEB liabilities are minimal. These are identified in the annual budget and funded each fiscal year.

### **Improvement Plan(s)**

None.

### **Evidence List**

IIID-1 [UHCCP 8.000 General Fund and Tuition and Fees Special Fund Allocation](#)

IIID-2	<a href="#">WCC CIP Project List and Funding FY2020-FY2023</a>	IIID-38	<a href="#">UH Multi-Year Financial Forecast FY23-29</a>
IIID-3	<a href="#">Constitution of the State of Hawai'i, Article VII, Section 5</a>	IIID-39	<a href="#">UH Budget Office Current Budget Documents</a>
IIID-4	<a href="#">WI Ending Cash Balances FY20-FY24</a>	IIID-40	<a href="#">UH Facility Renewal Reinvestment Study 2023 Update</a>
IIID-5	<a href="#">UH RP 8.203 Reserve Policy</a>	IIID-41	<a href="#">WCC Sightlines Report</a>
IIID-6	<a href="#">UH EP 8.210 Systemwide Financial Reserves</a>	IIID-42	<a href="#">WCC FY 2022-23 Operational Expenditure Plan</a>
IIID-7	<a href="#">UHCCP 8.201 Unrestricted Fund Reserve - General Special Revolving Funds</a>	IIID-43	<a href="#">UHCC Good Jobs Hawai'i</a>
IIID-8	<a href="#">NSLDS Official Cohort Default Rate</a>	IIID-44	<a href="#">UH ORS 2022 Extramural Awards &amp; Expenditures</a>
IIID-9	<a href="#">WCC PBC Handbook 2023-24</a>	IIID-45	<a href="#">WCC Kumuola Pathway</a>
IIID-10	<a href="#">WCC 2023-24 PBC Intranet Page</a>	IIID-46	<a href="#">UH News \$3.5M Grant for Limu Research Center at WCC</a>
IIID-11	<a href="#">WCC FY 2022-23 Budget Status Report</a>	IIID-47	<a href="#">WCC FY24 Facilities Use Revenue-Generating Plan and Budget</a>
IIID-12	<a href="#">2022 Chancellor's Annual Expenditure Report</a>	IIID-48	<a href="#">UHCCP 8.200 Financial and Operational Oversight of Revenue Generating and Financially Self-Sustaining Programs</a>
IIID-13	<a href="#">UHCC Campus Budget Reports</a>	IIID-49	<a href="#">UH Financial Systems</a>
IIID-14	<a href="#">WCC PBC Agenda 2024-04-26</a>	IIID-50	<a href="#">KFS Roles</a>
IIID-15	<a href="#">WCC FY 2023-24 Budget Status Report</a>	IIID-51	<a href="#">KFS Security Form and Instructions</a>
IIID-16	<a href="#">Hawai'i Conservatory of Performing Arts</a>	IIID-52	<a href="#">WCC Administrative Services Organization Chart</a>
IIID-17	<a href="#">WCC Ka Piko</a>	IIID-53	<a href="#">WCC VCAS Position Description</a>
IIID-18	<a href="#">Hi'ilei Early College Education Initiative Extramural Funding Agreement</a>	IIID-54	<a href="#">UH AP 8.025 Fiscal Responsibilities within the University</a>
IIID-19	<a href="#">2023 Chancellor's Annual Expenditure Report</a>	IIID-55	<a href="#">UH AP 8.926 Administrative and Financial Management Requirements for Extramurally Financed Research and Training Programs/Activities of the University of Hawai'i</a>
IIID-20	<a href="#">UH RP 8.204 University Budget (Operating and Capital Improvements)</a>	IIID-56	<a href="#">UH RP 8.210 Fund Raising</a>
IIID-21	<a href="#">UH System 2023-2029 Strategic Plan</a>	IIID-57	<a href="#">UHCCP 8.501 Non-Capital Assets</a>
IIID-22	<a href="#">UHCC Strategic Plan Framework 2023-2029</a>	IIID-58	<a href="#">BOR Materials FY24 1st Qtr Financial Status Report (p. 198)</a>
IIID-23	<a href="#">UH FY2022-23 Operating Budget</a>	IIID-59	<a href="#">BOR Materials FY24 2nd Qtr Financial Status Report (p. 265)</a>
IIID-24	<a href="#">WCC Mission, Vision, and Core Values</a>	IIID-60	<a href="#">BOR Materials FY24 3rd Qtr Financial Status Report (p. 55)</a>
IIID-25	<a href="#">WCC Strategic Plan 2023-2029</a>	IIID-61	<a href="#">AVPAA-VCAS Meeting Agendas</a>
IIID-26	<a href="#">WCC Planning and Budget Council Charter</a>	IIID-62	<a href="#">WCC FY 2023-24 Operational Expenditure Plan</a>
IIID-27	<a href="#">WCC Mission Policy</a>	IIID-63	<a href="#">UH System 2018 Annual Financial Report</a>
IIID-28	<a href="#">Hawai'i State Department of Budget and Finance Memo 2023-01-06</a>	IIID-64	<a href="#">UH System 2019 Annual Financial Report</a>
IIID-29	<a href="#">Budget Policy Paper Framework Fiscal Biennium 2021-22</a>	IIID-65	<a href="#">UH System 2020 Annual Financial Report</a>
IIID-30	<a href="#">BOR Meeting Minutes 2020-10-15</a>	IIID-66	<a href="#">UH System 2021 Annual Financial Report</a>
IIID-31	<a href="#">BOR FY25 Operating Budget Request Proposal</a>	IIID-67	<a href="#">UH System 2022 Annual Financial Report</a>
IIID-32	<a href="#">UH Operating Budget for FY2022-23 Presentation</a>	IIID-68	<a href="#">UH System 2023 Annual Financial Report</a>
IIID-33	<a href="#">UH System FY2022-23 Operating Budget Proposal</a>	IIID-69	<a href="#">2018 UH Financial and Compliance Audit</a>
IIID-34	<a href="#">UH Adjusted Tuition Schedule AY2023-2027</a>	IIID-70	<a href="#">2019 UH Financial and Compliance Audit</a>
IIID-35	<a href="#">WCC 2024 6-Year CRDM Plan</a>		
IIID-36	<a href="#">UH 6-Year CIP Plan 2024-2029</a>		
IIID-37	<a href="#">UH 2023-2025 Biennium CIP Budget</a>		

IIID-71	<a href="#">2020 UH Financial and Compliance Audit</a>	IIID-107	<a href="#">UH Foundation Board of Trustees 2024-25</a>
IIID-72	<a href="#">2021 UH Financial and Compliance Audit</a>	IIID-108	<a href="#">UH Foundation Reports &amp; General Information</a>
IIID-73	<a href="#">2022 UH Financial and Compliance Audit</a>	IIID-109	<a href="#">UH Foundation Account Balance 2024-03-31</a>
IIID-74	<a href="#">2023 UH Financial and Compliance Audit</a>	IIID-110	<a href="#">UH Foundation Account Activity Reports</a>
IIID-75	<a href="#">UH Budget and Finance</a>	IIID-111	<a href="#">BOR Committee on Institutional Success Agenda 2023-09-07</a>
IIID-76	<a href="#">UH EP 8.204 University Audits</a>	IIID-112	<a href="#">UH Office of Research Services Rates</a>
IIID-77	<a href="#">Hawai'i Revised Statute 304A-322 Findings and Corrective Action</a>	IIID-113	<a href="#">UH AP 8.290 Requirements of Federally Funded Purchases</a>
IIID-78	<a href="#">UH Internal Control and Business Issues Report FY 2022</a>	IIID-114	<a href="#">RCUH Policies and Procedures</a>
IIID-79	<a href="#">UH BOR IA Committee Meeting Minutes 2022-12-01</a>	IIID-115	<a href="#">UH Foundation Account Administration Policies</a>
IIID-80	<a href="#">UH Corrective Action Responses for ICBI FY 2022</a>	IIID-116	<a href="#">UH Revenue Bond Financing</a>
IIID-81	<a href="#">UH Corrective Action Responses for Single Audit FY 2022</a>	IIID-117	<a href="#">UH Policies and Guidelines - Revenue Bond Financing</a>
IIID-82	<a href="#">BOR Committee on Independent Audit</a>	IIID-118	<a href="#">2023 Childcare Business Plan</a>
IIID-83	<a href="#">UH Office of Internal Audit, Audit Plan FY 2023</a>	IIID-119	<a href="#">2023 Diploma and Transcript Business Plan</a>
IIID-84	<a href="#">UH Committee on Independent Audit BOR Annual Report FY 2022</a>	IIID-120	<a href="#">Ceded Land Receipt Reporting Parameters</a>
IIID-85	<a href="#">UH Financial Reserves Report Feb 2023</a>	IIID-121	<a href="#">Ceded Land Receipt Reporting FY18 Second Quarter</a>
IIID-86	<a href="#">UH Financial Management Office</a>	IIID-122	<a href="#">UH ORS Project Management</a>
IIID-87	<a href="#">Semi-Annual KFS Security Review March 2024</a>	IIID-123	<a href="#">WCC Functional Statement 2021</a>
IIID-88	<a href="#">UH General Confidentiality Notice for Non-UH Parties</a>	IIID-124	<a href="#">WCC Direct Loan Process</a>
IIID-89	<a href="#">UH Information Security Awareness Training</a>	IIID-125	<a href="#">WCC Loan Exit Overview</a>
IIID-90	<a href="#">2023 ARPD Financial Aid</a>	IIID-126	<a href="#">UHCC and ECMC Presentation</a>
IIID-91	<a href="#">2022-23 Administrative Services Annual Departmental Report</a>	IIID-127	<a href="#">WCC HINET Ho'ola Ike Program</a>
IIID-92	<a href="#">UHCC Reserve Status Report FY23</a>	IIID-128	<a href="#">WCC Final Audit Determination and CAP</a>
IIID-93	<a href="#">PBC Meeting Notes 2011-12-02</a>	IIID-129	<a href="#">UH EP 8.200 Policy on Contracts and Signing Authority</a>
IIID-94	<a href="#">UH Risk Management Office</a>	IIID-130	<a href="#">UHCCP 8.102A Affiliation Agreements, Sponsored Class, and Sheltered Class Memorandum Agreements</a>
IIID-95	<a href="#">UH Risk Management Office Insurance</a>	IIID-131	<a href="#">UH AP 8.230 Contracting for Services</a>
IIID-96	<a href="#">Hawai'i DAGS Risk Management Office</a>	IIID-132	<a href="#">UH AP 8.270 Types of Contracts</a>
IIID-97	<a href="#">UH EP 8.207 Risk Management</a>	IIID-133	<a href="#">UH AP 8.275 Contract Formation and Administration</a>
IIID-98	<a href="#">WCC Single Audits FY 2018-2023</a>	IIID-134	<a href="#">WCC CCE Workforce Training Contract Fall 2023</a>
IIID-99	<a href="#">UHCC Financial Aid Policies</a>	IIID-135	<a href="#">WCC CCE Workforce Training Contract Spring 2024</a>
IIID-100	<a href="#">UH Office of Research Services</a>		
IIID-101	<a href="#">UH Office of Research Services BOR and Annual Reports</a>		
IIID-102	<a href="#">UH EP 8.201 Cash Management And Short-Term Investment of Operating Funds</a>		
IIID-103	<a href="#">UH AP 8.622 University Endowments</a>		
IIID-104	<a href="#">UH RP 8.207 Investments</a>		
IIID-105	<a href="#">UH AP 8.560 Post-Issuance Tax Compliance Procedures for Tax-Exempt and Build America Bonds</a>		
IIID-106	<a href="#">UH AP 8.620 Gifts</a>		



## STANDARD IV

### 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, and 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.

#### IV.A. Decision-Making Roles and Processes

##### 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 Chancellor oversees an organizational structure designed to encourage individuals throughout the College to contribute to institutional improvement. This includes groups involved in systematic, participative processes that assure effective planning and implementation of ideas, particularly when they have significant policy or institution-wide implications. These include the Planning and Budget Council (PBC), Faculty and Staff Senates, the Institutional Effectiveness Committee (IEC), Student Government, and the Master Planning and Space Allocation Committee (MPSAC) ([IVA-1](#), [IVA-2](#), [IVA-3](#), [IVA-4](#), [IVA-5](#), [IVA-6](#)).

The PBC, for example, is a large committee comprising representatives from administration, faculty, staff, and students. One of its main tasks is regularly reviewing and updating the Strategic



Plan. During its 2020 review, the committee collected and evaluated ideas for data-supported strategies to enhance and expand educational opportunities, such as establishing clear educational pathways, adopting 8-week course terms, and growing dual enrollment programs ([IVA-7](#) p. 7).

Individuals may also initiate innovations. For example, an Academic Affairs dean proposed an idea for a program to offer out-of-state Native Hawaiians and other learners 8-week online cohort courses at residential tuition rates leading to an A.A. degree in Hawaiian Studies. The idea promptly found institutional support, and a team of administrators, instructors, counselors, and staff implemented the Hawaii'loa Program in consultation with Hawaiian Studies and Hawaiian Language faculty ([IVA-8](#), [IVA-9](#)).

The program helped mitigate pandemic-era enrollment losses ([IVA-10](#)) and received the 2022 Wo Learning Champions Change Agent Award ([IVA-11](#)). Moreover, the Hawaii'loa program provided an innovative model for recruiting and retaining new target student populations ([IVA-7](#) p. 7). Subsequent initiatives included the Ka'ohekanani: Hawaiian Music Academic Subject Certificate, the Business Core Transfer Pathway, and the Mental Health Technician Certificate of Competence ([IVA-12](#), [IVA-13](#), [IVA-14](#)).

Creating a new program involves review by the Faculty Senate's Curriculum Committee and, depending on needed resources, the PBC and the MPSAC. Each committee has policies and procedures for evaluating ideas with input from stakeholders. Support for implementation is provided through collaboration with additional groups, including the Academic Affairs Advisory Committee (AAAC), Ke Kumu Pali, the Distance Education Committee (DEC), and the

International Education Committee ([IVA-15](#), [IVA-16](#), [IVA-17](#), [IVA-18](#)).

Innovative ideas have led to numerous other advances, including the establishment of the Hawai'i Conservatory of Performing Arts, the expansion of the Veterinary Technician Program throughout the state with a low-residency hybrid format, and the implementation of HyFlex learning ([IVA-19](#), [IVA-7](#) pp. 8-10, [IVA-7](#) p. 7).

The IEC's 2023 Institutional Survey showed high faculty satisfaction with educational innovation support and opportunities for proposing improvements and taking initiative, while staff satisfaction levels were relatively lower. Both faculty and staff rated campus-wide discussions and planning as satisfactory or excellent ([IVA-20](#)).

### ***Analysis and Evaluation***

The College meets this standard. Windward CC's shared governance processes demonstrate its commitment to its core values of *'A'ohe hana nui ke alu 'ia* (Working collaboratively and inclusively) and *Kūlia i ka nu'u* (Striving for excellence). Administrators, faculty, staff, and students are encouraged and supported in introducing, developing, and implementing innovative ideas, practices, and programs that support the College's mission and goals.

#### **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***

Various policies authorize the College's administrators, faculty, staff, and students to participate in decision-making. These outline procedures for bringing forward ideas, explaining how committees work, and providing for student participation and views. For example, a Board of Regents policy provides for developing, maintaining, and strengthening organized and systematic involvement by faculty in academic decision-making and policy development ([IVA-21](#)).

At the campus level, the charters of the College's governing groups, general committees, and advisory boards outline their charge, authority, membership, policies, and procedures in participatory decision-making processes ([IVA-22](#), [IVA-23](#), [IVA-24](#)). As specified by its charter, for example, the Academic Affairs Advisory Committee derives its authority from the Vice Chancellor Academic Affairs, and is composed of academic leaders, exists to provide a forum for discussing, communicating, and advising on academic matters, and operates by consensus ([IVA-25](#)). The Distance Education Committee charter similarly defines its authority, membership, and charge. It specifies that the committee shall formulate advice on distance learning based on input from the College and that its advice will include rationales, alternatives, and multiple viewpoints, as appropriate ([IVA-26](#)).

To ensure that student perspectives inform decisions that affect them, the charters of many groups, including the PBC, MPSAC, IEC, and Faculty Senate, specify a voting member or liaison from the student government ([IVA-4](#), [IVA-5](#), [IVA-27](#), [IVA-28](#), [IVA-29](#), [IVA-30](#)), with the

PBC also including a voting member from the student honor society ([IVA-25](#)).

A strong majority of faculty and staff rated the policies and procedures regarding faculty participation in decision-making processes as satisfactory or excellent ([IVA-20](#) pp. 5, 17).

### ***Analysis and Evaluation***

The College meets this standard. Institutional policies authorize administrators, faculty, students, and staff to participate in a shared governance and decision-making process, and outline procedures and conventions for sharing ideas and working together.

### **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***

UH Board of Regents Policy UH PPIS RP 1.120 encourages the faculty's systematic involvement in decision-making and policy formation. It authorizes Community College faculty to form organizations to address academic matters relevant to their responsibilities, such as curriculum, subject content, and teaching. It states that the role of such organizations is to advise the administration on academic policies and standards ([IVA-21](#)).

Accordingly, the charters of Windward CC's shared governance structures clearly define the significant roles the administrators and faculty serve in institutional governance. The governing groups, committees, and advisory boards provide faculty with significant involvement in

shaping the College's policies, plans, and budget allocations, especially in their areas of responsibility and expertise ([IVA-23](#)).

Shared governance is distributed throughout the institution. Three key committees that provide administrators and faculty with substantial input include the Faculty Senate (FS), the Institutional Effectiveness Committee (IEC), and the Planning and Budget Council (PBC).

The FS is a representative body elected by the faculty of the various departments and units. As per the University of Hawai'i Board of Regents Bylaws, the Senate deals with matters of interest to multiple colleges and serves as the official voice of Windward CC faculty. It advises and consults with student, staff, and administrative groups on matters of general concern, including the budget, institutional planning, library and computing services, student academic conduct, and selecting academic-administrative personnel. The FS also oversees academic standards and curriculum ([IVA-2](#)).

The IEC plans and oversees the systematic, comprehensive, and ongoing assessment of credit and noncredit programs and other units. It ensures that performance standards for student learning are developed and assessed by discipline faculty and validated through program review. Under its guidance, faculty conduct course-level and program-level learning assessments, the results of which inform curricular changes and budget requests to improve student learning and success ([IVA-4](#)).

The PBC advises the Chancellor regarding forces that may impact the College's plans and goals. It reviews the annual assessments and five-year program reviews completed by each department, program, and unit to inform planning and weigh budget requests ([IVA-31](#),

[IVA-32](#)). Additionally, each year the Council reviews and updates the Strategic Plan, prioritizes strategic actions based on assessment data, and recommends budget allocations to the Chancellor ([IVA-7](#) p. 7, [IVA-28](#), and [IVA-33](#)).

### ***Analysis and Evaluation***

The College meets this standard. Through established policies and procedures, administrators and faculty have clear and significant roles in institutional governance, including involvement in shaping institutional policies, plans, and budgets related to their specific responsibilities and expertise.

#### **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***

Several University of Hawai'i policies define responsibilities for recommending curriculum and student learning programs and services. These include UH PPIS RP 1.120 on Faculty Involvement in Academic Decision-Making and Academic Policy Development. This requires the Chancellor to involve campus faculty organizations in the early stages of creating a general academic policy, to seek their advice before proposing any new or modified academic policy, and to consult with them before issuing a new explanation of a major academic policy ([IVA-21](#)). UH PPIS EP 5.201 establishes the authority and procedures relating to the approval of New Academic Programs and Review of Provisional Academic Programs ([IVA-34](#)), while UH PPIS EP 5.202 does the same regarding the review of established

programs ([IVA-35](#)). UH PPIS EP 5.209 designates the faculty as responsible for articulating curricula to determine the transfer of credits ([IVA-36](#)).

The Windward CC Functional Statements also outline the responsibilities of academic administrators regarding curricular and other educational matters. The overall management and operations of the College, including curriculum and instruction, student affairs, and continuing education and training, fall under the responsibility of the Chancellor ([IVA-37](#) p. 1). The Office of Academic Affairs is responsible for credit instruction and academic support services, and for ensuring policies and procedures are followed ([IVA-37](#) p. 3). Additionally, the Instructional Divisions hold responsibility for developing, supervising, and improving instruction and curricula of their respective disciplines ([IVA-37](#) p. 4).

The Faculty Senate Constitution establishes the governance body to provide formal faculty involvement in educational decision-making, academic policy, and program development ([IVA-38](#)). The Faculty Senate Constitution also establishes the responsibilities of several standing committees. Three advisory boards promote, evaluate, and designate courses to meet specific degree requirements, while the Curriculum Committee (CC) makes recommendations regarding for-credit educational curricula and policies such as grading and academic probation ([IVA-38](#) pp. 6-8). The CC also oversees a comprehensive process for reviewing faculty-submitted proposals for course or program changes, which includes departmental and campus feedback, and multiple levels of formal approval ([IVA-39](#)).

As described in its charter, the Academic Affairs Advisory Committee (AAAC) is responsible for collaborating and planning course schedules,

academic policies, and learning support services, and comprises the division's administrators, department chairs, and support unit leads ([IVA-40](#)).

UH Administrative Procedure 2.201 delineates the responsibilities of Vice Presidents concerning the development, maintenance, and adherence to policies and procedures. Additionally, it mandates that Vice Presidents carry out ad hoc and scheduled 3-year cycle reviews of all policies and procedures ([IVA-41](#) p. 3).

A Windward CC policy offers the basic framework for creating, assessing, and modifying College policies. It stipulates that the Chancellor will establish an ad hoc committee every five years to review all campus policies for currency, internal coherence, consistency with other policies, and relevance to the College's mission ([IVA-42](#)). Though delayed due to the pandemic, the Chancellor initiated the most recent review in Spring 2024 ([IVA-43](#)).

### ***Analysis and Evaluation***

The College meets this standard. The College has well-established policies, procedures, and clear structures; the faculty is responsible for recommending curriculum and student learning programs and services. Administrators have a clearly defined role in these processes. UH System policies are regularly reviewed.

#### **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**

The College's shared governance groups are composed of diverse members to ensure input from people with a variety of perspectives, expertise, and responsibilities, as outlined in their charters. Furthermore, each committee's meeting schedules and operational procedures ensure timely input and actions regarding institutional plans and budgeting, policies, institutional effectiveness, space allocation, and curricular changes.

For example, the PBC is composed of administrators, department chairs, representatives from various learning and student support units, and liaisons from several important constituencies, such as student government and Ke Kumu Pali. Meetings and actions are scheduled to ensure efficient and timely attention to planning tasks, such as reviewing the strategic plan and considering and ranking budget allocation requests ([IVA-1](#), [IVA-28](#)).

The Master Planning and Space Allocation Committee (MPSAC) is composed of representatives from different areas of the campus, including administrative services, academic departments, student affairs, and the Office of the Chancellor. Meetings are held once per semester at a minimum, with more meetings scheduled as needed based on requests and recommendations ([IVA-6](#)).

The Curriculum Committee similarly is composed of faculty, students support, academic support, and other constituents. They hold regular meetings every few weeks during the academic year, ensuring that the Committee can effectively seek campus feedback on proposals and enact changes in time for inclusion in the course catalog for the following academic year ([IVA-44](#)).

**Analysis and Evaluation**

The College meets this standard. Membership in the College's shared governance committees ensures the consideration of relevant perspectives and decision-making, and defined policies and procedures ensure that plans, policies, curricular changes, and other key considerations move through the College's shared governance committees in a timely manner.

**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**

Decision-making processes are clearly outlined in the foundational documents of the College's shared governance groups. These also specify the appropriate channels for disseminating information about decisions. For example, the Planning and Budget Council (PBC) Handbook clearly outlines its planning process and annual prioritization process for decision-making ([IVA-32](#)) and specifies that the Chancellor will provide a written explanation to the Council if its recommendations are not implemented ([IVA-32](#) p. 11). Similarly, the Credit Curriculum Policies and Procedures delineate the formal approval process for creating, modifying, or deactivating courses and programs and recording the results ([IVA-45](#) pp. 5-8).

As typically specified in their charters, governance committees publish their agendas, minutes, and supporting documents online. For example, the Curriculum Committee Charter mandates that the chair is responsible for ensuring that the approved minutes and other committee documents, including policies, are published. Additionally, the committee's

decisions must be recorded in the minutes and made available online within three weeks ([IVA-44](#) p. 2).

Representatives serving on governing committees are responsible for sharing information and facilitating communication between the governing committees, the administration, and their constituents on issues and matters that are important to their department members.

The work of the PBC, including updates to the Strategic Plan, is distributed by PBC representatives to their constituents, and posted to the intranet and the FacStaff LISTSERV ([IVA-46](#)). Similarly, the Chancellor's Annual Budget Report is posted on the intranet and disseminated by the PBC members to their constituents ([IVA-47](#)).

Convocations held prior to the start of the fall and spring semesters are an effective platform for disseminating important information to faculty and staff. For instance, the Chancellor shares information on crucial matters, including those related to accreditation, assessment, and strategic planning ([IVA-48](#)), while the Vice Chancellor for Administration Services provides updates on facilities and construction ([IVA-49](#)).

### ***Analysis and Evaluation***

The College meets this standard. Decision-making processes are documented, and the results of these processes are recorded, published, and disseminated through various channels of communication.

#### **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 Office of Planning, Research, and Assessment (formerly the Office of Planning and Evaluation) works with the IEC to assess the institution's governance and decision-making structures. Most directly, its members conduct meta-assessments within various shared governance groups, the results of which are shared and discussed with the groups to inform changes for improvement ([IVA-50](#)).

Additionally, the IEC periodically conducts an Institutional Survey asking faculty and staff to gauge their perceptions of academic quality, faculty and staff involvement in campus decision-making, leadership, professional development, support services, facilities and equipment, technology resources, and human resources policies. The results are distributed to the campus by IEC members and posted on the Windward CC website ([IVA-20](#), [IVA-51](#)).

### ***Analysis and Evaluation***

The College meets this standard. Evaluations of governance and decision-making policies, procedures, and processes are conducted regularly, communicated widely, and used for improvement.

### **Conclusions on Standard IV.A: Decision-Making Roles and Processes**

UH and Windward CC policies and procedures define and authorize faculty and administrators' roles in curricular matters, ensure wide participation and the contribution of diverse perspectives in shared governance and decision-making processes, and support the development and implementation of

innovations that promote the College's mission and goals. Furthermore, they ensure that decision-making processes and their results are documented and communicated in a timely manner, and are regularly reviewed to promote continual improvement.

## Improvement Plan(s)

To meet Standard IV.A.4, Windward CC will create and implement a plan for the regular view of policies and procedures every five years.

## Evidence List

IVA-1	<a href="#">WCC Planning and Budget Council</a>	IVA-29	<a href="#">WCC Faculty Senate Meeting Minutes 2023-05-02</a>
IVA-2	<a href="#">WCC Faculty Senate</a>	IVA-30	<a href="#">WCC Faculty Senate Meeting Minutes 2023-04-18</a>
IVA-3	<a href="#">WCC Staff Senate</a>	IVA-31	<a href="#">Annual Reports and PBC Requests 2022-23, Academic Affairs Example</a>
IVA-4	<a href="#">WCC Institutional Effectiveness Committee</a>	IVA-32	<a href="#">WCC PBC Handbook 2023-24</a>
IVA-5	<a href="#">WCC ASUH</a>	IVA-33	<a href="#">UH System 2023-2029 Strategic Plan</a>
IVA-6	<a href="#">WCC Master Planning and Space Allocation Committee</a>	IVA-34	<a href="#">UH EP 5.201 Approval of New Academic Programs and Review of Provisional Academic Programs</a>
IVA-7	<a href="#">2022 Chancellor's Annual Expenditure Report</a>	IVA-35	<a href="#">UH EP 5.202 Review of Established Programs</a>
IVA-8	<a href="#">WCC Hawai'i'iloa Program</a>	IVA-36	<a href="#">UH EP 5.209 University of Hawai'i System Student Transfer and Inter-Campus Articulation</a>
IVA-9	<a href="#">WCC Wo Change Agent Award Application</a>	IVA-37	<a href="#">WCC Functional Statement 2021</a>
IVA-10	<a href="#">Civil Beat Hawai'i'iloa Article</a>	IVA-38	<a href="#">WCC Faculty Senate Constitution</a>
IVA-11	<a href="#">Wo Change Agent Award</a>	IVA-39	<a href="#">WCC Curriculum Procedures</a>
IVA-12	<a href="#">WCC Ka'ohekanani Program</a>	IVA-40	<a href="#">WCC Academic Affairs Advisory Committee Intranet Page</a>
IVA-13	<a href="#">WCC Business Core Program</a>	IVA-41	<a href="#">UH AP 2.201 New or Amended Policies and Procedures</a>
IVA-14	<a href="#">WCC Mental Health Technician</a>	IVA-42	<a href="#">WCC Policy Formation Process</a>
IVA-15	<a href="#">WCC Academic Affairs Advisory Committee</a>	IVA-43	<a href="#">Policy and Procedure Review Email</a>
IVA-16	<a href="#">WCC Ke Kumu Pali</a>	IVA-44	<a href="#">WCC Curriculum Committee Charter</a>
IVA-17	<a href="#">WCC Distance Education Committee</a>	IVA-45	<a href="#">WCC Credit Curriculum Policies and Procedures</a>
IVA-18	<a href="#">WCC International Education Committee</a>	IVA-46	<a href="#">WCC 2023-24 PBC Intranet Page</a>
IVA-19	<a href="#">Hawai'i Conservatory of Performing Arts</a>	IVA-47	<a href="#">2023 Chancellor's Annual Expenditure Report</a>
IVA-20	<a href="#">2023 WCC IEC Faculty Staff Institutional Survey Results</a>	IVA-48	<a href="#">WCC Convocation Presentations</a>
IVA-21	<a href="#">UH RP 1.210 Regents' Policy on Faculty Involvement in Academic Decision-Making and Academic Policy Development</a>	IVA-49	<a href="#">Spring 2023 Convocation Agenda</a>
IVA-22	<a href="#">WCC Organization Charts 2024</a>	IVA-50	<a href="#">Meta-Assessment of IEC Questions Email</a>
IVA-23	<a href="#">WCC Committees and Chartered Groups</a>	IVA-51	<a href="#">2023 WCC IEC Student Institutional Survey Results</a>
IVA-24	<a href="#">WCC Policies and Procedures</a>		
IVA-25	<a href="#">WCC Academic Affairs Advisory Council Charter</a>		
IVA-26	<a href="#">WCC Distance Education Committee Charter</a>		
IVA-27	<a href="#">WCC Campus Voice</a>		
IVA-28	<a href="#">WCC Planning and Budget Council Charter</a>		

IV.B. Chief Executive Officer

**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***

University of Hawai'i Board of Regents policy delegates authority and responsibility for the administration and operation of each campus to the Chancellors ([IVB-1](#)). As described by the Windward CC Functional Statement, the Chancellor, who is responsible for ensuring the orderly and appropriate functioning of the College, is accountable for directing all aspects of the College's administration and development, as well as supervising the institution's management and operations to accomplish its mission ([IVB-2](#)).

**Planning**

The Chancellor leads a strategic planning process and, within the scope of the campus mission and UHCC system goals and priorities, prepares a multi-year strategic academic plan ([IVB-3](#)). For instance, in AY 2021, the Chancellor led the PBC in the process of updating the strategic plan, despite the fact that, due to the pandemic, the previous UH, UHCC, and Windward CC strategic plans had lapsed. The resulting draft was vetted and refined through an iterative process of input, review, and alignment with the evolving UH strategic plan ([IVA-33](#)), culminating in the 2024 adoption of the new Windward CC Strategic Plan ([IVB-4](#)).

The Chancellor is a member of the UH System's Council of Community College Chancellors (CCCC), which facilitates communication, problem-solving, and consensus-building to

guide collaborative policy and operations development in the UHCC and UH systems ([IVB-5](#)). The Council advises the Vice President of Community Colleges (VPCC) on academic policy, quality, and standards, and informs the VPCC of academic or institutional issues that could affect community colleges. It collaborates with the VPCC and others in developing policies, refining operational procedures and practices, and planning strategically for facilities and budgeting for the UHCC System ([IVB-5](#)). The Chancellor disseminates information the Council shares with College governance groups, administrative teams, and other stakeholders. For example, the Chancellor regularly shared updates from the CCCC on changing policies and procedures necessitated by the pandemic ([IVB-6](#)).

The Chancellor leads processes to plan and implement new initiatives. For example, The Chancellor convened ad hoc committees comprising faculty, administrators, and staff to develop several new programs, including the online Hawai'i'iloa program and the Business pathway ([IVB-7](#), [IVB-8](#)). A similar committee formed to develop the Mental Health Technician certificate program also included representatives from the Hawai'i State Hospital, which had expressed a need for workforce training ([IVB-9](#)). Recently, the Chancellor convened groups to refine strategic objectives and actions in alignment with the four imperatives identified in the new UH strategic plan ([IVB-10](#)).

The Chancellor also consults with state legislators on bills that affect college operations. For example, in 2022-2023, the Chancellor submitted official testimony to the legislature via the Vice President for Community Colleges regarding several proposals, three of which were passed into law ([IVB-11](#), [IVB-12](#)).



The Chancellor works with shared governance groups such as the PBC, Staff Senate, FS, Staff Development Committee, MPSAC, and IEC to cultivate the success and improvement of the College. For instance, the PBC is charged with advising the Chancellor on current and future impacts on the College's action plans ([IVA-28](#)).

UH Policy delegates to the Chancellor the primary authority to manage and control the financial affairs of the campus ([IVB-1](#)). The Chancellor is responsible for overseeing the management and operations of the College's finances, accounting, and budgeting, including the responsibility for submitting recommended biennial and supplemental budgets ([IVB-2](#)). In this role, the Chancellor leads the PBC in the process of evaluating and prioritizing budget allocation requests. The Chancellor funds requests based on available resources and provides an explanation of allocation decisions in the Annual Expenditure Report each September ([IVB-13](#), [IVB-14](#)).

Following UH policy, Chancellors are delegated authority to approve all personnel actions in accordance with established policies and administrative procedures except for those personnel actions reserved for approval by the Board of Regents or the President and are responsible and held accountable for ensuring compliance with applicable rules, regulations, policies and procedures including EEO/AA requirements ([IVB-15](#)). The Chancellor approves the hire, tenure, promotion, leave, and termination of personnel, and facilitates the staff development program ([IVB-2](#)). Additionally, the Chancellor works with the Vice Chancellor for Academic Affairs, 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. The

Chancellor ensures the timely dissemination of reminders and peer review committee assignments and provides peer reviewer training to the department chairs and individuals assigned to division personnel committees ([IVB-16](#)).

The Chancellor provides leadership in ensuring institutional effectiveness. The Chancellor is responsible for coordinating effective institutional research to promote

effective, evidence-based decision-making for the College ([IVB-2](#)). Under the Chancellor's direction, the Director of Planning, Research, and Assessment oversees the Office of Institutional Research and chairs the Institutional Effectiveness Committee (IEC). The IEC is charged with planning and overseeing an institutional schedule of systematic, comprehensive, and ongoing assessment of the credit programs, noncredit programs, and other units ([IVB-17](#)).

In accordance with policy, the UHCC System conducts the Executive Employees Performance Evaluation of the Chancellor annually ([IVB-18](#)). Additionally, the Institutional Survey conducted by the IEC in 2023 revealed that most faculty and staff found the Chancellor to be efficient and approachable ([IVB-19](#) p. 7, 17).

### ***Analysis and Evaluation***

The College meets this standard. The Chancellor has authority and responsibility over all functional aspects of the College and provides effective leadership in planning, organizing, budgeting, and assessing institutional effectiveness and personnel.

#### **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***

Windward CC's organizational structure appropriately reflects its purpose, size, and complexity ([IVB-20](#)). In addition to the Office of the Chancellor, the College is divided into four main organizational units: Academic Affairs, Student Affairs, and Administrative Services, each headed by a vice chancellor, and the Office of Career & Community Education, led by a director ([IVB-20](#)).

The Chancellor oversees and evaluates the College's administrative structure and delegates authority to the Vice Chancellors and Director for their units' supervision and day-to-day operations. The VCAA supervises and delegates authority to the academic Deans who manage and coordinate their respective programs' instructional and academic support functions ([IVB-2](#)). In accordance with UH and UHCC policies, the Chancellor conducts an annual basic evaluation and 360-Degree Performance Review of the executive employees ([IVB-18](#), [IVB-21](#)).

### ***Analysis and Evaluation***

The College meets this standard. The Chancellor plans, oversees, and evaluates the institution's administrative structure while ensuring that it is appropriately organized and staffed according to the College's purposes, size, and complexity. Furthermore, the Chancellor delegates authority to administrators consistent with their responsibilities.

### **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 learning and achievement; 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 guides institutional improvement of the teaching and learning environment through established policies and procedures.

- a. The Chancellor oversees and perpetuates established collegial processes that set Windward CC's values, goals, and priorities. This includes the regular review of the Mission, Vision, and Values ([IVB-22](#), [IVB-23](#), [IVB-24](#)) and Strategic Plan ([IVB-25](#), [IVB-10](#)), which are used to prioritize strategic actions and budget allocation ([IVB-26](#), [IVB-27](#) p. 4).
- b. Under the Chancellor's direction, the PBC and other relevant planning bodies establish performance targets and priorities in alignment with the UHCC-set institutional student achievement standards ([IVB-28](#)).

- c. The Chancellor ensures that evaluation and planning are based on high-quality research and analysis of internal and external conditions. External sources include the UH Institutional Research, Analysis & Planning Office (IRAPO), the Office of Government Relations (OGR) ([IVB-29](#)), and the UHCC CCCC ([IVB-5](#)). Internal sources are provided by the PBC, the Office of Institutional Research (OIR), the Office of Planning and Program Evaluation (OPPE), and the Institutional Effectiveness Committee (IEC). Additional sources of assessment data include Five-year Program Reviews, Annual Reports of Program Data (ARPD), the Community College Survey of Student Engagement (CCSSE), the IEC's institutional surveys of employees and students, and Title III program data ([IVB-19](#), [IVB-30](#), [IVB-31](#)).
- d. The Chancellor is responsible for overseeing the structures and processes that combine educational planning and resource allocation to support student learning and achievement. These structures include the PBC ([IVB-26](#), [IVB-27](#) p. 4), the Office of Planning and Program Evaluation (OPPE) ([IVB-27](#) pp. 12-16), the Institutional Effectiveness Committee (IEC), the Office of Institutional Research ([IVB-27](#) pp. 16-20), and other groups. Together, these groups engage in systematic processes of program review, assessment, strategic planning, and budget allocation ([IVB-27](#) p. 4) to support the goals and mission of the College.
- e. The Chancellor ensures that resource allocations support and improve learning and achievement. Planning, assessment, and budget allocations are closely integrated and perpetuated through well-established processes. Budget requests arise from needs identified through analysis of course, program, general education, and process outcomes. These are prioritized according to their alignment with program goals, strategic objectives, and the mission ([IVB-32](#), [IVB-27](#) p. 14). This process is regularly assessed ([IVB-33](#)).
- f. Under the Chancellor's leadership, the OPPE, IEC, and OIR facilitate procedures for evaluating overall institutional planning and implementation efforts in achieving the institution's mission. Activities include comprehensive five-year program reviews and regular meta-assessments of critical organizational units, such as the PBC, Ke Kumu Pali, and the Curriculum Committee, which explicitly evaluate their roles in supporting student learning. For example, an assessment of the PBC by the IEC found that the Council contributes to improved learning by ensuring that student needs are centered in the College's planning and that resources are managed responsibly in alignment with the College's mission ([IVB-33](#)).

### ***Analysis and Evaluation***

The Chancellor guides institutional improvement by leading the development, review, and update of the College's Strategic Plan in line with its values, goals, and priorities. With responsibility for setting and assessing institutional performance standards, the Chancellor ensures that evaluations and planning are based on thorough research and analysis of external and internal factors. As the ex-officio chair of the PBC and overseer of the IEC and IRO, the Chancellor ensures that educational planning is connected to resource planning and allocation to enhance student achievement and learning.

#### **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**

In overseeing the management and operations of the College ([IVB-2](#)), the Chancellor assumes the principal role in overseeing the accreditation process, fostering a culture of continuous quality improvement, and ensuring that Eligibility Requirements, Accreditation Standards, and Commission policies are met. Accordingly, the Chancellor leads the accreditation process, creates a culture of continuous quality improvement, and ensures that others on campus understand accreditation.

The Chancellor collaborates with the College's Accreditation Liaison Officer (ALO) to oversee all accreditation efforts. Furthermore, the Chancellor works with faculty, staff, and administrative leaders responsible for assuring compliance with accreditation requirements. These include the executive team, ALO, Accreditation Steering Committee, and others who report to the Office of the Chancellor, including the Office of Planning and Program Evaluation ([IVB-27](#)).

The Chancellor-appointed Accreditation Liaison Officer (ALO), who serves as the Commission's primary contact person, supports campus accreditation activities, including preparing and submitting ACCJC midterm reports, facilitating the accreditation team visit ([IVB-34](#)), and convening the Accreditation Steering Committee ([IVB-35](#), [IVB-36](#)) to conduct a thorough self-study (see C. Organization of the Self Study). Furthermore, the Chancellor supports accreditation-related training, workshops, reviews, and other participatory activities involving a wide range of administrators, faculty, and staff ([IVB-37](#)).

The Chancellor holds regular administrative staff meetings to review policies, procedures, and

operations, which serve to ensure ongoing compliance with accreditation standards and eligibility requirements ([IVB-38](#) p.3). Additionally, the Chancellor regularly disseminates information on College, UH System, and UHCC System policies during meetings and convocations and discusses strategies for the development of follow-up reports and implementation of ACCJC recommendations ([IVB-39](#) pp. 8-33)

**Analysis and Evaluation**

The College meets this standard. The Chancellor is primarily responsible for accreditation, actively participates on the 2024 ISER Team, and provides the necessary resources and support to facilitate an accurate self-assessment of the College's programs and full compliance with eligibility requirements. The Chancellor also ensures that faculty, staff, and administrative leaders exercise their responsibility for assuring compliance with accreditation requirements.

**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 ensures the implementation of statutes, regulations, and governing policies, that institutional practices are consistent with the mission and policies, and the effective control of budget and expenditure. This is facilitated through regular communication with UH, UHCC, and College governance groups. For instance, the Chancellor frequently communicates with the VPCC regarding changes to UH and UHCC policies and procedures. Additionally, regular CCCC

meetings allow important dialogue with peers at the system level ([IVB-40](#)). The Chancellor also holds regular meetings with Windward CC's Administration Team ([IVB-38](#)), and other key personnel, including the Directors of Marketing and Public Relations, Institutional Research, Planning and Program Evaluation, the Vice Chancellors, and the Director of the Office of Career and Community Education ([IVB-41](#)).

Additionally, all administrative regulations modified or adopted by UH, UHCC, or the Chancellor are communicated via the administrative staff meetings, in shared governance committees, and at the College's convocations. For instance, the Chancellor demonstrated efficiency and speed in implementing new regulations amidst the COVID-19 pandemic, that align with the College's mission of educating all students ([IVB-42](#)). Collaborating closely with the administrative team and other units, the Chancellor developed guidelines for a safe return to campus during the Fall 2020 semester ([IVB-43](#)). As the pandemic threat dissipated, the Chancellor worked with the Faculty Senate to fairly implement changes in the UH Telework policy, including its interpretation and application ([IVB-38](#) p.4, [IVB-44](#), [IVB-45](#), [IVB-6](#)).

As described by UH policy and the Windward CC Functional Statement, the Chancellor exerts broad oversight and control of the budget and expenditures ([IVB-1](#), [IVB-2](#)). As authorized by UH Policy, the Chancellor delegates authority for administering overall budget and expenditure functions to the VCAS and the Fiscal Officer ([IVB-1](#), [IVB-2](#) p. 13), with responsibilities for departmental expenditures within the established budget delegated to the VCAA, Deans, and departmental heads, as appropriate.

The Chancellor oversees the College's integrated shared governance structures designed to ensure that all planning and budget decisions align with the College's Vision, Mission, and Core Values ([IVB-46](#) p. 2). To facilitate transparency and effective planning, the Chancellor ensures the timely generation, distribution, and discussion of the College's Operational Expenditure Plan (OEP), Allocation Report, and quarterly Budget Status Report (BSR) ([IVB-47](#), [IVB-48](#), [IVB-49](#)).

The College's Operational Expenditure Plan (OEP) serves as the operating budget, identifying sources of income and planned expenditures for the fiscal year ([IVB-47](#)). The College's sources of income are derived from General Funds (GF), Tuition & Fee Special Fund (TFSF), and the return of indirect cost from contracts and grants (RTRF). The Allocation Report indicates the amount allocated from the OEP to each of the College's units ([IVB-48](#)). The Budget Status Report (BSR) is the quarterly update of the Allocation Report that shows expenditures and balances ([IVB-49](#)). The PBC is apprised of budget matters at its meetings ([IVB-14](#)).

### ***Analysis and Evaluation***

The College meets this standard. The Chancellor oversees the implementation of relevant statutes, regulations, and governing policies and maintains effective control of the College's budget and expenditures in alignment with the College's Vision, Mission, and Core Values.

### **IV.B.6.**

The CEO works and communicates effectively with the communities served by the institution.

### **Evidence of Meeting the Standard**

To serve Windward CC students and employees, the UHCC and UH systems, and the communities of the Ko'olau region, the Chancellor works effectively with all constituents by fostering open, transparent, and proactive lines of communication.

The Chancellor regularly communicates institutional values, goals, institution-set standards, and other relevant information to internal and external stakeholders. For example, the Chancellor shares information with faculty and staff during the Convocation held prior to the fall and spring semesters (IVB-50). To communicate with external stakeholders, the Chancellor regularly attends and shares information at neighborhood board meetings, Board of Regents meetings, and legislature hearings (IVB-11, IVB-12, IVB-51, IVB-52, IVB-53, IVB-54).

The Chancellor fosters communication with students by meeting regularly with members of the Student Government and participating in student events and activities such as student government induction, Phi Theta Kappa induction, Frosh Camp, and Student Employee of the Year awards (IVB-27 p. 12).

The Chancellor holds a monthly open office hour via Zoom (IVB-55) for faculty and staff, distributes a monthly *Chancellor's Bulletin*, and disseminates messages through the Windward CC FacStaff LISTSERV (IVB-56, IVB-57). The Chancellor meets regularly with leaders of shared governance groups, including student government, Faculty and Staff Senates, and Ke Kumu Pali (IVB-27 p. 12, IVB-58). The Chancellor has also collaborated with several of these groups in developing formal presentations to the Board of Regents highlighting the College's strengths (IVB-27 p. 11). In a recent survey,

faculty and staff respondents reported satisfaction with their accessibility to the Chancellor's (IVB-19 pp. 7, 17).

Under the Chancellor's direction, the Marketing Communication Office (MCO) has developed and coordinated an effective marketing plan (IVB-2) to promote public awareness and understanding of the College, its programs, policies, and services. For example, the MCO successfully promoted the Ho'olei Tuition Award Program to increase access to education among recent area high school graduates, which grew freshman enrollment by 20% in AY 2023 (IVB-27 pp. 21-22).

The Chancellor also serves as a Liaison with other University campuses, post-secondary education institutions within the service area of the College, agencies such as secondary and trade schools, community groups, and State and County officials or representatives (IVB-2). One way the Chancellor maintains extensive connections to the community is by serving on boards and committees such as He'eia Kako'o, the Kailua Chamber of Commerce, and the Ko'olaupoko Hawaiian Civic Club, and by regularly attending area neighborhood board meetings (IVB-27 p. 8).

These connections strengthen the College's role in meeting the crucial needs of the community. For example, through her work with He'eia Kako'o, Senator Keohokalole facilitated a meeting with the chancellor and the State Hospital director, to consider mutual educational needs and goals. This led to the development of the Mental Health Technician Certificate of Competence in consultation with the Hawai'i State Hospital (IVA-14). In another example, the Chancellor's participation in the Kāne'ohe Business Group and Kailua Chamber of Commerce helped in the formation of the Hānaikaiaulu: College Friendly Workplace

initiative that identifies and promotes workplaces in the community that commit to being supportive of college-going student employees (IVB-59).

**Analysis and Evaluation**

The College meets this standard. The Chancellor effectively communicates and works well with the communities the College serves. Serving as a member of several community groups, the Chancellor is positioned to integrate community needs into the College plan while also advocating for the needs of the College.

**Conclusions on Standard IV.B: Chief Executive Officer**

The Chancellor exercises broad authority and effective leadership across all of the College’s functional areas while delegating authority to administrators consistent with their responsibilities. The Chancellor maintains effective control of the College’s budget and expenditures, ensures the institution’s compliance with accreditation requirements, laws, regulations, and policies, and guides institutional improvement through integrated systems of assessment, planning, and resource allocation. Additionally, the Chancellor fosters mutually beneficial lines of communication between the College and the communities it serves.

**Improvement Plan(s)**

Not applicable.

**Evidence List**

- IVB-1 [UH EP 1.102 Authority to Manage and Control the Operations of the Campus](#)
- IVB-2 [WCC Functional Statement 2021](#)
- IVB-3 [UHCCP 4.101 Strategic Academic Planning](#)
- IVB-4 [WCC Strategic Plan 2023-2029](#)

- IVB-5 [UHCCP 1.101 Council of Community College Chancellors](#)
- IVB-6 [Fall 2021 COVID Campus Update Email](#)
- IVB-7 [WCC Hawai’iloa Program](#)
- IVB-8 [WCC Business Core Program](#)
- IVB-9 [WCC Mental Health Technician](#)
- IVB-10 [WCC Strategic Planning and Budget Policy](#)
- IVB-11 [SB 712 Relating to Corrections Testimony](#)
- IVB-12 [HB 1148 Relating to Mental Health Testimony](#)
- IVB-13 [2022 Chancellor’s Annual Expenditure Report](#)
- IVB-14 [WCC 2022-23 PBC Intranet Page](#)
- IVB-15 [UH EP 9.112 Delegation of Authority for Personnel Actions](#)
- IVB-16 [2022 DPC Overview](#)
- IVB-17 [WCC Institutional Effectiveness Committee](#)
- IVB-18 [UHCCP 9.202 Executive Employees Performance Evaluation](#)
- IVB-19 [2023 WCC IEC Faculty Staff Institutional Survey Results](#)
- IVB-20 [WCC Organization Charts 2024](#)
- IVB-21 [UH RP 9.212 Executive and Managerial Personnel Policies](#)
- IVB-22 [WCC Mission Policy](#)
- IVB-23 [2023 Mission Vision Values Taskforce Notes and Plans](#)
- IVB-24 [2023 Mission Vision Values Taskforce Recommendations](#)
- IVB-25 [2023-2029 Strategic Planning Overview](#)
- IVB-26 [WCC Planning and Budget Council](#)
- IVB-27 [2021-22 Chancellor’s Office Annual Report](#)
- IVB-28 [UHCCP 4.203 Institution-Set Standards with Attachment A](#)
- IVB-29 [UH Office of Government Relations](#)
- IVB-30 [2023 WCC IEC Student Institutional Survey Results](#)
- IVB-31 [Title III Program Data Dashboards](#)
- IVB-32 [PBC Request Form 2022-23](#)
- IVB-33 [2022 PBC Meta-Assessment Report](#)
- IVB-34 [Academic Affairs Office Interim Appointments Email](#)
- IVB-35 [WCC Accreditation Steering Committee](#)
- IVB-36 [WCC Accreditation Steering Committee Membership](#)
- IVB-37 [WCC ISER Training 2022-10-21](#)
- IVB-38 [Fall 2023 Admin Team Meeting Agendas](#)
- IVB-39 [2022 Accreditation Midterm Report](#)
- IVB-40 [2023-24 Council of Community College Chancellor Meetings](#)
- IVB-41 [Chancellor’s Schedule of Standing Meetings](#)

- IVB-42 [WCC Return to Campus Guidelines](#)
- IVB-43 [VCAA's Update on Summer Activities](#)
- IVB-44 [Telework at WCC Email](#)
- IVB-45 [FS Leadership with Chancellor Meeting Notes 2023-11-07](#)
- IVB-46 [WCC PBC Handbook 2022-23](#)
- IVB-47 [WCC FY 2021-22 Operational Expenditure Plan](#)
- IVB-48 [WCC FY 2021-22 Allocation Report](#)
- IVB-49 [WCC FY 2021-22 Budget Status Report](#)
- IVB-50 [WCC Convocation Presentations](#)
- IVB-51 [Kahaluu Neighborhood Board Agenda](#)
- IVB-52 [Kaneohe Neighborhood Board Agenda](#)
- IVB-53 [Waimanalo Neighborhood Board Agenda](#)
- IVB-54 [BOR Meeting Minutes 2022-09-05](#)
- IVB-55 [Admin Team Office Hour on May 1](#)
- IVB-56 [Chancellor's Bulletin Email 2021-11-02](#)
- IVB-57 [WCC Re-opening Guidelines Email 2020-07-27](#)
- IVB-58 [WCC Faculty Senate Constitution](#)
- IVB-59 [WCC College Friendly Workplace](#)



## IV.C. Governing Board

### 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. (ER 7)

#### ***Evidence of Meeting the Standard***

The University of Hawai'i (UH) Board of Regents (BOR) is established under Hawai'i Revised Statutes, Section 304A-104 ([IVC-1](#)). The eleven-member board is responsible for the general management and control of the UH System that incorporates all of public higher education, including the University of Hawai'i Community Colleges (UHCC) ([IVC-2](#)).

The BOR bylaws include the specific organization and responsibility of the BOR and its committees for academic matters, financial oversight, and general control of the UH System ([IVC-3](#)). This authority is further delineated through board policies ([IVC-4](#)). Several policies, including Regents Policy (RP) 4.201, Mission and Purpose of the University, focus on the assurance of academic quality, integrity, and effectiveness as integral to the institution, a focus echoed in different ways in individual institutional mission statements ([IVC-5](#)).

#### ***Analysis and Evaluation***

The BOR is the governing board with authority over and responsibility for policies that provide guidance on a range of issues, including academic quality, integrity, effectiveness of learning programs and services, and the system's financial stability. Board policies also address quality improvement and adherence to

the system's mission and values. The policies are regularly reviewed.

### 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 BOR interaction among board members and with the broader UH System community is RP 1.202, Relationship of the Board to Administration and University ([IVC-6](#)). Section III.A.2.B clearly states that the board is to act as a collective entity and specifies how "the board reposes in the board as a whole."

The BOR General Overview handbook, based on practices drawn from the Association of Governing Boards, further emphasizes this policy ([IVC-7](#)). The handbook describes 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-8](#), page 7).

BOR meetings are streamed live, and meeting agendas, minutes, and other materials reflecting BOR interactions can be found on the BOR website ([IVC-9](#)).

#### ***Analysis and Evaluation***

RP 1.202 specifically addresses and seeks to ensure the collective nature of its decisions and actions. Once the board reaches a decision, board members act in support of the decision as documented by BOR meeting minutes.

**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***

The BOR and UHCC System have established processes for conducting the search, selection, and evaluation of chief administrators. Article X, Section 6 of the Constitution of the State of Hawai'i gives the BOR the power to appoint the university president ([IVC-10](#)). RP 2.203, Evaluation of the President, establishes the evaluation protocols for the university president ([IVC-11](#), [IVC-12](#), [IVC-13](#)). The UHCCs are collectively led by the UH vice president for community colleges (VPCC), who is selected by the president following recruitment, hiring, and selection procedures outlined in RP 9.212, Executive and Managerial Personnel ([IVC-14](#)). In a two-step process that differentiates appointment and approval functions, the president recommends VPCC to the BOR, the final approving authority for that position. Each community college is led by a chancellor, selected per UHCC Policy (UHCCP) 9.210, Recruitment, Selection, and Appointment of Community College Chancellors ([IVC-15](#)). The VPCC has the authority to appoint the college chancellor with final approval of the appointment by the president.

The BOR delegates the evaluation of the VPCC to the UH president and the evaluation of the individual college chancellors to the VPCC. EP 9.212, Executive/Managerial Classification and Compensation, governs the annual evaluation of both the VPCC and the chancellors ([IVC-16](#)). The UHCC System further refines the annual evaluation of executive personnel, including chancellors, through UHCCP 9.202, Executive Employees Performance Evaluation ([IVC-17](#)).

The BOR sets clear expectations for regular reports on institutional performance from the UH president. The UH president provides these updates at monthly BOR meetings ([IVC-18](#)). The UH president meets weekly with his officers, including the VPCC, as a group and individually. Through the Council of Community College Chancellors, chancellors provide monthly updates to the VPCC ([IVC-19](#)).

***Analysis and Evaluation***

The BOR and UHCC System have established processes for conducting the search, selection, and evaluation of chief administrators. Policies and procedures for the annual evaluation of the UH president, VPCC, and college chancellors provide for careful consideration of their respective performance.

**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. (ER 7)

***Evidence of Meeting the Standard***

The autonomy of the UH System and related independent authority of the BOR is embodied in Article X of the State of Hawai'i constitution ([IVC-10](#)). Article X prohibits discrimination in the UH System based on race, religion, sex, or ancestry and the use of public funds to support or benefit sectarian or nonsectarian private educational institutions. The governor of Hawai'i appoints the regents, and regents represent, in part, geographic subdivisions of the state. The BOR includes a student regent. Biographical information about governing board members can be found on the UH System BOR website ([IVC-20](#)).

The General Overview handbook includes an ethics code related to conflicts of interest. The Hawai'i State Ethics Code also applies to BOR members. The state's Ethics Guide for Elected Officials, Employees, and Members of Boards and Commissions summarizes the provisions of the State Ethics Code and is provided in the Hawai'i Revised Statutes, Chapter 84, Standards of Conduct ([IVC-21](#)).

### ***Analysis and Evaluation***

The BOR is an independent policy-making body that makes decisions reflecting the public interests and its commitment to educational quality. The BOR advocates in support of the interests of the UHCC System, colleges, and students.

#### **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***

BOR policies and procedures are designed to support the UHCC missions and ensure the quality, integrity, and improvement of student learning programs and services and the resources that support them. Chapter 4 Planning of the BOR policies (RP) includes RP 4.201, Mission and Purpose of the University, which focuses on assurance of academic quality and integrity and effectiveness as integral to the institution ([IVC-22](#), [IVC-5](#)). The role of community colleges within the UH System is further defined in the RP 4.207, Community College System ([IVC-23](#)). RP 4.205, Institutional

Accountability and Performance, ensures campuses collect institutional effectiveness data in meeting its mission, goals, and objectives, and use this information to improve programs and services ([IVC-24](#)). Chapter 8 policies regarding the Business and Finance of the BOR provide for financial integrity and stability. As discussed in Standard III.D.2, BOR policies ensure mission-driven fiscal management to support student learning ([IVC-25](#)). Lastly, under Chapter 1 General Provisions of the BOR policies, RP 1.202, Relationship of the Board to Administration and University, states that the BOR has full legal authority and responsibility to manage the affairs of the UH system and the ultimate responsibility for its success ([IVC-6](#)).

The BOR holds monthly meetings at each UH system campus on a rotating basis. The host campus provides an overview of the college's performance metrics and goals, including the current status of student learning and achievement ([IVC-26](#), [IVC-27](#)). Additionally, the BOR reviews required reports submitted to ACCJC. Most recently, the BOR reviewed all six UHCC Midterm Reports in August 2022 ([IVC-28](#)).

### ***Analysis and Evaluation***

The BOR bylaws and policies, committee structure and responsibilities, and meeting minutes are aligned with the overall mission of the system and reflect broad compliance with the overall expectations of board management, quality control, and fiscal oversight.

#### **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 BOR website includes links to the BOR bylaws and policies ([IVC-2](#)). The bylaws include sections defining the board membership and organization, the officers and duties of each officer, the standing committee structure of the BOR and the scope of each committee, the meeting requirements for both committees and the BOR, 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 BOR. The bylaws also include the conflict of interest requirements for board members ([IVC-3](#)).

**Analysis and Evaluation**

The bylaws and policies are published and made available to the public and include all required elements of the 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**

The BOR has a system for evaluating and revising its policies on a regular basis, per Executive Policy (EP) 2.201, Systemwide Policies and Procedures ([IVC-29](#)). The vice presidents have the authority to draft and adopt systemwide administrative procedures and other guidelines consistent with their functional scope. The vice presidents consult as appropriate with other system offices, internal campus constituencies, and external agencies

that may be affected by or responsible for implementing any part of the policy or procedure.

The BOR regularly reviews board policies following the review schedule, or sooner if policy updates are needed. The UH vice president of administration maintains the UH Systemwide Policies and Procedures Information System (PPIS). The PPIS documents all board policies and the related UH System executive policies and administrative procedures ([IVC-30](#)). The PPIS includes a feature of automatic notification to interested parties of any change in policy.

**Analysis and Evaluation**

The board policies are publicly available through the BOR website and are managed through the comprehensive PPIS system. Policies are regularly reviewed, assessed for effectiveness, and revised as needed. The governing board acts in a manner consistent with its policies and bylaws.

**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 BOR 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 college mission. College presentations include student success metrics to demonstrate student performance. For example, Kapi'olani Community College (CC) hosted and presented at the BOR meeting in April 2023

([IVC-26](#)), and Honolulu CC hosted and presented at the May 2023 meeting ([IVC-27](#)).

The BOR approved a new *UH Strategic Plan 2023-2029* for the system and its component colleges in November 2022 ([IVC-31](#), [IVC-32](#), [IVC-33](#)). The plan has four key imperatives, each with metrics to assess progress toward achieving the imperatives. Quarterly reports to the BOR are planned with a focus on each imperative every three months.

### ***Analysis and Evaluation***

The BOR schedules a meeting at each of the colleges in the UH system. Each college presents student success performance outcomes to the BOR at their respective meeting. The community colleges have adopted strategic goals consistent with the UH Strategic Plan goals, and progress is reported annually at the system level.

#### **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***

Per the BOR bylaws, all new BOR members receive an orientation within one month of the beginning of their term. The orientation consists of an introduction to UH System functions, board governance, processes, and strategic directions. All new board members receive a copy of the BOR General Overview handbook as part of the orientation ([IVC-8](#)). Additionally, the vice president for budget and finance provides an overview of the state budget as it pertains to the UH System ([IVC-34](#)), and the vice president for legal affairs and general counsel provides a

legal review of all relevant laws, including ethics and conduct.

Board members regularly participate in governing board professional development by attending conferences of the Association of Governing Boards and the Association of Community College Trustees ([IVC-35](#)). The BOR also organizes training for its members during regular committee meetings.

### ***Analysis and Evaluation***

New board members receive a comprehensive orientation and related materials. Attendance at national board professional association conferences and training at board meetings provide board members with professional development.

#### **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, Board Self-Evaluation, establishes the process for board self-evaluation, and the BOR conducts an annual self-assessment according to policy ([IVC-36](#)). The BOR reviews the self-assessment results and determines if action is necessary. For example, in 2023, the BOR restructured its committees from seven to five to better reflect priorities in the new UH Strategic Plan ([IVC-37](#)). The BOR also revised the

campus presentation format to focus on a regional approach and returned to the past practice of holding full board and committee meetings once a month over the course of two days for meetings conducted at the neighbor island campuses ([IVC-38](#)). The 2023 BOR self-evaluation results were published in the August 2023 BOR Committee on Governance minutes ([IVC-39](#)).

### ***Analysis and Evaluation***

The BOR uses the results of its self-evaluation process to make improvements regarding its role, functioning, and effectiveness.

#### **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. (ER 7)

### ***Evidence of Meeting the Standard***

Article X of the BOR bylaws establishes the conflict of interest policies and procedures for regents. Regents are informed of the ethics requirements during their initial orientation ([IVC-3](#)). RP 2.206, Regents as Employees, also describes the conflicts of interest that may arise when regents are also active employees of the UH System and the conditions under which such regents need to recuse themselves from actions impacted by their employment status ([IVC-40](#)).

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 ([IVC-41](#)). The UH System general counsel is available at board meetings to help resolve the determination of potential conflicts of interest. Ethics violations are also reported and publicly searchable via the Hawai'i State Ethics Commission website. The BOR has no reports of ethics violations.

### ***Analysis and Evaluation***

BOR policies and procedures require regents to adhere to a code of ethics and conflict of interest policy and provide for dealing with any behavior that violates these expectations. Board member interests are publicly disclosed. The BOR has no reports of ethics violations.

#### **IV.C.12.**

The governing board delegates full responsibility and authority to the CEO 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 & Mitigation of Conflicts of Interest, clearly documents the relationship between the BOR and the UH System president and establishes the authority of the president to implement and administer board policies ([IVC-42](#)). The general policy on the 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 BOR, those delegated to the president, and those that may be further delegated by the president ([IVC-43](#)). The structure of the UH System establishes this

line of authority with the UH System president and through the president to the VPCC and the individual college chancellors. See Standard IV.C.3. for more information.

When the BOR does feel that a matter needs additional oversight, it authorizes a task group, assigning powers and duties determined by the BOR. The tenure of a specific task group expires at the completion of its assigned task.

### ***Analysis and Evaluation***

While the BOR maintains its responsibility for establishing overall strategic direction, UH System policies, and fiduciary management of the UH System, the BOR does not actively engage in direct or detailed management of the community colleges or individual campuses.

### **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 UH Community Colleges inform the BOR about the status of their accreditation through the submission of ACCJC reports, such as the institutional self-evaluation and midterm reports. For example, in preparation for the submission of the 2022 midterm reports, the VPCC presented the BOR Committee on Academic and Student Affairs with an overview of the accreditation process and an update on progress made since the 2018 institutional self-evaluation reports were submitted. This included the chancellors of the six community

colleges presenting a synopsis of their respective midterm reports, focusing on recommendations made by the ACCJC's comprehensive peer review evaluation team in 2018 and actions undertaken to address these recommendations ([IVC-28](#)).

The BOR is provided an opportunity to review and provide feedback on the governance standards before submission to ACCJC. Additionally, a briefing on the 2025 institutional self-evaluation report will be provided to the Committee on Governance. The BOR is updated if any changes in accreditation status occur outside of the scheduled review processes.

### ***Analysis and Evaluation***

The BOR is fully informed of the accreditation requirements and the process of ISER preparation and supports UHCC efforts to improve and excel.

### **Conclusions on Standard IV.C: Multi-College Districts or Systems**

The University of Hawai'i Board of Regents maintains appropriate Regent policies and has exclusive jurisdiction over the internal structure, management, and operation of the university. The Board of Regents is guided by bylaws, Regent policies, and the BOR handbook, and engages in ongoing professional development and training. BOR annual self-evaluation ensures effectiveness in sustaining academic quality and institutional effectiveness.

### **Improvement Plan(s)**

None

### **Evidence List**

- IVC-1 [HRS Section 304A-104](#)
- IVC-2 [BOR Website](#)
- IVC-3 [BOR Bylaws](#)

IVC-4	<a href="#">Table of Contents Regents Policies</a>	IVC-36	<a href="#">UH RP 2.204 Board Self-Evaluation</a>
IVC-5	<a href="#">UH RP 4.201 Mission and Purpose of the University</a>	IVC-37	<a href="#">BOR Materials 2023-04-20 pp 275-289</a>
IVC-6	<a href="#">UH RP 1.202 Relationship of the Board to Administration and University</a>	IVC-38	<a href="#">BOR Minutes 2023-10-05 Governance Committee</a>
IVC-7	<a href="#">Association of Governing Boards</a>	IVC-39	<a href="#">BOR Materials 2023-08-03 Governance Committee</a>
IVC-8	<a href="#">Board of Regents General Overview</a>	IVC-40	<a href="#">UH RP 2.206 Policy on Regents as Employees</a>
IVC-9	<a href="#">BOR Meeting Minutes Website</a>	IVC-41	<a href="#">Hawai'i State Ethics Website</a>
IVC-10	<a href="#">Hawai'i State Constitution Article X</a>	IVC-42	<a href="#">UH RP 2.202 Duties of the President &amp; Mitigation of Conflicts of Interest</a>
IVC-11	<a href="#">UH RP 2.203 Policy on Evaluation of the President and Other Persons Reporting Directly to the Board</a>	IVC-43	<a href="#">UH RP 9.218 Delegation of Personnel Actions</a>
IVC-12	<a href="#">BOR Minutes 2023-11-16 p14</a>		
IVC-13	<a href="#">BOR Minutes 2022-07-07 pp3-4</a>		
IVC-14	<a href="#">UH RP 9.212 Executive and Managerial Personnel Policies</a>		
IVC-15	<a href="#">UHCCP 9.210 Recruitment, Selection, and Appointment of Community College Chancellors</a>		
IVC-16	<a href="#">UH EP 9.212 Executive/Managerial Classification and Compensation</a>		
IVC-17	<a href="#">UHCCP 9.202 Executive Employees Performance Evaluation</a>		
IVC-18	<a href="#">UH President's Report to BOR YouTube Videos</a>		
IVC-19	<a href="#">UHCCP 1.101 Council of Community College Chancellors</a>		
IVC-20	<a href="#">Regents Biographies</a>		
IVC-21	<a href="#">HRS Chapter 84 Standards of Conduct</a>		
IVC-22	<a href="#">BOR Policies Chapter 4 Planning</a>		
IVC-23	<a href="#">UH RP 4.207 Community College System</a>		
IVC-24	<a href="#">UH RP 4.205 Institutional Accountability and Performance</a>		
IVC-25	<a href="#">BOR Policies Chapter 8 Business and Finance</a>		
IVC-26	<a href="#">Kapiolani CC BOR Presentation 2023-04-20</a>		
IVC-27	<a href="#">Honolulu CC BOR Presentation 2023-05-18</a>		
IVC-28	<a href="#">BOR Minutes 2022-08-04 ASA Committee</a>		
IVC-29	<a href="#">UH EP 2.201 Systemwide Policies and Procedures</a>		
IVC-30	<a href="#">UH Policies and Procedures Information System Website</a>		
IVC-31	<a href="#">UH Strategic Plan 2023-2029</a>		
IVC-32	<a href="#">BOR Minutes 2022-11-17 pp 8-10</a>		
IVC-33	<a href="#">UH Strategic Plan Website</a>		
IVC-34	<a href="#">State of Hawai'i Budget 101 Overview</a>		
IVC-35	<a href="#">BOR Attendance National PD 2015-2024</a>		



## IV.D. Multi-College Districts or Systems

### IV.D.1.

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 University of Hawai'i (UH) System is the sole provider of public higher education in the state of Hawai'i. Regents Policy (RP) 3.201, Major Organizational Units of the University of Hawai'i, establishes the overall structure of the UH System ([IVD-1](#)). The ten-campus UH System includes the University of Hawai'i Community Colleges System (UHCC), which comprises seven community colleges. RP 4.207, Community College System, further establishes the UHCC System ([IVD-2](#)). University of Hawai'i Maui College is accredited by the Western Association of Schools and Colleges, Senior Division. The other six community colleges are accredited by the Accrediting Commission of Community and Junior Colleges and function as the multi-campus system now being evaluated.

The vice president for community colleges (VPCC), the system's chief executive officer (CEO), provides the UHCC System's overall leadership. The VPCC is a member of the senior administration of the UH System, reporting directly to the UH System president ([IVD-3](#)). The Office of the Vice President for Community Colleges (OVPC) oversees the management

and provides support in several areas, including academic support, planning, personnel, facilities, and fiscal resources. The VPCC works with an associate vice president for academic affairs and an associate vice president for administrative affairs to ensure support for the effective operation of the colleges at the system level ([IVD-4](#)).

The VPCC further works with the chancellors (CEOs of the individual colleges), delegating to them the authority for campus leadership ([IVD-5](#)). For more detailed discussion, see Standard IV.D.4. The chancellors report through the VPCC to the president of the UH System for systemwide policy-making and decisions affecting all campuses, and to the VPCC for leadership and coordination of community college matters. This flow of communication preserves the actions of the UH Board of Regents (BOR) in supporting both individual campus autonomy and systemwide coordinated operations ([IVD-6](#)).

The UHCC System's functional map summarizes the delineation of functions and the differentiation of system and campus-level responsibilities. It aligns with both the major accreditation topics as well as the detailed parts of the Accreditation Standards ([IVD-7](#)).

#### ***Analysis and Evaluation***

Established policies and procedures clearly identify the CEO positions for the UHCC System (the VPCC) and individual campuses (chancellors), and describe their authorized roles in providing leadership at multiple levels.

### 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 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 OVPCC provides system-level support for campus operations through both a centralized system office and through several bodies composed of campus representatives. The functional map shows the areas of shared responsibility and delineated responsibility ([IVD-7](#)).

Two associate vice presidents (AVP) coordinate centralized support services in academic affairs and administrative affairs and oversee the operations of the Office of the Vice President for Community Colleges (OVPCC). Coordination at the system level, balanced with campus-based coordination, ensures that the colleges adhere to consistent standards, benefit from sharing of resources and best practices, and have support for implementing initiatives that fit best with the individual campus culture and mission.

Policies developed by the UHCC, including those delineating responsibilities through the work of systemwide councils, are posted on the OVPCC websites ([IVD-8](#)).

The VPCC meets regularly and works with several councils comprising representatives of

specific leadership constituencies at the community colleges: the Council of Community College Chancellors, the Community College Council of Faculty Senate Chairs, and the Community College Council of Native Hawaiian Chairs ([IVD-9](#), [IVD-10](#), [IVD-11](#), [IVD-12](#)).

See Standard IV.D.7 for more on the evaluation of role delineations and responsibilities.

### ***Analysis and Evaluation***

The UHCC System delineates the roles and responsibilities for the system as a whole and the individual colleges. It provides for the benefits of the economies and efficiencies of scale through the coordination of academic and administrative functions in the system-level OVPCC, while supporting the autonomy of individual campuses, the management structure of which significantly mirrors that of the system office. Regular communication, collaborative discussion, and decision-making through the councils ensure alignment in efforts that support student success.

### **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 district/system. The district/system CEO ensures effective control of expenditures.

### ***Evidence of Meeting the Standard***

State law, primarily Chapter 37 of the Hawai'i Revised Statutes, governs the UH System's budget preparation and receipt of and further distribution of resources ([IVD-13](#)). The UH System provides biennial budget requests, financial plans, and program performance reports to the governor and the state legislature in odd-numbered years; the UH System may

also submit supplemental budget requests to amend any appropriation for the current fiscal biennium in even-numbered years. Major organizational units, including the UHCC System, appropriate operating and CIP funds for the UH System.

The UHCC System office, under the guidance of the associate vice president for administrative affairs, coordinates the budget development and request process for the community colleges. The VPCC has a functional responsibility for providing a fair distribution of resources sufficient to support the effective operations of the colleges.

In preparation for a new budget cycle, each college develops its own budget requests (described in more detail in Standard III.D above) in alignment with strategic planning goals and objectives. 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. Each college may also generate and retain other sources of internal and extramural funds. UHCCP 8.000, *General Fund and Tuition and Fees Special Fund Allocation*, and UHCCP 8.201, *Unrestricted Fund Reserve—General, Special, Revolving Funds*, guide the management of sources of funding other than general funds ([IVD-14](#), [IVD-15](#)). Each college's budget reflects a different combination of revenue sources and expenditures; all campuses maintain the reserve required by accreditors ([IVD-16](#)). The BOR Committee on Independent Audit receives and reviews a UH System audit report ([IVD-17](#)).

Campuses have also had access to additional funds from the OVPCC and from the office of the UH president, providing additional incentives for the meeting of certain goals linked to performance measures focused on student achievement. These funds were provided in whole during the pandemic, but new performance funding metrics have been identified and will be implemented in the upcoming academic year. Campuses have specific targets for incremental growth; meeting or exceeding them results in earning this additional funding. The OVPCC redistributes unallocated funds for other campus or 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 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. The OVPCC created UHCCP 9.495, *Long-Term Vacancy*, to outline the process for reallocating long-term vacant positions ([IVD-18](#)).

### ***Analysis and Evaluation***

Clearly established policies guide the allocation of key resources, particularly funding and personnel. 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 the colleges use resources most effectively to support their missions in service to student learning and achievement. Fiscal controls are in place to further ensure

accountability in the allocation and use of resources.

#### **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 VPCC (among several vice presidents responsible for differentiated areas of UH System functions), and chancellors for each of the ten universities or colleges in the system ([IVD-19](#)). The VPCC is the CEO of the system of the seven UHCC campuses. Each college has a chancellor, the CEO of the institution. RP 4.207 established the community college system in 2002, although the colleges have been functioning since 1965 as part of the UH System ([IVD-2](#)).

The authority and responsibility of community college chancellors for the overall management and governance of their campuses are affirmed in EP 1.102, Authority to Manage and Control the Operations of the Campus. It 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-20](#)). UHCCP 8.200, Financial and Operational Oversight of Revenue Generating Programs, also specifies that "Chancellors shall be responsible for ensuring the continued financial and operational success of revenue generating programs at their campus and that they are financially sound." ([IVD-21](#)). EP 9.112, Delegation of Authority for Personnel Actions, Attachment B delegates responsibility for a

broad range of personnel actions to the chancellors ([IVD-22](#)).

In line with the need for accountability in fulfilling their duties, chancellors and other executive and managerial personnel are subject to annual performance evaluation with a final assessment by the VPCC. RP 9.212, Executive and Managerial Personnel Policies, Section III.E provides the evaluation process ([IVD-23](#)). The current process includes a 360 evaluation survey, self-evaluation by the executive, and review of goals with the supervisor.

##### ***Analysis and Evaluation***

Several policy and procedural documents clearly document 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 delineation and delegation provide more autonomy to the chancellors in making campus-level decisions, particularly in the areas of personnel and finance.

#### **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***

Multiple structures at the UH- and the UHCC-system levels facilitate the dialogue and decision-making essential to planning and implementation processes. 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 Plan 2023-2029*, the *UHCC Strategic Plan Framework 2023-2029* that was developed to be aligned with the

overall UH plan, and the individual campus strategic plans, developed in alignment with the UHCC plan ([IVD-24](#), [IVD-25](#), [IVD-26](#)).

The UHCC system receives a single general fund appropriation from the Governor and State Legislature, and this appropriation is allocated directly to the campuses based on an allocation model that has been used for many years. Each college is responsible for planning and managing the campus budget based on its own integrated planning processes that align with the campus strategic plan and the system strategic plans. See Standards III.B. and III.D. for more information on integrated planning and budgeting.

The UHCC system receives systemwide funding for capital improvement projects (CIP) and Repairs and Maintenance (R&M) funds. The associate vice president (AVP) for administrative affairs works closely with the vice chancellors for administrative services to prioritize and expend the CIP and R&M funds in alignment with the strategic plans and campus needs. Additionally, the AVP for administrative affairs is the legislative liaison for the UHCC. This role is responsible for gathering campus requests for the legislature and reviewing and approving legislative proposals that will be included in the UH budget submitted to the BOR, Governor, and Legislature. Each year funding requests for CIP are made based on the priorities ([IVD-27](#)).

In some cases, strategic planning goals and objectives have been quantified or operationalized to provide a basis for evaluating institutional effectiveness. Several of these measures are further linked to performance-based funding provided at both the UH- and the UHCC-system level. ([IVD-28](#))

UHCC developed systemwide institution-set standards that include baselines and targets to

guide the community colleges in their planning for the improvement of student learning and achievement. Data based on these set standards and other metrics are regularly presented to the campuses for discussion. These presentations inform campuses of their performance as well as in relation to its sister community colleges. Colleges receive performance funding from UHCC and UH for achieving student learning and achievement targets to encourage improvement of student learning and achievement and institutional effectiveness ([IVD-29](#)).

The UHCC also promotes and supports systemwide committees to focus discussion on student learning, such as the UHCC Online Education Systemwide Committee, General Education Inquiry Team, and UH systemwide committees supporting general education. The UHCC system has convened math and English faculty to evaluate corequisite and accelerated learning models for math and English, and the deans of Career and Technical Education convene Program Coordinating Councils (PCCs) in support of cross-campus discussions of student outcomes with Career and Technical Education programs ([IVD-30](#), [IVD-31](#), [IVD-32](#), [IVD-33](#)).

### ***Analysis and Evaluation***

The UH System, the UHCC System, and the individual community colleges develop closely aligned strategic plans to support institutional missions focused on student learning and achievement. In many cases, the goals articulated in the plans result in measurable objectives that the UH System, the UHCC System, and the individual community colleges use as the basis for evaluating institutional and system effectiveness.

**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 OVPCC are key liaisons in the ongoing process of the flow of information.

The VPCC is a member of the UH president's senior leadership team and serves as the administrative representative to the BOR Committee on Student Success. When the colleges forward items such as institutional self-evaluation reports to the BOR for approval, they do so under the signature of the VPCC. In addition to the publicly posted meeting minutes of the board and its committees, the VPCC also receives memos summarizing board-approved actions ([IVD-34](#)). The Policies and Procedures Information System notifies campuses of updates to the policies and procedures that constitute the institutional infrastructure ([IVD-35](#)).

The VPCC meets weekly with the chancellors via Zoom and monthly in person for the Council of Community College Chancellors. The meetings are the primary communication method from the system office to the chancellors of upcoming system initiatives, announcements from the president, clarification of federal and state regulations, and other topics that impact the colleges systemwide.

The two AVPs also meet regularly with their respective campus counterparts. The AVP for academic affairs hosts monthly meetings with the vice chancellors of academic affairs, vice chancellors and deans of student affairs, and deans of Career and Technical Education. Joint meetings are held between groups on topics of shared interest several times a year.

The AVP for administrative affairs meets with the vice chancellors of administrative services monthly to discuss topics of concern to all of the colleges, including budget discussions, and to prioritize spending of system funds allocated by the legislature. The AVP for administrative affairs also manages general UHCC repair and maintenance and minor CIP projects.

The VPCC meets regularly with three councils representing different aspects of college governance: The Council of Community College Chancellors, the Community College Council of Faculty Senate Chairs, and the Community College Council of Native Hawaiian Chairs. Each council documents its meetings and completes an annual self-assessment ([IVD-9](#), [IVD-10](#), [IVD-11](#)).

The VPCC visits each UHCC campus twice yearly to share relevant information about the UHCC system and individual campus performance. During the fall semester visits, the focus is on major initiatives, the budget for the current academic year, and campus scorecards. These scorecards are based on data from the previous academic year and are used to determine performance-based funding ([IVD-36](#)). Spring semester visits summarize current initiatives and a prospective view of upcoming work ([IVD-37](#)).

Communication between the system and individual campuses is predicated on the expectation that campus representatives who sit on or are present at system-level meetings will

report to their campuses or constituents for informational or decision-making purposes. Individual campus perspectives on communication between campus and the system indicate varying degrees of effective campus- and constituent-focused reporting. The UHCC System is taking specific steps to improve timely access to information that documents discussion and decision-making at the system level, such as agendas and minutes of councils and other deliberative bodies. Additionally, the OVPCC is revising its website to enhance the accessibility and currency of the information posted there ([IVD-38](#)).

### ***Analysis and Evaluation***

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 working with the OVPCC and for extending lines of communication to their respective executive teams, faculty, and staff. The OVPCC recognizes 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.

#### **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 UHCC system office regularly evaluates role delineations, governance, and decision-making processes through shared governance to assure integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. Roles and responsibilities are delineated in the functional map ([IVD-7](#)). The primary tool to evaluate role delineations, shared governance, and decision-making processes is the UH/UHCC Shared Governance Survey. Surveys were conducted in October 2021 and January 2024 and distributed to all employees in the community college system ([IVD-39](#)).

Responses from the most recent survey indicated that a majority of faculty and staff at the campuses have participated on a systemwide committee, thus contributing to decision-making.

For communication, most respondents agreed that communication is timely and accurate from the UH and UHCC systems. The UHCC website has been updated to provide more timely communication. A pilot newsletter from OVPCC was published in the fall of 2023, and more than 55% of the respondents in the recent survey indicated it was an effective way to receive information.

Regarding shared governance, the results indicated the roles of the UH System, the UHCC System, and the colleges are not clear. This is an area that will need to be addressed moving forward. The 2024 survey results indicate that UHCC committees provide an effective forum for systemwide decision-making, but less so for those systemwide committees under the purview of the UH System. Moving forward, the OVPCC plans to increase efforts to communicate the importance of shared

governance systemwide and work more closely with the systemwide committees to ensure their efforts are also being communicated.

In another effort to enhance communication, OVPCC surveyed campus employees before the fall 2023 campus visits. Each college was given the opportunity to submit questions, which were then answered during the campus visit. The questions and responses were included as part of the campus presentations and were subsequently shared via email systemwide. Additionally, they were posted publicly in a shared drive ([IVD-40](#)).

### ***Analysis and Evaluation***

The Shared Governance Survey is distributed every two years to evaluate role delineations, shared governance, and decision-making processes in the UHCC system. The survey results are analyzed to identify actions to drive improvements. The OVPCC shares the results of the data analysis and evaluations with the campuses through campus visits every semester.

### **Conclusions on Standard IV.D: Governing Board**

The University of Hawai'i Vice President for Community Colleges (VPCC) provides leadership over all system functions. The functional chart shows how functions are delineated as system, college, or shared responsibilities, based on ACCJC standards. The VPCC reports to the President of the University of Hawai'i and works with the UH officers, UHCC system wide committees, and Council of Community College Chancellors on student success and achievement, budget development and monitoring, and communication.

The VPCC delegates authority appropriately to administrators and other constituent groups in

keeping with their responsibilities and with a shared governance process. The VPCC ensures that all statutes, regulations, and Board policies are implemented and work in accord with the UH System vision, mission, and values.



### Improvement Plan(s)

Standard	Change or Plan	Leads	Timeline	Expected Outcome
IV.D.7	Improve clarity of role delineation	OVPCC	Fall 2024	Disseminate Functional Chart systemwide  Include discussion of role delineation and shared governance in Fall 2024 campus visits
IV.D.7	Increase efforts to communicate the importance of shared governance systemwide	OVPCC, Systemwide committees	Spring 2023-Fall 2024	Systemwide committees to evaluate their role in shared governance and make recommendations for improvement

### Evidence List

- |        |   |        |  |
|--------|---|--------|--|
| IVD-1  | <a href="#">UH RP 3.201 Major Organizational Units of the University of Hawai'i</a>     | IVD-18 | <a href="#">UHCCP 9.495 Long-Term Vacancy</a>  |
| IVD-2  | <a href="#">UH RP 4.207 Community College System</a>                                    | IVD-19 | <a href="#">UH System Organization Chart</a>   |
| IVD-3  | <a href="#">OVPCC Organizational Chart Top Level</a>                                    | IVD-20 | <a href="#">UH EP 1.102 Authority to Manage and Control the Operations of the Campus</a>       |
| IVD-4  | <a href="#">OVPCC Organizational Chart pp 3-4</a>                                       | IVD-21 | <a href="#">UHCCP 8.200 Financial and Operational Oversight of Revenue Generating Programs</a> |
| IVD-5  | <a href="#">OVPCC Organizational Chart page 2</a>                                       | IVD-22 | <a href="#">UH EP 9.112 Attachment B Delegation of Personnel Actions by the President</a>      |
| IVD-6  | <a href="#">UH System Leadership Website</a>  | IVD-23 | <a href="#">UH RP 9.212 Executive and Managerial Personnel Policies</a>                        |
| IVD-7  | <a href="#">2025 UHCC Functional Map</a>  | IVD-24 | <a href="#">UH Strategic Plan 2023-2029</a>  |
| IVD-8  | <a href="#">UHCC Policies Website</a>   | IVD-25 | <a href="#">UHCC Strategic Plan Framework 2023-2029</a>  |
| IVD-9  | <a href="#">UHCCP 1.101 Council Community College Chancellors</a>                       | IVD-26 | <a href="#">Honolulu CC Strategic Plan 2023-2029</a>   |
| IVD-10 | <a href="#">UHCCP 1.102 Community College Council of Faculty Senate Chairs</a>          | IVD-27 | <a href="#">2023 Legislative Session CIP</a>   |
| IVD-11 | <a href="#">UHCCP 1.104 Community College Council of Native Hawaiian Chairs</a>         | IVD-28 | <a href="#">Performance Funding Memo 2023-05-17</a>  |
| IVD-12 | <a href="#">CCCFSC Minutes 2022-10-21</a>   | IVD-29 | <a href="#">UHCCP 4.203 Attachment 1</a>   |
| IVD-13 | <a href="#">Hawai'i Revised Statute 37-62</a>   | IVD-30 | <a href="#">UHCC Systemwide Online Education Committee Meeting 2024-01-19</a>                  |
| IVD-14 | <a href="#">UHCCP 8.000 General Fund and Tuition and Fees Special Fund Allocation</a>   | IVD-31 | <a href="#">Charge Memo GenEd Inquiry Team 2023-03-30</a>                                      |
| IVD-15 | <a href="#">UHCCP 8.201 Unrestricted Fund Reserve - General Special Revolving Funds</a> | IVD-32 | <a href="#">Systemwide Foundations Board Meeting Agenda and Notes 2023-11-29</a>               |
| IVD-16 | <a href="#">FY2014-FY2023 Revenue Summary</a>   | IVD-33 | <a href="#">PCC Accounting 2023-04-28</a>  |
| IVD-17 | <a href="#">UH Audit Report Year Ended 2023-06-30</a>                                   | IVD-34 | <a href="#">BOR Approved Action Memos</a>  |

- IVD-35 [PPIS Changes for 2024-02-20](#)
- IVD-36 [Kapiolani CC Fall 2023 Campus Visit](#)
- IVD-37 [Kauai CC Spring 2023 Campus Visit](#)
- IVD-38 [OVPCC Website](#)
- IVD-39 [UH UHCC Shared Governance Survey Results 2021-2024](#)
- IVD-40 [Fall 2023 Q&A All Campuses](#)

## IV.H Quality Focus Essay #1: Native Hawaiian Parity in Student Achievement

### Background

Windward CC's mission includes a special commitment to serve Native Hawaiian students. The College is proud to be a federally designated Native Hawaiian-Serving Institution (NHSI), with over 40% of its enrollment consisting of Native Hawaiian students. Its mission and commitment are evident in the resources the College provides for Native Hawaiians, both institutionally and through the attainment of extramural resources. This commitment to serving Native Hawaiian students propelled the decision to focus this QFE on Native Hawaiian parity, a project which also resonates with the College's core values of fostering diverse learning experiences, working collaboratively and inclusively, serving with aloha, and striving for excellence.

### Building Native Hawaiian Parity in Student Achievement

To increase Native Hawaiian parity in enrollment, persistence, and completion, the College identified four action strategies:

1. Disaggregate data by race/ethnicity for enrollment, course success, persistence, graduation, and transfer.
2. Identify and prioritize strategies that positively impact Native Hawaiian enrollment parity across the institution and within degrees/certificates.
3. Identify and prioritize strategies that positively impact Native Hawaiian persistence.
4. Identify and prioritize strategies that positively impact Native Hawaiian graduation and transfer.

### Improving Access to Data on Native Hawaiian Student Success

In partnership with Ke Kumu Pali (KKP), Windward CC's Native Hawaiian governing body, the Office of Institutional Research has created a report on Native Hawaiian student data. Over the past four years, this report has been compiled, shared, reviewed, and refined annually to provide clear and unambiguous data on both Native Hawaiian and non-Native Hawaiian students. This has enabled productive discussions on equality measures. In Spring 2023, the reports were re-formatted as a data visualization dashboard ([QFE1-1](#)), which is updated annually. The data is now more easily accessible so that comparisons and trends can be more readily analyzed. This makes for more effective dialogue regarding parity. The dashboard continues to be refined based on KKP feedback.

Data sharing across the institution has been instrumental in supporting the initiatives. For example, at the Spring 2022 Convocation, a breakout session was held, which focused on Native Hawaiian Parity QFE and shared/discussed areas where parity was met and where parity was not met. This allowed for campus-wide discussion, input, and questions. Convocation each semester consistently includes data on Native Hawaiian enrollment and graduation. This raises awareness, celebrates improvements, and helps everyone to support our efforts to grow parity.

Elevating KKP's voice in institutional decision-making has also been foundational in shaping these efforts and nurturing them to thrive. The Native Hawaiian Annual Report provided data for KKP to base decision-making on for their own allocated funds. KKP leadership monthly meetings with the Chancellor and service on

institutional governance committees also amplify their voice.

## **Supporting Native Hawaiian Enrollment, Persistence, and Completion**

### **Meeting Financial and Other Basic Needs**

The College has identified and prioritized several strategies for positively impacting Native Hawaiian enrollment parity across the institution and within degrees and certificates.

Based on higher Pell participation rates among Native Hawaiian students (Table 25), the College developed strategies for increasing Native Hawaiian enrollments by meeting student financial needs.

### **Scholarship Programs**

The Ho'olei Scholarship program, which began in 2021, provides a tuition guarantee for all students matriculating directly from Windward area public and public charter high schools to the College in the fall after their senior year ([QFE1-3](#)). Building on the success of the Ho'olei Scholarship effort, the College increased its general scholarship endowment fund from \$43,648 in 2018 to \$277,929 in 2024. Additionally, the College established several new endowed scholarships, such as the Jacqueline "Snookie" Mellows scholarship for students interested in the environment, providing additional opportunities for students beyond their first year of enrollment.

### **Student Employment**

Considering employment opportunities on campus, the College noted that most positions

required a minimum GPA and completed credits. These requirements precluded most entering first-year students from on-campus employment, which presented a barrier to enrollment. The E 'O'i Mau Work-based Learning Program was created through a U.S. Department of Education Title III award to promote on-campus employment for entering first-year students, and has done so successfully ([QFE1-4](#)). In AY 2023-2024, recognizing the success of the E 'O'i Mau student employment initiative, the WCC Administration increased the student employment budget across most campus units, leading to growth in the recruitment and retention of student workers. As of Spring 2024, the program has served 63 first-year college students, of whom 61% were Native Hawaiian. The average GPA (3.37) and fall-to-fall persistence rate (83.7%) of its participants proved to be significantly higher than the averages for all students. The success of this initiative has led to the institutionalization of campus funds for first-year student employment under the Student Affairs division in FY 2025.

### **Additional Supports**

The College has implemented several additional supports to increase persistence, particularly for Native Hawaiian students. For example, through extensive fundraising efforts, including the establishment of the Meals with a Mission University of Hawaii Foundation account, the College has provided free daily lunches for all students ([QFE1-5](#)). The College's Hawaiian language-based Ke Kula Kamali'i o Hānaiaulu Childcare Center ([QFE1-6](#)) also offers scholarships specifically for the children of students.

**Table 25. Pell participation rates.**

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All students	48.1%	44%	36.5%	33.5%	36.6%
Native Hawaiian students	55.6%	50.4%	40.7%	36.5%	45.4%

Data source: Windward Community College Student Affairs Annual Report of Program Data ([QFE1-2](#))

### Expanding Outreach

The College also expanded its outreach efforts to attract more Native Hawaiian students. Outreach was greatly expanded through the College's large Early College High School (ECHS) program, which serves a high percentage of Native Hawaiian students at nearby schools. ECHS has prepared a more diverse set of students to enter college and provided Windward CC with a forum for student connection within the high schools. The program was coupled with an increase in outreach to the high schools.

Additional outreach strategies have included holding application days and new student orientations in the high schools, and hosting the Senior Bash. The latter brings high school seniors to campus for a day to learn about going to college. The event delivers workshops on Windward CC and attending college, with the day culminating in a reggae concert ([QFE1-7](#)). These efforts have resulted in large increases in freshman enrollment rates, including for Native Hawaiian students ([QFE1-8](#)).

### Program Development

The College has developed or reformatted several degrees and certificates to better serve the needs and interests of Native Hawaiian students. These were designed to utilize best practices for persistence, such as assigning designated counselors, cohort-based scheduling, and accelerated 8-week courses.

Hawai'iloa, a fully online AA in Hawaiian Studies, was developed to provide access to degree programs for Native Hawaiian students in Hawai'i and across the diaspora who are unable to attend a physical campus ([QFE1-9](#)). The program was marketed with targeted outreach to Native Hawaiian organizations, including Hawaiian civic clubs and hula hālau (schools). Native Hawaiian students enrolled in the program receive resident tuition within the UH system, regardless of their location.

The program was developed using best practices for persistence and graduation, especially for adult learners, to help support Native Hawaiian degree attainment. These practices include a dedicated, intrusive counselor, cohorted student enrollment, and shorter-term, 8-week courses offered two at-a-time in a fixed sequence. This format is particularly appealing to Native Hawaiian students of the diaspora (i.e., residing outside Hawai'i).

The format and support services for the online Ka'ohékani Hawaiian Music Academic Subject Certificate are modeled on those of the Hawai'iloa program ([QFE1-10](#)). Ka'ohékani has raised funds for scholarships for teachers in Native Hawaiian-focused charter schools and public schools serving large numbers of Native Hawaiian students.

Following KKP's guidance on attracting Native Hawaiians to STEM pathways, the College most recently developed a Limu Culture track within

the Agripharmatech Certificate of Achievement program ([QFE1-11](#)). The program was established in 2024 with funding from the National Science Foundation and Carl T. Perkins. Limu (i.e., seaweed, algae) was chosen as a program focus due to its importance to Native Hawaiian culture and the local ecosystem.

Windward CC has also established degree pathways at three incarcerated facilities through the Pu‘uhonua Places of Sanctuary Program ([QFE1-12](#)). This program was created to address the needs of Native Hawaiians, who are significantly overrepresented in the carceral populations of Hawai‘i. They comprise 37% of the incarcerated population vs. 21% of the state population and represent the largest ethnic

group within the incarcerated system, outnumbering the next most populous group, Caucasians, by a ratio of 1.8 to 1 ([QFE1-13](#)).

### Results

The implementation of the Native Hawaiian Student Achievement Parity QFE strategies has been impactful in promoting equity for Native Hawaiian students at Windward CC, as indicated by key indicators from the Native Hawaiian Data Annual Report.

Despite an increasingly difficult economic climate in our area, the number of Native Hawaiian students has increased, although the percentage has remained relatively constant (Table 26).

**Table 26: Windward CC Fall Enrollment**

	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
All Students	2,520	2,299	2,386	2,384	2,743
Native Hawaiian	1,077	1,018	996	1,014	1,118
Percent Native Hawaiian	43%	44%	42%	43%	41%

*Data Source: ODS - IRAO Freeze Tables - IRO\_BASE and IRO\_REGS, CENSUS*

As a result of institutional efforts, the College’s fall-to-fall persistence rate for Native Hawaiian students now exceeds that of non-Native Hawaiian students (Table 27).

**Table 27: Windward CC Persistence in Fall-to-Fall Enrollment**

	F18-F19	F19-F20	F20-F21	F21-F22	F22-F23
Non-Native Hawaiian	39%	39%	37%	37%	39%
Native Hawaiian	42%	43%	42%	39%	46%

*Data Source: Native Hawaiian Annual Report 2023 ([QFE1-1](#))*

After a decline in degrees and certificates awarded in the first semester of the COVID-19 pandemic, which impacted Native Hawaiians more adversely, Native Hawaiian awards have rebounded and now exceed pre-pandemic numbers and percentages (Table 28).

**Table 28: Degrees and Certificates Awarded by Fiscal Year**

	2018-19	2019-20	2020-21	2021-22	2022-23
Non-Native Hawaiian	167	157	157	108	127
Native Hawaiian	140	99	112	119	176
Native Hawaiian Percentage	46%	39%	42%	52%	58%

Data Source: Native Hawaiian Annual Report 2023 ([QFE1-1](#))

## Action Plan

The initial implementation of this initiative has been successful and impactful. However, work remains to be done. Stemming from a November 2023 meeting of KKP's Core Council, the Chancellor, and the Analyst, the focus of implementation strategies shifted to increasing enrollment in specific degree programs and launching an initiative to recruit more Native Hawaiian males. Data supporting this initiative has been made public through a dashboard ([QFE1-14](#)). In addition, plans are underway to grow outreach and support for incarcerated and formerly incarcerated males, particularly Native Hawaiian males.

The College continues its work toward institutionalizing the successful strategies begun under this initiative. As noted above, funds have already been dedicated to a first-year employment initiative and increased campus-wide student employment. The College has been active in raising funds for scholarships and advocating the expansion of such efforts across the state. The degree programs modified and created have all been institutionalized. In addition, three permanent positions have been allocated to the Pu'uhonua Program for incarcerated education. The institutionalization of successful efforts is largely possible due to the College's collaborative, evidence-based, mission-driven planning and budget process (see Std. I.B.9).

## Conclusion

Windward CC's commitment to Native Hawaiian parity in student achievement has led to significant advancements in enrollment, persistence, and completion for Native Hawaiian students. Through collaborative efforts with Ke Kumu Pali (KKP) and a focus on disaggregated data, the College has developed and refined strategies that directly address the needs of Native Hawaiian students, particularly in terms of financial support, academic pathways, and targeted outreach. The implementation of these strategies has resulted in increased enrollment and persistence rates, as well as a rebound in degrees and certificates awarded to Native Hawaiian students post-pandemic. The College's ongoing initiatives, such as the Pu'uhonua Program for incarcerated education and the institutionalization of student employment programs, further demonstrate its dedication to enhancing equity and supporting the success of Native Hawaiian students. By fostering a data-driven, inclusive approach, Windward CC continues to build on these successes, ensuring that Native Hawaiian students have the resources and opportunities needed to thrive.

## Evidence List

- QFE1-1 [WCC 2023 Native Hawaiian Annual Report Dashboard](#)
- QFE1-2 [2023 WCC Student Affairs Annual Report of Program Data](#)
- QFE1-3 [WCC Ho'olei Scholarship 2024-2025](#)

- QFE1-4 [WCC E 'O'i Mau Work-Based Learning Program](#)
- QFE1-5 [WCC Meals With A Mission](#)
- QFE1-6 [WCC Hānaiaulu Childcare Center](#)
- QFE1-7 [WCC Senior Bash 2024 Highlights YouTube Video](#)
- QFE1-8 [UH News Windward CC Freshman Enrollment Jumps by 20%](#)
- QFE1-9 [WCC Hawai'iloa Program](#)
- QFE1-10 [WCC Ka'ohekani Program](#)
- QFE1-11 [WCC Agripharmatech Program, Limu Culture Track](#)
- QFE1-12 [WCC Pu'uhonua Program](#)
- QFE1-13 [State of Hawaii DPS Annual Report FY 2022](#)
- QFE1-14 [WCC Male Student Story Dashboard](#)



## IV.H Quality Focus Essay #2: Distance Education vs. Face-to-Face Parity in Student Achievement

### Background

The 2018 Quality Focus Essay (QFE) focused on improving academic parity for distance education students at Windward CC by implementing systematic changes to ensure they achieve the same academic success as those in face-to-face programs.

### Building a Systematic Approach to Distance Education

In 2018, Windward CC offered 59 Distance Education (DE) courses. This number steadily increased until the COVID-19 pandemic in 2020,

when nearly all courses transitioned to an online-only format by the Fall semester (126 courses) due to mandated health guidelines. During this period, the College implemented three key strategies to create a more systematic approach to DE, resulting in greater academic parity for online students compared to those in face-to-face (F2F) courses.

### Enrollment Trends and DE Courses Offered

Since 2018, overall enrollment at Windward CC has increased from 2,902 to 3,423 students. Demand for both DE and F2F courses has grown over the past five years, with online class enrollment spiking in AY 2020-2021 during the COVID-19 pandemic, when 91% of Windward CC students enrolled in DE courses.

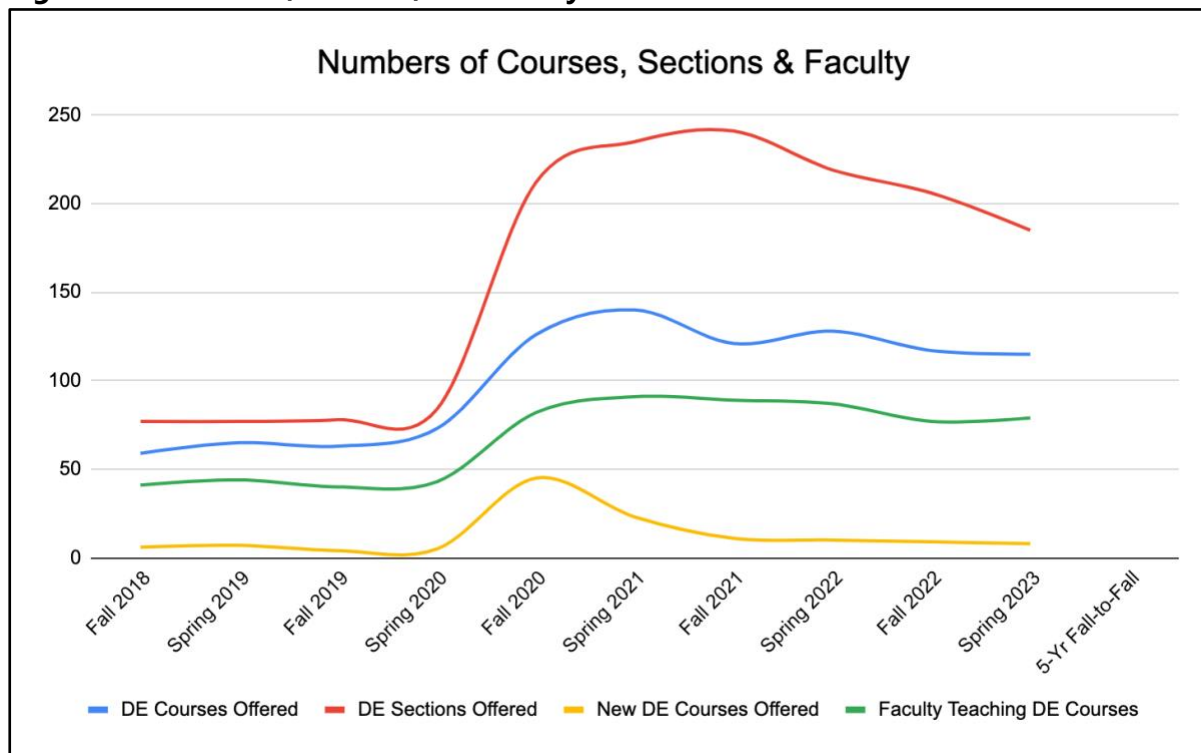
**Table 29. Enrollment trends by modality**

Enrollment	2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
	Count	% of Total	Count	% of Total	Count	% of Total	Count	% of Total	Count	% of Total
DE Courses	3,429	32.8%	3,616	35.7%	8,656	86.3%	7,806	81.7%	6,322	63.2%
F2F Courses	7,014	67.2%	6,513		1,372	13.7%	1,749	18.3%	3,683	36.8%
Total	10,443		10,129		10,028		9,555		10,005	

*Distance Education Annual Report 2022-2023 (QFE2-1 p. 3)*

The number of DE sections offered increased by 172%, from 84 sections in Spring 2020 to 212 sections in Fall 2020. Although students and faculty began to return to F2F classes as restrictions eased, 76% of Windward CC students enrolled in at least one online course during AY 2022-2023.

**Figure 4. DE Courses, sections, and faculty**



Distance Education Annual Report 2022-2023 ([QFE2-1](#) p. 2)

Since 2018, the College’s DE course offerings have increased 98.3% and the number of faculty teaching DE courses has increased 87.8%.

**Table 30. DE Courses, Sections, and faculty**

	Count of DE Courses Offered	Change from Prev Fall/Spring	DE Sections Offered	Change from Prev Fall/Spring	New DE Courses Offered	% of All Courses Offered New	Faculty Teaching DE Courses	Change from Prev Fall / Spring
Fall 2018	59	65	77	—	6	10.2%	41	—
Spring 2019	65	—	77	—	7	10.8%	44	—
Fall 2019	63	6.8%	78	1.3%	4	6.3%	40	-2.4%
Spring 2020	73	12.3%	84	9.1%	5	6.8%	43	-2.3%
Fall 2020	126	100.0%	212	171.8%	45	35.7%	82	105.0%
Spring 2021	140	91.8%	235	179.8%	23	16.4%	91	111.6%
Fall 2021	121	-4.0%	241	13.7%	11	9.1%	89	8.5%
Spring 2022	128	-8.6%	219	-6.8%	10	7.8%	87	-4.4%
Fall 2022	117	-3.3%	206	-14.5%	9	7.7%	77	-13.5%
Spring 2023	115	-10.2%	185	-15.5%	8	7.0%	79	-9.2%
5-Yr Fall-to-Fall	--	98.3%	--	167.5%	--	--	--	87.8%

Distance Education Annual Report 2022-2023 ([QFE2-1 p. 2](#))

### Strategies to Increase Parity in DE Student Achievement

Recognizing the essential role of distance education in fulfilling its mission, the College adopted a more systematic approach to Distance Education in 2018. Both the 2018 QFE and the 2022 Midterm Report identified three key strategies to guide the College in increasing parity between DE and F2F students:

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

#### Strategy One: Provide Faculty Who Teach Online with Expert Training and Support

Objective 1.1: Ensure adequate staffing to provide training and support to faculty who deliver distance instruction

2022 Midterm Update:

- Additional instructional support online learning specialist position.
- Grant support, including Perkins funding and the U.S. Department of Education Title III Kahua Ho'ona'auao project, has funded a full-time faculty position dedicated to supporting online course development in STEM.
- Federal COVID-mitigation funds have been allocated to support personnel, including staff for video documentation and lecture recording to assist faculty in migrating their courses online, as well as additional support staff in Media and Technology Services.

2024 Status:

- Recommended in IDS annual support as a planning and budget request for 10+ years.
- One instructional support position, dedicated to DE-related curricular support, is currently funded through Nā Mu'o Ho'opākela: Blossoming through Online Education and Nā Pali Hāuliuli o Ko'olau: Growing Community Leaders. This position was hired in Spring 2024.

Future Actions:

- Continue to recommend to the Planning and Budget Committee.
- Three years of additional curriculum support are anticipated, with possible extensions.
- Summer Pilot of D2L Brightspace, the new LMS; training to begin for volunteer early-adopters in Summer 2024; other faculty will be offered system-wide training as full rollout will begin in Fall 2025.
- *Responsible parties:* Media Technology Services Staff

Objective 1.2: Ensure adequate facilities to provide training and support to faculty who deliver distance instruction

2022 Midterm Update:

- A training lab for online coursework development was created and fully equipped in Hale La'akea 110.

2024 Status:

- Located on the library's ground floor, La'akea 110 was intended to be a "teaching and learning center," equipped with technology and designed as a quiet workspace for faculty to use for video and audio production. However, it has seen limited use by faculty since the pandemic.

Future Actions:

- A week-long in-person video production workshop for faculty is scheduled for Summer 2024 to provide more exposure to these facilities for faculty.
- *Responsible Parties:* Windward CC Instructional Development Staff

Objective 1.3: Provide timely training and assistance to faculty who deliver distance education

2022 Midterm Update:

- 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.

2024 Status:

- Professional development opportunities included UH System-wide offerings such as ACUE, UHOIC, Faculty Guild, and Quality Matters.

Future Actions:

- Continue to create and offer regular workshops for DE faculty and relevant staff.
- *Responsible Parties:* Windward CC Instructional Development Staff.

Objective 1.4: Foster peer support and mentoring among faculty and staff who deliver and assist with Distance Education

2022 Midterm Update:

- The DE Learning Community (DE Hui) provided COVID-related professional development, which was later integrated into other institutional resources.
- The DE Hui hosted a session titled "Finding Balance: Mental Health & Online Learning" to address the stress experienced by both instructors and students during online teaching in the pandemic.

2024 Status:

- Weekly Kau Kau sessions started in the Fall of 2023. Faculty and staff met on campus to discuss DE-related topics, such as AI in the classroom.
- IDS is organizing an 8-week online DE workshop that will bring together experienced faculty and those new to this accelerated format to exchange ideas, best practices, and resources.

Future Actions:

- Continue with Kau Kau sessions and Windward CC DE workshops where peers can support and mentor one another.
- *Responsible Parties:* Windward CC Instructional Development Staff.

Objective 1.5: Provide faculty with instructional technologies that best support effective instruction

2022 Midterm Update:

- COVID-19 relief grants, as well as approved reallocation of U.S. Department of Education Title III grant funds. These included interactive devices and whiteboards, technology to better and more easily capture audio and video, and other tools.

2024 Status:

- The College currently funds licenses for instructors to use Padlet, HP2, Gmail expanded storage, Zoom, and Adobe Suite. Additionally, IDS covers individual licenses for select software for faculty, including Canva, Quia, and Survey Monkey.

Future Actions:

- The new LMS, Brightspace (D2L) will include assessment tools. Some course evaluation systems can also be integrated with Brightspace.
- *Responsible Parties:* Windward CC Instructional Development Staff, UHCC System Instructional Development Task Force.

**Strategy Two: Institutionalize and centralize tutoring services for all students regardless of course format or location**

Objective 2.1: Institutionalize and centralize learning support services for all students regardless of course format or location

2022 Midterm Update:

- Ka Piko Tutoring Services (Math Lab, Speech Lab, Supplemental Instruction (SI) migrated completely online beginning in Spring 2020 to meet the needs of the fully-online student population at the time. As the University lifted COVID-19 restrictions, Ka Piko Services introduced hybrid tutoring to simultaneously offer in-person and virtual tutoring services via the Math Lab and Writing Lab. The STAR Balance platform from UH facilitates virtual tutoring.
- Tutor.com continues to be available 24/7 to all Windward CC students. Ka Piko's Coordinator provides 600 minutes (10 hours) of tutoring time, which can be replenished each semester.
- Ka Piko Services collaborated with other Learning Center faculty within the UH

System to offer virtual student success workshops to all UHCC students via Success Connection Workshops.

- Ka Piko Services also revised testing services to provide fully virtual proctoring during the COVID-19 pandemic. Additionally, EdReady was approved for use as an unproctored placement test for Math and English within the UH System ([QFE2-2](#)).
- As of May 2021, however, the UH System updated its definition for "Distance Completely Online (DCO)" courses to say: "This student is never required to visit campus or a UH site (e.g., for testing, instructional activity or orientation)" ([QFE2-3](#)). Since then, the Testing Center has ceased virtual proctoring but continues to provide in-person testing services for all students with accommodations and students in hybrid and in-person courses.
- Ka Piko Services implemented virtual and in-person technical support for students beginning in AY 2021.

#### 2024 Status:

- Ka Piko Services continues to offer hybrid tutoring in its labs. As of Spring 2024, Ka Piko has re-opened the Speech Lab, which closed in 2021, and added 'Ōlelo Hawai'i (Hawaiian Language) tutoring to its services. Additionally, Ka Piko provides tutoring for other subjects, such as Accounting, Computer Science, and Chemistry, depending on the tutors' proficiencies, with these services offered out of the Math Lab. Supplemental Instruction (SI) is also available for certain courses at the instructor's request, with SI sessions offered in virtual, in-person, and hybrid modalities.
- Tutor.com continues to be available to all Windward CC students 24/7. Each semester, Windward CC students are provided with 600 minutes (10 hours) of tutoring time, which can be replenished by Ka Piko's Coordinator.

- Ka Piko Services continues collaborating with other Learning Center faculty within the UH System to offer virtual student success workshops to all UHCC students via Success Connection Workshops.
- The Testing Center continues to provide in-person testing services for all students with accommodations and students in hybrid and in-person courses.
- The Windward CC Library continues to provide reference services via online chat, telephone, and email. If requested, reference assistance is provided via Zoom video conferencing.

#### Future Actions:

- Ka Piko Services will continue to provide hybrid tutoring via the Math Lab, Writing Lab, Speech Lab, and 'Ōlelo Hawai'i Tutoring and will continue to develop virtual asynchronous resources for online students. Ka Piko Services will also explore the feasibility of providing other course-based tutoring for historically difficult classes.
- Windward CC will continue funding and promoting Tutor.com as a 24/7 academic support option for all students.
- Ka Piko Services will continue Success Connection Workshop collaborations and introduce in-person success workshops for students. Additionally, virtual asynchronous resources for students will be updated and made available through the Ka Piko webpage.
- The Testing Center will continue to provide in-person testing services for all students with accommodations and students in hybrid and in-person courses.
- *Responsible Parties:* Dean of Academic Support, Ka Piko Coordinator.

#### Objective 2.2: Extend and Enhance Student Support Services for Distance Learners

#### 2022 Midterm Update:

- All support services were moved to an online-only format in Spring 2020 in response to the COVID-19 pandemic.
- Student Affairs now offers online orientations for students, online counselor appointments via Zoom, and online and telephone access to financial aid, advising, and admissions and records. All forms have been made available online.
- Academic Support has implemented class-embedded supplemental instructors in online courses, online tutoring, and online tech support.
- The Business Office has moved forms to online access as well.
- Since 2018, the Library has expanded its services and resources to provide more equitable access for remote, evening-enrolled, and online students.
- The College has enhanced library services by adding a chat/text client for librarian assistance, implementing a book digitization and delivery service, installing lockers for 24/7 pickup of library materials, prioritizing the acquisition of required and recommended course materials in electronic formats, eliminating overdue fines, and extending loan periods to allow semester-long borrowing of books, internet hotspots, and computers.
- The Library maintains electronic sources totaling 201,952 titles and serves as a hub for checking out computers and internet hotspots for students needing equipment to participate in their online courses.

2024 Status:

- Academic and Mental health counseling are available online (this is standard practice now), and TRiO offers online tutoring as an option for students. Ka Piko Services coordinates online Supplemental Instruction for diverse online course offerings.
- TRiO makes class visits for in-person and online classes and provides information on this for asynchronous courses.

- Orientations are offered online and in person. Counseling is available via Zoom, telephone, or in person. Financial Aid and Admissions provide equivalent services both remotely and in person. All forms remain accessible online.

Future Actions:

- Continued equitable offering of support, as this is now part of the College’s operating model.
- *Responsible Parties:* Student Affairs, TRiO, Library Services.

**Strategy Three: Align Institutional and Programmatic Practices for Online Instruction**

Objective 3.1: Provide Sufficient Distance Education Courses for Timely Degree Completion

2022 Midterm Update:

- The College developed intentional, online, cohorted degree pathways in an 8-week format to promote student success and completion. The Hawai’iloa AA in Hawaiian Studies online degree program was launched in Fall 2020.
- The online AA in Liberal Arts, designed for transfer to UH Mānoa Shidler College of Business (i.e., “Business Core”), was implemented in Fall 2021. It features similar 8-week courses, a cohort structure, and an assigned counselor.
- An online AA in Liberal Arts pathway with entrepreneurship offerings was implemented in the Spring of 2022.

2024 Status:

- Authorization to Plan CA Foundation in Acting ([QFE2-4](#))
- Authorization to Plan for New Academic Program: CA in Mental Health Technician ([QFE2-5](#))

- Needs are also assessed by departments, administrators, and faculty. These units collaborate to develop innovative programs.
- The Business Transfer Cohort Pathway allows students to attain all prerequisites for transfer to UH Mānoa’s Shidler College of Business. Although not all students are in a designated cohort, Windward CC has seen some success with this population, and courses have filled. The 8-week online format seems to fit many students’ needs.
- Due to low enrollment, the entrepreneurship pathway was combined with the general business transfer pathway. Windward CC will continue to offer courses in entrepreneurship and related subjects, as there is a demand for these subjects, just not in a predetermined cohort format. At the same time, a Sustainable Agriculture cohort was started with the need for entrepreneurship-type courses.
- Assessment of current practices related to online course approvals started.

Future Actions:

- While formal gap analysis may be useful in many circumstances, Windward CC is unique in its ability to quickly pivot to implement packages that will best benefit the target student population. It will be critical to maintain a certain level of this informality in Windward CC ‘s set of tools to continue meeting the target student population’s needs.
- Strengthen the relationship with UH Mānoa Shidler College of Business, allowing Windward CC students a more seamless transfer experience.
- The College will continue to offer entrepreneurship and entrepreneurship-related classes in an online format, as there appears to be a demand for them.
- To facilitate deliberate decisions about online course offerings, the Office of Academic Affairs created a DE Course Justification Form ([QFE2-6](#)). Instructional

departments are required to complete this form annually, listing the courses to be taught online and providing justifications for each course.

- *Responsible Parties:* Windward CC Instructional Development Staff, Academic Affairs Office, Marketing Staff.

Objective 3.2: Ensure that the assessment of distance education courses is adequate and equivalent to face-to-face course evaluation

2022 Midterm Update:

- Windward CC assesses and gathers course data through its end-of-semester Course Evaluation System (CES), peer evaluation tools, and course SLO assessment process.
- Questions included in the CES questionnaire have been evaluated to ensure they apply equally to online and face-to-face courses.
- To further support effective assessment, a distance education-specific peer evaluation form was also created for evaluating online classes.

2024 Status:

- Course Evaluation System ([QFE2-7](#))
- Peer Eval Forms ([QFE2-8](#), [QFE2-9](#))
- Lecturer Evaluation ([QFE2-10](#))
- Assessment ([QFE2-11](#))

Future Actions:

- Spring 2024 Course Assessment List ([QFE2-12](#))
- Assessment Seminar 4-5-24 ([QFE2-13](#))
- Five-Year Program Review Timeline 2020-2027 ([QFE2-14](#))
- *Responsible Parties:* Distance Education Committee (Peer Evaluation); Course Evaluation Committee (Student Evaluation); Academic Affairs Office (Assessment)T

**Progress Data**

**Course Completion Rates:** Since 2018, course completion rates for both DE and F2F students



have increased. Over the past five years, DE course completion rates rose by 5.6%, and F2F rates increased by 3.9%. This improvement

demonstrates that Windward CC's services are effectively helping all students succeed in their courses.

**Table 31. Completion rates by modality**

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
<b>DE Courses</b>	89.0%	89.4%	93.8%	93.3%	94.6%
<b>Face to Face Courses</b>	92.8%	93.5%	96.1%	95.6%	96.7%

*Distance Education Annual Report 2022-2023 (QFE2-1 p. 6)*

**Successful Completion Rates:** Since 2018, successful completion rates for both DE and F2F students have increased. The rate for DE courses rose by 6.5%, while the F2F rate saw an 8% increase over the past five years. More students are successfully completing both DE and F2F courses now compared to 2018.

**Table 32. Successful completion rates by modality**

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
<b>DE Courses</b>	67.1%	69.9%	75.6%	74.7%	73.6%
<b>Face to Face Courses</b>	76.8%	78.0%	83.5%	84.1%	84.8%

*Distance Education Annual Report 2022-2023 (QFE2-1 p. 6)*

**Withdrawal Rates (WRates):** Since 2018, withdrawal rates for both DE and F2F students have decreased significantly. The percentage of students withdrawing from DE courses has dropped from 11% in 2018-2019 to 5.4% today, reflecting increased parity for DE students. This improvement may be attributed to the College's enhanced services, such as the STAR Participation Verification program, as well as students becoming more accustomed to online learning. Withdrawal rates for F2F courses have also declined, from 7.2% to 3.3% over the past five years.

**Table 33. Withdrawal rates by modality**

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
<b>DE Courses</b>	11.0%	10.6%	6.2%	6.7%	5.4%
<b>Face to Face Courses</b>	7.2%	6.5%	3.9%	4.4%	3.3%

*Distance Education Annual Report 2022-2023 (QFE2-1 p. 6)*

**Differences Between DE and F2F:** Over the past five years, the gap in completion rates between DE and F2F students has narrowed, reflecting increasing parity for DE students. While the gap in successful

completion rates has slightly widened, the gap in withdrawal rates has significantly decreased. Although further work is needed in all areas, the positive impact of the College's efforts is becoming evident.

**Table 34: Differences Between DE and F2F**

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
<b>Course Completion Rates</b>	-4.3%	-4.6%	-2.5%	-2.5%	-2.2%
<b>Successful Completion Rates</b>	-14.5%	-11.6%	-10.4%	-12.6%	-15.2%
<b>Withdrawal Rates</b>	34.5%	38.7%	37.1%	34.3%	38.9%

Distance Education Annual Report 2022-2023 ([QFE2-1](#) p. 6)

## Degrees and Transfers

Windward CC has seen an increase in the number of degrees and transfers for students taking DE courses across all categories over the past five years. Although AY 2020-2021 saw a spike due to the COVID pandemic, the numbers from AY 2022-2023 still reflect ongoing growth and success in the College's DE programs.

**Table 35. DE Student graduation and transfer**

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
<b>Graduating with Any Degree / Certificate</b>	48	60	138	123	110
<b>% Increase/Decrease</b>		25.0%	130.0%	-10.9%	-10.6%
<b>Earned an Associate's Degree</b>	47	58	107	86	95
<b>% Increase/Decrease</b>		23.4%	84.5%	-19.6%	10.5%
<b>Transferred to UH 4-Year Institution *</b>	29	42	63	68	52
<b>% Increase/Decrease</b>		44.8%	50.0%	7.9%	-23.5%
<b>Transferred with Associate's Degree</b>	22	26	42	48	35
<b>% Increase/Decrease</b>		18.2%	61.5%	14.3%	-27.1%
<b>Transferred &amp; Earned GPA &gt;= 2.0 1st Yr</b>	26	37	58	57	44
<b>% Transferring &amp; Earning GPA &gt;= 2.0</b>	89.7%	88.1%	92.1%	83.8%	84.6%

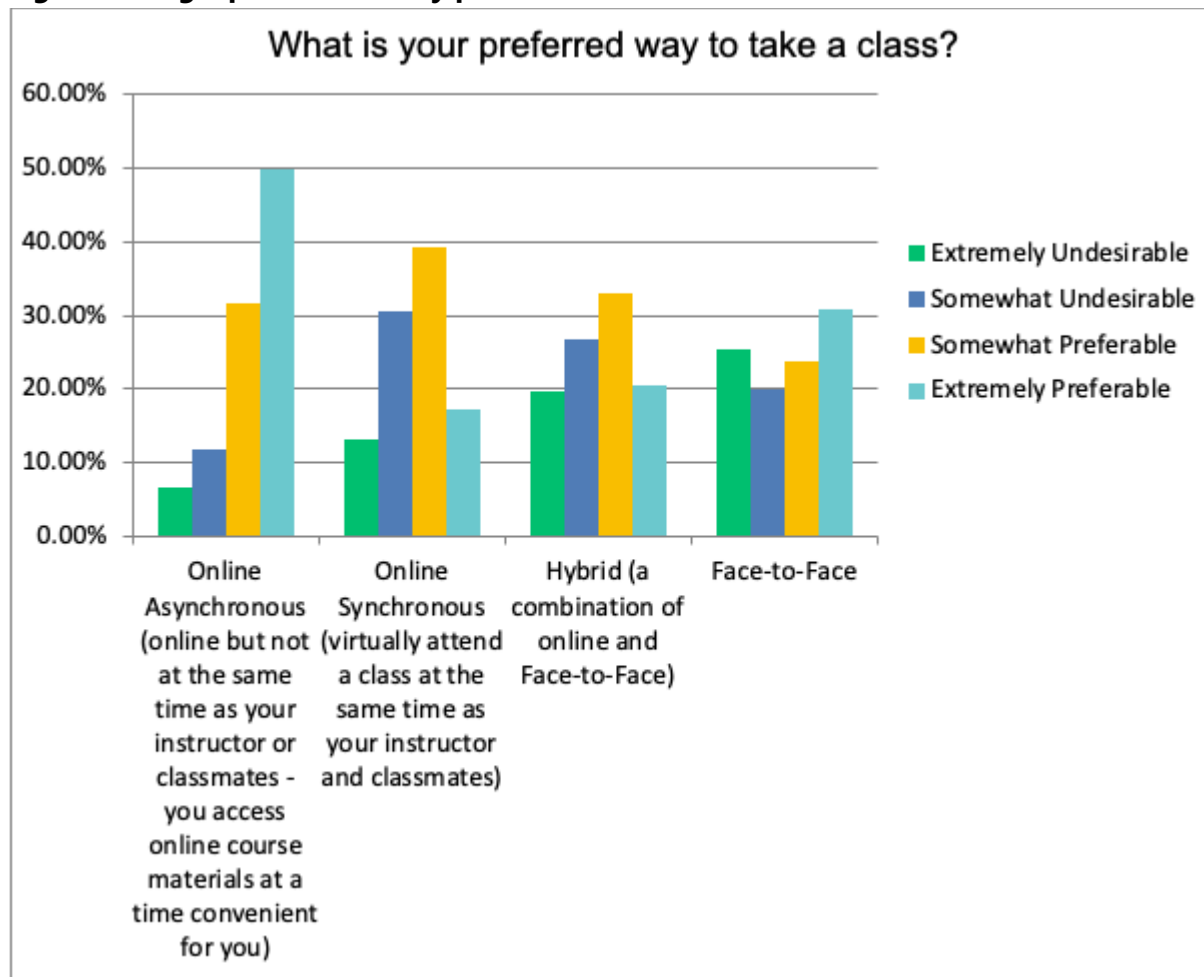
\* Students transferred to UHM, UHH & UHW from any UH CC (home-institution) with >=12 DE earned credits

Distance Education Annual Report 2022-2023 ([QFE2-1](#) p. 31)

## Demand for online asynchronous classes

Despite many students returning to in-person classes, there remains strong demand for online courses, particularly in the asynchronous format. In Spring 2024, only 16% of Windward CC students were enrolled exclusively in F2F courses. A Fall 2022 survey of single parents at Windward CC revealed a strong preference for online asynchronous classes over other modalities.

**Figure 5. Single parent modality preferences**



Fall 2022 Single Parent Survey ([QFE2-15](#))

## Action Plan for Distance Education (DE)

**Closing the Gap:** Despite improvements, a gap remains between the success rates of students in DE courses compared to those in F2F courses. Over the past five years, completion rates for DE courses have increased, and withdrawal rates have decreased; however, a disparity persists.

While more students are completing DE courses now than five years ago, there has also been an increase in the number of students withdrawing from these courses. This may be due in part to students being unprepared for online learning or having different expectations. To address this, the College is drafting a student survey to gather more information that may inform future actions.

## Conclusion

Since 2018, the College has enhanced faculty professional development for teaching DE courses, improved online support services for all students, and begun transitioning from ad hoc decision-making to intentional planning. While significant progress has been made toward achieving QFE goals, the College is still working to build a more systematic approach to distance learning. Upcoming changes, such as the transition from the Lulima/Sakai LMS to D2L Brightspace, will serve as a critical test of the College's ability to adapt to the evolving landscape of distance education.

### ***Evidence List***

- QFE2-1 [2022-2023 Distance Education Annual Report](#)
- QFE2-2 [UHCC Placement Guidelines Memo](#)
- QFE2-3 [Instructional Method Codes Memo](#)
- QFE2-4 [Authorization to Plan: CA Foundation in Acting](#)
- QFE2-5 [Authorization to Plan: CA in Mental Health Technician](#)
- QFE2-6 [Distance Education Course Justification Form](#)
- QFE2-7 [UH Course Evaluation System](#)
- QFE2-8 [WCC Peer Evaluation Form: In-Person and Hybrid](#)
- QFE2-9 [WCC Peer Evaluation Form: Online](#)
- QFE2-10 [WCC Lecturer Evaluation Page](#)
- QFE2-11 [WCC Assessment](#)
- QFE2-12 [Spring 2024 Course Assessment List](#)
- QFE2-13 [Assessment Seminar 4-5-24](#)
- QFE2-14 [Five-Year Program Review Timeline 2020-2027](#)
- QFE2-15 [Fall 2022 Single Parent Survey](#)



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