

**ACCREDITATION MIDTERM REPORT
OF WINDWARD COMMUNITY COLLEGE**

Submitted by

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To

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

October 15, 2009

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Statement of Report Preparation

In a letter dated January 15, 2009 (http://windward.hawaii.edu/Accreditation/Documents/2009/Letter_2009_01_15_Reminder.pdf), the Accrediting Commission for Community and Junior Colleges (ACCJC), Western Association of Schools and Colleges (WASC), requesting a Midterm Report by October 15, 2009. This report compiled by Jan Lubin, Director of Planning and Program Evaluation and Accreditation Liaison Officer, contains Windward Community College's responses to the team's recommendations and a brief summary of activities undertaken to address issues identified by Windward's self-study after solicitation of campus-wide feedback.

Members of the Administrative Team and their direct reports have had the opportunity to provide editorial input to the draft before presenting it to the faculty and staff for additional input. Below you will find a list of names of those who have made substantive contributions to this document:

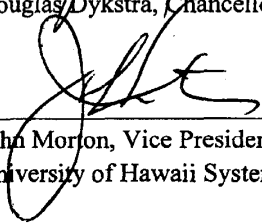
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Date



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Date

BACKGROUND

An ACCJC letter dated January 31, 2007 (http://windward.hawaii.edu/Accreditation/Documents/2007/2007_01_31_ACCJC_eval.pdf), made recommendations based on the Self Study (http://windward.hawaii.edu/Accreditation/Documents/2006/2006_Self_Study.pdf) and the Team Evaluation Report. It stated that the Commission had removed WCC from warning and reaffirmed its accreditation status. The letter outlined five recommendations to be addressed in a Follow-up Report by October 15, 2007. The recommendations were:

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

WCC's October 15, 2007, Follow-up Report (http://windward.hawaii.edu/Accreditation/Documents/2007/2007_15_10_ProgressReport.PDF) outlined in detail what the College had done to improve and what had been accomplished regarding the aforementioned five recommendations. An Evaluation Team came to Windward on November 13, 2007, and in its letter dated January 31, 2008 (http://windward.hawaii.edu/Accreditation/Documents/2008/2008_01_31.Letter_From_ACCJC.pdf), the ACCJC acknowledged that Windward had met recommendations 2, 3, and 4, but still had

not completely met Recommendations 1 and 5. The team noted that the College had not met Recommendation 1 because the strategic planning process that would tie strategic planning to the budget process had just been implemented. They also noted that the College had not developed measures to determine its institutional effectiveness nor had it defined how its plan and processes relate to the research function and accountability measures. The team also found that the College had partially met Recommendation 5 by defining its governance structure

(<http://windward.hawaii.edu/Governance/DecisionCharts0308.pdf>), but still had no governance evaluation process in place. In addition, the team recommended that a single group be established to monitor the evaluation process and make recommendations based on the evaluation.

**MIDTERM REPORT
RECOMMENDATIONS 1-5**

RECOMMENDATION 1: IMPROVING INSTITUTIONAL EFFECTIVENESS

To evaluate institutional effectiveness, the College should continue to improve its strategic planning processes by developing measurable performance indicators for setting institutional goals and strategic directions. (Standard I.B.4; Standard I.B.7; Standard III.B.2b)

DESCRIPTION

The Strategic Planning Process

The Strategic Planning process at the college has undergone major transformation since the November 2007 Progress Report and visit.

In response to Recommendation 1, a meeting was held in November 2006 in which a broad representation of faculty, staff and students decided on membership for a larger, more inclusive Strategic Planning Committee. In addition to recommending additional members, the group also recommended how to appoint members. By December 2006 most new members were in place (*2006 Self-Study, Planning Agenda Item, pg. 92*).

The enlarged committee focused on updating the Strategic Plan (see Strategic Planning Committee Minutes, http://windward.hawaii.edu/Committees/Strategic_Planning/Documents/), identifying what had been accomplished so far as well as adding strategic priorities from Program Reviews and Annual Assessments (<http://windward.hawaii.edu/Assessment/>). The plan (*Appendix 4*) itself was modified to include measurable success indicators and percentage of completion.

The “Resources Needed” and “Responsibility” columns were updated in January 2007, and budget priorities were set for a joint meeting with the Budget Committee on February 20. At this meeting, the Committees reviewed the Strategic Plan and Budget Process, discussed how decisions would be made, and discussed previously established priorities.

The Strategic Planning and Budget Committees met together again in March 2007, and updated the plan to include measures and benchmarks. However, new

information had become available on the updating of the UH System and UHCC Strategic Planning, the April 2007 meeting was used for “planning to plan” rather than anything substantive.

In July of 2007

(http://windward.hawaii.edu/Committees/Strategic_Planning/Documents/Planning_2007_07_20_Slark.pdf) the College began reworking its Strategic Plan with planning consultant Dr. Julie Slark who had been recommended by the 2006 Visiting Team. In October 2007 (http://windward.hawaii.edu/Committees/Strategic_Planning/Documents/Planning_2007_10_20_Slark_Debrief.pdf), Dr. Slark and approximately 35 of Windward’s faculty, staff, and administrators spent three days dissecting the existing plan and came to the following conclusions:

- First, the College’s current Strategic Plan also included the College’s Operational Plan, Budget Plan, and Staffing Plan, and these needed to be separated if the College was to plan more effectively.
- Second, the College needed to make sure that the Strategic Plan had an overarching vision statement.
- Third, the College needed to establish goals with measurable outcomes that had established timelines, assigned responsibilities, and monitoring mechanisms.

The College immediately set out to accomplish these items.

During the Fall 2007 semester, while Windward was reworking its Strategic Plan, The University of Hawai`i System (UH System) and the University of Hawai`i Community Colleges (UHCC) modified their System Strategic Plans. The original 2002-2010 UH System and UHCC plans were supplemented by strategic outcomes documents with performance measures set to run from 2008–2015. The documents contained initiatives committing the University System to participate in Achieving the Dream (AtD) (<http://www.windward.hawaii.edu/ir/AchievingDreamdefault.htm>) and enhance the output of Science, Technology, Engineering, and Math (STEM) students for the state’s workforce.

AtD is a national initiative that was created to help more community college students, particularly low-income and minority populations, to succeed in completing courses and earning degrees and certificates. AtD is built on the principle that broad institutional change should be consistently informed by student achievement data. Colleges participating in the AtD effort, like the UHCCs, have agreed to use data to drive strategies, monitor progress, and evaluate outcomes that seek to:

- Close performance gaps among students
- Involve faculty, students, staff, and community members, in college efforts
- Report data and outcomes widely both on and off campus
- Form partnerships with local businesses and other community resources
- Advocate for state and national policy changes as needed

The AtD initiative helps participating colleges to focus on a student-centered vision, build a culture of evidence and promote the goals of equity and excellence.

In light of the UH System Strategic Planning initiative, the UHCC System Strategic Planning Council began to evaluate and propose UHCC Strategic Outcomes and Performance Data (http://www.hawaii.edu/vpaa/system_aa/strategic%20plan/Update_2008_2015.pdf) that would conform to the UH System Strategic Outcomes and Performance Measures, 2008-2015 (<http://www.hawaii.edu/ovppp/uhplan/SOPM.pdf>). The Vice President for Community Colleges (VPCC) visited each college to review benchmarks, baseline data, and suggested performance targets. The colleges were asked to review the proposals and agree or suggest new targets. The Office of the VPCC compiled the responses and established the UHCC System Strategic Outcomes and Performance Measures, 2008-2015 for each College

<http://windward.hawaii.edu/ir/Planning/Plans/Strategic/Strategic%20Plan%20May%202008%20Windward%20CC.pdf>

The Performance Measures for 2015 became the Strategic Plan Action Outcomes measures for the updated 2008-2015 Windward Community College Strategic Plan.

To stay aligned with these changes, Windward once again had to revisit its Strategic Plan. The broad areas that had just been modified in July and October with Dr. Slark now had to be integrated with the directives and outcomes of the new UH System and UHCC Strategic Plans before being presented to the campus for review and comment.

To coordinate its strategic planning activities, the College hired a Director of Planning and Program Evaluation in December 2007. The Director supports the Strategic Planning and Institutional Effectiveness Committees and is the designated Recorder for the Budget Committee. At Convocation on January 8, 2008, after reviewing the UH System and UHCC Strategic Plans, the Director led an activity in which both non-credit and credit faculty and staff participated in developing the over-arching vision of the new Strategic Plan.

The Director then made appointments to participate in a follow-up activity with individual departments during the Spring 2008 semester. For Instruction, this activity was based on each department's Annual Assessment or 5-Year Program Review and culling out data pertinent to the Strategic Plan. Unfortunately, soon after the Convocation, the Director of Planning went on medical leave, so a faculty member on the Strategic Planning Committee visited each of the academic departments and worked with them on the follow-up activity. The Chancellor, the Vice Chancellor of Administrative Services, the Vice Chancellor of Student Affairs, and the Director of Vocational and Continuing Education met with their constituencies and developed new outcomes as well. These were presented to the Strategic Planning Committee for review and comment throughout the Spring 2008 semester

(http://windward.hawaii.edu/Committees/Strategic_Planning/Documents/). The modified version of the 2008 Strategic Plan, using comments and suggestions from the Committee, was used for the Biennium Budget Stocktaking (<http://windward.hawaii.edu/Governance/Documents/>) presented by Chancellor Meixell on April 28, 2008, and for the Legislative Budget Requests submitted to the Vice President for Community College's Office on June 1, 2008. It was uploaded to the web for review and comment from the entire campus beginning in May 2008.

After feedback was received from the entire College, the Strategic Plan was discussed thoroughly and modified once again at the first meeting of the Strategic Planning Committee in October 2008. This modified plan (*Appendix 4*) and the separate Operational Plan were presented to the Faculty Senate on November 18, 2008. The Operational Plan is still under development and will be under constant review by the Strategic Planning Committee and Budget Committee as they assess the Strategic Plan Performance Outcomes.

MEASURABLE OUTCOMES

University of Hawai'i System Philosophy

Windward Community College Strategic Outcomes and Performance Measures (<http://windward.hawaii.edu/ir/Planning/Plans/Strategic/Strategic%20Plan%20May%202008%20Windward%20CC.pdf>) developed by the Strategic Planning Committee which were reviewed by the Faculty Senate, and the faculty and staff as a whole. They are aligned with the objectives introduced by the UHCC Strategic Planning Council (http://www.hawaii.edu/vpaa/system_aa/strategic%20plan/Appendix_A_The_Hawaii_Planning_Context_Fall_2007.pdf) and the goals of the UH and UHCC Strategic Plans 2008-2015 (http://www.hawaii.edu/vpaa/system_aa/cc_stratplan.html).

The following quote from the UH System Strategic Outcomes and Performance Measures, 2008-2015 brochure dated May 2008 sums up the University of Hawaii System philosophy for measuring outcomes. (<http://www.hawaii.edu/ovppp/uhplan/SOPM.pdf>):

During the 2007-08 academic year, the University community and its public revisited the strategic plan. Participants broadly affirmed our strategic goals and the values underlying our goals. They recommended we better differentiate system and campus roles, and establish clear and measurable outcomes to assess performance and progress. Participants agreed that articulating our plan in terms of the higher education needs of the State adds a valued dimension and reaffirms our University's commitment to serving the State. Based on these recommendations, the University developed this companion piece to our plan which assigns strategic outcomes and performance

measures to be accomplished by 2015. This update will guide the future priorities of the University and inform our budget planning process for the next three biennia.

Performance measures assigned to each strategic outcome demonstrate our willingness to be held accountable and enable us to effectively assess our progress. The goals we have set for 2015 are stretch goals, and challenge us to reinvent ourselves. We use quantitative measures to provide evidence of our efforts, but acknowledge that many of our core values – academic rigor and excellence, integrity and service, aloha and respect – while not addressed here, are central to our mission.

The Process of Measuring Outcomes at Windward Community College

In the 2008-2010 Academic Years, the Strategic Planning and Budget Committees will adhere to the following cycle:

1. The Office of Academic Planning, Assessment, and Policy Analysis (APAPA) at the OVPCC sent measurable performance outcomes measures for 2008-2015 for Strategic Plan Outcomes to WCC in April 2008.
2. The measurable outcomes for the year 2015 were included in the WCC Strategic Outcome Objectives, which were reviewed and revised by the Strategic Planning Committee, and then posted on the web for review by the entire campus prior to the end of the Spring 2008 semester.
3. These outcomes were revised based on discussions with the Achieving the Dream campus leaders, the Strategic Planning Committee, the ETC, and other constituencies involved in achieving Windward's Strategic Plan Outcomes.
4. The revised outcomes were placed up on the WCC web site before the end of the Spring semester, and were available for Campus comment until the middle of September.
5. The Strategic Planning Committee reviewed the expected outcomes with the actual outcomes based on census and end-of-term data beginning in September 2008 through the end of the Spring 2009 semester.
6. If when reviewing the expected outcomes with the actual outcomes, the Strategic Planning Committee found that the College had matched or exceeded the expected outcome, then the College met expectations. If the College had not matched the expected outcome or the outcome was lower than the expected outcome, then the College had not met expectations.

7. The Strategic Planning Committee provided feedback on the meeting/non-meeting of expectations at the Convocation at the beginning of the Fall 2009 semester.
8. The feedback and procedures and policies instituted to meet the performance expectation will be addressed in the organizational structures Annual Assessment or 5-Year Program Review due on November 1, 2009.
9. The Strategic Planning Committee will use the information provided in the Annual Assessment/5-Year Program Review to modify the Strategic Plan and the outcome measures during the 2009-2010 Academic Year.
10. The modified Strategic Plan will be put on the WCC website for campus-wide review and comment before the end of the Spring 2010 semester through September 2010.
11. The next revised Strategic Plan and performance measures will be presented to the Graphics Department in October 2010.
12. The revised Strategic Plan and performance objectives will be presented to the Faculty Senate in November 2010.
13. The revised Strategic Plan and performance objectives will be presented to the Campus and UH System Offices in December 2010.
14. The entire process continues throughout the life of the current Strategic Plan, and is used in the development of the new Strategic Plan and Performance Measures from 2016 onward.

Analysis

Through a collaborative process, WCC has developed strategic institutional goals that are aligned with the UH and UHCC Systems. It has also developed measurable performance indicators to determine if these goals have been met. The Director of Planning and Program Evaluation will monitor the implementation of the Strategic Plan modifications necessary to meet strategic outcomes. It is also the Director's responsibility to keep abreast of any changes made to the System and Community College Strategic Plans and to ensure that the College's Strategic Plan remains aligned with them.

RECOMMENDATION 2: Student Learning and Success

To improve student learning and success, the team recommends that the College completes its cycle of program reviews and incorporates into these program reviews the assessment of SLOs at course, program, and degree levels (Standard I.A.4; Standard I.B.1; Standard I.B.6; Standard II.A.2f).

In February 2005, the College was placed on warning for failure to adequately meet the recommendation regarding carrying out its educational planning in a way that draws upon program evaluation results and ties educational planning directly to planning for staffing, budget development and program elimination/addition. Since then, the College has created a Strategic Planning Policy (http://windward.hawaii.edu/Policies/4_2.html), a Budget Development Policy (http://windward.hawaii.edu/Policies/4_3.html) and Program Review Policy (http://windward.hawaii.edu/Policies/4_4.html) and procedures.

In the October 15, 2005 (http://windward.hawaii.edu/Accreditation/Documents/2005/2005_10_15_Progress_Report.pdf), Accreditation Progress Report of the College, the Chancellor summarized the policies and procedures that now govern planning and decision-making:

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

Annual Assessment Reports and Program Reviews (<http://windward.hawaii.edu/Assessment/>) are conducted on all academic programs and support units to provide data on which planning and budgeting decisions can be based. See 4.4 Program Review Policy and Procedures (http://windward.hawaii.edu/Policies/4_4.html). The overall focus of the empirical review is the collection, analysis, presentation and use of evidence to ensure that a high quality of education is being provided to students and that the mission of the College is being achieved. The process provides data from which the College can make informed decisions in the improvement of student learning and resource allocation.

In response to the October 15, 2005 (http://windward.hawaii.edu/Accreditation/Documents/2005/2005_10_15_Progress_Report.pdf), recommendations for SLO assessment, Dean Mullikin responded that the AA Degree and Academic Subject Certificates (ASC) Program Review had been successfully completed on the credit side. This included assessing SLOs at the course level. It was also determined that after two years of assessing the ASCs that Windward offers in Art, Biology, Botany, Business, Psychology, and Hawaiian Studies as stand-alone programs,

these subsets of courses which comprise a certificate would be better evaluated as part of the Annual Department Review. This is reasonable as most of the resources for the ASCs come from the departments in which the certificate is housed. Therefore, as of the 2007-2008 Academic Year, analyses of quantitative data and assessment of SLOs for the ASCs has become part of the Strategic Planning and Budget requests generated by each department.

Because Windward Community College is a liberal arts college with one degree program, the AA degree, course and certificate assessments provide important information for determining how well the College is meeting the learning needs of students. The College has defined the expected learning outcomes for 100 percent of the courses on its Master Course List, and requires that each new course present SLOs to the Credit Curriculum Academic Affairs Committee (CCAAC) for validation. The CCAAC, then forwards the SLOs of new courses to the IEC Chairperson, who adds the course to the Master Course List, and submits the new SLOs to the Vice Chancellor of Academic Affairs for inclusion in the current Catalog.

Every Fall, the IEC Chairperson submits a revised Master Course List to each of the Department Chairs for updating. This to assure that all new courses and those that have been either achieved or deleted are added or removed from the Assessment Plan, which calls for assessing 20 percent of the courses from each discipline over a Five-Year Cycle.

RECOMMENDATION 3: At Risk Students

The College should define the at-risk population, develop and implement strategies for addressing the needs of the at-risk population, and create mechanisms for the continuous assessment and improvement of services to this population. (Standard II.A.2d)

The Employment Training Center (ETC) (<http://etc.hawaii.edu/>) is unique within the UHCC System in that it offers short-term, non-credit courses of study to an at-risk population that prepares this population for entry-level jobs. Therefore, at ETC the terms “course” and “program” are synonymous. 100% of ETC courses have a well-defined list of competencies with the general education component embedded in the vocational curriculum. These are reviewed annually and are incorporated into Windward’s Annual Assessment/Program Review Cycle (http://windward.hawaii.edu/Assessment/Program_Review_Timeline.pdf). Each instructor completes a detailed assessment of the course’s competencies for each student, documents it, and reports it to the referring agency. Faculty revise and upgrade their curriculum and teaching strategies in response to changes in technology and advancements in their field.

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

Prior to enrollment, all students take the Test of Adult Basic Education (TABE). Based on their scores, students are counseled to do one of two things: take Essential Skills classes to improve their ability in basic math and communication skills and then enter a vocational program, or, if they are deemed prepared, enroll in a vocational course that includes integrated academics customized to that field. All students receive an orientation session at the start of their programs.

Throughout their time at ETC, each student is assigned a counselor who is equipped to support their needs. ETC has counselors specifically designated to work with students with disabilities, and with serving non-traditional students. ETC’s counselors are an integral part of a team approach to addressing each student’s needs. Faculty and counselors consult on a regular basis. ETC received federal funds to expand its Job Placement Office (http://etc.hawaii.edu/etcjobs/?page_id=2) to include internship/work experience opportunities for all its students. The Office has created a Career Planning Course and a “soft skills” class that is aligned with the Standards set by

the National Work Readiness Credential. These are all specifically geared toward our at-risk population.

Students of Hawaiian ancestry are generally recognized as at-risk, and ETC serves a significant number of them at all sites. The unit received funds from the Office of Hawaiian Affairs to integrate Hawaiian healing methods into the standard Nurse's Aide (<http://etc.hawaii.edu/CNA/>) curriculum. This grant also provided tuition waivers, free uniforms and supplies to Hawaiians who take the class. The Nurse's Aide program also has received a grant from Kamehameha Schools that serves as a pipeline to the RN degree. Students meeting a specified criteria are eligible for tuition and supplies at Kapiolani Community College's Nursing Program.

ETC collects and analyzes the quantitative data required by the federal Perkins Guidelines for Vocational Courses. Analysis of that data has resulted in changes to staffing, facilities, equipment, and/or special support services. ETC has also developed a template that reflects ETC's character, yet meets the mechanisms approved and used by credit programs at Windward to assess SLOs that have been established. The Annual Assessments and Program Reviews for ETC programs can be found at <http://windward.hawaii.edu/Assessment>.

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

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

- Effective Fall 2007, all recent high school graduates entering Windward must attend New Student Orientation (http://windward.hawaii.edu/Student_Services/Orientation/). They will not be allowed to register until they attend. The 3-hour workshop includes an introduction to Windward, strategies for success, a campus tour, introduction to campus support services, student grievance procedures, faculty interactions and academic advising.
- During the semester, peer mentors will contact these students and monitor how they are doing. If they are experiencing difficulties, the peer mentors will notify a counselor who will intervene to assist the student.

Statistics confirm that first generation students are less likely to complete degree programs than their peers. Students with declared disabilities require special assistance

to accommodate their special needs to overcome obstacles they may face while attending school.

The College has solicited federal funds to address the needs of first generation students and students with disabilities. The College also established the Student Support Services (SSS) Program. This program serves approximately 300 students who self-declare as first generation and/or students with a disability. SSS provides students with:

- tutoring;
- intensive counseling;
- access to a computer lab;
- access to disability services.

The College has also hired a full-time general funded disability counselor who works closely with the SSS program. SSS compiles an annual performance report that tracks the success of their clients. The annual outcome measures for the program are 80 percent persistence as compared to 70 percent retention, and 65 percent graduation. The rates for the entire school population were 63 percent persistence, 83 percent retention, and 6 percent graduation for the period reported. These measures will be used to assess the effectiveness of the strategies used to assist first generation students and students with disabilities.

Lastly, the College has defined students who have a G.P.A. below 2.0 as at-risk. Intervention strategies for these students include:

- mandatory advising;
- twice monthly Student Success Workshops covering general education and campus specific topics like time management, note taking, study skills, communicating with faculty;
- familiarization with campus services;
- a three tiered academic warning policy.

The academic warning policy allows for systematic intervention on the part of the College and allows students to reflect on their desire to pursue a college education. The Success Counselor is responsible for the monitoring of the College's academic warning policy and conducts an annual assessment and evaluation of the strategies for this at-risk population.

RECOMMENDATION 4: Capital Construction

In the interest of improvement beyond the standard, the College should act diligently to secure funding which will ensure the construction of the proposed future library facility. (Standard II.C.1; Standard III.B.1a)

In the area of capital construction, the College is following its Master Plan. In May 2007, after extensive efforts by the College to secure funding, the Hawai'i State Legislature appropriated and the Governor released \$41,579,000 for the construction of the new Library Learning Resources Center Building, parking lots, and roadway improvements. In addition, \$1,578,000 has been appropriated for general purpose furnishings and will be available to the College as of July 2010.

The following design achievements have been accomplished by the College and its design consultants:

- Updated the Master Plan and the Plan and Plan Review Use with the Department of Planning and Permitting and the City Council
- Published a final Environmental Assessment with a “finding of no significant impact” due to the new building
- Received approval from the State Historic Preservation Department for the demolition of Manaleo building, agreement on preservation mitigation measures, and the establishment of a historical district comprising the open quad area bordered by the college buildings more than fifty years old.
- Incorporated energy and sustainability features in the design of the building that will allow it to receive a LEED Silver Certification

The following time line is anticipated:

- September 2009 – Design stages completed for the LLRC, two parking lots (adding 97 and 39 parking spaces) and roadway improvements to three areas of Ala Koolau, the campus loop
- October 2009 – Construction bids solicited
- January – March 2010 – Construction starts
- July 2010 - \$1,578,000 for general purpose furnishings will be available
- July 2010 – August 2011 - Specifications, bid, delivery, and installation of general furnishings, equipment, etc.
- January 2012 – Construction completed and the LLRC is open for use.

RECOMMENDATION 5: Governance Structure Policy

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

The first part of Recommendation 5 was completed before the Team Visit in November 2008. In the Spring 2008 semester, Instructor Kathleen French wrote an in depth analysis on the second part of Recommendation 5. The *French Report* (http://windward.hawaii.edu/ir/GIC/2008_REC_5_REPORT_KFRENCH.pdf) stressed that the remaining work on the Recommendation had three equally important parts. First, WCC had to develop an evaluation process to assess the effectiveness of its leadership and decision-making structures. Second, the College had to identify one group as the monitor of the evaluation process, with the responsibility of widely communicating the results of the study to the campus community, and then use the results to make suggestions for improvements. Finally, the College had to act on these suggestions to implement needed institutional improvements.

The *French Report* summarized what other colleges did in order to satisfy the Standard IV.A.5 requirement: Most conducted some form of perception survey (pg. 4) with questions aligned to Standard IV.A. Some even measured leadership and governance at the level of individual offices, departments, and committees. Additionally, survey results were used to help them make changes in their governance structures and processes.

The *French Report* recommended WCC develop a valid survey with questions aligned with Standard IV.A's four themes: (a) *encouraging initiatives*; (b) *systematic participative processes*; (c) *assessment/evaluation*; and, (d) *institutional improvement*. Indeed, the Recommendation states "...the college should implement an annual evaluation process to assess the effectiveness of leaders and decision-making which leads to institutional improvements" (*ACCJC, 2008, p. 1*).

The survey developed allowed people to respond based on different contexts—i.e., a faculty member who teaches political science would take a survey for the Social Science department, as well as for the various committees to which he or she belongs—same questions, different context. Moreover, in measuring constituent satisfaction of governance structures and processes, all people's views are important. Therefore, it was not only essential to ask the members of the governance structure about whether they feel

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

However, surveys are not the only way to assess WCC's governance structures. In fact, the October 2006 Evaluation Report states: "To evaluate the effectiveness of its governance structure and processes, the college needs to focus on the outcomes of its institutional goals achieved versus relying on perception of effectiveness and then make the appropriate changes for improvement" (*Sheehan, 2006, p. 42*). The Strategic Plan's Action Outcomes, Appendix 4 of this report, clearly specify what the College intends to do from now through 2015, and are directly connected to larger System goals. In order to assess each of the Action Outcomes, the Strategic Planning Committee needs to remain clear about which particular groups are responsible for each of the outcomes. Therefore, the College will revisit these goals each year and take note of what has and has not been satisfactorily accomplished. The extent to which the College meets these goals provides preliminary information on the effectiveness of the college's governance structures and processes.

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

Based on the recommendations in the *French Report*, the Institutional Effectiveness Committee (IEC) formed a Survey Subcommittee that reviewed the member and non-member survey instruments included in the *French Report* and made modifications to them. Simultaneously, a Proposal on Recommendation 5 with a flow chart showing the process and timeline of when each governance structure and the leader of that structure would be evaluated was presented to the Faculty Senate, the Administration, and the IEC (<http://windward.hawaii.edu/ir/GIC/PoliciesAndProcedures2-24-09.pdf>). The first series of surveys were taken by the campus as a whole in November 2008 (<http://windward.hawaii.edu/ir/GIC/Governancedefault.htm>). These surveys assessed the Chancellor's Office, the Instructional Services Office, the Administrative Services Office, the Student Services Office, the Vocational Education Office, and the Faculty Senate. The office as a whole and the leader of the office were assessed. For example, in the case of the Faculty Senate, all three Faculty Senate chairs and the Faculty Senate organization were assessed, and in the case of Instructional Services, the Vice Chancellor

for Instruction, the Dean of Division 1 and Dean of Division 2, and the Vice Chancellor's office were assessed.

In March and April (<http://windward.hawaii.edu/ir/GIC/GovernanceRound2.htm>), the surveys for the first group were also used to assess the committees deemed by Windward's Administrators, Faculty Senate Chairs, and IEC as being instrumental in the governance of the College. Then in April and May (<http://windward.hawaii.edu/ir/GIC/GovernanceRound3.htm>), those same surveys were used to assess the Department Chairs, the ETC Coordinators, and the Budget, Strategic Planning, Enrollment Management, and Institutional Effectiveness Committees.

In accordance with the Proposal on Recommendation 5 and the *French Report*, the IEC established the Governance Sub-Committee of the Institutional Effectiveness Committee (GSIEC) (http://windward.hawaii.edu/ir/GIC/Annual%20Reports/2009/AnnualReport_9-15-09.pdf). The GSIEC will continue to follow the yearly sequence established during the 2008-2009 Academic Year, to administer, analyze, and present information from the "Leaders and Governance Structures Surveys" to facilitate institutional governance improvement. The GSIEC will continue to be convened by the Director of Institutional Research and is composed of five senior faculty and staff. It has established policies and procedures (<http://windward.hawaii.edu/ir/GIC/PoliciesAndProcedures2-24-09.pdf>) that will guide the governance improvement process.

The results of the surveys of leaders and governance structures have been presented to the leaders and governance groups for their self-assessment, and those self-assessments and governance improvement statements have been returned to the GSIEC. The self-assessments and governance improvement statements will be used to assess governance improvements for the following year. They also will be included in forthcoming Annual Assessments/Program Reviews, posted on the College web site, and available in the library for review.

ANALYSIS

As the descriptive summary illustrates, the College has created and implemented a process for effectively evaluating its governance with the following being accomplished in 2008-2009 academic year.

January 2008 – May 2008

- Instructor Kathleen French is tasked to research and report on Recommendation 5. She submits her report to Chancellor Meixell at the end of the Spring 2008 semester.

May 2008 – August 2008

- The *French Report* is circulated and discussed with Administrators.

- The *French Report* is posted on the WCC web site and discussion begins amongst faculty, staff, and administrators regarding its content.

September 2008

- A draft of the survey was developed by the IEC.

October 2008

- The surveys were revised and finalized.

November-December 2008

- The member and non-member surveys for the first group of governance entities were administered.
- The composition of the GSIEC was determined and policies and procedures established.
- The data was summarized and provided to the governance entity for their self-assessment. Self-assessments with outcome statements were returned to the GSIEC.

January– March 2009

- The process for the second group of governance entities was conducted.

March-May 2009

- The process was repeated for the third group of governance entities.

The following will be accomplished in 2009-2010 academic year.

August 2009

- The GSIEC and IEC will assess the governance evaluation process and revise the process as needed.

September – October 2009

- Modifications to procedure and surveys will be made, if necessary.

November – December 2009

- The member and non-member surveys for the first group of governance entities will be administered.
- The data will be summarized and provided to the governance entity for their self-assessment. Self-assessments with outcome statements will be returned to the GSIEC.

January– March 2010

- The process for the second group of governance entities will be conducted.

March-May 2010

- The process will be repeated for the third group of governance entities.

**UHCC SYSTEM OFFICE RESPONSE TO
STANDARD IV
SELF-STUDY RECOMMENDATIONS**

IV. Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

IV.B. Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

IV.B.1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

IV.B.1.a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

Planning Agenda

- The College and the OVPCC will work with the BOR to make every effort to post agendas of special meetings well in advance, at least a week, to allow for the logistical challenges faced by the neighbor islands and instructional faculty schedules.

The Vice President for Community Colleges (VPCC) and staff met with the Executive Administrator and Secretary of the Board. The Secretary confirmed that the Board complies with Hawaii law requiring notice six (6) calendar days in advance of any meetings. The Board's regularly scheduled meetings, Next Meeting Agenda, and archived Meeting Minutes and Agenda are posted on the [BOR website](#).

When the BOR posts agendas and meeting notices, they also notify the UH President's Office which notifies the UH Vice Presidents, Chancellors, and their secretaries that the notice has been posted. The Board also maintains a list of those who

have requested paper copies of the agenda and distributes to that list within the six calendar days. Additionally, the Board sends notice of meetings to the Office of the Governor, State of Hawaii. Notices are posted to the statewide calendar Hawaii Calendar of Events.

IV.B.1.b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

Planning Agenda

No action required

IV.B.1.c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

Planning Agenda

No action required

IV.B.1.d. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedure.

Planning Agenda

No action required.

IV.B.1.e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

Planning Agenda

- The College and the OVPCC will work with the BOR to establish regular review of BOR policies and procedures.

The Vice President for Community Colleges is working with the Vice President for Academic Planning and Policy and the BOR to develop and establish regular review of BOR policies and procedures.

IV.B.1.f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Planning Agenda

- The BOR and the OVPCC, with faculty from each college, will develop an appropriate program for BOR development and new member orientation.

The BOR has developed an orientation process for new Board of Regent members. The most recent orientation took place on June 29, 2009 and included information about the community colleges, the accreditation process, and the Board's role in accreditation. The Vice President for Community Colleges is engaged in new Board member orientation.

IV.B.1.g. The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

Planning Agenda

- The College and the OVPCC will work with the BOR to develop and implement a clearly defined process for evaluation and assessment of BOR performance.

The Board has begun development of a process for evaluation and assessment of BOR performance. The results of a question sent to each Regent in May 2008 to evaluate the Board's effectiveness was discussed at the August 22, 2008 Board meeting. BOR Minutes Aug 22 2008.

IV.B.1.h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

Planning Agenda

No action required.

IV.B.1.i. The governing board is informed about and involved in the accreditation process.

Planning Agenda

- The College and the OVPCC will work with the BOR to assist the BOR in becoming more involved and informed with the accreditation process.

The BOR has developed an orientation program for new Board member which includes information about the accreditation process and the Board's role in accreditation.

IV.B.1.j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively.

In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.

Planning Agenda

No action required

IV.B.2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

The Chancellor is the Chief Executive Officer of the College and the Office of the Chancellor is responsible for the orderly and proper functioning of Windward Community College, and that that College is adhering to its mission.

The Chancellor has dual reporting lines: to the Vice President for Community Colleges and to the President of the University of Hawaii, and provides the overall leadership and coordination for planning, overseeing, and evaluating the administrative structure and personnel needs of the campus.

The Chancellor delegates authority to campus administrators and others consistent with their responsibilities. However due to the expansion of the Chancellor's role in external affairs of the College, the deans and directors have been given additional internal responsibilities. These external responsibilities include developing and enhancing relationships and connections to community organizations, specific client groups served by the College, and significant leaders in the community. Because of these new external responsibilities, since the last Self Study, there have been discussions on campus concerning reorganization of the administrative structure of the College (see discussion below), but no changes have been made.

The former Chancellor guided institutional improvement of teaching and learning by supporting assessment efforts, encouraging innovation, seeking opportunities for external resources to fund faculty projects and travel, and creating a mechanism, the Institutional Effectiveness Committee, to improve institutional effectiveness. The Budget and the Strategic Planning Committees were enlarged to include both stakeholders and administrators, and the Academic Development Plan was dissected into a Strategic Plan, an Operational Plan, and a Technology Vision Plan (see Recommendation 1 above).

These plans were then integrated into a Program Review and Budget Cycle (http://windward.hawaii.edu/Assessment/Planning_Cycle.pdf) in May 2006, which may need revision (see discussion below). As a result of these actions, the College now has a systematic process of assessment, program review, strategic planning, and budget creation that integrates academic activities with planning and the allocation of resources as discussed in Recommendation 2 above. The present Chancellor is reviewing all policies and procedures established as well as reviewing the need, if any, for campus reorganization.

IV.B.3: In multi-college districts or systems the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.

IVB.3.a. The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the college and consistently adheres to this delineation in practice.

Planning Agenda

- The College and the OVPCC will continue to refine the functional responsibilities of the system and make public the information.

The UHCC functional Map was reviewed and updated by the community colleges Chancellors at their 2009 planning retreat.

IV.B.3.b. The district/system provides effective services that support the colleges in their missions and functions.

Planning Agenda

- The College will work with the OVPCC to develop methods for evaluating the UHCC System

Since the self studies were completed in 2006, Hawaii's community colleges have joined Achieving the Dream: Community Colleges Count. UHCC sought participation in this major national initiative because of its focus on issues that are directly related to the institutional expectations expressed in the ACCJC Standards for Accreditation. In addition to the core Achieving the Dream initiatives, Hawaii participates in the State Policy component of the initiative which provides access to tools and "best practices". *The Community College Inventory: Focus on Student Persistence, Learning, and Attainment*, distributed as part of the Achieving the Dream orientation materials provides descriptions of characteristics of colleges that are strongly focused on student success. Related to each characteristic is a set of indicators that more fully describe observable institutional practices. The UHCC system views these indicators as so significant that several have been incorporated into the UHCC System Strategic Outcomes and Performance Measures and will be regularly evaluated.

IV.B.3.c. The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.

Planning Agenda

- The Office of the VPCC, working with the Community Colleges Council of Chancellors, will develop a documented process for allocating specified resources based upon program review at the UHCC system level.

In response to Hawai'i's economic slowdown and decline in State revenues, in fall 2008, the governor requested that all departments identify budget reductions for FY 2010 and FY 2011. The Vice President for Community Colleges, working with the Chancellors and Associate Vice Presidents, identified budget priorities and developed written policies to manage the reductions. The priorities identified Native Hawaiian student success, remedial/developmental education, and workforce shortage areas (including Science Technology Engineering and Math). The agreed upon priorities specifically precluded reductions in areas identified as important strategic outcomes in the UHCC Strategic Plan.

IV.B.3.d. The district/system effectively controls its expenditures.

Planning Agenda

No action required.

IV.B.3.e. The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without the chancellor's interference and holds them accountable for the operation of the colleges.

Planning Agenda

The work group is in agreement that each college's planning agenda make reference to positions descriptions reflecting current organization.

No action taken

IV.B.3.f. The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.

Planning Agenda

- The College will work with the OVPCC and UH system to review and revise written policies and procedures to reflect the 2005 Reorganization.

OVPCC is working with the UH system (including the Board) to review and revise written policies and procedures to reflect the 2005 Reorganization. Review includes not only title changes but functional changes as well.

IV.B.3.g. The district/system regularly evaluates district/system role-delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

Planning Agenda

- The College and the OVPCC will continue to develop, make public, and regularly review structures, policies, and procedures for improvement.

The University of Hawai'i System has invested in IBM Cognos Business Intelligence software that will be used to develop enterprise-wide management applications. The first Cognos report at UH, released in spring 2009, is a table on selected characteristics of credit students found in the UH System Management and Planning Support (MAPS) Enrollment Report. Scheduled for release later in 2009 is the University of Hawai'i System Strategic Outcomes & Performance Measures (Dashboard). This application provides an "at a glance" summary of 10 critical measures which are based on the University of Hawai'i System Strategic Plan. The dashboard, together with drill throughs to detail graphs, provides a dynamic assessment of the University's progress toward its goal.

OVPCC technical staff, working with the IR Cadre, are developing reports for UHCC specific initiatives and projects to include, but not limited to the UHCC Strategic Plan, Program Review, and Achieving the Dream (AtD). The reports will be web-based and open to the public.

**PROGRESS ON COLLEGE IDENTIFIED
CONCERNS
PLANNING SUMMARY AND RESPONSES**

The 2006 Self-Study has enhanced the awareness, among faculty and staff and students, of the great changes at the College since the last Self-Study. 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/Evaluation

Among the planning agenda items in this category the College has committed itself to both fundamental, regularly scheduled activities, as well as ad hoc research issues of immediate campus concern. The regularly scheduled items would include the review of the mission statement with all of its collateral elements, as well as establishing a pyramidal structure to the review strategy for course, program and institutional learning outcomes. Long term commitments to staff development would likewise fit the category of fundamental concerns that are too often allowed to slide from the central focus of attention. Data collection and its systematic, purposeful review represent a particularly important element in helping the college to pursue its strategic plan targets as well as helping to address episodic but important concerns. Accordingly the following planning agenda items from the 2006 Self Study include:

- **Review and revise Mission/Vision and Core Values and Include This Information in Course Schedules and its Catalog (Standard I.A.2; Standard I.A.4)**

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

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

The committee created draft vision and mission statements. These were then distributed campus-wide through mail boxes and via e-mail. The committee evaluated responses and created new drafts which were distributed for comment. This process of gathering responses and revising the statements continued throughout Fall 2001 and culminated when a new mission statement, a vision statement, and core values that were approved by the Faculty Senate in May 2002. The documents were approved by the

College administration, forwarded to the Office of the Chancellor for Community Colleges, and subsequently approved by the Board of Regents on April 16, 2004.

The new Mission Statement appeared in the 2004-2005 Catalog, but it was not until the 2006-2007 Catalog the Vision and Core Values also appeared as a direct result of the Self-Study. The Mission Statement also appears in the schedule of courses. These additions clearly communicated what Windward offered students who wanted to enroll.

In May 2006 to ensure that the mission statement continues to reflect the aspirations of the community it serves and remains a guide for institutional development, the College adopted a Mission Statement Administrative Policy (http://windward.hawaii.edu/Policies/4_5.html) that states that the mission statement be evaluated in the fourth year of each accreditation cycle or sooner if the Strategic Planning Committee feels it is necessary. With the modifications (as discussed above) to the Strategic Plan that took place during 2007-2008, review of the mission/vision and core values to assure alignment is indicated.

Additionally, in the Fall of 2008, ETC conducted a review of its mission statement. By a unanimous vote of all of ETC's faculty and staff, the current, published mission statement was reaffirmed.

- **Measure Institutional, Program, and Course Outcomes (Standard I.B.1; Standard I.B.6)**

The College's Strategic Plan (http://windward.hawaii.edu/Planning/Documents/2008-2015_Strategic_Plan.pdf) discussed in the Response to Recommendation 1 above, has measurable outcomes for student success and achievement, economic contribution, global competitive workforce development, and resources and stewardship. As indicated above, these have been reviewed by the Strategic Planning Committee to see whether or not expectations actually were met and presented to the campus as a whole at Convocation.

In Fall 2004, the IEC spearheaded a retreat to develop institutional and department (http://windward.hawaii.edu/Assessment/Documents/2004/Department_Goals_2004.pdf) student learning outcomes (SLOs) and continued to work with individual faculty to create SLOs for all courses on the Master Course list. The objective was to have 100 percent of the courses on the Master Course list to have SLOs by Fall 2007. At the time of the Self Study in 2006, 83 percent of all courses had SLOs, and as of the Annual Report for 2008, 100 percent of the courses have SLOs. However, assessing Windward's institutional and departmental SLOs is in its incipient stages. Intrinsically, since Windward officially has one degree program, the institutional SLOs should be aligned to the AA degree and the course SLOs are aligned to the AA degree; therefore, in assessing the courses that make up the degree, the College should have been assessing the department and institutional SLOs as well. However, as long as the College is reviewing its mission/vision and core values, it should also revisit the institutional and department SLOs established at this

2004 retreat to assure they are still consistent with the mission and also set up methods for assessing them while continuing its assessment of SLO's for all courses.

Additionally, in August 2005 the College established a Program Review Policy and Procedure (http://windward.hawaii.edu/Policies/4_4.html) that was revised in February 2006. This policy needs to be revised again because as indicated in the discussion above the Academic Program Certificates have been moved into the Department Annual Report rather than appearing in their own academic assessment. One of the outputs from the promulgation of this policy was the establishing of Windward Community College's Program Review, Strategic Planning, and Budget Cycle (http://windward.hawaii.edu/Assessment/Planning_Cycle.pdf). It may also be necessary to review this cycle as UH System and UHCC timelines change annually.

- **Train Faculty and Staff (Standard I.b.3; Standard II.a.2f)**

With the new thrust on assessment, Windward realized that it would need to provide assistance to faculty and staff on how to assess SLOs and data. In 2004, the Office of Institutional Research (<http://www.windward.hawaii.edu/ir/>) was established to support faculty and staff in reporting the institutional information of the College. It also presents this information to students and prospective students for their decision-making regarding the College. At first, this was a one-person office. Then in 2006, an institutional researcher was hired with funds from the new Title III grant.

The director and the institutional researcher are in constant dialogue with all campus constituencies regarding data needs. They ask questions that help refine the data requested so that it meets the exact needs of the requestor. However, the 2006 Self-Study indicated that this office should train faculty and staff on using available data as well as retrieving it.

The Office has done so in interacting with faculty and staff on what the data elements of the Annual Assessments and Program Review (<http://windward.hawaii.edu/Assessment/>) are, but it is up to the faculty, staff, or administrator writing the Annual Assessment Program Review to analyze and interpret how the data has affected their office/department. Refinement of that interpretation takes place in various ways, depending on the college area. In Instruction, for example, The Vice Chancellor and Deans met with Department Chairs over the course of the 2008-09 academic year to discuss data interpretation, goal setting, and benchmarking. Deans and individual Department Chairs have met to discuss the first draft of the annual report and program review to refine assessment and goal setting. More training will take place during 2009-10. The Director of Vocational and Community Education for ETC Programs, Vice Chancellor of Student Services, and the Chancellor and Vice Chancellor of Administrative Services have conducted similar trainings for the appropriate individuals charged with program reviews and reporting to them. If questions arise on what the data consist of, then the Office of Institutional Research has been available to explain what the data are composed of and how they may be interpreted.

As mentioned above, with the institutionalization of Annual Assessment/Program Review, the creation of SLOs was essential. The Institutional Effectiveness Committee (IEC) (http://windward.hawaii.edu/committees/Institutional_Effectiveness/Directives.html), was created in 2004, and charged with planning and overseeing an institutional schedule to ensure a systematic, comprehensive, and on-going assessment of the credit programs, non-credit programs, and other units identified in the Program Review Policy and to provide the necessary training and skills for units to assess themselves. They have done so through holding retreats, convening workshops and seminars, and working individually with department chairs to assure that 100 percent of courses have SLOs that are measurable and meaningful.

In Fall 2009 the IEC will be revisiting the institutional and departmental SLOs established in Fall 2004, and will be assuring that all courses on the Master Course list have been kept current with the help of the Credit Curriculum Academic Affairs Committee (CCAAC) and the ETC Curriculum Committee.

- **Improve the Gathering and Dissemination of Demographic Data (Standard I.B.3; Standard II.A.1a)**

The role of gathering data is under the purview of the Office of Institutional Research. There are several sources which the office can use. First, the Management and Planning Support (MAPS) Reports delivered by the UH System IRO Office present Windward enrollment, graduation and persistence, courses, and projections. These are the official reports of the UH System. Sometimes these reports are not current. Therefore, the Office of Institutional Research pulls the data from the Banner Student Information System and unofficially reports the data to constituencies when asked. If in conversation with the requestor, refinement of the data is necessary, this may be difficult as the tables in the Operational Data Store (ODS), the data repository for UH System data, are named differently than the tables in Banner.

Also, although the data in the System IRO office was consistent, institutions across the system were using different software and possibly different definitions when pulling data. To help standardize the data for the 2006 Self-Study the UHCC Office of Academic Planning, Assessment, and Policy Analysis set up standard definitions through the IR Cadre so that all data reported was comparable. The UHCC System also purchased BRIO for all campuses and conducted training on the software so that all IR Cadre members were pulling the data from the same areas with the same software.

Now the UH System has purchased COGNOS and is in the process of training the IR Cadre on how to use it. The System, however, may be limiting access to COGNOS, and wants those in the IR Cadre to train the staff and administrators on campuses. However, the refined data pulls that many administrators will want will not be possible because the reports generated by COGNOS will be those produced by System IRO. Also significant is that no ad hoc reporting will be possible through COGNOS. Therefore, Windward is experimenting with a procedure that would allow administrators to

manipulate institutional data on their desktop computers through the use of Hyperion and PL/SQL.

In general, the College has made great strides in gathering and reporting key data to the campus community. Administrators, Department Chairs, and unit heads receive a wealth of historical data with which they can make judgments on the health of various programs and disciplines; these data also are reported on the web in the program review postings. Enrollment data by class are available on the web site from the beginning of registration through the beginning of the semester. Using these data help counselors ensure that student needs are met.

The Budget and a variety of planning documents are also available on the website, as are Achieving the Dream planning documents and data updates. Data from the 2009 SMS survey of community wants and needs have been reported in campus meetings in late spring and at the Fall, 2009, Convocation. It is fair to say that the College is becoming increasingly adept at making key data from the system IRO available to the campus, as well as gathering and making available key data internally.

- **Campus Input to Refine Survey Instruments, Campus Lighting, and ETC Exit Survey (Standard I.B7; Standard II.B4; Standard III.B.1)**

As discussed in Recommendation 5 above, the major survey undertaken by the campus was the Survey on Governance Structures by the GSIEC. There was broad-based campus participation in the development of this survey on the sub-committee of the IEC which included non-IEC members. The instrument was then revised by the IEC, which has representation from every division on campus before being given to the campus. The campus then had the opportunity to give feedback to the GSIEC on the survey, and modifications will be made as necessary.

The campus also participates in the Graduate and Leavers Survey. This survey is generated by the UHCC Vice President's Office and sent to all the community colleges in the system. The data from the survey shows student perception of the institution before, during, and after graduation or leaving. Most of the colleges have a poor response rate to this survey because it is mailed to both leavers and graduates after they leave the institution. The IR Cadre, a group made up of the Institutional Researchers and Assessment Specialists at all the community colleges within the System, are having active discussions on how to improve the response rate so that the data is more meaningful.

ETC also developed a survey which is sent to each of the participants who register for their Core or Special Programs. The survey asks for feedback on the program and requests participants to suggest programs of interest for future development. Since this survey is mailed to participants after the program end date, the response rate has been low.

In response to a survey distributed in Fall 2006, Windward changed its lighting in the evenings so that students would feel safer walking on campus. The College also

added extra security guards and was proactive in advising students to contact security if they did not feel safe walking alone at night. The UH System has also heightened all campus security after the Virginia Tech incident.

Both ETC and credit programs at WCC are looking at ways to track employment and continuing education that go beyond what has been discussed above. These surveys are being developed slowly and carefully to assess both student achievement and employer satisfaction. WCC hopes to have these surveys in place by the 2012 Self-Study.

- **Academic Support Division and Student Services Assessment (Standard II.B.3a; Standard II.C.1c; Standard II.C.1d; Standard II.C.2)**

In 2008-09, a format for assessing tutoring, libraries, IT, and the media center was completed by a committee of UH Community College System deans. That format includes certain measurable benchmarks, and assesses the adequacy of access to the library and other support services and the maintenance of security for the library and other learning operations. In the future, this instrument will be used by all academic support units across the system as part of their annual program reviews.

In 2007-08, the Vice Chancellors of Student Services completed a template to be used for all student services assessment. The format includes measurable benchmarks and will be used for all future program reviews.

- **Conduct a study of the Banner online registration process to determine the impact on student performance (Standard II.B.3c)**

This would be an interesting study, but still has not been done. It may be very difficult to do as the permissions needed to do such a study may not be forthcoming to an individual institution. It would be wise for the UH System to conduct such a study to see if the freedom to register for classes without advising may impact the experiences of students negatively.

- **Review of ATS Degree and Monitoring of CIL and Math Components for AA Degree (Standard II.A.3)**

The ATS degree program was designed for students who wish to earn a customized technical occupational or professional degree that is not currently being offered at the College. Only one student had ever applied for the program, and did not complete it. A review of this program was conducted after the 2006 Self-Study, and a new Certificate of Completion in Agricultural Technology and another in Subtropical Urban Tree Care were developed replacing the ATS.

The Computer Information Literacy graduation requirement for the AA degree became effective for students entering in Fall 2003, and the math graduation requirement became effective in Fall 2005. The College has been evaluating both these requirements

through Annual Assessments and Program Reviews. Based on these assessments as well as the CCSSE surveys, the College is doing well in the areas related to CIL and math. However, the College may revisit the CIL requirement because of changes at the System level regarding reverse transfer for meeting AA degree requirements. Since no equivalent to the CIL requirement exists at the UH Manoa flagship campus of the system a practice of reverse transfer would be problematic unless the college can determine a course equivalent to this requirement that is offered by the flagship campus.

Campus Outreach

Planning agenda items in this category reflect the College's commitment to becoming the college needed by its broadly dispersed and highly rural service area. The College serves a population concentrated toward the northeast shore of Oahu with significant numbers dispersed all the way to the periphery of the northwest shore. Service to such a far flung district requires a commitment to outreach and collaboration with other campuses both public and private to provide cost effective access to as a broad a range of higher education services as possible. Accordingly the following planning agenda items from the 2006 Self Study include:

- **Increase Community Awareness of Our Services and Programs (Standard II.A.2d; Standard IV.A.1)**

Since 2003, 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 College also has made a concerted effort to reach out to the community and is represented in many activities including but not limited to the following:

- Kane'ohē Business Group
- Kailua Chamber of Commerce
- Kane'ohē Rotary Club
- Ho'olaule'a Committee
- Department of Education (K-12)
- Department of Education's Community School for Adults
- Hawai'i Literacy's Run and Read Program
- Windward Arts Council
- College for Every Student
- Awareness and Growth through Education (AGE) for Seniors
- Hawai'i State History Day
- Native Hawaiian Education Association

The Provost's Column mentioned in the 2006 Self Study has been replaced by widely distributed press releases, news stories, and advertisements promoting the College's programs and events while increasing the community's awareness of events at

the Paliku Theater, the Imaginarium, special programs, and major community events, such as the Windward Ho'olaule'a. In fact, the Ho'olaule'a has become one of the largest community events on this side of the island, bringing together businesses, non-profits, cultural activities and entertainment, and educational information in a day-long celebration. This year a Job Fair will also be part of the event.

Facilities like the Imaginarium, Gallery Iolani, and the Paliku Theatre under the auspices of the Office of Continuing and Community Education (CCE) 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.

For example, the Paliku Theatre at Windward Community College will feature *West Side Story* as its fall production. The landmark show, with music by Leonard Bernstein and lyrics by Stephen Sondheim, is directed by Ron Bright, who has helmed many shows at Paliku, including last year's hits *Miss Saigon* and *The Wind in the Willows*, both of which received Po'okela awards this year from the Hawaii State Theatre Council.

Gallery Iolani is an 1800 square foot gallery adjacent to the Paliku Theater. Starting in September the Gallery will feature works from the Windward Community College Atelier Program. The term “atelier” (ah-tell-yay) is a French term for “artist's studio” or “workshop”. During the 15th-19th centuries, artists like Michelangelo, Leonardo DaVinci and Peter Paul Rubens studied their craft in this hands-on working environment where they received training in the fundamentals of Classical Realism. The Atelier at Windward Community College is the only program of its kind in Hawaii, and one of few atelier experiences in the United States. Under the direction of art professor Snowden Hodges, participants are immersed in the practice of working from nature – drawing and painting from life.

The Hawai'i Music Institute is a grass roots program that was conceived in order to nurture and inspire Hawai'i's musical talent, to offer instruction about both the making and the business of music, and to provide a showcase for sharing talent and information. It fills a void in Hawai'i's music industry by bridging the gap between performer, student and business professional.

Hawaiian for Starry Heavens, Windward Community College's Hokuani Imaginarium is a high-tech planetarium and multi-media facility. Stargazing, a live star show beginning on August 12 and held on the second Wednesday of every month, allows participants to learn how to identify the constellations and listen to mythological stories about them. It also gives participants updated information on current celestial happenings, such as meteor showers and eclipses.

- **Increase Enrollment (Standard II.A.2d)**

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 was 1959 in Fall 2008, 155 above the estimated increase in the Windward Strategic Plan and has risen to over 2326 in Fall 2009, passing our Fall 2015 expected outcome. This is due to the current economic conditions in the State as well as the addition of more than 50 additional class sections this Fall semester compared to last year, approximately a 25% increase in offerings. Projections are that the economic downturn may continue for two or three years; therefore, the Strategic Planning Committee will be looking at the data and deciding whether or not adjusting the values is in order.

- **Increase Student, Faculty, Staff, and Community Communications (Standard I.B.5; Standard IV.A.1; Standard IV.A.3)**

Communication continues to be a challenge. A faculty and staff listserv has become the primary communication vehicle for campus-wide announcements. Additionally all committee minutes, policies and procedures, and pertinent statistical data are also posted on the web. While communication via electronic media is very effective for timeliness, not all faculty and staff read e-mail or review the documents on the web regularly. Therefore, discussions are continuing in the Faculty Senate on the best way to communicate College information. Finally, as discussed in Recommendation #5 above, surveys focused on assessing administrators, administrative offices, and committees have provided the added benefit of providing a channel of communication from the campus at large to committee chairs and administrators.

Communications with the community have been enhanced by community needs surveys the 2009 SMS survey (http://windward.hawaii.edu/Governance/Documents/SMS_Educational_Needs.pdf), community meetings (e.g., meetings with the Waimanalo community cited below), and meetings with community leaders. In addition, College faculty, staff, and administrators have joined key community organizations (Rotary, Chamber of Commerce, Kane‘ohe Business Group) to enhance communications. The College has worked for several years with the *Pacific American Foundation* to facilitate a HUD grant that would transfer ownership of a traditional fishpond to a community organization.

- **Strengthen Academic Partnerships with Other campuses and the Community (Standard I.A.1)**

As a direct result of a 2006 Self Study action outcome, The Office of University Partners was opened in January 2007 and is funded through a five year Title III grant (October 2005- September 2010). The Office goals are to initiate programs of study not already available to Windward students on O‘ahu, to establish articulation agreements for transfer and sustainability with other colleges and universities, and to allow students to

complete baccalaureate degrees and receive additional education on the Windward side of O‘ahu.

New programs of study initiated on the Windward campus include: Certificate of Achievement in Veterinary Assisting, Certificate of Achievement in Practical Nursing from Kapi‘olani CC, and expanding the Hawaiian Studies programs at WCC. In addition, the following baccalaureate programs are offered at Windward: the B.S. Criminal Justice and the B.F.A. Interior Design from Chaminade University. Articulation Agreements are also in place with Waikato University, New Zealand, guaranteeing admission of all WCC students who successfully complete an associate’s degree; San Juan College’s distance Veterinary Technician Program (AAS and allows for licensing) accepting all courses in our Veterinary Assisting Certificate program; and the Art Academy University for distance baccalaureate programs in the arts. Also a General Pathway Partnership agreement with UH Hilo has been established under which program-to-program articulation agreements have been finalized for a BS Geology and one for a BA or BS in Astronomy.

The Office of University Partners is currently working with UH West Oahu on articulation agreements for Elementary and Secondary Ed baccalaureate programs and with UH Manoa School of Social Work for its BSW program.

In 2009, Student Services and Instruction staff met with community leaders in Waimanalo to discuss community needs. Those discussions have led to plans to schedule classes in the Waimanalo community, starting with non-credit offerings in summer, 2009, and two for-credit classes in fall, 2009. Communication with the Waimanalo community will continue. In addition, discussions are now under way to measure interest in classes offered via interactive television at MCBH, Kahuku, and in other communities in our service area.

Campus Organization

Agenda items in this category reflect the college’s transition from its roots as a small college to a mid-size institution with all of the organizational concerns that such a transition entails. Matching the organizational structure and governance process to the informational needs and participatory expectations of a growing faculty/staff and student body are reflected by the agenda items as follow:

- **Increase and Ensure Student and Staff Participation on Committees and Establish an Ad Hoc Committee to Review Decision-Making Lines of communication, and Establish a Master Plan Committee (Standard I.B.4; Standard III.B.2a; Standard IV.A.2a; Standard IV.A.3)**

The College practices shared governance involving faculty, staff, students, clerical staff and operations and maintenance staff. It has instituted two primary groups — committees and councils — to provide for the involvement of faculty, administrators,

staff, and students in deliberations regarding day-to-day and long-range planning and policies for the College.

The Campus Policy on Committees and Councils (http://windward.hawaii.edu/Policies/2_2.html), as well as the membership and responsibilities of these groups (<http://windward.hawaii.edu/Committees/>), is delineated and publicized in documents posted on the College Website. Additionally, a Flowchart of Governance Authority (<http://windward.hawaii.edu/Governance/DecisionCharts0308.pdf>) has been adopted by the College after recommendations from the *ad hoc* committee that was established to look at these units after the Self-Study. Committee and council minutes are disseminated to members via email for correction and feedback prior to being posted on the WCC website. This is how information on what the committees and councils are doing is communicated to the campus as a whole.

Councils act as advisory groups by providing consultation and advice about a broad range of issues involving the management of the College. In some cases, council membership consists of the staff members within an administrative unit. In other cases, council members are appointed or elected. Council membership lists are posted on the College Website and disseminated through various outlets, email lists and announcements. At least once per year, in October, those lists are updated by the Chancellor's office.

Councils assist the Chancellor and/or administrators in the operations and governance of the College. Councils allow for campus input in the decision-making process. They are also used as a communication tool to keep the campus informed of issues, events, processes, and opportunities to provide College service.

The following are the College's councils:

- Academic Support Coordinators
- Administrative Services Staff
- ASUH-WCC (Konohiki Council)
- Chancellor's Staff
- Vice Chancellor's Advisory Council
- ETC Coordinators
- Faculty Senate Council
- Interclub
- Ke Kumu Pali
- PACES Advisory Board
- Student Services Staff

Committees are established to investigate, consider, report and take action on a specific subject matter. Committees generally conduct their own investigation of the issue under consideration, while council discussions are based on input from additional sources.

There are two types of committees that provide for different levels of involvement in College governance. Students, faculty and staff are encouraged to actively participate in governance by volunteering for committees. Standing Committees deal with long-term and/or ongoing college-wide issues. The following committees generally have campus representation of faculty, staff, and students.

- Aesthetics
- Budget
- College Ambassadors
- Commencement
- Credit Curriculum and Academic Affairs Committee (a standing committee of the Faculty Senate)
- ETC Curriculum Committee
- Enrollment Management
- Friends of Lanihuli
- Friends of WCC
- Institutional Effectiveness
- International Education
- Kokua Paliku
- Marketing
- Master Planning and Space Utilization
- Strategic Planning
- Student Publications Board
- Staff Development
- Technology Vision

The newest is the Master Planning and Space Utilization Committee, which was established on February 5, 2008, by then Chancellor Angela Meixell in response to the Self-Study. The committee is responsible for making recommendations to the Chancellor on use and development of the College physical plant. This includes short, mid and long term space utilization, renovations, and modernization of rooms and buildings. It as well as the Strategic and Budget Council, will be the committee that is looking into the revising of the Co0llege Master Plan. The 11 members of the committee serve for 2 years with the possibility of renewal. The committee held its first meeting on March 5, 2008.

Currently, the College is in discussions to combine its Strategic Planning Committee and Budget Committee. In discussing the possible revision of the Planning and Budget Cycle (see discussion below), a proposal was forwarded to the Faculty Senate to promote institutional efficiency, yet maintain the integrity of the integrated College Program Review-Strategic Planning-Budget Process. A Response to the Proposal has been received, and an Open Forum was held on September 24. Based on the feedback from the Open Forum, the College will implement the proposal.

Ad Hoc Committees are temporary committees created as needs arise, such as meeting new initiatives or responding to one-time only issues. These follow the same

policies and procedures as standing committees. An ad hoc committee with longevity beyond two years may become a standing committee. Current ad hoc committees include:

- Accreditation Steering
- Academic Grievance
- Common Book
- Department Personnel
- Excellence in Teaching Award Nomination
- Loi Construction
- Sabbatical
- Screening Committees for Hiring
- Student Conduct
- Student Grievance

Committee vacancies are announced as they occur. Announcements are made via campus-wide media such as the College listserv, announcement at Convocation, or memorandum. For committees needing full representation, department chairs or division heads recruit members from their units at the beginning of each school year. Student representatives are recruited via the student government organization. Staff representatives are recruited through announcements (see above).

To ensure that everyone interested in volunteering for a committee has the opportunity, each volunteer is normally assigned a two-year term. Terms are rotated to insure stability and continuity of the committee. Once an individual completes a term, that individual may volunteer again for the committee and serve two or more consecutive terms.

- **Revise Planning and Resource Allocation Procedures and Integrate Physical Resource Planning with Institutional Planning (Standard I.B.4; Standard I.B.7; Standard III.B.2b)**

This was discussed in the response to Recommendation #1 above. The current Program Review and Budget Cycle is described on pages 5-6 of the Windward Community College Strategic Plan (*Appendix 4*). This procedure may be modified to the procedure below after it is vetted in the Planning and Budget Council due to the changes in the timelines at the UH System level.

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

In February, the Planning and Budget Council reviews the Program Change Requests (PCRs) for consideration in the college's biennium or supplemental budget request with prioritization and/or adjustments to ensure alignment with the current Strategic Plan and finalizes the college's PCRs for recommendation to the Chancellor

who then forwards the College's budget request to the Vice President of Community Colleges.

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

Concurrently, from March to May, the Administration develops an Operational Expenditure Plan (OEP) for the following fiscal year beginning July. OEPs are prepared annually including newly appropriated PCR funds authorized by the legislature and allocated by the Governor. PCR items that were requested and approved should be expended accordingly and become part of the college's current base allocation. Reallocation of general funds and use of additional tuition revenue funds, if any, are determined internally with prioritization and/or adjustments to ensure alignment with the current Strategic Plan. The College's equipment fund is also allocated annually based on program action plans tied to the Strategic Plan.

The OEP is shared with the Planning and Budget Council at the beginning of each fiscal year and reflects the inclusion of newly funded PCR items. The beginning OEP is shared with the campus as a whole on the WCC Web site. The OEP works as a blueprint for the campus and does not deviate much unless unanticipated events occur. Revised OEPs are presented to the Planning and Budget Council as deemed necessary by the Chancellor.

In addition, as mentioned above, discussion has commenced on the streamlining of the planning process. The restructuring of the planning process primarily involves the combining of the Strategic Plan and Budget Committees. The Budget Committee was originally to review, evaluate, prioritize, and make recommendations to the Chancellor regarding the use of resources in the College operating budgets, and regarding resource requests for future College funds following the guidelines of WCC Policy 4.3. The Strategic Plan Committee was designated as the de facto shared governance committee on campus, and was to formulate the College's Strategic Plan and refer budget-related items from Program Reviews to the Budget Committee. This became the Program Review-Planning-Budgeting Process of the College (<http://windward.hawaii.edu/Committees/Budget/Directives.html>). Because of the time constraints mentioned above, and the fact that Windward's budgeting process has become linked to the planning process, the combining of the two committees into the Planning and Budget Council seems logical as it provides a more effective, efficient process that maintains the integrity of Windward's strategic planning and budget process.

- **Seek Additional Staffing to Improve and Expand Learning Support Services (Standard II.C.1)**

Additional staffing has been a feature of the Annual Report and Program Reviews of the Academic Support units since 2005-06. In 2005-06 an IT Specialist position was increased from .5 to 1.0 and filled. In July of 2007, the Instructional Developer position requested by Academic Support was filled through a Title III funded position. A full time, tenure-track Cataloger position for the Library was created and recruitment began in July, 2009. The Head Librarian returned to full time service in the Library in 2007, providing better service and management. The College continues to recognize the necessity for increased staffing in all of Academic Support, but our ability to create such positions is dependent on the budget priorities of the System. In some cases (as with the Instructional Developer), extramural funds may be sought.

- **Examine the Coordinated Roles of Department Chairs and EMC and the Coordinated Roles of the Department Chairs and CCACC (Standard IV.A.2b)**

The Credit Curriculum and Academic Affairs Committee (CCAAC) publishes timelines for the curriculum process and review, such that proposals will meet Catalog and Schedule of Classes deadlines. It also presents a workshop for faculty in April of each year on the curriculum process, forms, and deadlines. The following process, adopted by the CCAAC in 2008-09 clearly delineates the relationship among faculty, department chairs, administrators, and CCAAC in the curriculum process. Faculty must follow the following process when initiating, modifying, deleting, or archiving any course at Windward.

When a faculty member initiates a curriculum proposal, he or she discusses the proposal within the department and with the Department Chair (DC) and solicits advice from the department CCAAC representative. The Department Chair, working with the CCAAC representative, ensures that the proposal meets the criteria outlined in the curriculum proposal instructions by ensuring that any course to be articulated meets UH system criteria; that the proposal is discussed thoroughly within the department, that consultation with other departments or program coordinators takes place to review matters of common concern such as prerequisites, cross-listing, student learning outcomes, and general education requirements; and, that the proposal is reviewed for impact on students, program requirements, financial aid, student services, other disciplines and programs, and UH articulation. If the department supports the proposal, it submits the proposal to the division Dean of Instruction for review for consistency with system requirements. However, if the department does not support the proposal, returns it to the proposer.

The Division Dean of Instruction reviews the proposal for consistency with system requirements and sends proposal to CCAAC, which logs in the date the proposal is received. It reviews the proposal for completeness and its impact on students, other disciplines, and programs and requests written clarification and/or changes from the proposer and department chair as necessary. The Committee may decide to invite a department representative to meetings in order to answer questions about the proposal.

The CCAAC, then recommends approval and forwards the approved proposal to the Faculty Senate for further action or returns the proposal to the faculty proposer or the department chair.

The Faculty Senate receives CCAAC's recommendations for placement on the agenda and reviews the proposal and its impact on students, department, program, and college. If the proposal is not approved by the Faculty Senate, the Senate Chair returns it to the CCAAC Chair, who then returns it to the faculty proposer or department chair. Otherwise, if the proposal is approved, the Senate Chair forwards it to the Vice Chancellor of Academic Affairs who meets with the proposer(s)/reviewer(s), if needed and reviews the approved proposal for impact on the College. If the proposal is disapproved, the Vice Chancellor returns the proposal via the CCAAC to the proposer and/or division/department chair with an explanation.

If the proposal is approved, the Vice Chancellor forwards it to the Chancellor and reports the action to both the CCACC Chair and the Department Chair. The Chancellor reviews the proposal and consults with the Vice Chancellor of Academic Affairs, if necessary before approving or disapproving the proposal. The Chancellor then returns the proposal to the Vice Chancellor of Instruction, who maintains a log of all course/program action status. If the program is approved, the Vice Chancellor ensures that the proposal/modifications are added to the college database and college catalog and that appropriate articulation actions are carried out with other campuses in the UH system and sends copies of the approved action to Chair of the CCAAC, Chair of the Institutional Effectiveness Committee (IEC), the Banner Coordinator (person responsible for inputting course information into the University of Hawai'i Banner system), and the Vice Chancellor for Student Services for distribution to counselors.

If a program proposal is approved, the Vice Chancellor ensures that a request form is sent to the Institutional Research Office (IRO) for a Program Code. IRO sends the information to Banner Central to add WCC's Program Codes. (Code Request Form for Academic Program Codes can be found at <http://www.hawaii.edu/iro/>). Once the code is received, ensures that the information is distributed to the Chair of CCAAC, the Chair of IEC, the Banner Coordinator, the WCC Institutional Researcher, the Vice-Chancellor for Student Services, for distribution to counselors, and the Registrar.

- **Coordinated Roles of Department Chairs and EMC (Standard IV.A.2b)**

In November 2008, the Enrollment Management Committee voted to change its role from one focused on managing the Schedule of Classes to a broader one involving advising the Chancellor on enrollment issues such as marketing, signage, scholarships, the bookstore, registration, financial aid, and University Partners. The committee proposed that its charge be narrowed to studying enrollment patterns, looking at where growth would be appropriate or desirable, and making recommendations as to what strategies and resources would be needed to support such growth. As of Fall 2009, the Committee's recommendations are being studied by the new Chancellor; thus, the recommendation of coordinating roles is somewhat in limbo.

- **Review and Evaluate the Policy for Evaluating and Electing Department**

Chairs (IV.A.5)

The policy for evaluating and electing department chairs is a procedure established by the University of Hawaii Professional Assembly (UHPA), the faculty union and UH BOR Policy 5-3. The policy is as follows:

ARTICLE XXIII, APPOINTMENT, DUTIES, AND COMPENSATION FOR ACADEMIC CHAIRS

- A. Only Faculty Members with the Rank of 4 or 5 shall be eligible to serve as the Department, Division, or Program Chair. If no one in these ranks is available, then a Faculty Member from the unit holding a lower rank may be appointed as Acting Chair.
- B. The chancellor of a Community College, the Chancellor of UH-West Oahu, and the Dean/Director at UH-Hilo and UH-Manoa shall appoint Department, Division, or Program Chairs for periods up to three (3) years. The appointments are renewed annually. Acting Chairs shall not be appointed for a term to exceed two (2) consecutive years.
- C. Faculty Members in the various Departments, Divisions, or Programs shall meet to consider the recommendation of a Bargaining Unit Member to serve as Chair. Prior to the appointment or reappointment, the chancellor of a Community College, the Chancellor of UH-West Oahu, and the Dean/Director at UH-Hilo and UH-Manoa shall consult with the all the Faculty Members wishing to participate to receive their recommendation. If there is no consensus among the Faculty, the Chancellor, Dean/Director shall consider both the majority and minority views before making an appointment. Should there be a consensus among the Faculty Members as to who should serve as the Chair, and the recommendation is rejected, the Chancellor, Dean/Director shall meet with the Faculty Members and provide a written statement setting forth the reasons for selecting another Faculty Member.
- D. Academic Chairs are appointed by the appropriate administrative authority, but they are not managerial or supervisory employees. The duties of academic Chairs will be set forth in a revised UH-System Faculty Handbook.
- E. Monthly compensation for department or division chairs, associate chairs, or assistant chairs shall not be less than \$100 per month. The size and complexity of the department, division, or program and the nature of the quasi-administrative functions being performed shall determine the specific amount of the stipend. In addition, eleven (11) month appointments and workload equivalencies will be given where appropriate to the duties and responsibilities of the assignment.

Windward follows the policy. If the Department Chair Council feels that this policy should be revised, it would need to bring a motion at the UH System Level that is then conveyed to UHPA, who will then negotiate with the UH System President and

Board of Regents to implement the change in the new contract. However, evaluation of department chairs occurs regularly and systematically as part of the process described earlier in response to Recommendation #5.

- **Ensure Students Receive Adequate Counseling Before They Register (Standard II.A.1a)**

Prior to enrollment, all ETC students take the Test of Adult Basic Education (TABE). Based on their scores, students are counseled to do one of two things: take Essential Skills classes to improve their ability in basic math and communication skills and then enter a vocational program, or, if they are deemed prepared, enroll in a vocational course that includes integrated academics customized to that field. All students receive an orientation session at the start of their programs.

Throughout their time at ETC, each student is assigned a counselor who is equipped to support their needs. ETC's counselors are specifically designated to work with students with disabilities serving non-traditional students. These counselors are an integral part of a team approach to addressing each student's needs. Faculty and counselors consult on a regular basis.

During the 2007 school year the counselors at Windward saw 1,283 students, about 75 percent of the campus population, and about 50 percent more than AY 2006. The College also implemented mandatory orientation for all recent high school graduates. These students are not allowed to register until they attend NSO. The 3-hour workshop includes an introduction to Windward, strategies for success, a campus tour, introduction to campus support services, faculty interactions and academic advising. Peer mentors also staffed and implemented NSO. Additionally, Peer mentors met with 497 students in 2007. If new students are experiencing difficulties, the peer mentors will notify a counselor who will intervene to assist the student.

The increased access to counselors has put a tremendous strain on the clerk that supports the counselors. The maintenance of student records has increased tremendously because there are more students to see.

- **Determine if a Reorganization of the College's Administrative Structure is Necessary (Standard IV.B.2a,; Standard III.C.1c)**

On June 30, 2008, the college completed a formal and inclusive administrative reorganization focusing on the instructional services office. The Dean of Instruction was converted to a Vice Chancellor for Academic Affairs and the Assistant Dean was converted to a Dean for Division II. A vacant administrative position from the ETC was transferred to the instructional services office and a second Dean for Division I was created.

During Spring 2009, the Vice Chancellor for Academic Affairs and the Vice Chancellor for Administrative Services reviewed the effectiveness and efficiency of the

Information Technology services on campus. There were two separate units providing IT support for both the academic units and the administrative units. In meetings with both units, it was determined that a single IT Support Services unit would be more effective in meeting the needs of the college. A single IT unit would minimize duplication of staffing and efficiency would be achieved through economies of scale. In March 2009, the Administrative Computing Support unit was administratively merged with the Academic Computing Support unit. This would allow the College some time to evaluate how this new combined structure would do. If this unit meets the need of the College, a formal reorganization proposal will be coordinated with college wide input.

- **Seek Alternative Sources of Funds to Maintain and Expand Collections and Implement Appropriate Lifecycle Replacement Schedules for Technology Resources (Standard II.C.1a, Standard II.C.1e)**

The Library has made efforts to raise money through UH Foundation mailings, flyers, book sales, and links on the Library and College web pages. From 2003-04 to 2007-08, the following amounts have been raised: Friends of the Library book sale \$6,980; Honor with Books program (established 2006) \$900; Bow Yee Tong, a Kaneohe civic organization, \$3000; individual donors \$15,161. Total amount raised \$23,241, an average of \$4,648 per year. The campus has also allocated \$15,000 for replacement of obsolete materials and the purchase of additional databases and electronic resources. In addition, the Budget Committee agreed to an additional allocation of \$5,000 to the library's base budget for the increased maintenance and costs for Voyager, the online catalog, and the costs for a variety of other database subscriptions that vary in cost.

Additionally, to alleviate the problem of an aging library collection, the Library as part of the UH Library consortium, started a subscription to the *ebrary Academic Complete* collection in January 2006 which presently provides access to more than 37,000 ebook titles. While ebooks update the collection, hardcopy books must still be acquired for students needing background information and for those students who do not have access to a computer.

- **Seek Additional Funds for Increasing Operating Costs (Standard III.D.1b)**

In the past, the College has had difficulty implementing new initiatives since the major sources of funds, the State General Fund and tuition and fees could not meet the steady increase in essential costs of operation. In order to develop new initiatives, the College has developed strategies for getting additional funds through federal grants and other grant sources, such as Title III, USDA, NASA, NOAA, BRIN (NIH), to enhance teaching and services in Hawaiian Studies, the Natural Sciences, and the Office of Continuing and Community Education. The College also formerly had the services of a fund developer through the auspices of the UH Foundation. Although the Fund Developer position is currently vacant, the UH Foundation has plans to recruit a replacement whose services would be shared with Leeward CC.

- **External Audit Procedures (Standard III.D.2a; Standard III.D.2b)**

In July 2005, the University of Hawaii received guidance from the ACCJC regarding the level of financial audits required to adequately meet accreditation standards. These requirements were implemented and have proved to be very effective. The State Legislative Auditor also periodically reviews the institution's funds and expenditures.

- **Seek Additional Staffing to Improve and Expand Learning Support Services (Standard II.C.1)**

Additional staffing has been a feature of the Annual Report and Program Reviews of the Academic Support units since 2005-06. In 2005-06 an IT Specialist position was increased from .5 to 1.0 and filled. In July of 2007, the Instructional Developer position requested by Academic Support was filled through a Title III funded position. A full time, tenure-track Cataloger position for the Library was created and recruitment began in July with the position to be filled starting October 1, 2009. The Head Librarian returned to full time service in the Library in 2007, providing better service and management. The College continues to recognize the necessity for increased staffing in all of Academic Support, but our ability to create such positions is dependent on the budget priorities of the System. In some cases (as with the Instructional Developer), extramural funds may be sought.

- **Provide Footnotes to its Budgeted Organization Charts to Reflect Unbudgeted Temporary Positions and Federally Funded Positions (Standard IV.A.1)**

After careful review of this recommendation, an alternative solution is being considered to help the college identify non-budgeted positions at the college. The rationale for this change is that the organizational charts are updated annually to reflect changes to budgeted positions only. To include non-budgeted positions would complicate the organizational charts since these federally funded programs do not necessarily fit into the formal organizational structure of the college. Further, the nature of these non-budgeted positions is temporary thus requiring frequent updates to the organizational charts.

The solution that is being considered is to have these programs listed on the college's website in a manner that would identify their program, purpose, who they are, where they are located, their reporting line, and any other pertinent information about that particular project or grant.

Technology

Agenda items in this category reflect the critical role played by educational technology in the digital age. These planning goals will be, as in the past, reflected in our primary planning document, the Strategic Plan, and are consistent with the UH System and Strategic Plans. Given the foregoing need to serve a widely dispersed population the technology needs of the college include the equipment needs to distance deliver

instruction services both on-line as well as via video conference delivery systems. Accordingly the following planning agenda items from the 2006 Self Study include:

- **Information Retrieval Technology (Standard III.C.1b, Standard II.C.1b, Standard III.B.2b)**

As part of the evaluation process, technology decisions are based on a systematic cycle of program and departmental reviews which assess student learning outcomes and achievement. The Strategic Planning Committee then prioritizes technology needs and Budget Committee makes the final allocation of resources for technology. The Technology Vision Committee bears primary responsibility for technology planning and improvement for the campus. Examples of the successes associated with the evaluation, planning and improvement process include the creation of a permanent IT position, adoption of email as a primary mode of communication, identification of student and faculty IT training needs, and increased access to and adequacy of computers, software and the Internet

Decisions about technology services, facilities, hardware and software for the College are based on the commitment to excellence in the liberal arts and career development arena. As stated in its mission statement, the College supports and challenges individuals to develop skills, fulfill their potential, enrich their lives, and become contributing, culturally aware members of the community.

Technology decisions affecting the College are made at several levels--program, department, administrative, and system-wide. Initially, technology needs, including information technology personnel, facilities, services, equipment and software, are identified and assessed at the department or program level. These needs are then forwarded to the appropriate administrators who summarize the requests while adding their own input. The administrative units send the technology needs, along with other budgetary requests, to the College's Planning and Budget Council, which with guidance from the campus Strategic Plan, the University System Strategic Plan, and the Technology Vision, prioritize all budget requests and forwards its recommendations to the Chancellor.

The College, along with six other Hawai'i community colleges, exists under the umbrella of the University of Hawai'i System and its Information and Technology Services (ITS) division. The College is often asked to give input in system-wide technology decisions. Examples of past system-wide technology purchases include the Wide Area Network infrastructure and capacity, selection of Distance Learning (DL) Delivery systems, system-wide software licensing agreements (notably the Endeavor Voyager Library System, WebCT Courseware, Laulima Courseware (Sakai), Banner Online Registration software, MyUH a wide area network Web and e-mail portal, FMIS (a system wide online fiscal management tool), and SECE (an online student employment system). The College is represented on such system-wide committees such as the Council of Chief Academic Officers, UH Distance Learning Advisory Committee, UHCC Strategic Plan Workgroup, ITV Coordinators Meetings, Campus Distance Learning

Coordinators, and UH Library Council. These committees have varying degrees of influence on systemwide technology decisions.

Decisions made at both the system and campus levels have resulted in the College's current infrastructure. That infrastructure includes a robust fiber optic based network that is readily accessible to the majority of classrooms and campus facilities, an upgraded telecommunications system, a cable television system that is currently being configured, a new interactive television distance education facility that ties the College into a system wide network for live interactive videoconferencing, and low cost Internet-based videoconferencing devoted to enabling system-wide communication efforts.

Responsibility for network reliability and disaster recovery of the inter-campus data and cable infrastructure lie with the University of Hawaii Information and Technology Services system office and includes both hardware and software strategies. Provisions for security and privacy are dealt with via software and services at the system level.

For campus maintained technology, such as library services and campus local area networks, staff in the College's Academic Computing unit handles the reliability and disaster recovery.

The majority of classrooms on the campus have multimedia capability and data and telecommunications access at a level that can handle the current demands of contemporary software and multimedia formats. Students have access to computer technology located in the Library, the Learning Center and campus computer labs. Examples of technology in instruction include Computer Assisted Instruction (CAI) English courses, ICS classes, GIS classes, WebCT and Lualaba-managed classes, Computer Information and Literacy (CIL) workshops and individual computer enhanced courses.

All faculty and staff who want access have the use of personal computers in their offices, which also have data telecommunication access. Multimedia equipment, data and telecommunication capacity have been included in the campus center meeting rooms, making them desirable as rental facilities.

- **Review Effectiveness and Make Changes to Ensure that Technology Planning is Integrated with Institutional Planning (Standard III.C.2)**

Program reviews and annual assessments, which include technology requests, are completed at the end of each year by units and departments and programs. Department reviews are analyzed and discussed by the department chairs and the administration. Once formalized, program reviews and assessments are sent to the Planning and Budget Council. This council prioritizes the College's needs and makes the decision as to which technology requests are to be funded and sends its recommendations to the Chancellor.

- **The Technology Vision Committee will assess the effectiveness of the College's distance learning technology and encourage the faculty to consider offering additional General Education foundation courses through distance learning. (Standard III.C.1d)**

During the 2008-2009 Academic Year, five faculty members were given reassigned time to develop online courses in sociology, economics, computer science, math, chemistry, and chemistry laboratory. The Chemistry professor attended a Mainland conference related to development of online science courses and laboratories and in Fall 2009 she will be offering the first all online chemistry lab that has been available for students in the University of Hawaii System. Windward Community College is offering 13 online classes in Fall 2009, as compared to less than half that number in Fall 2008. The College is experiencing a large influx of enrollments for 2009-2010 Academic Year, and most of the online courses for Fall filled quickly. Next semester, and every semester after that we intend to continue increasing our online courses and online class enrollments, and will continue offering reassigned time to encourage faculty members to offer General Education Foundation courses through distance learning. The College will be doing a Substantive Change Request when more than 50 percent of the requirements for the AA degree are available through distance learning.

- **Seek Extramural Funding for Technology Needs and Monitor the Implementation of a 4-year Equipment Replacement Cycle (Standard III.C.1c)**

Academic Computing maintains some 400 computers and network devices located in computer classrooms, labs, faculty offices, and telcom rooms. Of these devices about 65 percent are available for student use. College investment to replace obsolete equipment rose to \$155,576 in 2006 which was used to purchase 12 MacBooks, 7 Macs and 30 PCs. Although the four-year equipment replacement cycle has not yet been formally finalized, this investment improved the percentage of classroom and lab computers that were less than 4 years old from 36 percent to 48 percent. Academic Computing also purchased 25 Macs and 20 PCs for faculty and staff, which improved the percentage of faculty/staff computers under 4 years old from 41 percent to 65 percent.

In 2007, Academic Computing deployed 136 new PCs and Macs to classrooms, labs, and faculty/staff. These new deployments improved the percentage of student computers meeting the less than 4-year standard from 48 percent to 80 percent by the end of AY2007-2008. The percentage of faculty/staff computers meeting the less than 4-year standard improved from 65 percent to 86 percent.

Therefore, although the College has no formalized computer replacement policy, it has been able to address computer replacement. In fact, as of fall, 2009, it is estimated that over 90 percent of the computers on campus will be less than four years old. We will also want to revisit this concern, since in many cases some equipment may be useful for well over four years, while in other cases replacement must take place in 2-3 years.

- **The College will Continue to Provide Information Technology Training for its Students and Personnel (Standard III.C.1b)**

During the 2007-2008 and 2008-2009 Academic Years, the Instructional Developer provided workshops on information technology, including MS Office, the use of classroom clickers, web design, and developing courses and course materials in *Laulima*, the UH System's Sakai-based online collaborative learning system. Much of the current Instructional Designer's training efforts have been focused on training faculty and students in the use of *Laulima*, and providing one-on-one training with new software.

The librarians at Windward Community College also offer trainings to students on how to do research projects using the World Wide Web, and the librarians are always available to help students better evaluate the validity and reliability of the information found on specific websites.

- **Train on FMIS and Kualii Systems (Standard III.3D.2b)**

The University's Financial Management Information System (FMIS) is an out dated financial management software that is scheduled to be replaced with an open source system called KUALI. The design of the system is geared toward the unique financial management needs in higher education. The date of implementation is schedule for FY 2011. The KUALI system is in the planning stages assessing how to make the conversion as smooth as possible. The University has put together committees (employees from both the system offices and campuses) to cover the different areas (i.e. accounting, purchasing, account receivables, disbursing, contracts and grants, etc.) to determine what the University's needs and requirements are. Once this system is implemented, the Business Office will conduct training sessions for the field. Training on the current FMIS or efmis is generally on an "as needed basis." The Business Office will sit with the individual and teach them how to do certain things using FMIS. Group training is also provided if there is a change in procedures whereby end users should be informed.

POSTSCRIPT

Windward Community College periodically reviews its status relative to the three-part *Rubric for Evaluating Institutional Effectiveness* distributed by ACCJC. Its progress along the levels of implementation described for Program Review, Planning and Student Learning Outcomes assessment has been steady. The College is also well situated to demonstrate its commitment to a culture of continuous improvement via ongoing evaluation, analysis, collegial discussions and adaptations of current practice to align with evolving conditions.

Since the arrival of the new Chancellor in July 2009, the College has been working to establish a clear nexus among program review, planning activities (to include monitoring progress and updating of plans), budget requests, and learning outcomes improvement. Although the constituent elements to accommodate this nexus have been in place for some time, the timing and coordination of the work-flow among each of the constituent elements has been problematic. The college has recently approved the consolidation of its Strategic Planning Committee with its Budget Committee to form a Planning and Budget Council under a directive to provide direct advisory input to the Chancellor concerning the Strategic Plan, Biennium and Supplemental Budgets. This adjustment in procedures will mandate the evaluation of all program and unit reviews by one council consisting of twenty-three faculty/staff and administrators who will evaluate program/unit reviews as the primary source of documentation for their deliberations. A time savings is realized by mandating these duties to a single broad based council replacing two smaller committees that had formerly served the same purposes. Heretofore the Budget Committee was required to await a report by the Strategic Planning Committee before it could complete its deliberations on the budget recommendations to the Chancellor. The replacement of a bicameral with a unicameral process should assure a timely completion of complex review, evaluation and deliberation processes.

The regularity of program reviews has been established for several years now; however, the consistency and timeliness of the submittal of the reviews has been problematic in a few cases. The formation of the new Planning and Budget Council which will employ a template for council members to evaluate each of the program/unit reviews in concert with the requirement to submit a program/unit review to be considered for budget and planning change requests should alleviate tardiness problems. Instructional departments already have established learning outcomes assessment measures at the course level, but integration of the results as part of the program review will bring consideration of learning outcomes to a broader audience in the Planning and Budget Council. The learning outcomes discussion will become richer and broader as the

college develops the connection among course, program and institutional learning outcomes still to come.

Planning in a culture of continuous improvement must draw on evaluative data to guide the process and the Governance Subcommittee of the Institutional Effectiveness Committee (GSIEC) has collected the data. GSIEC provides a process for collegial participation in the evaluation of the whole range of governance bodies and leaders including administrative offices, committees and councils. The principles and processes of this evaluation procedure are documented and the results are publicly available along with action plans to address weaknesses that have been devised by the subjects of GSIEC review. This primarily addresses planning for improvements at the operational level. The College's commitment to refinement and improvement of its processes is reflected by the development of the merged Planning and Budget Council which itself will be regularly evaluated for refinements and improvements in its processes. Moreover, the College will employ the GSIEC evaluation technique for a second time this year before evaluating that process itself in search of procedural improvements.

The College has disaggregated its operational expenditure plan, technology vision plan, and facilities use plan from its strategic plan in conformity with advice from its consultant, Dr. Julie Slark. Although the various plans serve separate purposes they all cohere under the aegis of a college Strategic Plan that is modeled on the UH Community College System Strategic Plan with measureable targets that fit the Windward Community College context. Additionally, the College has integrated measureable targets of its *Achieving the Dream* project to improve the recruitment, financial aid conferral rate, retention and graduation rates of Hawaiian students. The measureable targets for *Achieving the Dream* parallel many of the strategic plan targets and the College is performing admirably as it progresses into its third year of *Achieving the Dream*.

The consolidated Planning and Budget Council provides a coordinated venue for the timely collegial discussions of the program/unit reviews relative to their budgeting requests and monitoring of strategic planning outcomes. However, the College is still working on broadening the analysis and discussion of learning outcomes assessment. The purpose of the newly consolidated Planning and Budget Council is to fully consider the results of program/unit reviews with the analysis of learning outcomes at the course level to assure that the proper mix of resources is being brought to bear to further the College's progress toward achieving its strategic plan outcomes. The campus is accustomed to the use of five year comprehensive program/unit reviews subsuming course level learning outcomes assessment, along with biannual student perceptual surveys via the Community College Survey of Student Engagement (CCSSE). However,

it has not prescribed significant changes in curriculum, or pedagogy based on these discussions.

The College must align course, program/degree and college level learning outcomes in a pyramidal relationship to assure that each level is based upon the one below proceeding from a broader level of supporting outcomes to the top of the pyramid. In this structure course level learning competencies/objectives can be aggregated under broader course learning outcomes which in turn comprise some of the learning outcomes for the degree or certificate program of which they are constituent. In turn the degree/certificate learning outcomes should be aggregated under the broader category of institutional learning outcomes. The College is working now to assure the symmetry between course learning objectives with course outcomes and program learning outcomes. The last step in the process will be to define the institutional learning outcomes. By proceeding in this manner the College is following an inductive approach to identifying its learning outcomes as they actually exist by translating competencies into a broader umbrella of outcomes language and working up the hierarchy to programs and then to the institutional level. The final step in the process is to assure that students are familiar with the interlocking relationships of learning outcomes up this hierarchy. This is the realm in which the college has the most work to do. Students are familiar with the competencies/objectives in the respective courses in which they are enrolled. However, connecting those objectives to meaningful, practical learning outcomes and building awareness among the students of these relationships is the challenge that must be met at this stage in the College's progress.

WEBLINKS

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