Accreditation Midterm Report
of Windward Community College

Submitted by

Windward Community College
45-720 Kea`ahala Road
Kane`ohe, Hawai`i 96744

To

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

October 15, 2003

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Certification of Institutional Midterm Report

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

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

This Institutional Midterm Report is submitted to provide information regarding the specific concerns identified by the Commission in its evaluation of the Windward Community College Self-Study Report dated July 2000 and its evaluation of the Windward Community College Interim Report dated January 2003 and to report progress in meeting those concerns.

We certify that there was broad participation by the campus community, and we believe that the Midterm Report accurately reflects progress made in responding to the Commission's recommendations.

Signed _____   _____
       Dr. Angela Meixell   Chancellor Windward Community College   Date

      _____   _____
       Dr. Evan S. Dobelle   President, University of Hawai`i   Date

      _____   _____
       Dr. Patricia Y. Lee   Chair, Board of Regents   Date

Statement of Report Preparation

In a letter dated January 17, 2003 the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, accepted Windward Community College's Interim Report with the requirement that the College submit a Focused Midterm Report by October 15, 2003. This report was to focus on Major Recommendation 5 from the 2000 Evaluation Report. The College was also to include a summary of progress on college-identified concerns as expressed in the self-study.

Upon receipt of the Interim Visit Report Chancellor Angela Meixell assigned individuals to work on the Midterm Report. Those involved were Chancellor Meixell; Dean of Instruction, Carol Pang; Assistant Dean of Instruction, Linka Mullikin; Dean of Student Services, Sandra Matsui; Director of Community and Vocational Education, Sandra Okazaki; Director of Administrative Services, Steven Nakasone; Information Specialist, Jeffrey Hunt; Chair of the Faculty Senate, Bennett Moffat and Accreditation Liaison Officer Paul Field. Jean Shibuya, Chair of the Curriculum and Academic Affairs Committee and Professor of English served as editor. Robert De Loach, Chair of the Assessment Committee was a contributing member.

Work on Midterm Report was divided into three sections:

1) Those who had worked on Recommendations 1, 2, 3, 4 and 6 for the Interim Report were assigned to write short updates of progress made since the Interim Visit.

2) The committee as a whole worked on Recommendation 5, the focus of the Midterm Report.

3) The Planning Summary from the 2000 Institutional Self-Study was used as the basis for assessing progress on college-identified concerns.

Those charged with writing the responses met with their constituencies, gathered their information and wrote their reports during the summer and fall of 2003. These reports were then compiled and edited by Paul Field, ALO and Jean Shibuya. The report will be put on the campus faculty/staff list serve for comment and has been sent to the Board of Regents of the University of Hawai`i for certification.

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FOCUSED MIDTERM REPORT

RECOMMENDATION 5

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Recommendation #5: *The College should formalize, implement, and publicize a process for establishing its standing committees, and a list of such committees designating membership and responsibilities should be periodically disseminated. The college needs to assure that students, as well as all segments of the college community, participate in the institution's governance and decision-making. (Standard 10.B.4, 10.B.6, 10.B.7, 10.B.9, 10.B.10)*

INTERIM REPORT- OCTOBER 7, 2002

This recommendation appears to have been made in response to concerns reflected in the Evaluation Report and the College Self Study. Planning sections in Standard 8, the Governance and Administration section of the Self-Study, refer to the need to "encourage the administration to take the initiative to elicit participation of the support staff on the various governing, planning, budgeting, and policy-making bodies at the college (p.192). It also says, however, that "participation of support staff in these decision-making committees has been exemplary." The plan also says the college should "continue to invite student participation in major discussions of issues affecting the College and especially those issues that directly affect student life and scholarship. These translate in the team Evaluation Report into a request for "formal description of participation" and "procedures for creating and disbanding committees."

There are written procedures and policies governing all standing committees at the college. Most, however, are imbedded into related college or university policies. For example, the policy on Sabbaticals defines the committee to review sabbatical requests, and the policy on Employee Awards defines the committee to make those decisions. The Faculty Senate charter defines the primary committees. It may be that the issue is not a lack of policies, but a failure to adequately promulgate them. All college policies are going to be affected by re-organization that is taking place in the University of Hawai`i system. As we re-examine and re-write each policy we can assure consistency in committee structuring if it is determined to be appropriate.

The Dean of Instruction's office publishes membership of faculty senate committees at the beginning of each school year. We also publish Department Personnel Committee memberships. The lists just have not been consolidated. Since committee formation is an area of concern, the standing committees could be listed in a separate reference document. That document could be annually circulated with names, and titles of members.

Ad hoc committees are by their definition not pre-anticipated. It is the college's practice, however, to either ask for volunteers, seeking broad participation, and/or to invite a group that represents a cross section of the college community to serve on a particular committee. When students are needed for

committees, it is firm college policy to request a designee from the student

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government. We will create a policy on "Ad Hoc committees" that defines a process for their creation and for dissemination of names of committee members.

INTERIM VISIT – NOVMBER 14 and 15, 2003

College Response to Recommendations

The 2000 Visiting Team was concerned with perceptions by faculty and staff that planning was not adequate and that staff and students were not formally recognized and encouraged to participate in college decision making. Some processes were also seen as "casual" rather than formalized.

The college reports some difficulty understanding the direction of this recommendation. The Dean of Instruction's office publishes the membership of Faculty Senate committees each school year as well as departmental committees. There are guidelines for the membership of all established college committees. The college is committed to developing a policy on ad hoc committee memberships.

Findings

The Interim Visit Committee found that there is no formal, publicized process for establishing campus committees. There are written guidelines for the membership of ongoing committees, such as the Faculty Senate and Senate Committees, Personnel Committees, etc. The college does not have formal statements on the role of students and staff in institutional governance. Similarly, communication between the Faculty Senate and Provost, while considered good" is not formalized, but rather dependent on an informal meeting between the Senate leadership and the Provost after each Senate meeting.

University of Hawai`i procedures do not establish "standing" committees. The Academic Development Plan Task Force, which in the past has not met between six year revisions of the ADP, has broad campus membership, and if used regularly to monitor progress and budget decisions as campus members suggested would be desirable, could serve an important role in demonstrating collegial decision making and the relationship between planning and budget decisions.

The greatest continuing challenge is to involve all of the stakeholders in decision making. Although progress has been made in this area, better communication is still needed. When an ad hoc committee is formed, the practice is to invite a cross section of the college community to serve. Most say that some from each campus segment are invited; however, the same persons volunteer and some who might like to serve are not needed, which leads to cynicism about whether or not the administration truly wishes to involve all.

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The college needs to find ways to involve more students in governance. The average age of enrolled students is over 26 years, so students potentially bring a community perspective as well as a personal one. In the past, most of the students left at noon and did not return. The campus also had a very low graduation and persistence rate. With the construction of the new student center and cafeteria, there is now a gathering place for students. This may result in a larger group of students who see the campus as home and will be willing and able to serve on critical decision making committees. The current student government officers well represent the breadth of age and life-situations present among enrolled students.

MIDTERM REPORT – OCTOBER 15, 2003

Windward Community College's administration believes in shared governance of the college. This includes faculty, staff, students, clerical staff, and operations and maintenance staff. Committees provide an opportunity for faculty, staff, and student involvement in a wide variety of campus issues. To this effect, we have instituted procedures for the three types of committees: Standing, Administrative and Ad Hoc.

Purpose: Committees serve in various capacities such as advisory and decision-making authorities. All college personnel and students are encouraged to actively participate in the college governance by volunteering for committees.

Terms of Service for Standing Committees: To ensure that everyone interested in volunteering for a committee has the opportunity, each volunteer will have a two-year term. Terms will be rotated to insure stability and continuity of the committee. Once an individual completes their term, they may volunteer again for the committee and serve consecutive terms.

Dissemination of Committee Membership: The College will disseminate information on current committee membership annually through media such as the school newspaper, email list serve, announcements, etc.

Committee vacancies will be announced as they occur. The announcement will made via a campus-wide media such as the college newsletter, announcement at convocation, and/or email list serve. Student representative announcements will be made via the Windward College Konohiki Council (Student Senate.)

Nominations will be accepted pending verification that the individual is willing to serve on the committee.

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Structure: Each committee will elect and appoint a committee chair and a recorder. Minutes will be recorded and submitted to the responsible administrator with the exception of the Faculty Senate, which has its own policies and procedures. A record of minutes will be kept on file by the recorder. The committee may make sub-committee assignments as deemed necessary.

Ex-officio members: Some committees may have ex-officio members as outlined in the composition of committees to ensure continuity and representation/advising of specific specialty areas.

Dissemination of Information: Committees will submit minutes of their meetings to their respective administrator as outlined in the Table of Committees. The Committee Chair or its selected representative will meet at least annually with the responsible administrator to insure a formal process for sharing of information and recommendations.

Standing Committees

Standing Committees are committees that have long-term and/or on-going college-wide issues on campus. They generally have broad campus representation of faculty, staff, and students.

Standing Committee	Responsible Administrator	Purpose	Membership			
			Faculty	Staff	Students	Managers
Marketing	Chancellor	College Promotion/Publicity	X	X	X	X
Enrollment Management	Dean of Instruction	Recruitment, Schedule Planning	X			X
Commencement	Dean of Student Services	College Service	X	X	X	X
Assessment	Dean of Instruction	Quality of Instruction	X		X	X
Technology	Dean of Instruction	Quality of Instruction and Service	X	X	X	X
Staff Development	Chancellor	College Service	X	X		X
Budget Advisory	Administrative Director	College Planning	X	X	X	X

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Administrative Committees

Administrative Committees are committees that assist the Chancellor and/or administrators in the operations and governing of the campus. These committees allow for faculty, staff, and students to have input in the decision making process. They are also used as a communication tool to keep the campus informed of issues, events, processes, and opportunities to provide college service.

Administrative Committees	Responsible Administrator	Purpose	Membership			
			Faculty	Staff	Students	Managers
Faculty Senate		Faculty	X			
• CAAC		Governance and	X			
• Faculty Relations		Curriculum Review	X			
• Writing Advisory Board		*(*See Appendix 2 Faculty Senate Constitution for details.)*	X			
DPC- Contract Renewal, Promotion and Tenure reviews	Unit Administrator	Tenure and Service	X			
Windward College Konohiki Council (Student Senate)	Dean of Student Services	Student Government			X	
• Board of Student		*(* A detailed discussion of*			X	

Publication
- Activities Board
- Interclub Council
- Campus Center Advisory Board

student government functions appears in Appendix 3.)

	X
	X
	X

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Ad Hoc Committees

Ad hoc Committees are temporary committees created as needs arise.   WCC institutes ad hoc committees to meet new initiatives or issues. Ad hoc committees follow the same policies and procedures as standing committees and may be dissolved upon the successful completion of their assignment. An ad hoc committee with longevity of over 2 years may become a standing committee.

Ad Hoc Committees	Responsible Administrator	Purpose	Membership			
			Faculty	Staff	Student	Manager
Aesthetics	Chancellor	College Service	X	X	X	X
Accreditation	Chancellor	College Service	X	X	X	X
Reorganization	Chancellor	College Service	X	X	X	X
DPC-Screening and Hiring	Administrative Division	Screening and Hiring	Varies			

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PROGRESS REPORTS

RECOMMENDATIONS 1, 2, 3, 4 AND 6

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Recommendation #1: *The College should re-examine its mission and create a new mission statement that reflects the aspirations of the community it serves so as to make it a useful guide for institutional development. The mission statement should reflect the College's priorities for the 21st century. (Standards 1.1, 1.2, 1.3, 1.4)*

INTERIM REPORT – OCTOBER 7, 2002

The College began re-examining its mission statement in January 2000 with a visioning retreat. At this off-campus gathering, which included janitors, secretaries, students, faculty and administrators, the College's vision and mission were thoroughly discussed.

In the spring of 2001, in response to the recommendations of the ACCJC, the Faculty Senate leadership offered to spearhead the creation of a new mission statement. In the fall, a committee was formed with representatives from all areas of the campus. This committee based its work on materials generated at the 2000 retreat and input from the community by way of the Provost's Advisory Board and other groups.

The committee created draft vision and mission statements. These were then distributed campus-wide through the mailboxes and via e-mail. The committee evaluated responses to each of the numerous drafts, and the statements were revised. This process of gathering responses and revising the statements continued through the fall of 2001 and culminated when the new mission and vision statements were approved by the Faculty Senate in May 2002. The new mission and statement has been forwarded to the Office of the Chancellor for Community Colleges for approval.

INTERIM VISIT – NOVEMBER 14 and 15, 2002

College Response to Recommendations

The *2000* Visiting Team found that, while there was general agreement that the *Academic Development Plan 1996-2002* (ADP) was used as a guide in decision making, that it and other significant documents used terms like "purposes" and' statements" in identifying the mission *of* the college.. This was felt to be short *of* a definitive identity for Windward within the state system *of* higher education: The 2000 Visiting Team suggested that the mission statement address Windward's role relative to the mission *of* the University *of* Hawai'i community college system, the population served in northeastern Oahu, and the focus *of* the learning opportunities to be offered.

The college reports that a re-examination *of* the mission and vision statements began in January, *2000,* prior to the 2000 Visiting Team's visit, with broad participation. After fall, *2000,* the Faculty Senate initiated a process to write a new mission statement. Initial drafts were widely circulated and

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commented upon, and approved by the Faculty Senate in May, *2002.* Since then, the college has been waiting for approval by the Office of the Chancellor.

Findings

The *2002* Interim Visit Committee found that the college has reexamined its mission and vision statement. The newly revised document includes a mission statement, core values, and a vision statement. The statement incorporates the systemwide mission from the *University of Hawai'i Community Colleges Strategic Plan* update *of* February 7, *2002*.

Faculty Senate leadership, staff and students report that many drafts were written and that stakeholders had numerous chances to respond to *the* drafts. Students and support staff, as well as faculty and administrators, state that it is a document to which all had a chance to respond and contribute. The new document has gained wide acceptance by stakeholders and has been approved by systemwide administration.

The revised mission statement maintains the commitment of the college to a strong transfer education program. Research surveys have shown that the prime reasons students choose Windward is because of the transfer program and the college's family atmosphere.

The entire University of Hawai'i system has undergoing re-organization with changes in governance structure, leadership, and resource allocation processes. Substantial additional changes are proposed. The merger of the Employment Training Center with the campus promises many new opportunities. Consequently, a number of faculty and administrators noted that the mission statement may need to be revisited soon.

MIDTERM REPORT – OCTOBER 15, 2003

In an effort to insure that the Windward Community College Mission and Vision statements remain central to all facets of campus life, copies of the Mission Statement, Core Values and Vision Statement were distributed and discussed at the campus wide Convocation that began the fall semester 2003. Convocation is attended by faculty, staff and students from both The Employment Training Center and the credit program.

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Recommendation #2: The College should implement a comprehensive planning process for evaluating and prioritizing institutional needs in the areas of capital construction (Master Plan Report); instruction and instructional support; human resources; physical plant; and technology application. These priorities should be linked to budget planning and allocation of funds on a long-term as well as a short-term basis. (Standards 3.A, 3.B.2, 3.B.3, 3.C.1, 4.D.1, 6.1, 6.2, 8.1, 8.5, 9.A)

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This recommendation reflects a combination of concerns stemming from review of five separate standards. It also contains aspects of recommendations # 3, 5 and 6.

The college, as part of the University of Hawai`i system, participates in a comprehensive planning process. System-wide strategic planning, Community
College system strategic planning, and college strategic planning are aligned with
the University budget development processes and legislative timetables. Plans are created to cover a six-year span

This year, with a new president, the University of Hawai`i has been going
through its strategic planning process with more constituent and community input
than ever before. Simultaneously, the Community College System has been
developing its plan. Windward Community College began work on an updated plan
in October of 2001, combining a Strategic Plan and an Academic Development Plan
as directed by the system. This plan is being reviewed in final draft. We anticipate completion in October.

The 2001-2002 Windward Academic Development Plan Task Force was
composed of representatives from all academic divisions; administration; support
units, including maintenance, clerical, learning resources, library, academic
computing, media, and student services; and student government. The Task Force
held discussions and developed recommendations through subgroup meetings and department/unit
meetings. Before the plan drafts were combined, "think-tanks"
were held to identify strategic planning priorities for the college. Those involved represented a wide cross-section of campus units.

The Task Force reviewed each of the recommendations and commendations
from the 2001 Accreditation Self Study and the Evaluation Report to assure that
there had been adequate response.

The Academic Development Plan Process included assessing the status of the
Master Plan for construction and renovation of existing buildings and reviewing the
most current drafts of the Community Colleges System Strategic Plan, which was
being revised concurrently.

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There is a direct link between the strategic plans and the budget development
and allocation process. That process is explained in more detail under
Recommendation #4. This planning connection makes it possible for administrators
to make quick budget decisions when called for, with confidence that their
decisions reflect the intent of the college community.

INTERIM VISIT - NOVEMBER 14 and 15, 2002

College Response to Recommendations

The 2000 Visiting Team found the college to be without a planning mechanism
which could use data to inform decisions or provide adequate feedback on
operations. The *1996-2002 Academic Development Plan* and biennial budget were
found to be central to decision making and process, but for a variety a reasons,
budget and curriculum decisions were made outside of either document. A decade
long recession with nearly annual budget adjustments was the basis for much of the difficulty. The physical
plant was beautiful and faculty reported being satisfied with

their opportunity for input. New facilities seemed to be constructed according to the strategic planning documents, but there was a critical shortage of resources for the maintenance of facilities and a Development Steering Committee was inactive.

Overall, the college was found to be underfunded. A declining budget plus the inability to carry-forward resources made change and innovation difficult.

The college reports that there is a direct link between planning and the allocation of resources. The college's *2002-2008 Academic Development Plan,* developed by a broad cross-section of the campus community, is a strategic-planning document incorporating construction and renovation projects. The ADP incorporates strategic planning down to the unit level.

Findings

The Interim Visit Committee found that the University of Hawai'i system has conducted broad systematic strategic planning during the past several years. Simultaneously, the Hawai'i Community Colleges and Windward Community College undertook to create their prioritized master plan. A faculty representative fromWindward who served on all three committees stated that it was a struggle to complete all three at the same time, but that those on the committees felt they had created "tremendous lofty goals, which call for a lot more hard work."

The Windward Academic Development Plan Task Force assessed the status and progress on the 1996-2002 plan, wrote a new academic development plan, and proposed strategic directions and goals for the next six years. The systemwide strategic plan was considered in the creation of the 2002-2008 Academic Development Plan. This new document both summarizes the accomplishments *of* the prior plan and provides goals and directions down to the department level for

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the campus. Each campus department and area has identified the facilities, human resources, and technology needed to achieve stated goals. The ADP represents the ongoing process for the development of programs and services and the prioritization of resources towards these ends.

The challenge for Windward will be to implement the plans in the face of the state's continuing economic downturn. There was substantial agreement that the 2002- 2008 ADP had been guiding decision making and resource allocation, particularly during the past summer months when decisions had to be made.

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As anticipated in the Interim report, the University of Hawaii Strategic plan, the Community Colleges Strategic Plan, and the college strategic plan, Windward's "Academic Development Plan" were completed in 2002. All faculty and staff were given copies. The plans have proven to be a useful tool in developing long-range budget requests and in making ongoing budget and programmatic decisions.

The college is submitting a substantive change report to the commission concerning its merger with the Employment Training Center (ETC). While there was representation from the Center in the planning group, the college will want to reexamine the existing plan to be sure that ETC's needs are fully represented in the

plan. The plan will be revised and updated.

The Interim Visit team stated that the "challenge for Windward will be to implement the plans in the face of the state's continuing economic downturn." That has certainly proven to be true. Increased costs and level funding have created challenges to the college's ability to meet basic mission needs. The planning documents are a valuable tool for identifying strategic priorities, but they are equally useful in making budget cutting decisions.

As the college experiments with a new, more inclusive, budget decision-making process, the plans will be used as guidebooks.

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Recommendation #3: *The College should develop an institutional technology vision for its present and its future, with a comprehensive plan for learning resources (including library and media services), instructional technology in the classrooms, laboratories and offices, and staff development necessary to implement its vision. This vision must be integrated with overall institutional planning initiatives. (Standards 6.1, 6.2, 6.7, 8.5)*

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The College has initiated the development of a technology vision statement and plan through the following activities:

A. Creation of a working committee:
   A working committee of key individuals directly involved with the implementation of technology at the College has been formed. The committee members and their areas of technology involvement and expertise are

   N. Heu, Head Librarian
   J. Hunt, Campus Development Coordinator and Institutional Researcher
   S. Masuno, Institutional Computing Services
   E. Ratliff, Director of Media Services
   T. Severns, Assistant Librarian
   M. Tom, Academic Computing Services

   The committee will develop the technology vision statement and plan for review by the College at-large and will solicit input from others in the formulation of the statement and plan.

B. Technology inventory and update:
    The committee has begun updating the campus inventory of the many
    resources pertaining to instructional technology since the Accreditation
    Report was submitted in 2000. The inventory includes an update of the
    changes in infrastructure (at the user, classroom, building, and campus level),
    equipment, programming, skill sets, training, and support services.

C. Integration of UH system strategic plan for technology:
    In September 2000, after the Accreditation Report was submitted, the
    University published the "University of Hawai'i Strategic Plan for
    Information Technology 2000." This document outlines the vision and
    planning context for moving forward with information technology for the
    University of Hawaii system. The plan proposes that "All members of the
    University of Hawai'i community will have access to a first-class information
    technology structure consisting of the tools, services, and support that will
    enable them to be the most effective they can be." The committee will
    integrate this strategic plan with its technology vision statement and plan.

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D. Development of a campus plan:
    The committee has developed an outline of the technology vision statement
    and plan. It emphasizes a functional approach to achieve increased access and
    productivity. It also promotes the interaction of technology with and in
    support of the various programmatic areas of the College: credit, non-credit,
    distance education, vocational, student services, institutional research,
    assessment, decision-making and entrepreneurial activities, and fundraising.

    In addition, a faculty-initiated response to promoting skills in information
    technology includes and "IRT-across -the-curriculum" AA degree
    requirement. A proposal that students must demonstrate certain information
    retrieval technology skills in order to earn an associate in arts degree from
    Windward Community College has been sent this summer to the Chancellor
    for the Community Colleges for approval.

INTERIM VISIT – NOVEMBER 14 and 15, 2002

College Response to Recommendations

The 2000 Visiting Team was concerned that the college had not adequately
responded to a recommendation by the 1994 Visiting Team that Windward develop a vision of the
future specifically including technology plans. The 2000 Visiting Team found that the dedication of
some faculty and staff was ensuring use and development of technology for faculty, students, and
staff, but that no institutional plan existed. Students expressed a desire for more computer access,
and the 2000 Visiting Team saw the new buildings as an opportunity to alleviate the problem.

The college reports that much progress has been made following the issuing of the *University of
Hawai`i Strategic Plan for Information Technology 2000.* The plan puts forth an overall plan for
information technology in the system. The college has initiated a working committee on the
implementation of technology chaired by the Head Librarian, which has developed an outline for
the campus' technology vision statement. The committee has begun an assessment of the campus

infrastructure and an equipment inventory.

Findings

   The Interim Visit Committee found that most segments of the college community believe that they have made solid progress on technology issues in an environment of great change and limited resources. The Technology Committee has been established (without student membership) an inventory of campus capacity has begun, and a broad outline of a campus technology plan has been developed. The campus was recently connected to the university' s broadband system which gives the campus considerable opportunities. The new buildings

and several science grants have provided needed equipment and have strengthened the science offerings. All faculty and staff have access to email if they choose, but may not have their own computer.

   A proposal that students demonstrate certain information technology skills has gained support and looks likely to be incorporated into the AA requirements or within required courses.

   An element of the systemwide technology plan is a new data system (SCT/Banner) which is currently being implemented. By the spring term, student record keeping will be exclusively on the new system. This rapid implementation is producing stress at the campus. Both faculty and staff noted that there has been limited training of staff with the new software. In fact, it was suggested that most staff do not have computer skills in their job descriptions, and yet they are now facing a complicated new software program. The situation is not solely of the campus' making, but represents a challenge to be met in the near term involving communication and the provision of training.

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   The TechVision Committee (TVC) has accomplished the following since the update of October 2002 (attached at the end of this update).

1. The TVC surveyed the College for input through departmental interviews and a focus group.

2. The TVC presented the "accreditation background" for the committee and the progress of the committee at a campus-wide meeting on March 7, 2003. The committee has decided to adopt the system-wide "University of Hawaii Strategic Plan for Information Technology 2000" as the foundation for the college's TechVision Plan adding unique aspects relative to the College's situation. (the report is available at http://hawaii.edu.spit/).

    The system-wide vision for information technology is that

    "All members of the University of Hawaii community will have access to a first-class information technology infrastructure consisting of the tools, services and support that will enable them to be the most effective they can be."

    In order to achieve this vision the plan has seven strategic areas with objectives to be met and specific actions to be accomplished. The areas are:

    1. Teaching, learning and students.
    2. Research.

   3. Administrative services.

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   4. Communication and network services.
   5. Space and facilities.
   6. Faculty and staff support.
   7. Informational technology management and funding.

   The committee will be adding to the "specific actions" sections of the plan with actions required
   for the College.

   3. The TVC has started gathering further information by requesting the various campus constituencies
       to answer the following six questions:

       1. What would you like to be able to do with information technology within the next year?
       2. What do you think will be needed in order for you to do those things?
       3. What would you like to be able to do with information technology within the next three
       years?
       4. What do you think will be needed in order for you to do those things?
       5. What do you perceive as being the top information technology needs on this campus?
       6. What do you perceive as being your own top information technology need?

   4. The TVC has assigned various portions of the report to committee members to "write-up" over the
       Summer. The committee will start meeting again this fall semester with a goal of providing a draft
       report for review in the spring semester.

   5. The TVC added two faculty members to broaden the perspectives of the committee; the faculty
       members are P. Regentine (ICS/Business) and F. McCoy ((Natural Sciences). Requests were made
       to include staff and students but there were no interested individuals.

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

fundraising and grant funding are linked to the College's strategic master plan.
(Standards 9.A.1, 9.A.5, B.3, 9.B.4, 9.B.6)

INTERIM REPORT – OCTOBER 7, 2002

When the ACCJC evaluation team visited the College, there was a new interim provost in place. Within the year there were changes in three other major administrative positions. The following year, the Employment Training Centered was merged with the college, bringing its leadership with it. As the "new" administrative team has taken shape there have been fundamental changes in the way that budgeting is managed with the goal of responding to the primary concerns expressed in the narrative of Standard 9 in the Evaluation report. While the report found that college personnel felt satisfied with overall budget input procedures, there were questions concerning how decisions would be made when restrictions or additions came with short deadlines for response. In other words, who would decide what to cut or add and what would that decision be based on?

A. Linking short and long range planning to budgeting:

University and legislative budget planning is done during the summer months when many college personnel are not on campus. Timelines are short and there is often little time for a participatory process. This year the college was ready to address this situation. With a draft Academic Development Plan (ADP) that had been created with wide college input, the administrators had a guide on which to base their decisions. The budget that was created was directly based on the ADP.

An annual budget development process has been developed and distributed. With too few funds anticipated to meet even base budget needs, this year will provide a test to these annual budgeting procedures.

B. Incorporating guidelines for monitoring allocation of funds raised from tuition, fees and the private sector:

Tuition and fees revenues are part of the annual budget. The College has recently been allowed to keep tuition and fees to supplement general fund allocations. Annual budgets are based on a combination of tuition and fee funds, general funds, other special funds, grant funds, and revolving funds. All funds for which expenditures are not specifically defined by the allocations will be distributed using the process described in the Fiscal Year Budget Procedure that follows.

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The one exception is private funds. Many private funds come with specific designations for expenditure. It is the responsibility of the Provost, with assistance from the development officer and the signatories of the various accounts to steward the appropriate use of those funds.

The college advancement fund has historically been small. Now that increased fundraising is taking place, a committee is being formed to make spending decisions. The Provost will retain the authority to make expenditures up to a ceiling to be determined by the committee.

C. Auditing all College programs and resources systematically:

All fiscal programs are audited as part of University procedures. The college has begun

an instructional program assessment project that is primarily addressing student learning. With the addition of a new institutional research position, other program health indicators could be monitored.

D. Linking on- and off-campus fundraising and grant funding to the College's strategic master plan:

This recommendation has not yet been formally addressed. Deans, or Directors, and the Provost, approve all grant applications, usually with input from appropriate departments. Human and financial resources are so scarce at the college that administrators are unlikely to allow solicitation of a grant with purposes outside of college plans or the mission. Time is often very short from the receipt of the "request for proposals" to the postmark dates. Our geographic distance makes timelines even tighter when proposals must often be sent for timely receipt on the continental United States.

The Development Officer and Provost direct fundraising activities with much appropriate college constituent input. Funds are not accepted unless the intended use is consistent with college priorities.

INTERIM VISIT – NOVEMBER 14 and 15, 2002

College Response to Recommendations

The 2000 Visiting Team recognized that the college had faced a declining resource base for some time which was somewhat ameliorated by successful grant applications. The college was found to have widespread input into the initial budget request, but that after the legislature acted on a final budget for the college, many decisions were made without consultation at the campus. There were also issues about how other funds were
raised and handled as audits had not been done in some time on auxiliary groups.

Since the 2000 visit, the college claims that it has undergone significant change. The Employment Training Center was merged with the college, a new administrative team

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has taken shape, and the new *2002-2008 Academic Development Plan* has been implemented. Funds are distributed using the Fiscal Year Budget Procedure and fundraising is coordinated by the Development Officer and the Provost.

Findings

The Interim Visit Committee found that progress has been made on this recommendation. At the time of the last visit, the state legislature set individual campus budgets, which were subject to legislator favor, and there was no set formula for campus funding. The state is now funding the university as one entity and campus budgets will be set by the university's internal processes. Coupled with the proposed re-organization with should be acted upon in a matter of months, each campus will have significantly increased fiscal autonomy.

The previous report indicated concern about audits. The staff is somewhat mystified as audits are regularly conducted by the university system, so this issue may have resulted from poor communication between staff at the college and the 2000 Visiting Team.

Grant writing has increased at Windward, based on staff and faculty efforts, and it appears that all grants are in harmony with the ADP. The administration is struggling with the idea of hiring a grant writer as it is so difficult to find personnel with the time and energy to adequately address all the opportunities grant writing represents.

Fundraising is centrally coordinated within the university. The college splits the cost of a campus-based fundraiser with the University of Hawai'i's Foundation. This individual is helping to centralize disparate efforts long established at the college (e.g. arts and theater mailing lists), has sought permission to name elements of the new buildings for endowment efforts, and is coordinating with systemwide efforts for a new emphasis on fundraising

MIDTERM REPORT – OCTOBER 15, 2003

Although the November 2002 Interim Visit Committee findings reported progress made in this recommendation, the College plans to continue implementing its developed budget procedures and revise as needed to promote greater participation among faculty, staff, and students in the budget process. An example of this revision was accomplished during the 2003 summer months where faculty participated in a budget reduction process that was needed due to State imposed restrictions and anticipated operating shortfalls.

It is also hoped that by increasing faculty, staff and student participation in the budget process, communication will also be strengthened in such areas as audits and other fiscal related matters.

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With the State's economic picture not improving, the College will continue to seek additional grants from outside sources to provide educational programs to students. Although the grant writer position has not been filled as of this date, it is still a high priority and filling is expected as soon as funds are available. The grant writer position will not only provide the College with additional grant programs, but will also ensure that the added programs are in harmony with the Academic Development Plan.

The College is still maintaining its Development Office position and plans are in place for implementing fundraising activities to help supplement the College's weakened financial picture with private donations.

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Recommendation #6: *The College shall carry out its educational planning in a way that*
draws upon program evaluation results and ties educational planning directly to
planning for staffing, budget development, and program and program
elimination/addition. (Standards 4.A.1, 4.D.1, 4.D.6)

INTERIM REPORT – OCTOBER 7, 2002

The College continues to review new courses and programs before they are implemented to be sure that
they are consistent with its mission statement, follow
its Academic Development Plan, and meet the needs of students and the
community. The Curriculum and Academic Affairs Committee, a standing
committee of the Faculty Senate, is charged with this responsibility and a
statement of their procedures is included in the appendix. The college has also
begun an aggressive assessment program to respond to this recommendation and
to meet the newly issued standards for accreditation, which have a strong
emphasis on Student Learning Outcomes. The ultimate goal of the committee is
to have broad based assessment across the college community. A report from the
Chair of the Assessment Committee entitled "Assessment Progress Report AY
01-02" details the progress made to date and is included in the appendix. This
dual process of evaluating programs before they are offered and then assessing
learning outcomes should result in effective educational planning.

With a comprehensive planning and budgeting model (described above in the responses to
Recommendations 2 and 4), the College will be able to incorporate
future staffing needs and budget development in ways more responsive to its programmatic needs.

INTERIM VISIT – NOVEMBER 14 and 15, 2002

College Response to Recommendations

The 2000 Visiting Team found there to be good communication with students about programs, but there were difficulties for students pursuing transfer and other programs relative to the availability of courses. There appeared to be a lack of vocational programs. and several certificate programs were in the process of being terminated without replacement.

The college reports that it continues to review courses and programs for consistency with the Mission Statement while following the ADP. The college has initiated a comprehensive assessment program to respond to the next generation accreditation standards for learning outcomes, and feels that the ADP incorporates the needs for staffing.

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Findings

The Interim Visit Committee found that the college has made considerable progress in tying educational planning to staffing, budget development, and program elimination or addition. However, since the college is just beginning to assume more fiscal autonomy, this is still a process in transition. Program evaluation is in the planning stage and will undoubtedly be a factor in budget development once the process is formal. The major problem at this point is that Windward is under a directive to increase enrollment or face closure. Growth has taken place, but there has not been an increase in the base allocation from the state. Consequently, each additional student can be looked upon as a cost to the college in terms of the budget since that student's tuition and fees do not cover the full cost of her/his classes.

The Academic Development Plan Task Force has worked diligently to rewrite and gain acceptance of all stakeholders for the new ADP. There is, however, a need to develop a cycle of systematic and comprehensive review of each of the college departments and major programs to assure that they focus on continuous improvement.

MIDTERM REPORT – OCTOBER 15, 2003

At the core of the findings of the evaluation team that visited Windward Community College on November 14 and 15, 2002, was the need to continue assessment and planning activities underway at the time, and build a stronger and more defined "…cycle of systematic and comprehensive review of each of the college departments and major programs to assure that they focus on continuous improvement." This review is not limited to instructional departments, but stretches to all corners of the campus, including academic support, student services, administrative services, and administration.

In the academic area, the visiting team expressed some concern over the lack of vocational programs, student transfer (i.e., the availability of courses), and certificate programs terminated without replacement. Although the College has only one vocational program, Agriculture, students from the community are less than an hour's drive away from over 80 degree and certificate programs offered in a variety of vocational and technical programs at the other three University of Hawaiʻi System Community Colleges on the island of Oʻahu. Within the liberal arts programs, Windward Community College offers a number of Academic Subject Certificates: in Art, Bio-Resources and Technology, Business, Hawaiian Studies, and Psycho-Social Developmental Studies.

Availability of courses for transfer and other programs was a concern noted by the visiting

team. While no specifics are given, the College is only aware of its lack of Anatomy and Physiology courses that are required for Nursing degrees at

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other UH system campuses and private colleges in the state. These courses have recently been approved by the Curriculum and Academic Affairs Committee (CAAC) and the administration. Plans have been made to purchase the equipment and supplies needed for the course so it may be offered in Summer 2004. Offering courses required for the College's degree and certificate programs has not been problematic.

Over the past 3 years, the College has experienced unprecedented growth. Student headcount has grown 30.1 %, from 1,451 in Fall 2000 to 1,888 in Fall 2003 and student semester hours have increased 31.2%, from 13,042 in Fall 2000 to 17,110 in Fall 2003. (Fall 2003 figures are from the end of first week of instruction; all other numbers are census date figures).

Program evaluation, again, is the key to planning and budgeting. Windward Community College needs to assess all of its programs, not just its instructional programs, to determine whether we are as efficient and effective as we can be. And where it is possible, we need to move funds from one area to another to ensure adequate support. An instructional faculty member is assigned full-time institutional research duties, which should help all units of the College conduct proper assessment and program evaluations.

In addition, the College supports an Assessment Committee comprised of members from representative departments of Windward Community College's liberal arts programs. Members of this group have designed and are in the processes of assessing the following Associate of Arts program areas:

- Logical Thinking
- Oral Communications
- Social Sciences
- Natural Sciences
- Written Communication
- English-Writing Intensive
- World Civilization
- Mathematical Thinking
- Arts and Humanities
- Computer Literacy.

The assessments are in various stages of completion, with the Written Communication and English-Writing Intensive program review assessments in the more final stages of the assessment cycle. . (*A detailed report on Windward Community College's Assessment Plan 2001-2005 appears in Appendix 1.)*

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PROGRESS ON COLLEGE IDENTIFIED CONCERNS

PLANNING SUMMARY AND RESPONSES

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Planning Summary

This Self-Study has enhanced the awareness, among most faculty and staff and among some students, of the great changes at the College since the last Accreditation. New and upgraded physical facilities, changes in technology and new modes of instruction, major budgetary restructuring, and significant program changes all present great challenges

and opportunities for planning our future. Among the many planning statements in our Self-Study certain themes, or areas for improvement, are most salient:

- . Assessment
  Measuring student outcomes
  Institutional Researcher
  Testing and training of faculty and staff
  Campus Assessment Study design

- Review and revise the Academic Development Plan (ADP)

- Continue to develop our campus Master Plan
  Funding for adequate staffing.
  Funding for optimum building operations

- Campus Marketing and Fundraising
  Increase community awareness of our services and programs
  Increase enrollment
  Add support staff

- Increase student, faculty, staff, and community communications

- Strengthen academic partnerships with other campuses and the community

- Enhance use and effectiveness of alternate instructional methods
  Telecom network
  Information Retrieval Technology
  Distance Education
  Service Learning

These planning goals will be, as in the past, reflected in our primary planning document, the ADP, and are consistent with the University of Hawai'i Community Colleges' Strategic Plan. To further enhance the planning and restructuring process it is recommended that the Provost assemble a Plan- ning Committee, with representation from all appropriate campus elements and the community.

This committee would periodically examine and promote a more widespread awareness of planning documents such as the ADP and our Self-Study, to prioritize planning objectives, and to respond to Accreditation Team recommendations.

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RESPONSE TO PLANNING SUMMARY

. *Assessment*
Measuring student outcomes
Institutional Researcher
Testing and training of faculty and staff
Campus Assessment Study design

In Spring 2001, the Chancellor's Office at Windward Community College sponsored a small cadre of faculty to attend a national assessment conference on the mainland.   In Fall 2001, the Assessment Committee was born. Under the capable direction of Professor Robert deLoach, the committee launched its first Campus Assessment Study design for the AA Degree offered at Windward Community College. This team of six faculty, two students, one registrar and one assistant dean selected the first of several AA degree requirement areas to assess—Written Communication, with evidence provided by assessing English 100 and the Writing Intensive Program. Three major learning outcomes were selected via a survey of community and faculty members:

Written Communication Learning Outcomes
English 100 students completing their last in-class written paper and students who have earned 45 credits will demonstrate on a take-home writing assignment successful ability to:
- Express the main idea as a thesis, hypothesis, or other appropriate statement.
- Develop a main idea clearly and concisely with appropriate content.
- Demonstrate mastery of the conventions of writing including grammar, spelling, and mechanics.

To prepare for this task, the committee members participated in two holistic scoring workshops. Rubrics for scoring were developed, and a sample of forty English 100 and forty Writing Intensive papers were selected for reading. The analyses of this assessment are currently under discussion, as this assessment is intended to inform curricular needs and decisions.

A similar cycle of assessment is underway and at various stages of completion for the following AA degree requirement areas: oral communications, social sciences, natural sciences, world civilization, mathematical thinking, arts and humanities, and computer literacy. **(*A detailed report on Windward Community College's Assessment Plan 2001-2005 appears in Appendix 1.)***

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Realizing the importance of assessment to inform curricular and program decisions, the Chancellor for Windward Community College appointed an Institutional Researcher to work with faculty and program managers to help with assessment design, data collection, and interpretation.

. Review and revise the Academic Development Plan (ADP)

As noted in the Interim Report a new Academic Development Plan was written in 2001-2002 and is now in place.

. Continue to develop our campus Master
Funding for adequate staffing
Funding for optimum building operations

In the 2002-2004 Biennium Budget the college received additional funds specifically to support building and grounds operations for the new buildings on campus. Three janitors and a groundskeeper have been hired, greatly improving the college's operations capacity. One new groundskeeper position has not yet been established. It is expected that it will be filled when the next new building is constructed.

. Campus Marketing and Fundraising
Increase community awareness of our services and programs
Increase enrollment Add support staff

In the last three years, the college Marketing Committee has been given a separate budget of approximately $25,000 to spend on various forms of publicity for the college and its programs. In addition, the college has supported assigned time by an expert faculty member, the hire of a graphic artist, and contributed to community college and university system-wide marketing efforts. The Chancellor has a byline in a community weekly newspaper.

At the University of Hawaii system level, public relations has been re-organized and helps to provide additional marketing opportunities. In 2003, that public relations office has provided about $7,000 in reimbursement for college marketing costs.

The college has an active Enrollment Management Committee that has worked hard to modify the schedule of courses to increase enrollment without additional resources. Credit enrollment is up 30% in three years to an historic high of 1888. Non-credit enrollment is also up.

Additional support staff was requested in the 2002-2004 biennium budget request, but was not funded by the legislature. This request will be repeated in the next biennium. In the interim, additional staffing needs have been filled using temporary hires.

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. Increase student, faculty, staff, and community communications .

Communication continues to be a challenge. A faculty and staff listserv has become the primary communication vehicle. While that is very effective for timeliness, not all faculty and staff read email regularly. Regular "provost's memoranda" have also been used to provide an additional communication source. Discussions are continuing on the best way to communicate college information.

. Strengthen Academic Partnerships with other campuses and the community

Windward Community College has intensified efforts to strengthen academic partnerships with other campuses and the community by continuing existing relationships and establishing new ones. Within the 10 campus University of Hawai`i System, all of the college's executive/managerial personnel participate in monthly meetings with their counterparts from all of the other campuses.

In addition, WCC participates in the following system-wide committees:

Articulation Committee
Banner (our system-wide Student Information System)
Information Technology
Faculty Senate
Culinary Institute of the Pacific (CIP)
Institutional Research
Career and Technical Education
Personnel Committees
Tenure and Promotion Committees
International Education
P-20 Council and their Advisory Committees
Commission on the Status of Women

These committees serve to strengthen collaboration and partnerships with our sister campuses. WCC has also been working on strengthening partnerships with other colleges and universities and has offered new classes in partnerships with other private and public sector post secondary institutions such as the NxLevel for Entrepreneurs and Nutritional Health Therapy from the University of Oregon.

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The college has made a concerted effort to reach out to the community and is represented in many activities including but not limited to the following:

> Kaneohe Business Group
> Kailua Chamber of Commerce
> Hoolaulea Committee
> Department of Education (K-12)
> Department of Education's Community School for Adults
> Hawaii Literacy's Run and Read Program
> Windward Arts Council
> Awareness and Growth through Education (AGE) for Seniors
> Native Hawaiian Education Association

In addition, new facilities like the Imaginarium, Gallery Iolani and the Paliku Theater serve as venues to bring the community onto the campus. Art exhibits, dramatic and musical performances, educational programs and other events in these facilities are establishing a reputation for Windward Community College as "the" center for arts and education on the Windward side of the island. One example of this type of program is the Hawaii Music Institute, a grass roots program that sponsors workshops and classes taught by local entertainers.

. *Enhance use and effectiveness of alternate methods of instruction*
Telecom network
Information Retrieval Technology
Distance Education
Service Learning

With the opening of two new buildings, Windward Community College's data communications system allows instructors to use new multimedia equipment. Instructors can retrieve information off the Internet and show it to their classes using LCD projectors. Instructors who teach web-based courses can show students how to access their tests and other instructional items using the new equipment provided in classrooms. Training, for using this equipment, is provided by Media Personnel.

Distance Education is manifested in two ways on campus. There is a classroom in Palanakila that is set up as an interactive television receive site using the old Hawai`i Interactive Television Station system and the in-building fiber optic cable system. The other is a Polycom

Internet based videoconferencing system set up in another building. The college is in the process of setting up Akoakoa (the newest building) with an interactive television classroom. This classroom will have three cameras, a rear-projection interactive smartboard, digital video mixer with effects, and be controllable from a master control at UH Manoa.

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The college is still working on getting cable access television. According to the media technician, only parts of Palanakila have cable feed, although instructors in various other buildings on campus would like access. Substandard buried feed cables among buildings remain a problem. As time and resources allow, this problem will be addressed.

Windward Community College's Service-Learning Program remains strong, under the leadership of a full-time faculty member. The Service-Learning Office offers valuable services for faculty, students, and community partners. This office provides information, resources, training workshops, and community liaison contacts. Campus Compact and the GEMS project have provided partial funding. At this point, Windward Community College has institutionalized this alternative instructional method. As a result, the Service-Learning Program is able to offer students avenues through which they can apply concepts learned in the classroom to real life situations. Students can choose to carry out their service-learning project in a Windward District elementary, intermediate, or secondary school or at an approved community site. In Fall 2003, forty classes offered students the service-learning option and represented a cross-section of the liberal arts offerings at Windward Community College, with service-learning courses available in: art, biology, chemistry, economics, expository writing, elementary Hawaiian, piano, among others.

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