# ACCREDITATION MIDTERM REPORT OF WINDWARD COMMUNITY COLLEGE

Submitted by

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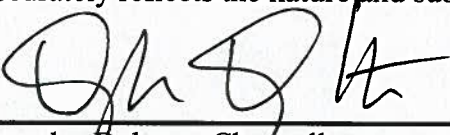Kane`ohe, Hawai`i 96744

To

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

October 15, 2015
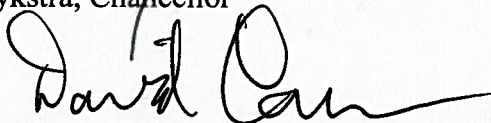
To:     Accrediting Commission for Community and Junior Colleges,
            Western Association of Schools and Colleges

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

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

| | |
|---|---|
| Douglas Dykstra, Chancellor | 7/21/2015 — Date |
| David Lassner, President University of Hawaii System | 9/30/15 — Date |
| John Morton, Vice President for Community Colleges | 9/28/15 — Date |
| Ardis Eschenberg, Vice Chancellor for Academic Affairs | 9/21/15 — Date |
| Amy Rozek, Vice Chancellor for Student Affairs | 9/21/15 — Date |
| Kevin Ishida, Vice Chancellor for Administrative Services | 9/21/15 — Date |
| Ellen Ishida-Babineau, Dean Division I | 9/21/15 — Date |
| Charles Sasaki, Dean Division II | 9/21/15 — Date |
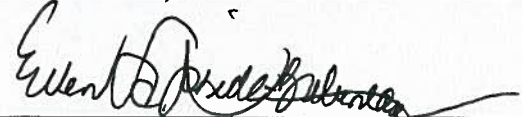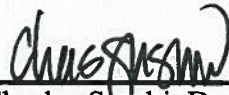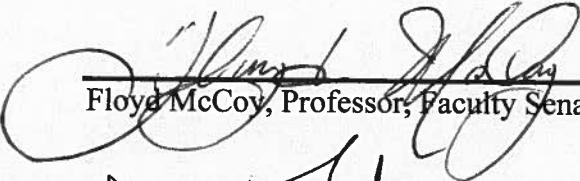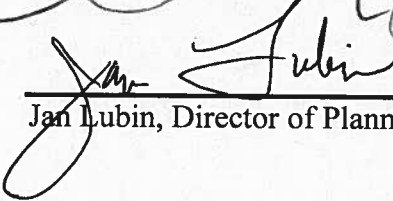
Floyd McCoy, Professor, Faculty Senate

9/21/15
Date

Jan Lubin, Director of Planning and Program Evaluation
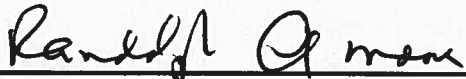
09/21/2015
Date

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

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


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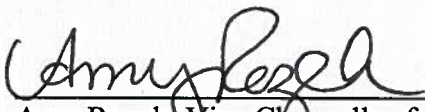

Randolph G. Moore                                   10/1/15
Chair                                            Date
University of Hawai'i Board of Regents

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## STATEMENT OF REPORT PREPARATION

In a letter dated February 6, 2015, the Accrediting Commission for Community and Junior Colleges (ACCJC), Western Association of Schools and Colleges (WASC), requesting a Midterm Report by October 15, 2015.  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' Self-Evaluation and Follow-Up Reports 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:

Douglas Dykstra, Chancellor
T. Michael Moser, Director of Career and Community Education
Kevin Ishida, Vice Chancellor for Administrative Affairs
Ardis Eschenberg, Vice Chancellor for Academic Affairs
Thomas Doi, Student Government Counselor
Ellen Ishida-Babineau, Dean of Instruction, Division I
Michael Tom, Academic Computing Coordinator
Jeffrey Hunt, Director Office of Institutional Research
Jaeyeon (Jan) Sung, Head Librarian
Sharon Nakagawa, Fiscal Manager
Karen Cho, Personnel Officer
Kalawaia (Peter) Moore, Faculty Senate Chair (AY2014-2015)
Paul Briggs, Professor of Economics
Nicolas Logue, Instructor of Theater
Carlton (Ka`ala) Carmack, Instructor of Music and Director of the Hawaii Music Institute
Carly (Makanani) Sala, Instructor of Hawaiian Studies
Dorene Niibu, Chancellor's Secretary
Mariko Kershaw, Librarian
Michael McIntosh, Computer Specialist

## Background

An ACCJC letter dated February 11, 2013, made recommendations based on the Self Study and the Team Evaluation Report. The letter outlined five College recommendations to be addressed in a Follow-up Report by October 15, 2013. The recommendations were:

As noted in the 2006 visiting team report and in order to meet the standards, the team recommends that the institution complete the development and assessment of student learning outcomes for all courses, programs, and general education, as well as develop and assess learning outcomes for student services, using the results for improvement of student learning, achievement, and institutional effectiveness. (I.B.3, I.B.7, II.A.2.b, II.A.2.c, II.B.4);

In order to fully meet the standards, it is recommended that the college design, document, and implement an effective planning model, system of program review, and resource allocation process which is inclusive of all institutional planning activities including administrative services and technology. The college should develop formal systematic evaluation mechanisms for assessing the quality and effectiveness of planning structures and processes and use assessment results for improvement of learning and institutional effectiveness. (I.B.1 thru I.B.7, II.A.2, II.B.4, II.C.2, III.C.1, III.C.2, III.D.1, III.D.3, III.D.4, IV.A.1, IV.A.5, IV.B.1, IV.B.3.g);

In order to fully meet the standard, the team recommends that the institution develop and implement a comprehensive staffing plan as well as a professional development plan designed to meet the needs of its personnel and fully implement the civil service evaluation process. (III.A.1.b, III.A.2, III.A.5, III.C.1.b);

In order to fully meet the standard, the team recommends that the college develop sustainable financial resources to provide adequate staffing, equipment, student and academic support services, as well as for funding for operations. (II.A.2, II.A.3, II.C.1.b, II.C.1.c, II.C.1.d, III.A, III.B, III.C);

In order to fully meet the standards, the team recommends that the institution regularly evaluate its governance, decision-making structures and planning processes in order to insure their integrity and effectiveness. The college should also widely communicate the results of the evaluations and use them as a basis for continuous and ongoing improvement of learning and institutional effectiveness. (I.B.1, I.B.4, I.B.6, IV.A.4, IV.A.5).

In addition to the five College recommendations outlined above, the Visiting Team also outlined five University of Hawaii Community College System (UHCC System) recommendations that each college would be held accountable for. These were:

## 1. Institutional Mission and Effectiveness

In order to meet the standard for institutional effectiveness and integration of planning and resource allocation processes, including program review, it is recommended that:

- The VPCC and the Chancellors develop broad-based, on-going, collegial dialogue between and among the UHCC and the colleges to better assess the breadth, quality, and usefulness of UHCC analytical tools (e.g. UHCC Annual Report of Program Data (ARPD)) and planning processes through feedback from college stakeholders. In addition, the UHCC and Chancellors should provide training for the appropriate use of the tools to support on-going improvement and effectiveness.

- The Chancellors provide clear descriptions and training regarding the planning timeline and budgeting process. The information and training should be available to all college constituencies and reviewed regularly to ensure accuracy for resource allocation that leads to program and institutional improvement. (Standards I.B.1, I.B.3, I.B.4, I.B.6, II.A.1.c. II.A.2.a,e,f, II.B.1, II.B.3.a, II.B.4.a)

## 2. Student Learning Programs and Services

In order to meet the Standards, degrees offered by the colleges must be consistent with the general education philosophy as outlined in the college catalog and the rigor of the English and math courses needed to fulfill the degree requirements must be appropriate to higher education. (ER 11, Standards II.A.3, II.A.3.b)

## 3. Student Learning Programs and Services and Resources

In order to meet the Standard, the UHCC and the colleges shall take appropriate action to ensure that regular evaluations of all faculty members and others directly responsible for student progress toward achieving stated student learning outcomes include, as a component of the evaluation, effectiveness in producing student learning outcomes. (Standard III.A.1.c)

## 4. Resources

In order to meet the Standards, it is recommended that a comprehensive UH system wide technology plan that includes and supports distance education be developed and implemented and is integrated with institutional planning. (II.A.1.b, II.A.1.c, II.A.2.c, III.C.1, III.C.1.c, III.C.2)

## 5. Board and Administrative Organization

In order to meet the Standards, it is recommended that the UH BOR adopt a regular evaluation schedule of its policies and practices and revise them when necessary. In addition, the UH BOR must conduct its self evaluation as defined in its policy and as required by ACCJC Standards. (Standards IV.B.1.e, IV.B.1.g).

In a letter dated February 7, 2014, the ACCJC found that Windward Community College (Windward CC) had satisfied Recommendations 1, 4, and 5 above, and that the UHCC System had satisfied Recommendations 1, 2, and 3. A Follow-Up Report due on October 15, 2014, was requested to demonstrate that the College had met College Recommendations 2 and 3, and UHCC System Recommendations 4 and 5.

In a letter dated February 6, 2015, the ACCJC found that all these recommendations had been met, and that a Mid-Term Report was due on October 15, 2015.

# COLLEGE FOLLOW-UP REPORT RECOMMENDATIONS 1-5

## RECOMMENDATION 1:  STUDENT LEARNING OUTCOME ASSESSMENT

*As noted in the 2006 visiting team report and in order to meet the standards, the team recommends that the institution complete the development and assessment of student learning outcomes for all courses, programs, and general education, as well as develop and assess learning outcomes for student services, using the results for improvement of student learning, achievement, and institutional effectiveness.  (I.B.3, I.B.7, II.A.2.b, II.A.2.c, II.B.4)*

Windward CC has had a robust program of course-level assessment since 2004.  Courses were aligned to both the General Education and Associate in Arts in Liberal Arts SLOs at that time; therefore, faculty understood that when they were assessing a course SLO that had been aligned with a General Education or Associate in Arts in Liberal Arts SLO, they were assessing both or at times all three.  The assessment form was modified to show this alignment. As described in the 2013 Follow-Up Report, Windward has embarked on implicit assessment of both its Institutional and Program SLOs as well as continued assessment of its courses and has established a timeline for assessment for years to come.  Windward CC has also established SLOs for Student Affairs, which are discussed in the Annual Assessments and Five-Year Program Reviews of the unit. **The visiting team found that Windward CC met the Accreditation Standards for this recommendation based on the evidence presented in the 2013 Follow-Up Report.**

## RECOMMENDATION 2:  IMPLEMENTATION OF A SYSTEMATIC PLANNING PROCESS

*In order to fully meet the standards, it is recommended that the college design, document, and implement an effective planning model, system of program review, and resource allocation process which is inclusive of all institutional planning activities including administrative services and technology.  The college should develop formal systematic evaluation mechanisms for assessing the quality and effectiveness of planning structures and processes and use assessment results for improvement of learning and institutional effectiveness.  (I.B.1 thru I.B.7, II.A.2, II.B.4, II.C.2, III.C.1, III.C.2, III.D.1, III.D.3, III.D.4, IV.A.1, IV.A.5, IV.B.1, IV.B.3.g);*

The cyclical planning process of the College includes annual assessments by each of the academic departments and campus programs. Every year, the current assessment timeline has each department assessing twenty percent of its active courses using course-level assessment tools to promote continuous improvement.

**Figure 1: Windward Community College Planning Process**
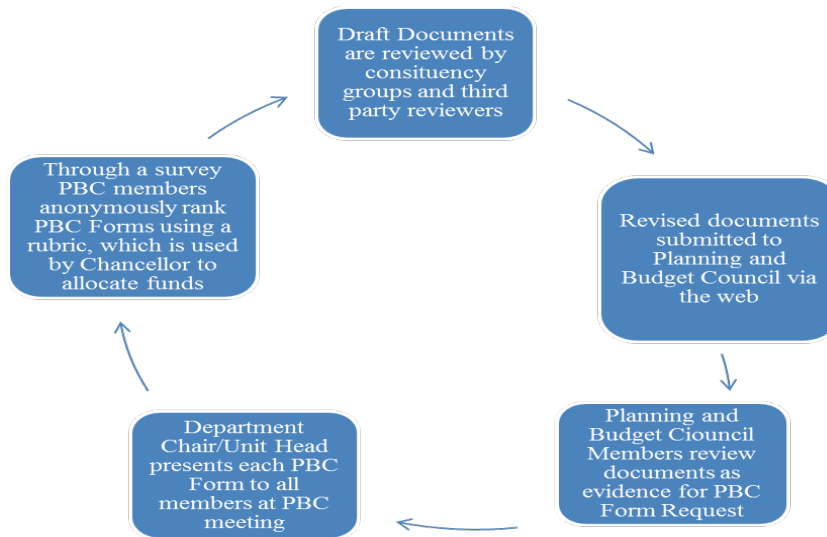


Integrated planning "is an interactive process in which an institution, through its governance processes, thoughtfully uses its values and vision to set priorities and deploy its resources and energies to achieve institutional changes and improvements at various levels of the organization in response to current or anticipated conditions." (ACCJC News Fall 2009)

Windward CC's integrated planning follows the evaluation process and the roles that the people involved designing, implementing and revising plans contribute. Further, it discusses the processes of assessing these plans, determining revisions (outputs) and introducing these revisions as inputs to create an evaluation cycle in accordance with accreditation Standards I.B1.1-B1.7, III.D.1-D3, and IV.A.5.

All planning activities are cyclical; some have a relatively short-term annual cycle, and some are strategic in nature having a longer cycle of five to twenty years. These combined activities support Standards I.B.1-7, II.A.2, II.A.4, II.B.2, III.C.1-C.2, III.D.1-D.3, IV.A.1, IV.A.5, and IV.B.1. Short-term planning includes:

- Annual updates to the Windward CC Catalog

- Annual Reports of Program Data (ARPD), Annual SLO Assessments, Annual Committee Reports;

- Annual Departmental Reports and Annual Unit Assessments that are required to develop program review annual updates;

- Annual budget development and approval;

- Annual resource allocation for ongoing programmatic needs and one-time projects; and,

- Other annual planning activities.

Long-term strategic planning includes:

- The Strategic Plan, Chancellor's Vision Statement, and Facilities Master Plan;

- Departmental and Unit planning that is long-term in nature, but also feeds into the annual planning cycle;

- An analysis of success in addressing goals, such as the Strategic Plan Goals;

- An evaluation of existing programs as required for a comprehensive 5-Year Program Review; and

- An overall evaluation of the college planning process itself.

The long and short term planning cycles are shown graphically in Figure 2 on page 9 of this document.

In 2010, 50 percent of Planning and Budget Council members surveyed responded either that they strongly agreed or agreed that a Handbook would be helpful in understanding the process as there are no real clear guidelines in the process. In 2012, the number increased to 64 percent who still felt that a handbook was desirable as a more thorough understanding of the process and procedures should result in better responses on the requests forms.

Since the percentage requesting a handbook had increased by 14 percent, a Handbook of the Procedures and Processes was produced for use in Spring/Summer 2014. **This handbook will be utilized in future trainings and is posted on the PBC website, and the Commission found that Windward CC met this recommendation based on the 2014 Follow-Up Report.**

**Figure 2:  Windward CC Planning Process**
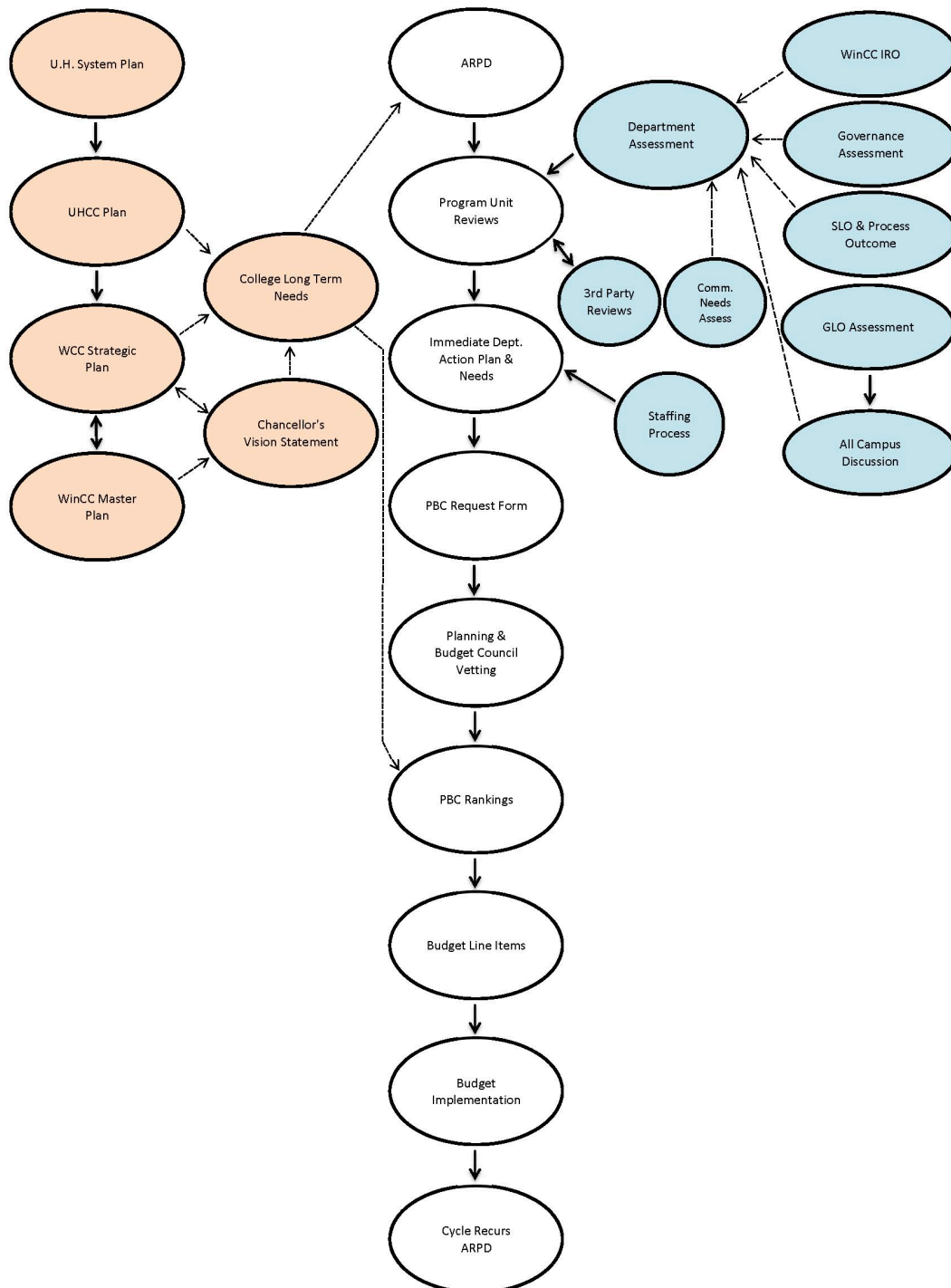


Pink = Long Term Planning Documents; Blue = Short Term Planning Documents;
White = Planning Process

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# RECOMMENDATION 3:  STAFFING PLAN

*In order to fully meet the standard, the team recommends that the institution develop and implement a comprehensive staffing plan as well as a professional development plan designed to meet the needs of its personnel and fully implement the civil service evaluation process. (III.A.1.b, III.A.2, III.A.5, III.C.1.b);*

The Windward Community College (Windward CC) Staffing Plan and Guidelines (pg. 41-47) reflect the College's commitment to providing quality education for our students in a "supportive and challenging environment" as stated in the College's Mission 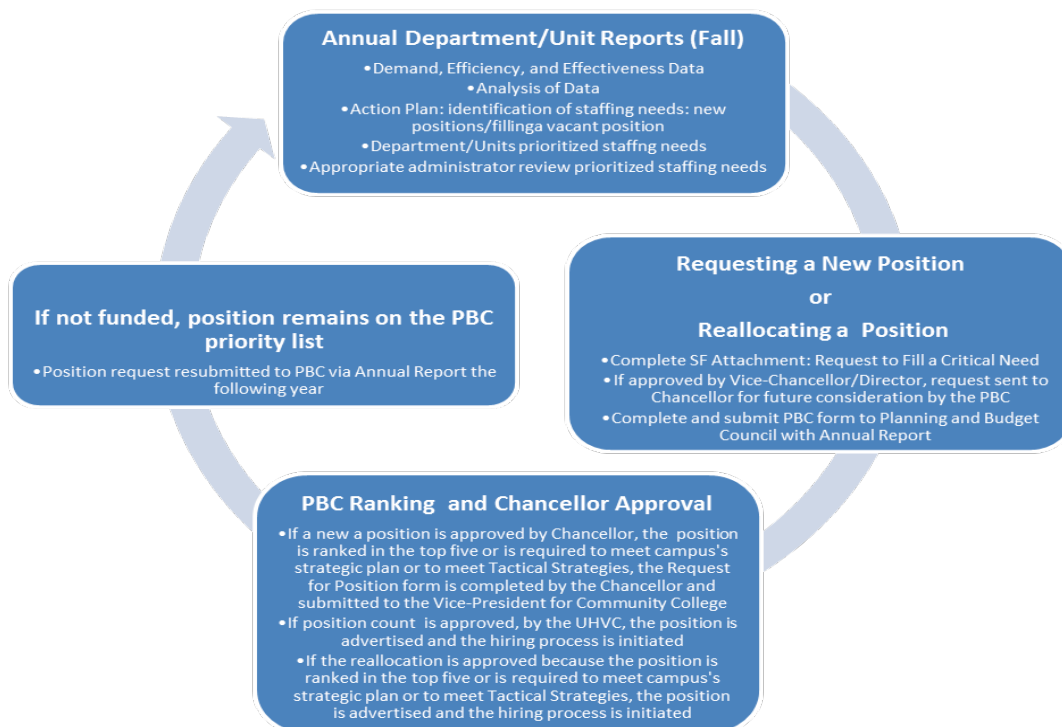Statement. A reliable staffing plan has well defined standards and formulas for tracking, filling, creating and deleting positions in an organization and aligns staffing with the strategic plan, mission, the Master Plan, and the budget.  Windward CC's Staffing Plan provides strategies and processes identifying, analyzing, and maintaining personnel levels necessary to support present and future goals of the College.  Its purpose is to ensure that students receive a quality education in a supportive and nurturing environment.

The plan identifies current staffing, describes the process for determining staffing needs, and outlines the process and its relationship to program review and resource allocation.  **This recommendation was met based on evidence presented in the 2014 Follow-Up Report**.

**Figure 3: Staffing Process**



Annual Department/Unit Reports (Fall)
- Demand, Efficiency, and Effectiveness Data
- Analysis of Data
- Action Plan: identification of staffing needs: new positions/fillinga vacant position
- Department/Units prioritized staffng needs
- Appropriate administrator review prioritized staffing needs

Requesting a New Position
or
Reallocating a  Position
- Complete SF Attachment: Request to Fill a Critical Need
- If approved by Vice-Chancellor/Director, request sent to Chancellor for future consideration by the PBC
- Complete and submit PBC form to Planning and Budget Council with Annual Report

PBC Ranking  and Chancellor Approval
- If a new a position is approved by Chancellor, the  position is ranked in the top five or is required to meet campus's strategic plan or to meet Tactical Strategies, the Request for Position form is completed by the Chancellor and submitted to the Vice-President for Community College
- If position count  is approved, by the UHVC, the position is advertised and the hiring process is initiated
- If the reallocation is approved because the position is ranked in the top five or is required to meet campus's strategic plan or to meet Tactical Strategies, the position is advertised and the hiring process is initiated

If not funded, position remains on the PBC priority list
- Position request resubmitted to PBC via Annual Report the following year

# RECOMMENDATION 4: SUSTAINABLE FINANCIAL RESOURCES

*In order to fully meet the standard, the team recommends that the college develop sustainable financial resources to provide adequate staffing, equipment, student and academic support services, as well as for funding for operations. (II.A.2, II.A.3, II.C.1.b, II.C.1.c, II.C.1.d, III.A, III.B, III.C);*

Windward Community College is committed to developing and sustaining sufficient financial resources to assure adequate staffing, equipment, student and academic support services as well as overall college operations. The College notes that its 2012 visiting team report has found it to be completely in compliance with all aspects of Standard III. D. *Financial Resources* and Recommendation #4 is in no way attached to that Standard. Nonetheless, the College takes the sustainability of its financial resources seriously and it is drawing upon several System and campus initiatives to ensure adequate funding for the teaching, learning and support services on campus.

**Tuition Increases**

The University of Hawai`i (UH) System increased its tuition and fees by adopting the 2006-2011 UH System Tuition Schedule after extensive public dialogue. The tuition schedule was not reduced after the economic downturn in 2008, yet record numbers of students entered the UH System and paid the pre-determined tuition increases to provide a substantial increase in funding. Windward Community College has been the only community college to experience enrollment growth for eight consecutive years 2006-07 through 2013-14 with growth in Student Semester Hours over that period of 52 percent.

When the economy began to stabilize, the University was poised for planning a new tuition schedule to carry through the 2016-17 academic year. Forums and discussions were held during that 2011-12 academic year to set    tuition costs on all System campuses for the 2012- 2017   Academic Years. Tuition at the community colleges at that time for Hawai`i residents was $97 per credit. After, much discussion, the UH Board of Regents and legislature passed the following UH Tuition Schedule, which will be in effect through the 2016-17 Academic Year. As you can see, for community colleges, tuition for the 2012 AY was $101/per credit for residents, increasing to $120/credit in the 2016 AY. This is an increase of almost 29 percent for resident students in accompaniment with a 7.25 percent increase for non-residents over the time span.

**Summer School**

Summer School has always had a tuition rate that is approximately 2.5 times the rate charged during the academic year.   Windward has actively increased its Summer School enrollments since 2008 with a 232 percent increase in student semester hours over that period.  After an initial growth spurt, the College has continued to grow the summer school enrollment at a high rate of 54 percent growth in the past two years.  The financial windfall from summer school tuition has been a crucial source of supplemental funding for the equipment and furniture required by various major construction and renovation projects on campus including:  the new Library Learning Commons, Hale A`o Hawaiian Studies building extension, and the planned renovation of two other buildings vacated due to the opening of the new Library Learning Commons.

**Enrollment Growth and Performance Outcomes Funding Initiatives**

In 2007, the Hawaiʻi State Legislature enacted Act 213, SLH 2007 (Appropriations Act) to provide a general fund appropriation for the FB 2007-09 to assist the University of Hawaiʻi Community Colleges in addressing the need for additional class offerings to meet enrollment growth. This mechanism for the subsidization of expanded course offerings at the community colleges was predicated on the belief that many enrollments were being lost due to the inadequacy of community college instructional services budgets to support the offering of both developmental and entry level course sections sufficient to satisfy demand.   With the economic recession right around the corner with its historically high unemployment rates, banner enrollments ensued and this community college along with all others across the State of Hawaiʻi were able to accommodate all newly matriculated students efficiently and profitably.  The additional general funds was used to cover the differential cost (additional costs net of tuition revenue) for additional credit classes/credits required to meet enrollment growth demand.

This additional appropriation was designed to serve as a contingency fund administered by the Office of the Vice President for Community Colleges (OVPCC). The funding was to be made available to the individual colleges that were able to demonstrate the need to meet growth in student demand, in excess of current enrollment capacity. Appropriated funds not needed for this specific purpose would lapse back to the State general fund at the end of each fiscal year.

| Campus | FY 2008 Final | | | FY 2009 Final | | | FY 2010 Final | | | FY 2011 Final | | | FY 2012 Final | | | FY 2013 Final | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Fall | Spring | Total | Fall | Spring | Total | Fall | Spring | Total | Fall | Spring | Total | Fall | Spring | Total | Fall | Spring | Total |
| Honolulu CC | 48,000 | 15,000 | 63,000 | 60,160 | 45,120 | 105,280 | 130,289 | 129,891 | 260,180 | 133,188 | 161,688 | 294,876 | 148,495 | 162,467 | 310,962 | 132,234 | 185,010 | 317,244 |
| Kapiolani CC | 33,567 | 109,969 | 143,536 | 177,734 | 137,953 | 315,687 | 211,767 | 235,665 | 447,432 | 274,644 | 231,534 | 506,178 | 192,075 | 158,499 | 350,574 | 171,057 | 146,951 | 318,008 |
| Leeward CC | 141,670 | 179,103 | 320,773 | 250,109 | 256,615 | 506,724 | 377,003 | 300,924 | 677,927 | 364,248 | 288,240 | 652,488 | 425,764 | 341,979 | 767,743 | 468,132 | 431,435 | 899,567 |
| Windward CC | | 26,567 | 26,567 | 4,700 | 25,806 | 30,506 | 127,677 | 135,153 | 262,830 | 154,182 | 147,090 | 301,272 | 185,570 | 168,603 | 354,173 | 198,052 | 187,291 | 385,343 |
| Hawaii CC | 66,969 | 98,158 | 165,127 | 152,553 | 199,076 | 351,629 | 239,573 | 219,033 | 458,606 | 277,518 | 267,072 | 544,590 | 267,790 | 220,448 | 488,238 | 223,378 | 195,625 | 419,003 |
| Maui College | 118,701 | 83,701 | 202,402 | 214,065 | 208,675 | 422,740 | 420,152 | 333,468 | 753,620 | 391,224 | 406,176 | 797,400 | 400,875 | 403,792 | 804,667 | 418,504 | 332,083 | 750,587 |
| Kauai CC | | | 0 | 0 | 44,180 | 44,180 | 43,695 | 76,635 | 120,330 | 56,394 | 57,942 | 114,336 | 47,530 | 47,821 | 95,351 | 80,534 | 76,285 | 156,819 |
| Total | 408,907 | 512,498 | 921,405 | 859,321 | 917,425 | 1,776,746 | 1,550,156 | 1,430,769 | 2,980,925 | 1,651,398 | 1,559,742 | 3,211,140 | 1,668,099 | 1,503,609 | 3,171,708 | 1,691,891 | 1,554,680 | 3,246,571 |

As the attached data shows, the funds that the College received from FY 2008 -2009 to FY 2011- 2012 have increased from $26,567 to $385,343 a year.

In addition to the foregoing funding mechanism, the OVPCC has allocated funds to the community colleges using a performance outcomes-based model for the past two years. The outcomes funding model is directly linked to the University's established strategic outcomes..  The measures adopted are directly from the UHCC Strategic Plan and the targets are the specific targets identified in the college's strategic outcomes adopted by the University in 2008.

They are:

- Degrees and Certificates Awarded;

- Degrees and Certificates Awarded to Native Hawaiian students;

- Degrees and Certificates Awarded in Science, Technology, Engineering, and Math (STEM) fields;

- Number of students participating in the Federal PELL Program; AND,

- Number of transfers from community colleges to baccalaureate campuses.

For each outcome, the baseline target is the value set by the strategic plan outcomes from FY 2010 and the target is the value set for FY 2011 (for FY 2012 funding). Last year the allocation was a proof of concept practice, and Windward CC put this money, $197, 161, into an OVPCC escrow account, which was returned to the College because it had met all its targets for the year. This year the performance based allocation will be new money for Windward CC and the College has surpassed all of its targets again to produce a total of $420, 748.  These funds are used to offset any bargaining agreement costs and pressing equipment and operational needs of the College.

**Extramural Contracts and Grants**

In addition, the College has been very successful in pursuing extramural contracts and grants.  According to Windward CC's Strategic Plan Performance Measures (p.16), the College has already surpassed its projected 2015 outcome.  The College has increased the

amount it gleans from awards from $1.7 Million in FY 2009-2010 to $6.4 Million in FY 2011 -2012, an increase of approximately $4.7 Million.  This is due to the work of the Chancellor, his Administrative Staff, and the Community Colleges designated fund associate from the University of Hawai`i Foundation.  These funds have produced Chemistry Forums, established a high school-to-college counseling initiative, and bought equipment for the Bio-Medicinal Garden as well as funding personnel and computer equipment.   Additionally, the College's INBRE funding was only about $27K a year in 2011-12, but has increased since then to $60K/year.  As a result, Windward CC has been able to increase the number of student research internships has follows:

- 2012-13 = 4 internships

- 2013-14 = 9 internships

- 2014-25 = 12 internships

Furthermore, students have received summer tuition and internship grants from the STEM-focused Indigenous Knowledge in Engineering ('IKE) Program.  Thus the College's extramural funding has greatly contributed to increasing student success at the College. More information on the College's extramural funding can be found on the UH Office of Research Services site: http://www.ors.hawaii.edu/index.php/reports/85-reports/172-annual-executive-managerial-reports.


**RTRF (Facilities and Administrative Cost)**

Windward CC has benefited from its extramural funding in other ways as well. Every year the University of Hawai'i System Office allocates funds from a pool of dollars that are collected for administering extramurally funded projects (Federal, State, and Private). This return has yielded the College in excess of $128,000 during the last fiscal year which has been used to sustain the College's Operational Plan. These funds are projected to continue to yield the College about the same amount or more every forthcoming year. The indirect cost for administering extramural non-research funded projects is currently 40 percent, an increase from the 27.5 percent in the previous fiscal year.  However, the UH System cannot assess indirect costs (Facilities and Administrative Costs) to any Title III funds, and all other U.S. Department of Education funds are only allowed an assessment of 8 percent for these costs. Thus an increase or stable revenue stream from extramural funding is expected to continue into the future.   Information on indirect costs for administering extramural funding can be found at: http://www.ors.hawaii.edu/index.php/apply/budget-development/indirect-costs

**Veterinarian Technology Program Fees and Proposed New College Fees**

Windward Community College has traditionally eschewed the imposition of program/equipment and supplies fees upon the student body.   However the recent permanent approval of a Veterinary Assisting Certificate and provisional approval of a Veterinary Technology Degree has required a change in that tradition.  In order for the College to pay for the laboratory equipment replacement and consumable supplies needed for the program, a professional fee of $300 has been approved for Veterinary Technology students and a $100 for Veterinary Assisting students. This is a common practice among other vocational/professional majors because of the specialized needs of the programs.  The fees go directly back to the program and help facilitate student learning in an environment similar to the one they will enter after finishing the program.

During the current academic year the Chancellor and Administrative Staff will decide on the package of student fees that may be presented to student government, Faculty Senate, a campus open forum, as well as the Planning and Budget Council prior to ultimate presentation to the Board of Regents for approval.  Such a proposal could be designed to provide a dedicated flow of resources to fund equipment and services directly related to student usage, learning resources and other student services.

**Adjustment of Air Conditioning Operating Hours**

In 2011, the UHCC, with support from the Hawaiʻi State Energy Office, entered into a contract with Johnson Controls (NYSE: JCI) to implement multiple conservation measures and a sustainability curriculum customized for UHCC students. The energy efficiency solutions are expected to create combined energy savings of over $58 million of the 20-year life of the contract.

This will allow UHCC's Oʻahu campuses to integrate many energy solutions designed to reduce the amount of electricity, water, wastewater and Syngas they currently use. The solutions include energy efficient HVAC replacements, solar hot water, lighting retrofits, a full-time energy manager and electrical car charging stations that will reduce the use of fossil fuels. The UHCC System is expected to experience a guaranteed savings of more than $6 million KWH per year, which represents a reduction of approximately 23 percent of the campuses current usage.

According to Windward CC's Strategic Outcomes Measures, the annual kWh usage per square foot has consistently dropped from 18.93 in 2006 to 15.30 in 2011.  This has led to following savings for 2012, even with the New Library Learning Commons:

| | kWh | rate/kWh | day | week | month | summer |
|---|---|---|---|---|---|---|
| Total saving | 1,244 | 0.32 | $398 | $1,990 | $8,360 | $25,079 |

Windward CC hopes that this trend continues as decreased payment for electricity costs will allow the money saved to be used for other operating expenses.

**Faculty and Staff Retirement**

Windward CC has been blessed in that the College's faculty and staff have had longevity. Once someone is hired into a position, they tend to stay.  This has led to a high number of senior faculty, and a low number of junior faculty.  Due to the contract  negotiated in 2009, many senior faculty opted to stay longer.  Now, these senior faculty are beginning to retire..  Using the Staffing Plan explained in Recommendation 3 above, Windward CC has begun replacing the retiring senior faculty with junior faculty.  This will be a cost savings to Windward CC.  With the new Staffing Plan in place, this should assure that qualified faculty will be able to be hired, and that the quality of teaching at Windward will remain high in the years to come.

The foregoing initiatives will allow Windward CC to sustain itself in the future.  They will help the Chancellor maintain a $500,000 reserve that will be able to alleviate the stresses on the Operational Expenditure Plan caused by general Fund budget restrictions and contract entitlements.  The Vice Chancellor of Administrative Services is working with the Chancellor and the Planning and Budget Council to assure that the College has sustainable financial resources in excess of the required reserves.

**The visiting team found that Windward CC met the Accreditation Standards for this recommendation based on the evidence presented in the 2013 Follow-Up Report.**

# RECOMMENDATION 5: EVALUATION OF GOVERNANCE

*In order to fully meet the standards, the team recommends that the institution regularly evaluate its governance, decision-making structures and planning processes in order to insure their integrity and effectiveness. The college should also widely communicate the results of the evaluations and use them as a basis for continuous and ongoing improvement of learning and institutional effectiveness. (I.B.1, I.B.4, I.B.6, IV.A.4, IV.A.5)*

In discussing Recommendation #5, the Chancellor and his executive staff were initially bemused because the Visiting Team report and the recommendation suggested that the College had not been regularly assessing governance, decision-making, and planning, a claim which was inconsistent with the facts at the College. However, in further discussions, it was determined that the primary focus of this recommendation was on the need to ensure that the assessment and improvement activities continued. Starting with the creation of the Governance Sub-Committee of the Institutional Effectiveness Committee through the Committee on Governance Assessment, surveys have ascertained student, faculty, and staff perceptions on the governance structures at the College have been performed. In 2015, these structures will be assessed by all constituencies in a new survey constructed by the Survey Sub-Committee of the IEC in odd years and the CCSSE in even years. **The visiting team found that Windward CC has indeed continued to assess and improve its governance processes and met the Accreditation Standards for this recommendation based on the evidence presented in the [2013 Follow-Up Report](#)**.

# RESPONSE TO
# UHCC SYSTEM FOLLOW-UP REPORT
# RECOMMENTATIONS 1-5

In conjunction with the 2012 comprehensive visits to the individual campuses, a System Evaluation Team (SET) was formed to examine University of Hawaii Community Colleges (UHCC) system level standards.  The SET consisted of a chair, one additional member who was not part of campus teams, and one member each from the six campus teams.

The SET commended the UHCC for:

- dedicating efforts to support the success and achievement of Native Hawaiian students and the preservation and study of Native Hawaiian culture;

- establishing a fund to support innovation in support of student success and for preserving this fund in the face of serious fiscal challenges;

- encouraging and supporting a spirit of "ohana" throughout UHCC;

- adopting a tuition increase schedule for 2012-17 in order to provide stability and predictability; and

- using a common student database to transition students to four-year institutions, improving articulation, and awarding Associate of Arts (AA) degrees back to students based on their coursework at four-year colleges.

The SET also made five recommendations, all to meet standards, as follows:

## RECOMMENDATION 1:  INSTITUTIONAL EFFECTIVENESS AND MISSION

*In order to meet the standard for institutional effectiveness and integration of planning and resource allocation processes, including program review, it is recommended that:*

- *The VPCC and the Chancellors develop broad-based, on-going, collegial dialogue between and among the UHCC and the colleges to better assess the breadth, quality, and usefulness of UHCC analytical tools (e.g. UHCC Annual Report of Program Data (ARPD)) and planning processes through feedback from college stakeholders.  In addition, the UHCC and Chancellors should provide training for the appropriate use of the tools to support on-going improvement and effectiveness.*

- *The Chancellors provide clear descriptions and training regarding the planning timeline and budgeting process.  The information and training should be*

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*available to all college constituencies and reviewed regularly to ensure accuracy for resource allocation that leads to program and institutional improvement. (Standards I.B.1, I.B.3, I.B.4, I.B.6, II.A.1.c. II.A.2.a,e,f, II.B.1, II.B.3.a, II.B.4.a)*


## Summary of Previously Reported Activities and Actions

**UHCC Strategic Planning Process**

The University of Hawai'i Community Colleges (UHCC) strategic planning process is codified in UHCC Policy #4.101 Strategic Academic Planning.

The process is characterized by:

- Defined metrics and targets over the planning period for key strategic directions;

- Strong alignment in both strategic direction and metrics with the University of Hawai'i System strategic directions;

- The use of selected key metrics in system budget allocation, performance funding, managerial evaluation, and targeted use of innovation funding; and

- Regular monitoring and reporting of the progress toward the strategic goals with the broader college and general community.


Per UHCC Policy #4.101 Strategic Academic Planning, the Vice President for Community Colleges (VPCC) convenes the full UHCC Strategic Planning Council (SPC) in the spring and fall of each year. The membership of the SPC consists of the chancellor, faculty senate chair, and student government chair from each college, and the vice president and associate vice presidents for community colleges. Meeting notes and materials are posted to the public website.

The annual spring meeting is used to review UHCC strategic outcomes and performance measures. The SPC monitors and advises on progress toward the UHCC strategic planning goals. The VPCC uses the meeting to gather impressions and reactions to progress to date and to emphasize and maintain the focus on the things UHCC has identified as important. The VPCC follows this meeting with visits to each college to present college-level detailed data. During the open meetings for the college community at each campus, the VPCC leads discussions on progress and encourages feedback, e.g., new ideas, process improvement, and college innovations.

The annual fall meeting is used to look at the strategic planning process and to introduce and/or review UH System-wide strategic planning initiatives.  The VPCC follows the fall meeting with visits to each college for UHCC System wide engagement and dialogue.

The strategic plan in effect during the comprehensive visit covered the period 2008-2014.  In fall 2012, the SPC established a process to begin the revision of the plan for the period 2015-2021.  In the spring 2013 meeting, working groups, chaired by a chancellor with faculty senate chair (not of the same college), and a student leader supplemented by members knowledgeable and appropriate for the work, were formed.  The organization and process for updating the plan beyond 2015 was part of the VPCC's spring visit to each of the institutions.  The working group goals or focus from UHCC Strategic Plan were:

> Goal A (part 1): Educational Effectiveness and Student Success.
> > Special Emphasis on Part-Time Student Access and Success and Adult Learners
>
> Goal A (part 2):  Native Hawaiian educational Attainment.
> > Including review of other underserved populations.
>
> Goal B:  Functioning as a Seamless State System.
> > Transfers and Articulation
>
> Goal C:  Promote Workforce and Economic Development
> > Special emphasis on STEM, Workforce – Energizing Areas, and Reviving the global curriculum
>
> Goal D:  Hawai'i's Educational Capital/Resources and Stewardship
> > What it means to be a Native Hawaiian Serving Institution
> > Government/non-profit partnerships
> > Entrepreneurship, commercialization, resource base
>
> Goal E:  Develop Sustainable Infrastructure for Student Learning
> > Clean Energy, Sustainability
>
> Focus Area 1:  Distance Education
> > Infrastructure for Student Learning, ADA Delivery, Rigor, Student Success

The working groups were charged with reviewing current performance measures, identify which should stay and/or be revised, and identify potential new metrics during spring and

summer 2013 meetings.  The full SPC discussed and compiled measures at its October 2013 meeting followed by visits by the VPCC to each college for open, system-wide dialogue.  Based on the results of those meetings, the measures were refined and work continued to finalize outcomes and performance measures for the 2015 and beyond update.

The BOR Standing Committee on Community Colleges met on August 30, 2013.  The VPCC gave an update relating to the progress in meeting the goals in the current strategic plan and reviewed the process for updating the plan including the seven working group areas of focus.  The presentation and the direction of the plan were well-received by the BOR CC Committee and the Committee was informed it would be kept apprised of progress in the development of the plan.

Following the meeting of the BOR CC, the VPCC, associate vice presidents for academic and administrative affairs and the chancellors held an executive level meeting, which addressed accreditation, strategic planning process, and budget allocation.  Chancellors reported on the status of the goals/focus areas of their strategic planning working groups.

In addition to the UHCC Strategic Planning process with its strategic outcomes and performance measures, the UHCC System uses the following tools to support on-going improvement and effectiveness:

- Community College Inventory: Focus on Student Persistence, Learning, and Attainment;

- UHCC Performance Funding; and

- Annual Reports Program Data (ARPD)

**Community College Inventory: Focus on Student Persistence, Learning, and Attainment**

The UHCC System uses the *Community College Inventory: Focus on Student Persistence, Learning, and Attainment* – a research based tool developed by the Community College Leadership Program, University of Texas Austin to evaluate UHCC System effectiveness.  The inventory assesses 11 institutional characteristics that are strongly focused on student success.  The Office of the Vice President for Community Colleges (OVPCC) administers the inventory online in odd-numbered years (complementing the Community College Survey Student Engagement (CCSSE) that is administered in even-numbered years--benchmark measurements included in Strategic Plan).  The SPC affirmed that the 11 institutional characteristics are important to the system and incorporating selected outcomes in the UHCC Strategic Plan supports the

regular assessment and review for on-going improvement and effectiveness of planning. As required in the policy, and evidenced in proceedings of the SPC, the inventory results are reviewed and discussed by the full Council.

The chancellors reviewed the results of the 2013 survey at their August 30, 2013 executive meeting. "The UHCC System has a strategic plan that clearly and succinctly states its goals for future development" continues to receive the highest ranking within the category while "The UHCC System demonstrates its ability to stop doing things that are off mission, low-priority, and/or ineffective in promoting student persistence, learning, and attainment" continues to be scored the lowest.

## 2. Performance (Outcomes) Funding

The outcomes funding model is directly linked to the University's established strategic outcomes. The measures adopted are directly from the strategic plan and the targets are the specific targets identified in the strategic outcomes adopted by the University in 2008.

The outcomes incorporated into the formula include the following:

    a.  degrees and certificates awarded;
    b.  degrees and certificates awarded to Native Hawaiian students;
    c.  degrees and certificates awarded to students in Science, Technology, Engineering, and Math (STEM) fields;
    d.  number of low-income students participating the Federal Pell program; and
    e.  number of transfers from the community colleges to the baccalaureate campuses.

The outcomes funding model has the following characteristics:

    a.  For each outcome, the baseline is the value set by the strategic outcomes for FY 2010 and the target is the value set for FY 2011 (for FY 2012 funding).
    b.  The outcomes are independent of each other. Campuses can only achieve their full outcomes funding if they meet or exceed the targeted outcomes for each of the measures.
    c.  If a campus does not meet the targeted outcome, then any unused funds would be used for other UHCC initiatives.

At the spring 2013 Instructional Program Review Council (I-PRC), it was decided to include program-level performance funding in the Annual Reports of Program Data (ARPD) to be released in August 2013.

## 3. Annual Reports of Program Data (ARPD) and Comprehensive Program Reviews

UHCC Program Review and Annual Reports of Program Data (ARPD) are codified in UHCCP 5.202 Review of Established Programs. The policy, developed by broad

systemwide dialogue by chancellors, administrators, faculty, and staff defines programs subject to review, frequency of program reviews, content of the program review, dissemination of program reviews, and assessment of the program review process. Each college has established and operates its own college-level program review process within the framework of the UHCC System policy and the UH Board of Regents (BOR) policies.

The system-level process is managed by the OVPCC through the UHCC I-PRC. The I-PRC is comprised of key data users from across the seven community colleges with functional representation of chancellors, vice chancellors for academic affairs, division/department chairs (with further representation from general education faculty and Career Technical Education faculty), assessment coordinators, and institutional research (IR). The I-PRC meets once in the fall and once in the spring semester. The fall meeting is used to discuss the current ARPD reports, college process/progress and mid-term data definition and data calculations (i.e., in the 2012 ARPDs the calculation of persistence was modified to exclude from the denominator those students who had received associate degrees and would not be expected to persist in the program). The spring meeting is used to assess the effectiveness of the UHCC System program review process (including ARPDs), review the measures and content, and ensure that the review provides the information necessary for program assessment and improvement. The Comprehensive Program Reviews, Annual Reports of Program Data, and Records of Proceedings for the I-PRC meetings are posted and made public on the UHCC website.

The OVPCC provides the data for ARPD by August 15 of each year. The data are from the immediate prior program year (July 1- June 30). This standardization of data and timing allow colleges to compare against similar programs and employ "best practices" in program improvement. Data are publicly released by August 15. Access to the analysis section of the ARPD is controlled by userid limited to those administrators, faculty, and staff who have an analysis and input role as determined by the institution. At the end of the review cycle (generally the end of the fall semester), analysis and program planning, along with an executive summary of all annual reports within the area (Instruction, Academic Support, Student Support Services) are finalized and the full ARPD is made public. ARPD data and analysis serve as the foundation of the Comprehensive Program Review (CPR). Colleges have set CPR schedules within the BOR requirement of review at least every five years. CPRs are publicly available through the college websites and a link to the most recent CPR is included in the ARPD.

Following the comprehensive visits of fall 2012, the OVPCC surveyed all key data users (vice chancellors for academic affairs, deans and assistant deans department and division chairs, program directors, and IR). The online survey asked users to evaluate the usefulness/importance of the current ARPD data elements and to suggest data they wish

they had.  The OVPCC Academic Planning, Assessment, and Policy Analysis (APAPA) Office compiled the results of the survey and conducted focus group discussions with the various constituents including additional training and professional development needed. The process identified a gap in data information provided at new faculty, staff, and administrator orientation.  Current college practices do not include data training.  The UHCC IR Cadre is developing key data information to be included in orientation as well as website "cheat sheets" to direct inquiries to available tools and data.  Additional outcomes from focus group discussions was reviewed by the UHCC I-PRC in fall 2013 including how to meet identified training and professional development needs.

At the August 30, 2013 executive level meeting, the VPCC, associate vice presidents for academic and administrative affairs, and chancellors approved the basic design of an assessment tool for program review that will provide additional information on student flow, progress, and achievement at the program level.  The conceptual model is broadly based on the principles identified in the Gates-funded Completion by Design on the student loss and momentum pathways.

Following discussion at the chancellors' August 2013 executive meeting, the VPCC issued a UHCC policy codifying the UHCC System's commitment to a culture of evidence.  The UHCCP #4.202 Culture of Evidence requires that at least every three years starting in 2013, the OVPCC will survey stakeholders and users of major UHCC analytical tools (e.g., UHCC Strategic Planning Outcomes and Performance Measures, Comprehensive Program Reviews, Annual Reports of Program Data).  This survey will measure the effectiveness of the planning process and importance and usefulness of the data and for training and/or professional development needed to maximize use of these tools for planning and resource allocation that supports institutional effectiveness in meeting college and system mission.  The results will be made public by posting to the system website Culture of Evidence.

**UHCC Budget Allocation Process**

Since 2009, the UHCC budgets have gone through a period of great flux including reductions in State of Hawai'i general funding, negotiated pay reductions for all employees and subsequent restorations of pay, state imposed restrictions, and tuition increases.  Responding to these external forces has created some confusion around budget allocations.  The confusion has been compounded since many of the budget reductions occurred outside the normal budget cycles.

Despite the budget flux and the enrollment increases, the UHCC System and campuses were able to manage the finances and still maintain healthy cash positions.  However, in order to make the budget allocation process more transparent, the budget allocation

model was put into a formal policy, UHCCP #8.000 General Fund and Tuition and Fees Special Fund Allocation, that was promulgated in September 2013. Key elements of the budget allocation policy include:

In accordance with state budget policy, state general funds are allocated based on a current service base with enhancements based on specific program change requests as approved by the State Legislature.

- Approximately 5 percent of the operating budget is allocated based on five perfomance metrics – student graduation, Native Hawaiian student graduation, STEM graduation, Pell financial aid recipients, and UH transfers to baccalaureate institutions. In order to receive the outcomes funding portion of the budget allocation, campuses must meet numeric targets for each of these metrics.

- An additional pool of funds is allocated to campuses to meet enrollment growth and to fund need based financial aid.

- Campuses retain tuition and fee income.

- Campuses retain and manage non-credit and auxiliary services income.

- Campuses are expected to allocate funds within their campus in accordance with planning and program review priorities.

The budget allocation policy is posted on the UHCC System website. In addition, the actual allocations for the year as well as historic trends in revenue, expenditures, allocations, and reserves are distributed to each campus and also published on the system website Budget, Planning and Finance.

The associate vice president for administrative affairs also meets with campus leadership to discuss the allocations, trends, and financial projections for each campus. The broad information on the budget allocation is also shared by the VPCC during his regular campus presentations.

The budget allocation model will undergo a continous review, including an assessment of efficiency metrics, to determine whether further adjustments to the current service base will need to be made.

## Sustained Compliance Activity Since the Last Report

**Strategic Planning**

The major focus during the past two years has been the completion of the UHCC Strategic Plan for the period 2015-2021. The process outlined above continued with active engagement by the Strategic Planning Council (SPC), working groups, public meetings, and Board of Regents briefings. At the same time, the University system was engaged in an update of its strategic directions and concerted efforts were made to align the University plan with the UHCC plan.

The SPC adopted the new plan at its spring 2015 meeting. Notable features of the plan include:

- Graduation targets consistent with the State of Hawai'i policy goal of having 55 percent of the working adult population having a college degree by 2025;

- A change in metric for transfer students to include all transfers rather than just within UH transfers, a change based on data suggesting that as many of 35-40 percent of the students are transferring to non-UH baccalaureate institutions;

- A change in metric for STEM graduates to include both community college graduates and baccalaureate STEM graduates who have community college background, a change intending to capture the total community college contribution to the STEM workforce;

- Targets to eliminate all access and success gaps for the following targeted populations:

  - Native Hawaiian,

  - Filipino,

  - Pacific Islander, and

  - Low income (Pell recipients).

- Eliminating the access gap is defined as enrollment at or in excess of population percentages. Eliminating the success gap is defined as having graduation, transfer, and STEM graduation at or in excess of enrollment percentages; and

- Restructuring the developmental education program in both math and English to move from sequentially-based courses to co-requisite models of remediation.

The plan also continues a commitment to the use of performance funding for successful attainment of the targets in five metrics:

- Graduation,

- Native Hawaiian Student Graduation,

- Pell Student Graduation,

- STEM Graduation, and

- Baccalaureate Transfer.

The planning process also identified a structural weakness in the previous strategic plan efforts. The innovation efforts undertaken with the system's innovation fund were perceived to be disconnected from the more traditional academic decision making processes on campuses. While faculty were engaged in piloting positive changes in curriculum and practice, those changes were not impacting practice on a broader scale within the institution. To address this "scaling" problem, a new Student Success Council was added to the strategic planning process. The new committee draws on academic administration (both instructional and student support), institutional researchers, and faculty leadership. While the Strategic Planning Council remains responsible for the overall goals and directions within the plan, the new committee and working groups that it may form is charged with the detailed implementation of the different components of the plan.

### Performance Funding

As noted, the UHCC continued its use of performance funding as one of the tools to assure alignment of strategic goals with budget decisions. In spring 2015, the State Legislature included in the University's appropriation an amount of $6,000,000 intended for the University to implement performance funding across the University system. The legislative appropriation charges the University to develop a methodology for the implementation of the performance funding during the 2015-16 academic year with the intention of basing the allocation of the $6,000,000 using that methodology in FY 2017. These funds would add to the pool of performance funding already in place within the UHCC.

## Future Plans

Two projects growing out of the strategic planning process are being developed to further enhance the planning and assessment of college programs.

**Workforce Sector Modeling Tool**

Based on similar work in Colorado, the UHCC's are developing a planning model and tool that examines the key workforce sectors within the State of Hawaiʻi to better focus workforce development and training efforts. Within each sector, positions are identified and mapped along the following dimensions:

- Employment demand. Demand data will be collected at both state and local levels and be based on historical employment patterns as well as real time job search data. The employment demand will be vetted through industry and government panels to account for anticipated future changes that might not be reflected in historical or even current employment data;

- Wage data for each of the positions;

- Educational attainment required for the position at both the certificates and degree level and the mapping of these credentials to the institutions offering the credential;

- Career ladders within the sector; and

- Student placement into the various positions and sectors.

- The intention is to have a tool that can serve multiple purposes:

- Student – Provide the student with accurate and current information about job opportunities, wage potential, advancement potential, and educational opportunity;

- Academic program managers – Provide the program managers with more accurate information for use in program review and in managing both the curriculum and student experience;

- Academic planners – Provide planners with more timely information about significant gaps between available programs and emerging new areas of employment or surging demand. Alternatively, provide better information about employment declines that may require restructuring or elimination of programs; and;

- Business and industry leaders – Provide a mechanism for the business community to provide valuable information on trends within the industries that impact program offerings of the colleges.

Plans are to complete the new tool by July 2016.

**Academic Program Manager Tool**

In assessing the UHCC integrated planning and assessment system, the sense was there was a gap between the student success goals and targets which were being captured and monitored at the institutional level and the data being used by and for program managers of individual academic programs.  While the program managers had a rich set of data provided through the annual review of program data and through the program review process, there was not a consistent alignment of that data with the strategic targets nor was the data focused on the dynamic flow of students through the programs and beyond to either transfer or employment.

To address this deficiency, a new academic program manager tool is being developed that would provide program coordinators with a single location to manage students within their programs and to provide analytic data that aligns with the student success metrics. The tool is being designed to adapt the Completion by Design construct so that information is provided to program managers on several stages of student movement into and through the programs, including:

- Student engagement and recruitment,

- Student enrollment,

- Student progress,

- Student graduation or transfer, and;

- Student job placement.

For each of these stages of student progress toward success, program managers would have available information about students, communication tools to reach students, data metrics to monitor both individual student progress and overall retention, completion, and placement data for students.  The data would be differentiated by selected characteristics of students to allow analysis by sub-population.

In addition, program managers would be provided planning tools using the UHCC guided pathway registration system to identify the demand for courses within the program so that sufficient sections can be scheduled to assure student progress toward degrees.

By designing the system to be both a practical transaction management tool and a focused analytic tool, the academic program managers will be both more likely and more capable of making program decisions to foster student success.

The goal is to have the academic program planning tool completed by Fall 2016.

## RECOMMENDATION 2:  STUDENT LEARNING PROGRAMS AND SERVICES

*In order to meet the Standards, degrees offered by the colleges must be consistent with the general education philosophy as outlined in the college catalog and the rigor of the English and math courses needed to fulfill the degree requirements must be appropriate to higher education. (ER 11, Standards II.A.3, II.A.3.b)*

This System-wide recommendation was directed at those colleges offering Associate of Applied Science degrees that included English and Math degree requirements taught at sub-baccalaureate levels. Windward Community College was not impacted by this recommendation, as it does not have any AAS degree programs.

## Summary of Previously Reported Activities and Actions

At the time of the comprehensive visit in October 2012, the UHCC was aware that four colleges (Hawai'i Community College, Honolulu Community College, Kaua'i Community College, and Leeward Community College) were out of compliance with granting the Associate of Applied Science degree (AAS).  The level of English and math courses required for completion of the AAS degree was at or below the developmental education level and should have been higher.

In May 2012, the system policy was revised to comply with the recommendation and was codified in UHCCP #5.200 General Education in All Degree Programs.  The four colleges then modified their degree program requirements for math and English to comply with the new policy, generally by adopting the common expository writing class and the general quantitative mathematics class for all AAS degrees.   The follow-up reports and/or visits conducted in 2013 verified that all colleges were in compliance and the standards and eligibility criteria cited were met.

## Sustained Compliance Activity Since the Last Report

Once the degree modifications were completed in 2013, no further curricular or policy actions have been required or implemented.  All degree programs remain in full compliance with the recommendation.

## Future Plans

As part of the planned restructuring of developmental math and English to move toward a co-requisite remediation model, work has begun on defining the student college level math and English courses and the nature of the co-requisite remedial support needed by the students. A task force of faculty in math and English, along with student support personnel and academic administration leadership, met several times during summer 2015 to develop preliminary plans for sharing with the broader college communities in the 2015-2016 academic year.

Preliminary discussion for math have focused on three distinct pathways – general quantitative reasoning and/or statistics for students in liberal arts fields not requiring calculus; pre-calculus for students seeking degree programs in STEM, business, economics, or other disciplines requiring calculus; and technical math for career and technical education with the technical math class incorporating both general education quantitative reasoning student learning outcomes and program specific math student learning outcomes to ensure students are competent in the mathematics used in their technical program. The resulting remedial co-requisites would likely be different for these different student pathways.

Similar discussions have begun within the English working group about the possibility of having a technical writing course that would be an alternative to the traditional composition course now required of all students. No decision has yet been made on whether to adopt this added alternative.

The agreed upon target for full implementation of the co-requisite remediation support is fall 2016. The 2015-2016 academic year will be used to reach consensus on the design of both English and math pathways, the nature of the co-requisite support (e.g. class, laboratory, tutorial, coaching, etc.), placement or diagnostic tools to support the co-requisite design, and the student support and communication to students to fully implement the program. Any new courses developed as part of this effort would be required to meet all general education student learning outcomes for quantitative reasoning or communication and to be of a level of rigor consistent with the standards associated with this recommendation.

# RECOMMENDATION 3: STUDENT LEARNING PROGRAMS AND SERVICES AND RESOURCES

*In order to meet the Standard, the UHCC and the colleges shall take appropriate action to ensure that regular evaluations of all faculty members and others directly responsible for student progress toward achieving stated student learning outcomes include, as a component of the evaluation, effectiveness in producing student learning outcomes. (Standard III.A.1.c)*

## Summary of Previously Reported Activities and Actions

Within the University of Hawai'i Community Colleges (UHCC), the faculty classification system and collective bargaining definition include regular instructional faculty, counselors and advisors, librarians and other academic support personnel, and other professionals who are responsible for student learning.

The evaluation system for faculty is based on peer review and merit linked to a faculty classification system with ranks of instructor, assistant professor, associate professor, and professor. The classification document defines the expectations for faculty at the various ranks and forms the fundamental basis for the evaluation system. As noted in our 2012 self evaluation report, this classification system does include achievement of student outcomes as one of the responsibilities of faculty and a factor in the subsequent evaluation of the faculty performance.

As defined by the collective bargaining agreement and UH Board of Regents (BOR) policies, faculty are currently evaluated using different processes at different periods in the faculty member's professional progress at the institution. During the first five years of employment, faculty members are probationary and undergo comprehensive evaluations at least three times during the five-year period. These evaluations include the submittal of a dossier documenting the faculty member's work, including contributions toward the defining and achieving of student outcomes, peer evaluations, student evaluations, professional development, curriculum development, and contributions to the college and community. As a faculty member moves through the probationary period, the evaluation may also include responses or progress toward meeting areas of weakness or concern from prior evaluations. The dossier is evaluated by a committee of department peers (Department Personnel Committee), department chair, academic vice chancellors/deans, and ultimately a decision on contract renewal is made by the chancellor.

At the end of the probationary period, a faculty member applies for tenure. The tenure process includes a similar comprehensive review against the classification requirement but is more summative than formative. The successful applicant is granted tenure and the unsuccessful applicant is granted a terminal year contract. In addition to the department-based peer review, department chair review, and administrative review, the tenure application is also reviewed by a faculty committee composed of faculty members from outside the department and faculty members outside the college in the same discipline. The BOR is the final decision maker on granting tenure.

Once tenured, a faculty member may, after a period of four years in rank, apply for promotion to a higher rank. The evaluation process for the promotion application is the same as for tenure except that the criteria are based on the higher expectations as reflected in the faculty classification policy. An unsuccessful promotion applicant is eligible to re-apply in future years.

In 1990, the BOR adopted a policy to address the on-going evaluation of faculty members who did not apply for promotion after achieving tenure or who had reached the rank of professor and were no longer eligible for promotion and therefore, not subject to evaluation. The BOR wanted to ensure that all faculty members were evaluated on a regular basis.

The team evaluation report correctly noted that this evaluation policy had not been updated since 1990 and did not reflect the current expectations as defined in Standard III.A.1.c. Accordingly, the OVPCC, working with the director of human resources and campus academic administrators, modified the policy to reflect the accreditation standard.

In accordance with the collective bargaining law, this collective bargaining organization was required to be formally consulted on the policy change. That consultation was conducted and the updated policy was adopted in September 2013.

The revised policy makes clear that the basis for the evaluation of faculty in the five-year review process is the same classification system and expectations, including assessing student learning outcomes, as for tenure and promotion.

As a part of the revised policy, campuses are also required to maintain and submit records certifying that all faculty members subject to the five-year evaluation have actually completed the evaluation process. See UHCCP_#9.203-Faculty_Five-Year_Review.

Lecturers are faculty members employed to teach individual classes to meet demand that cannot be met by regular faculty or because of special expertise that the lecturer may bring to a class. The lecturer appointment is for the duration of the class only.

Lecturers must meet the same academic qualifications as regular faculty. The job responsibility for lecturers is limited to the class they are teaching and provides for a limited amount of student contact through office hours or other communication means. The lecturer appointment does not include curriculum development, development of student learning outcomes, college service, or other professional duties expected of regular faculty members. The lecturer is expected to follow the student learning outcomes and assessment methodologies as adopted by the regular faculty for the courses he or she is teaching.

Lecturers advance through a series of pay bands (A, B, C) with the compensation rate per credit hour dependent on the pay band. Unlike regular faculty members whose tenure and promotion is merit based, the lecturer pay band advancement is currently solely based on the historic number of credits the lecturer has taught.

As noted by the team evaluation report, there was no system evaluation policy for lecturers and there were inconsistencies from campus to campus in the form of evaluation, frequency of evaluation, and monitoring of evaluation. Previously, lecturer evaluations were at the department level and involve review of student evaluations and the insights of the department chair and/or discipline coordinator within the department.

Because the lecturer's status and rank are the same across all community colleges, there is a compelling reason to maintain consistency in the evaluation process for lecturers. Accordingly, the OVPCC, working with the campus academic administrators, developed a new system policy UHCCP #9.104-Lecture_Evaluation. The policy leaves the responsibility for the evaluation on the campus and largely within the department but does define the requirement for evaluation, frequency of evaluation, and criteria to be used in the evaluation.

In accordance with the collective bargaining law, lecturers who are half-time or more are included in the faculty collective bargaining unit and the collective bargaining organization must be formally consulted on the new policy. The consultation was conducted and the new system policy on lecturer evaluation was adopted and promulgated in December 2013.

## Sustained Compliance Activity Since the Last Report

An online monitoring system has been developed and implemented to track compliance with the faculty evaluation systems. The information in the system includes the last evaluation (whether contract renewal, tenure, promotion, or five-year evaluation) and the next expected evaluation date. The information is available to individual faculty so they can anticipate their next evaluation date and also available for department chairs and academic administrators who are responsible for compliance with the evaluation policies.

A non-substantive change to the faculty evaluation policy was made in December 2014 to adjust the submittal date for faculty members subject to the five-year evaluation but who were candidates for promotion. Since a successful promotion application would negate the need for an additional five-year review, the submittal date for the five-year review was moved to allow the decision on the promotion to occur first.

## Future Plans

A joint task force of academic administrators and faculty union representatives has begun the development of an online, ePortfolio based system for creating the evaluation and assessment documents for faculty. The goals of the task force are to create a system that:

1. Creates a template for faculty that includes all required information and a structure to submit the information for evaluation,

2. Automatically loads to the ePortfolio information from the student information system, student evaluation system, and other sources of data for use by the faculty member,

3. Allows the faculty member to add documents and artifacts to the ePortfolio for consideration in the evaluation process in real time rather than waiting until an application is prepared,

4. Continues to grow over time as the faculty member proceeds through his or her professional career, and;

5. Allows for secure and confidential sharing of the information to the various faculty review and administrative committees.

A recommendation has been made on a possible technology solution for the ePortfolio. Once it has been determined that the system meets all usability, security, and technical requirements, design of the templates and processes will begin.

While the ePortfolio system is intended to provide faculty with a more convenient means to document their work and prepare their applications, the use of common frameworks will also ensure that key criteria, such as those referenced in this recommendation, will be addressed in the application. Additionally, the digital submittal and processing of the evaluation documents will also improve the monitoring and timeliness of the periodic evaluations.

The full deployment of a system is not expected until 2017.

**Windward CC Addendum to System Recommendation 3**

As stated in the 2013 and 2014 Follow-Up Reports, the current faculty evaluation system is a peer review and merit based process that is linked to a faculty classification system with ranks of instructor, assistant professor, associate professor, and professor in accordance with Board of Regents (BOR) Policy 9.202.  The faculty classification system defines the expectations for faculty at the various ranks and forms the fundamental basis for evaluation as expressed in BOR Policy 9.213.  As noted in Windward CC's 2012 Self Evaluation, the evaluation of faculty at all levels does include achievement of student outcomes as one of the responsibilities for faculty and as a factor in the subsequent evaluation of the faculty performance.

Lecturers are faculty members employed to teach individual classes to meet demand that cannot be met by regular faculty or because of special expertise that the lecturer may bring to a class.  The lecturer appointment is for the duration of the class only.

Lecturers must meet the same academic qualifications as regular faculty.  The job responsibility for lecturers is limited to the class they are teaching and providing for a limited amount of student contact through office hours or other communication means.  The lecturer position does not include curriculum development, development of student learning outcomes, college service, or other professional duties expected of regular faculty.  However, the lecturer is expected to follow the student learning outcomes and assessment methodologies as adopted by the regular faculty for the courses he or she is teaching as outlined in UHCC Policy #9.104.  This policy supersedes past practices at Windward CC.

All lecturers at Windward CC sign a lecturer contract.   Professional obligation #5 in that contract states that a Lecturer Evaluation must be submitted in hard copy format to the lecturer's Dean in the Spring semester  This evaluation is generally for the previous fall and spring semesters (i.e. calendar year), and applies to all lecturers who have taught one or both semesters.  For those lecturers who begin in the current spring, a document giving progress to date is required.  A Lecturer Evaluation Checklist has been developed as well as a Lecturer Evaluation and Guidelines Rubric, which includes achievement of student outcomes as one of the responsibilities for lecturers and as a factor in the evaluation of the lecturer performance. All lecturers at Step A shall be evaluated once each year; all lecturers at Step B shall be evaluated once every two years and all lecturers at Step C shall be evaluated once every four years. Evaluations may be required at more frequent intervals for lecturers at Steps B and C if there are concerns with the lecturer's performance.

**The visiting team found that the Windward CC met the Accreditation Standards for this recommendation based on the evidence presented in the 2014 Follow-Up Report.**

## RECOMMENDATION 4: RESOURCES

*In order to meet the Standards, it is recommended that a comprehensive UH system wide technology plan that includes and supports distance education be developed and implemented and is integrated with institutional planning. (II.A.1.b, II.A.1.c, II.A.2.c, III.C.1, III.C.1.c, III.C.2)*

## Summary of Previously Reported Activities and Actions

As noted in the prior follow-up reports and visits, the development of the UH's System technology planning has involved four separate but related activities:

1. UH System Information Technology Planning Website

   The UH System Office of Information and Technology Services (ITS) has responsibility for inter-campus technology infrastructure including Internet access, all enterprise applications, and University wide academic applications and tools.

   Under the leadership of the Vice President for Information Technology and Chief Information Officer, ITS developed an online site that includes the UH system ITS strategic plan. The site will be continually updated to reflect IT strategies, changes in the technology environment, application development, and timelines of any projects in active development. Colleges will use this site to inform their own technology planning.

The site is available at UH System ITS Strategic Plan 2015

2. Modification to the UH System Strategic Directions

   The UH system strategic plan covering the period 2008 – 2015 underwent revision to address the planning period 2015 – 2021. The broad strategic directions include a goal of becoming a high performing system of higher education and includes the following action items related to distance education:

   *University of Hawaiʻi Strategic Directions Report*

   *Action Strategy 2:*

*UH increases opportunity and success for students through leveraging system resources and capabilities. Integrated academic planning across disciplines, levels and campuses, and collaborative/shared student services prevent unnecessary duplication and efficiently provide students throughout the State with access to educational opportunity and the support they need to succeed*

*Tactics*

*• Employ best practices in student-centered distance and online learning using technology and by leveraging University Centers*

*• Develop degrees and certificates as part of integrated pathways for students enrolled throughout the UH system*

*• Ensure that transfer and articulation policies are student-centered, transparent, and well communicated in order to support student mobility and success throughout the System.*

*• Review academic offerings for unnecessary duplication and opportunities for improved collaboration*

*• Standardize and collaborate to increase consistency for students and improve operating efficiency in student support areas such as (but not limited to) transcript evaluation, financial aid processing, admissions, and monitoring of student progress, early alerts and intervention strategies*

*• Reduce cost of textbooks and ancillary needs*

*• Modify financial aid policies and practices to maximize access and success of underserved and underrepresented populations in cost-effective ways.*

The UH strategic directions for 2015-2021 can be viewed under the System Priorities and Initiatives section of the System Academic Affairs web site at UH System Strategic Directions.

3. The UH Community College System is also updating its strategic directions for the period 2015 – 2021. One of the major components of that update is the identification of and creation of a strategic use of distance education.

Distance Education has been a significant component of community college delivery of instruction with 1,626 completely on line classes offered in AY 2013-2014 with 28,015 registrations. An additional 481 Distance Education mixed media classes with 4,974 registrations were offered in the same time period. However, the planning group has recognized that much of the current distance

education is driven by individual faculty initiative and not as a strategic component of addressing student access to programs and degrees across the state. Given that the geography of Hawai'i does not permit easy access to campuses other than on the home island of students, the use of distance technology is essential to ensuring student access.

As part of the planning effort, the community colleges are approaching the development of distance education in several areas.

a. Identifying which courses not currently offered through distance education should be offered to ensure that students on small campuses or in remote sites are able to remain on a degree pathway in a timely fashion. All UH's baccalaureate programs have been mapped to create four-year sequential courses of study. Using these maps, the community colleges have developed an overlay project that examines which courses within the first two years of these pathways are available to students on each of the seven campuses. The mapping project revealed that courses may not be available because upper division courses not offered by the community colleges are identified as being in the first two years, major courses may not be available to students on a particular campus, or student demand for courses may be too small to justify an in-person class. The identification and monitoring of these degree pathways is now automated within the system.

Based on the pathway mapping project, the highest demand courses are being identified for development in a distance delivery format. While this planning is ongoing, the preliminary list of courses to be considered for development includes:

| ICS 215 Introduction to Scripting | Required for BS degree in ICS |
|---|---|
| CEE 271 – Applied Mechanics | Required for BS degree in Engineering |
| Psy 230 – Introduction to Psychobiology | Required for BA, BS in Psychology |
| Biol 265 – Ecology and Evolutionary Biology<br><br>Biol 275 – Cell and Molecular Biology | Required for BS in Biology |

The plan will establish the resources, training, and support necessary to assure the student that the pathway is available to the student on a consistent basis.

b. Identifying which degree or certificate programs should be offered, in whole or in part, through distance education and what resources, training, and support systems would be necessary to ensure that programs can be delivered with quality and with student success comparable to on-campus programs.

c. Since populations and employment opportunities on the neighbor islands are often small but critical, the development of a strategy that uses shared resources and distance technology across the seven colleges is essential to meeting the workforce needs. The specific programs to be developed have not yet been identified, but as with the distance education course development, the plan will identify the resources, training, and support to assure the student access to and success in these programs on a consistent basis.

d. Developing and providing a systemwide program of professional development and certification for faculty teaching online or hybrid classes. Review of the seven colleges revealed that all colleges offered, and in some instances, required faculty to participate in training prior to teaching online. One college also required regular continuing education for its distance education faculty.

The professional development programs being offered by the colleges varied considerably in length, content, and method of delivery. Some focused on the technical aspects of teaching online while others included more content on pedagogy and student learning.

As part of the strategic planning effort, a group of instructional developers and experienced online faculty will be creating a professional development program that may include:

  i. Minimum set of content that a faculty member must master before teaching online courses;

  ii. Additional content focusing on pedagogy and student success in online instruction;

  iii. Structured program of continuing education for online instructors;

iv. The development of multiple formats for delivery of the content including online and face-to-face modalities; and

v. Certification for faculty completing the training.

The design of the professional development program is planned to be completed by summer 2015.

4. Adoption of Open Education Resources

The University of Hawaiʻi is planning to move to open educational resources (OER) for as many courses as possible in an effort to reduce textbook costs for students. Textbook costs are a significant part of the student cost of attendance. Eliminating this expenditure could significantly lower the out-of-pocket expenses for students and avoid the negative consequences of students opting not to purchase costly textbooks. Distance education students would especially benefit from OER materials that could be easily delivered via digital technologies.

The OER effort is in the early stages of development with the identification of open education librarians and repositories and the identification of a mechanism to match interested early adopter faculty with available content.

## Sustained Compliance Activity Since the Last Report

In the past year since the last reporting on this recommendation, several actions have occurred that reflect continued compliance with the recommendation and the standards

1. Major update of the UH System ITS Strategic Plan

The System IT strategic plan underwent expansion and revision under the leadership of the new CIO. The site now includes expanded information.

2. Adoption of the UH System Strategic Directions

The revisions to the strategic directions for the period 2015-2021 were adopted by the Board of Regents and are now guiding the overall University system directions. The adopted directions include the previously reported emphasis on distance education are an important mechanism for delivery of courses and programs across the ten-campus UH System.

To help implement the UH System distance education efforts, the BOR included a request to the State Legislature for financial support to coordinate programming

across the ten campuses and to provide seed money to develop needed courses. Unfortunately, the Legislature elected not to fund the request. Consideration is still being given to using other funds granted by the Legislature to the University for this purpose.

3. Adoption of the UHCC Strategic Directions

The UHCC Strategic Directions 2015-2021 including a complimentary emphasis on distance education to that included in the UH System Strategic Directions, was adopted as planned in spring 2015.

4. Adoption of Open Educational Resources (OER)

A task force of faculty and librarians have begun implementation of OER by identifying sources of available OER texts and instructional materials, developing a repository mechanism for faculty and students to access the OER materials, and conducting two workshops for faculty interested in being early adopters.

**Planned Future Actions**

With the approval of the UHCC Strategic Directions, implementation activities include:

1. An agenda item at the fall 2015 executive retreat to discuss priorities for the use of innovation funds in support of the distance education efforts; strategy discussions on the staged development of OER materials, and organizational discussions on shared projects and staffing across the seven campuses related to faculty professional development, course development, and increased use of digital technologies in teaching;

2. Development of common training and certification for faculty teaching distance education;

3. Expanded staffing and faculty development resources for the identification and development of OER materials; and

4. Consideration of creation of a lead system distance education coordinator within the OVPCC.

# RECOMMENDATION 5: BOARD AND ADMINISTRATIVE ORGANIZATION

*In order to meet the Standards, it is recommended that the UH BOR adopt a regular evaluation schedule of its policies and practices and revise them when necessary. In addition, the UH BOR must conduct its self evaluation as defined in its policy and as required by ACCJC Standards. (Standards IV.B.1.e, IV.B.1.g).*

## Board Revision of Policies

## Summary of Previously Reported Activities and Actions

During the period 2012-2014, the BOR was been engaged in an intense period of self-assessment of itself and University governance and business practices. The impetus for this self-assessment was driven by an investigation into a failed concert meant to benefit the UH Mānoa athletics department that resulted in a $200,000 loss to the University. The Hawai'i State Senate established a Special Committee on Accountability and broadened the investigation to include other aspects of University governance, accountability, and transparency. After a series of investigative hearings, the Senate issued a series of recommendations to the BOR.

Parallel to this external review, the BOR initiated its own review of the circumstances surrounding the failed concert and the broader issues of BOR and administrative structure and accountability and an examination of BOR policies and practices related to these governance issues.

At its September 5, 2012 meeting, the BOR established an Advisory Task Group (ATG) consisting of both UH Board members and community members to address these operational and governance issues. Phase 1 of the ATG's work focused on the specific circumstances of the failed concert and the adequacy of management and fiscal controls related to the event. The ATG Phase 1 effort was further refined at a September 8, 2012 meeting and the resulting report from the ATG was accepted by the BOR at its meeting on November 15, 2012. November 15, 2012 BOR Minutes [pages 8-11] ATG Report Phase 1

To address the issues of Board governance and self evaluation, the BOR engaged Dr. Terrence MacTaggart of the Association of Governing Boards to conduct an assessment workshop with BOR members as part of the meeting on October 18, 2012. October 18, 2012 BOR Minutes [pages 1-5]. The workshop covered a wide range of governance issues. On January 24, 2013, the BOR authorized the ATG to begin Phase 2 of its work focusing on UH Board governance and practice. The scope of Phase 2 was further defined at a February 21, 2013 meeting of the BOR to include both BOR operational

matters and the high level organization structure of the University.  The BOR received a status report on the ATG Phase 2 work at its April 18, 2013 meeting.  The ATG presented its findings to the BOR in four reports:

Report 1 included the results of interviews with the BOR members on the individual regents' views on the operational and governance.  This report was presented to the BOR Audit Committee on May 16, 2013 and to the full BOR at its May 16, 2013 meeting.

Report 2 included an assessment of then pending legislation on University governance *and whether such legislation reflected best practices in higher education governance.*

Both Reports 1 and 2 were presented to the BOR Audit committee on

May 16, 2013 and to the full Board at its May 16, 2013 meeting.  May 16, 2013 BOR Minutes [pages 9-10].

Report 3 made several recommendations for BOR governance, including:

1.  The BOR work with the executive administrator and secretary of the BOR to develop a process for tracking unfinished business and ensuring that such unfinished business be placed on the appropriate BOR standing committee (e.g., Committee on Community Colleges) agenda for follow-up and completion.

2.  The BOR approve the University's general counsel as direct report to the University president and delegate the authority necessary to the president to oversee this position.  The general counsel should have a dotted line reporting responsibility to the BOR to be able to provide it with advice and bring matters to its attention.

3.  The BOR adopt an administrative procedure that members may follow to request that items be placed on the BOR agenda.  The procedure should also include a section for feedback to members on disposition of the requests.

4.  The BOR amend its bylaws to require appropriate action items be first referred to standing committees for review and recommendations.  Each standing committee should maintain an annual calendar and compliance checklist to ensure all critical tasks are completed and specific duties and responsibilities are accomplished as outlined in the respective standing committee charters.

5. The BOR determine the nature and extent of staffing needed to support the additional workload of the standing committees and evaluate its current staff resources and assignments to determine changes needed to support the standing committees' workload.

6. The BOR work with UH System administration to ensure the strategic plan be regularly reviewed and updated with BOR involvement. The BOR, at the direction and leadership of the BOR chair, establish a "Board Goals & Accomplishments" annual or two-year plan.

7. The BOR orientation content should be reviewed and updated and that annual training updates be made part of its annual schedule. The BOR should also ensure that its members annually sign a statement affirming their responsibilities and commitment to meeting the expectations placed upon them as regents.

8. The BOR improve its accountability and financial oversight of University operations by additional involvement by the BOR Committee on Budget and Finance and improved periodic financial reporting mechanisms (the exact nature of the financial reports should be developed collaboratively by the Committee on Budget and Finance and University Administration but should also include reports comparing budgeted expenditures against actual expenditures).

9. The BOR take steps to improve the effectiveness of its scheduled meetings such as:

   a. Referring informational items to standing committees, requiring less frequent reports of a recurring nature, or the use of a consent agenda.

   b. Scheduling certain meetings as "informational only" meetings with no action items.

   c. Expanding the use of standardized reports to enable quicker comprehension and understandability.

   d. Establishing a prescribed total amount of time for public input at each meeting, after considering compliance with all appropriate legal guidance

Report 3 was presented to the Audit Committee on July, 2013 and to the full BOR at its July 18, 2013 meeting. July 18, 2013 BOR Minutes [pages 5-7]

Report 4 of the ATG dealt with issues of University high level governance and made several recommendations related to the reporting lines to the University president and to the BOR. The ATG reviewed applicable statutes, rules and regulations governing the University's system level operations, Executive Policies, roles and responsibilities and delegations of authority. In addition, the ATG conducted interviews with system level management and others and reviewed published materials on leading practices from organizations. Report 4 is the final part of the ATG's Operational Assessment of the University's system level operations.

The BOR continued to use the ATG Phase 2 reports in its assessment of the University structure and its policies. Some policies were changed as a result, including:

1. Changes to the policy on professional improvement leaves for executives (adopted February 21, 2013)

2. Changes to the BOR policies on intercollegiate athletics (adopted May 16, 2012). Note: While the community colleges do not have intercollegiate athletics programs, the policy change is reflective of the action of the BOR in reviewing and modifying, as appropriate, its policies.

In addition to the self-assessment and related actions outlined above and on the recommendation of the ATG, the UH System was developing an online policy management system that allows for development and approval of policies, distribution of policies, and tracks the policy history for UH policies, including BOR policies. The system will include a tracking mechanism to ensure that all policies are reviewed periodically and replaces a manual system kept in the BOR and other system offices.

## Sustained Compliance Activity Since the Last Report

The Policy Management System has been fully implemented. All BOR policies are publicly available in a format that includes a header showing the last review date and scheduled next review date. A sample header follows:

**Title**

Instructional Programs

**Header**

Regents Policy Chapter 5, Academic Affairs
Regents Policy RP 5.201, Instructional Programs
Effective Date: Oct. 18, 2002
Prior Dates Amended:  Jan. 13, 1966; Feb. 8, 1973; Oct. 20, 1978; May 21, 1982; March 18, 1983; Nov. 22, 1991; Oct. 31, 2014 (recodified)
Review Date:  August 2018

During the development of the new Policy Management System, several policies were recodified.  While all policies have a required review date, policies also continue to be revised in response to specific policy issues that emerge before the review date.

The Policy Management System has also been extended to the UH Executive Policies and Administrative Procedures that are derivative of the BOR policies.  The same software interface and information, including the header with the scheduled next review, is used for the Executive Policies.

The BOR conducted its annual self-evaluation.  Among the more notable actions taken as a result of the evaluation was a reconfiguration of the Board committees.  The evaluation revealed some concern that the committee structure was not aligned with the UH Strategic Directions and that the Board could better provide oversight on the strategic directions if the committees were more closely focused on the major strategic directions.  Specifically, the Board felt that having a committee on academic affairs, a committee on student affairs, and a committee on community colleges did not allow an integrated discussion or understanding of the overall University efforts to reach the student success targets described as the Hawaiʻi Graduation Initiative.  The Board agreed to combine these three committees so that one Board committee could provide oversight on student success.  Similarly, the University's research agenda was previously included with academic affairs which did not lend itself to oversight of the major Hawaiʻi Innovation

research agenda in the strategic plan and so research was moved to a separate committee. These changes are effective with the Academic Year 2015-16.

## Future Plans

Other than monitoring continued compliance with the policy management system timelines for policy review and modification and continued engagement by the BOR in.

# PROGRESS ON COLLEGE IDENTIFIED CONCERNS, PLANNING SUMMARY AND RESPONSES

The 2012 Self-Study has enhanced the awareness, among faculty, staff and students, of the changes that have taken place at the College since 2006. 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 include establishing of a pyramidal structure to the review strategy for course, program and institutional learning outcomes. 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 2012 Self Study include:

**The IEC will conduct workshops on analyzing and interpreting data, using assessment results to improve student learning and institutional processes, and connecting assessment to planning and budgeting processes (Standard I.B.1).**

The IEC conducted workshops at Convocations and during the academic years between the Self Evaluation, AY 2012 and AY 2014. From Fall 2012-Fall 2015, the IEC Subcommittee on Professional Development in Assessment (SPDA) ran open forums discussing the outcomes generated from the assessment of the General Education/Associate of Arts in Liberal Arts outcomes of Communication, Information Literacy, Critical Thinking and Creativity, Global and Cultural Awareness. In addition, the IEC Sub-Committee on Non-Instructional Unit Assessment held one-on-one group discussions with all Non-Instructional Units, to produce assessments, which were used as evidence for positions and equipment requested by these departments from the Planning and Budget Council and were included in the units Annual Assessment/Five-Year Program Review.

In Fall 2014, SPDA also conducted a workshop for the Department Chairs on how to analyze and interpret data in their Annual Reports. In addition, another workshop that was open to everybody on campus was held in November 2014 and repeated at the Spring 2015 Convocation on analyzing and interpreting data. SPDA will be responsible for providing workshops in the future on assessment topics pertinent to the campus.

**Revise the Program Review Timeline to reflect the dissolving of ETC, and the addition of new programs (Standard I.B.2)**

Initially the Directors of Planning and Program Evaluation and Institutional Research worked with the Interim Vice Chancellor of Academic Affairs to revise the Program Review Timeline to meet the deadline set by the UHCC System Office of Academic Planning, Assessment, and Policy Analysis (APAPA) for their Annual Reports of Program Data.  Subsequently, the IEC approved this calendar. As new programs are developed they will be added to the calendar.

**The Institutional Effectiveness Committee will create and implement an assessment tool to determine how the College communicates with appropriate constituencies (Standard I.B.5)**

The IEC established a sub-committee to review and modify the Institutional Student, Staff, and Faculty Perception Surveys, adding questions from CCSSE and the Committee on Governance Assessment.  The questions from the Committee on Governance Assessment were developed using the new accreditation standards.

The Survey Sub-Committee met throughout the Fall 2014 and beginning of the Spring 2015 semesters and modified the existing surveys adding and subtracting questions.  The committee submitted the modified surveys to the Director of Planning and Program Evaluation in late January.  The Director then distributed the modified surveys to the IEC as a whole in February for discussion at the April 17, 2015, IEC meeting as there was no meeting in March.

During the Fall 2015 semester, the IEC will distribute these surveys to the campus as a whole via the Discussion Board for broad-based comment.  After one week on the Discussion Board, an all-campus forum will be held, and further modifications made.  The final version of the surveys will be disseminated to the campus after the modifications from the all-campus forums are made and every odd-year thereafter with CCSSE being used during the even numbered years.

**The Web Administrator will assess how comprehensive and accessible assessment documents are available on the College's website (Standard I.B.5).**

The newly formed Web Advisory Committee has reviewed the accessibility of assessment documents on the web and has made minor improvements.  In the future the assessment site will be modified more to clarify the variety of assessment documents available.

**The Planning and Budget Council will revise planning and resource allocation procedures as necessary (Standard I.B.6).**

The IEC Special Representative to the Planning and Budget Council developed a survey to assess how members of the Planning and Budget Council felt it functioned.  This included a section on the procedures.  The results of the survey were shared at Convocation and discussed at the first meeting of the Planning of Budget Council in Fall 2013.  The procedures were modified based on the results of these discussions and were placed in the Planning and Budget Council Handbook.  The Handbook is available on the Planning and Budget Council page, and has been used in training new and continuing Planning and Budget Council members.

**The Institutional Effectiveness Committee will complete a survey tool to assess the effectiveness of the evaluation mechanisms (Standard I.B.7).**

The IEC established a Meta-Assessment Committee in Spring 2014.  Instead of doing a survey, the committee decided to do focus (guided discussion) groups.  The Sub-Committee has established the composition of the focus groups and has piloted the questions to be asked after the Global and Cultural Awareness All-Campus Discussion.  It brought these results to the IEC as a whole at the February 6, 2015, IEC meeting.

After this meeting, the IEC asked the Meta-Assessment Committee to modify the questions, and distribute them to the campus as a whole via the Discussion Board for broad-based comment.  This will occur at the first IEC meeting of the Fall 2015 semester.  After one week on the Discussion Board, an all-campus forum will be held, and further modifications, if necessary, will be made. Invitations will be sent out to the participants and the focus groups will be held in Fall 2015. The results will be analyzed and presented at Spring Convocation 2016.

**The IEC will provide in-service training for new and returning faculty who need assistance with writing and assessing student learning outcomes (Standard II.A.2.f).**

In AY 2012, the IEC started to develop a handbook, which could be used as a training manual for new and returning faculty.  The handbook needs more work, and will be completed in the Fall 2015 AY, with modifications as needed during forthcoming years.  Additionally, workshops by the Subcommittee on Professional Development in Assessment will be held on writing, assessing, and analyzing SLOs during each semester of each academic year along with a review of the forms that faculty, department chairs, and division coordinators need to fill out in the Windward CC Assessment Database.

**The Institutional Effectiveness Committee will implement a new General Education Assessment Procedure for degree programs in Fall 2012 where one General Education Outcome is assessed in the Fall and then another in the Spring semester, thus assessing all outcomes by Spring 2014 (Standard II.A.3.a).**

The IEC developed a timeline for General Education assessment that ran from Fall 2012 and concluded in Spring 2014, assessing the College's four General Education/AA in Liberal Arts outcomes:  Communication, Information Literacy, Critical Thinking and Creativity, and Global and Cultural Awareness.  The IEC also developed forms for Program Assessment that were used in Fall 2013 to assess the capstone course in the CA in Agripharmatech and the CA/AS in Veterinary Assisting and Veterinary Technology, and courses within the AA in Hawaiian Studies.

In Fall 2014, Academic Subject Certificates and other certificate programs used the modified assessment forms to do assessments for the first time as a scaffolding of course and program assessment was implemented, allowing faculty to do course and program assessment simultaneously.  As our General Education assessment is our assessment of the AA in Liberal Arts degree, Windward CC will continuously be doing General Education assessment every semester along with assessment of other programs and certificates and return to doing a percentage of courses within each department per semester.

**The Office of the Vice President of Community Colleges will revalidate COMPASS scores with the ACT (Standard II.B.3.e).**

The Office of the Vice President of Community Colleges (OVPCC) with ACT's Research Division re-validated the COMPASS placement scores in the summer of 2012 with no changes to the September 2005 Agreed Upon Compass Test Practices/Scores. (CC-Long personal communication) COMPASS placement has been reviewed by faculty in the past.  To account for discrepancies, Academic Affairs has partnered with Student Affairs to allow for students to be moved between classes in the first week based on instructor observation and evaluation. ACT is phasing out COMPASS as of 2016; therefore, other sources of placing students are being explored.

The Language Arts Department at Windward CC at its April 25, 2014, meeting (meeting minutes not posted) agreed to request that in Summer and Fall 2014, students be allowed to enroll in ENG 100 with an ACT score of 18 or higher as a pilot revalidate COMPASS scores with the ACT.  The request was based on 1) national best practices, 2) a Leeward CC pilot that began in AY 2013-2014, and 3) the ACT organization's own recommendations, which were presented at the Hawaii ACT State Organization Conference on April 11.

[According to ACT, Inc.](#), an ACT English subject area score of 18 can be used not only as a placement score for a first-year composition course, but also as a reliable predictor of success in that course: "Students who meet a Benchmark on the ACT . . . have approximately a 50 percent chance of earning a B or better and approximately a 75 percent chance of earning a C or better in the corresponding college course."

Other campuses in the UHCC system have chosen a placement score of 22, which according to a concordance study performed by [Arkansas State University](#) with data from over 180,000 students, equates to a COMPASS writing score of 94. This is significantly out of line with WCC's current writing placement score, 74; it subjects students to a placement threshold that is 20 points, almost thirty percent, higher than it should be. ACT Inc., which also produces the COMPASS exam used throughout the UHCC System as a placement test, equates an ACT English score of 18 with a COMPASS writing score of 77, which is close to but not below Windward CC's current writing placement score. Students with scores lower than 18 on the ACT will continue to have to take the COMPASS.

Subsequently, the Language Arts department brought this to the Windward CC [Curriculum Committee](#) and [Faculty Senate](#), which agreed and the pilot was conducted. The report of the findings was made to the UHCC Policy and Procedure Committee, which agreed that an ACT score of 18 or higher would be used throughout the System.

Based on a study done by Kauai Community College (Jonathon Kalk, [2014](#), [2015](#)), which included students from Maui College and Kauai Community College, students with a high school GPA of 2.6 or higher who passed Algebra II with C or higher were allowed to enroll in College-level Math without taking the COMPASS test. The 2014 study showed that 29 of 43 students participating in the project (67 percent) were successful in their College-level MATH courses. If the COMPASS placement was used, an estimated 35 percent of the students would have been successful in College-level Math after going through the developmental MATH sequence. In 2015, the study was replicated. Out of 104 students in the study, 67, or 64 percent, were successful in their College-level Math courses. If the COMPASS placement were used, an estimated 37 percent of the students would have been successful in College-level Math after going through the developmental MATH sequence. Therefore, in accordance with this study and national best practice, high school GPA and Algebra II grade are now being accepted at Windward CC for Math placement.

**The Vice Chancellor of Academic Affairs and the Vice Chancellor of Student Affairs will work collaboratively to review admissions and placement instruments to validate their effectiveness and to minimize bias (Standard II.B.3.e).**

Admissions and Records went green and became totally paperless.  This was for both the online application, which some institutions print after receiving, and in documentation. As a team, they developed an in-house procedure to deal with all documentation.  Also, Admissions and Records created an Admissions Checklist for prospective students. Prospective students receive this Admissions Checklist to inform them of required documents and where to go for additional information and forms.  This was implemented for Spring 2014 prospective students.

The Registrar also indicated that the UHCC system would proceed to a "Centralized Admissions" process. This initiative would provide consistent and accurate services to students. The goals would include consistent dates and deadlines; consistent communication to increase completed applications; and execution of an identified set of admit functions agreed to by all.

The Council of Community College Senior Student Affairs Officers (CCCSAO) is continuing to refine this process with the goal of Fall 2015 applications being processed in Spring 2015.  The CCCSAO will also continue to address specific questions that impact practice and that delineate which functions would be centralized and which would remain with the campus.

Currently, the Testing Center does not compile any data other than how many COMPASS placement tests have been taken. As the use of  COMPASS for placement will end in winter of 2016-2017, we are actively working on placement beyond COMPASS.  The Vice Chancellor for Academic Affairs has shared information regarding COMPASS changes as well as the original study, which found it and ACCUPLACER to be inaccurate, with relevant department chairs and faculty.  This is a major topic of the upcoming UHCC Vice Chancellor for Academic Affairs and Vice Chancellor for Student Affairs joint retreat in August 2015.

The Center also reviews ACT scores of students who test for English placement at their facility.  Although no longitudinal studies have been done at this time, Windward CC will partner with Kauai CC and Maui CC in Fall 2015 on using high school transcripts as an alternative placement mechanism to COMPASS, (Jonathon Kalk, personal communication) and may develop longitudinal studies on test bias and placement in the future.  It is projected, after consultation with Hawaii P20 and others, that ACT and high school transcripts will play an even larger role in placement.

Windward CC currently does not have a large international student population.  However, since the UHCC System is emphasizing recruitment of international students the Windward CC International Education Committee hopes the Testing Center will implement a policy of using the Test of English as a Foreign Language **(**TOEFL) as its

international student placement instrument unless an international student  has scored a 510 or higher on the Critical Reading section of the SAT,  44 on the ACT with no score under 18, 950 on the English Language Performance Test (ELPT), if the student attended high school in the United States, or a 5.0 on the International English Language Testing System's (IELTS) academic section.

**Ready Set Grow Hawai`i will review its admission and placement instruments to validate their effectiveness and minimize bias (Standard II.B.3.e).**

The Ready-Set-Grow non-credit work readiness and basic skills program was re-named iCan (Individualized Career Achievement Network) and funded by the U.S. Department of Labor under the Trade Adjustment Assistance Community College and Career Training Grant Program (C3T) grant to the University of Hawaii Community College (UHCC)  System in October 2011.  During the summer of 2014 the UHCC administrative team for the C3T grant decided to transfer the iCan curriculum and design to the Hawaii Department of Education (DoE), School for Adults.  The DoE School for Adults received the remaining budgeted C3T funds in support of iCan and the migration of the program to DoE schools was completed by September 30, 2014.

**The College will regularly assess and maintain the adequacy of instruction in information competency.  In one year, the Library will repeat the aforementioned assessment of the SLO: "the student will evaluate information and its sources critically." (Standard II.C.1.b)**

The College assesses information literacy in two ways now.  The first is through the survey done by the Library.  In the Library's 2014 Annual Report, the following was reported:

Students will be able to analyze an information need, and access, evaluate, use and document information effectively and ethically. (WCC 5.5, GE Info Literacy)

A.    The student will evaluate information and its sources critically (UH CC Shared SLO).

Student performance on embedded questions related to this SLO averaged just over our target of 76 percent. This was up from 66 percent the previous year.

1.    English 22 and 100 students completing the required Library Research Unit will, when given a list of available information sources, choose the appropriate sources & describe search strategies for locating the needed information.

Student performance on embedded questions related to this SLO averaged just over our target of 75 percent. This was up from 73 percent the year before.

2.  English 22 and 100 students completing the required Library Research Unit will, when given the URL for a Web page, access the page, identify the site's title and author, its publication or posting date, and evaluate key characteristics about the site in terms of the information need, including timeliness, point-of-view, scope, and authority or credibility.

Student performance on embedded questions related to this SLO averaged just over our target of 76 percent. This was up from 66 percent the previous year. When we analyzed student performance on various skills that go into meeting the overall SLO, we discovered two areas in which the students fell short:

When given the URL for a Web page, the student will: (a) identify the site's title and author (71 percent, down from 72 percent), **(b) its publication or posting date (no change at 51 percent),** and evaluate key characteristics about the site in terms of the (c) information need (not assessed), including **(d) timeliness (68.8 percent, up from 51 percent),** (e) point-of-view (77.8 percent, up from 72 percent), (f) scope (76.1 percent, up from 68 percent), and (g) authority or credibility (79.8 percent, up from 75 percent).

3.  English 22 and 100 students completing the required Library Research Unit will, when given access to a particular information search tool, identify appropriate key words and identify search strings that are focused and appropriately use phrase searching and Boolean operators.

Student *performance* on embedded questions related to this SLO averaged far below our target at 59 percent. This was down from 64 percent the year before. When we analyzed student performance on various skills that go into meeting the overall SLO, we discovered one area in which the students fell short.

To address issues in SLO I.A.2, the Library will revise the study materials to emphasize the need to establish whether the needed information needs to be timely, and to correctly identify both the publication date of an information source and the date or time period to which the information applies.

To address the issue in SLO I.A.3, the Library will consider whether teaching Boolean Operators in a basic information literacy module makes pedagogical sense for ENG 22 and for ENG 100. The Library will poll other information literacy instructors in the UH System about this. If it is determined that teaching this concept is more appropriate in course-specific or assignment-specific instructional sessions, the Library will look for the best means to do so.

The second way is through the assessment of the General Education Information Literacy Outcome.  This assessment was completed in Spring 2013.  Departmental discussions yielded the following results.

In Humanities, 89 percent of the students assessed in HIST 231WI, HIST 242WI, REL 207 and THEA 101 met the requirements of the College-wide Information Literacy rubric. The department recommended that the assessment form be modified to allow faculty to choose more than one assessment tool rather than choose the current option of "other."  This will be taken into consideration during the focus group discussions during the Fall 2015 semester.  Faculty also suggested the use of assessment data to request money for supplies and other departmental needs, as well as seminars, workshops or discussion groups about teaching methods.

For Language Arts, 81 percent of the students assessed in ENG 100, ENG 209, LING 102, and SP 151 met the rubric.  Their recommendations included holding more workshops on subjects such as conducting interviews, formatting, citing sources and resource recommendations for consistency across disciplines to supply consistency on formatting style, clarity on citations and recommended sites for accurate resource information would avoid student confusion; increasing the hours of the Writing Center and the Speech Lab to help students in any discipline with research papers, presentations and critical analysis of source material; and, increasing individual attention to students by dividing the research process into modules to help with papers and longer projects. The Writing Center and Speech Lab have lengthened their hours of operation, and have been conducting more workshops on formatting, grammar, punctuation, clarity, and the writing process as well as having more one-on-one sessions with individual students  based on these assessment results.

Math and Business assessed students in BUSN 191, ICS 100, ICS 101 and MGT 120.  In these four courses 85 percent of the students assessed met the rubric.  Again the need for seminars, workshops or discussion groups about teaching methods came forward as a recommendation as well as faculty sharing activities. The department also recommended using the librarians as a classroom resource.  The latter has been adopted by all departments, and the librarians have gone to a variety of classes, other than the ENG 22 and ENG 100 classes mentioned in their assessment to discuss information literacy.

The last two departments on campus, Natural Sciences and Social Sciences had a lower percentage of students meeting the rubric.  In Natural Sciences, only 70 percent of the students assessed in ANSC 258, BOT 205, BOT 210, PHRM 203, PHYS 152L, and ZOOL 142L met the rubric, and in Social Sciences only 77 percent of the students in ECON 130,  GEOG 101L, and SW 200 met the rubric.

The Natural Sciences Department felt that students needed to be more explicitly informed on how they would be graded and the requirements for particular assignments. Some syllabi within the department have been modified to meet this recommendation. In classes, specific examples are given prior to giving students assignments so that they have more of an understanding of what they are required to do. Classroom discussions and assessments based on those discussions have been increased so that students can make the connection between what is being asked of them. This is especially true in longer papers which have been broken into manageable units and then put together into a cohesive whole.

In Social Sciences, more emphasis has been placed on the scientific method and how to write a clear hypothesis without plagiarizing material. They have created a course in research methods, SSCI 200, to help students in this regard. Like, the Natural Science Department, Social Science instructors are explaining their assessments more thoroughly and making sure that students know what is expected of them.

After these departmental discussions, an all-campus forum was held on Information Literacy. Since only 79 percent of the students assessed on the entire campus met the Common Information Literacy rubric, the recommendations that were taken to the Planning and Budget Council and Administrative Team from this discussion were:

(1)  To increase the hours of service of the Writing Center and the Speech Lab;

(2)  To use librarians as a classroom resource;

(3)  To initiate a High School Task Force that stimulates High School-College interaction and emphasizes Reading at all levels with involvement of parents at all levels; and,

(4)  To hire an Instructional Developer who will compile materials and useful links to necessary resources, as well as having the campus offer more workshops, seminars, or discussion groups about teaching methods on subjects such as conducting interviews, formatting, citing sources, creating rubrics, delivering feedback, lesson design, and resource recommendations for consistency across disciplines; offer sabbatical opportunities, and use time during Convocation for Staff Development.

The first two recommendations are discussed above. The second two are discussed below.

Windward CC has increased its interaction with its feeder schools. A Task Force was set up in Fall 2014, using the information in the System Whitepaper on Developmental Education to begin researching possible interventions. The Task Force is composed of DOE administrators and instructors, WCC administrators and instructors, high school

students and their parents. Recommendations from the Task Force will be discussed at the Fall 2015 Convocation.

One of the requests before the Planning and Budget Council this year is to hire a Web Developer.  If the Council gives a high priority to this request and it is funded, then it may open up the opportunity for the Media Coordinator to devote all of her time to Instructional Development.  The Chancellor has also increased the amount of money available to faculty and staff to participate in Staff Development opportunities in Hawai`i, on the Mainland, and internationally as well as allowed faculty to go on one year or one semester sabbaticals.  The Sub-Committee on Professional Development in Assessment and other relevant groups have conducted trainings during Convocation on pertinent subjects for faculty and staff.  Thus the College has followed through on all the recommendations coming from the College-wide assessment of Information Literacy.

**Under the leadership of the Institutional Effectiveness Committee, the College will consider the recommendations made by the IEC Sub-Committee reviewing the Mongold Report on Governance Surveys, including a recommendation for separate assessments of offices currently subsumed by a broader authority (e.g. Marketing, Institutional Research, and Planning and Program Evaluation under the Chancellor's Office) (Standard IV.A.5).**

From 2009-2011, the Governance Sub-Committee of the Institutional Effectiveness Committee (GSIEC), developed surveys that were used to assess the major governing groups at Windward CC.  After the completion of the surveys in 2011, the Chancellor hired an outside evaluator, Dr. David Mongold, to assess the process.  He produced the Mongold Report documenting the process and making recommendations to improve the efficiency of the process.

The GSIEC was disbanded, and the IEC Committee on Governance Assessment (CGA) was established.  The CGA met and developed new survey instruments for the administrative offices and other governing groups during the 2012-2013 AY.  They developed these instruments using the recommendations of the Mongold Report.  However, the offices that were subsumed under a larger office were assessed within that office and not separately.  In addition, each division within any unit writes a section in the Annual Unit Assessment for the office, i.e. the Annual Unit Assessment for the Chancellor's Office includes sections on the Chancellor's Office, the Office of Planning and Program Evaluation, the Office of Institutional Research, the Marketing and Public Relations Office, and Fundraising.  These are reviewed by the Planning and Budget Council third party reviewers for clarity and correctness before they are used for budgetary asks that come before the Council.

As mentioned above, the IEC established a Survey Sub-Committee to develop a separate institutional survey.  This survey will more fully assess the offices currently subsumed by a broader authority by directly asking how others perceive that office is functioning.  This survey will be distributed to all campus constituents during the Fall 2015 semester, and in either the Fall or Spring semester every odd year thereafter.

**The Chancellor will develop more explicit training to help department chairs to lead departmental analysis and application of learning outcomes assessment as part of the planning and budget process (Standard IV.B.2.b).**

The Planning and Budget Council (PBC) 2012 Self-Assessment indicated that PBC members needed to be explicitly informed of major changes in the process in order to make the PBC more efficient.  Therefore, the Chancellor initiated the following training sessions to take place prior to the first PBC meeting on October 24, 2013:

1.  Departmental Annual Report Template Training;

2.  Third Party Reader Training; and,

3.  PBC Form Training.

The first training that took place on August 15, 2013, for the Deans of Division I and II, the Department Chairs, and the Institutional Analyst charged with providing the data for the Departmental Annual Reports.  The training consisted of the Interim VCAA and the directors going through the entire template section by section, as well as introducing the new timeline.

The second part of that training was using the new rubric to review two of the Departmental Annual Reports from last year.  The five Department Chairs, the Interim VCAA, the Deans, and the Director of Planning and Program Evaluation took part in this facet of the training. Two Department Annual Reports—Math/Business and Language Arts—were used as a basis for discussion. Using the rubric, the discussion revolved around what areas in the reports were strong and what areas could be strengthened.

The final two trainings took place on September 20, 2013.  The first training session was for the third party reviews.  The training consisted of going over the rubric, how it should be used, and what kind of feedback should be anticipated.  The training also covered the new template, but only to inform the third party reviewers of the information that should be contained in the report and how it was covered by the rubric.

The second training on September 20 was for all PBC members.  It consisted of going line by line through the PBC Form, so that the Chairs and other PBC members would

know exactly what information should be included in the form and how it connected to the budget and planning process.  Time was spent on explicitly including institutional, program, and course SLO assessment in the budget request as well as connecting those assessments to the strategic plan.

These trainings will be repeated as necessary prior to the first meeting of the PBC every Spring.  A training on reviewing and modifying the Strategic Plan will take place prior to the first meeting every Fall.  At the training meeting in the Fall meeting, the Chancellor will also recap what occurred at the PBC the previous year, the current UH System/UHCC Budget Process along with a review of the PBC process, thus closing the loop on how assessment and the strategic plan are linked to the planning and budget process.

**Academic/Learning Support Services**

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 2012 Self Study include:

**Programs that have advisory boards or committees will provide minutes of advisory board meetings on their program website (Standard II.A.2).**

The Agriculture Technology, Veterinary Studies, Pacific Center for Environmental Studies, and Hawaiian Studies programs have advisory committees composed of industry representatives and secondary faculty from state and private institutions who assist in identifying competencies as well as supporting the success of the students. The advisory committee for Veterinary Assisting meets annually while the Agriculture Technology and Hawaiian Studies advisory committees meet bi-annually.

There is also a Tree Advisory Committee that met frequently in 2008, but hasn't met since then.  The Agriculture Technology Advisory Committee also has not met bi-annually in recent years  These programs have been impacted by the retirement of their primary faculty member.  Therefore, the College is currently evaluating whether to continue its Agriculture Technology and  Subtropical Tree Care programs.

The Certified Nurse's Aide non-credit program was established in 2005.  An Advisory Board was established at that time which met unitil 2009 when it was disbanded.  The following publications resulted from the work of this board:

*The Nursing Pathway out of Poverty*. Prog Community Health Partnersh. 2011 Summer;5(2):169-76. doi: 10.1353/cpr.2011.0015.

Boyd JK[1], Hernandez JY, Braun KL. Engaging nurse aide students to develop a survey to improve enrollment and retention in college.

However, a new board is currently being formed because of a new C3T4 grant for Certified Health Workers which is based on the demands of current Certified Health Workers, supervisors, employers, insurers and policymakers.  The board will probably meet quarterly, and provide input which will guide what we do as educators to ensure that the students who we train are prepared for jobs.

Industry, via the representatives on the advisory committees, establishes the direction for the programs, and program SLOs are based on those directions.  The Veterinary Studies Advisory Board Minutes are posted on the College's website.  The other advisory committee minutes will be posted to the web site in the future, and the Chancellor will be invited to attend these meetings by the Office of Academic Affairs.

**Coordinators of the credit and non-credit Career and Technical Education programs will track whether or not their students pass licensure exams to work in their field of study (Standard II.A.5).**

The Veterinary Studies program has reported the following numbers regarding licensure exams from November 2003 – December 2014:

|  | **Candidates** | **Pass** | **Fail** |
|---|---|---|---|
| November – December 2013 | 3 | 2 | 1 |
| March – April 2014 | 2 | 2 | 0 |
| July – August 2014 | 10 | 8 | 2 |
| November – December 2014 | 7 | 5 | 2 |

The Certified Nurse's Aide non-credit program has reported that approximately 84 percent of the students who take the CNA exam have passed. Not all students who are enrolled in this program end up taking the exam as they transition into an LVN or RN program at another institution.

**The College will initiate a comprehensive career assessment, counseling, and job placement program for all credit and non-credit programs (Standard II.B.1).**

Our campus has a Career Center (Akoakoa 130) that provides career assessments, resume writing, and mock interviews.  There is also job placement using the (CSO) service provider that has local, national, and international links for employment. Our services are for all Windward Community College students whether they are credit, non-credit, or former students.

In addition to these services, the Office of Career and Community Education (CCE) have recently expanded their non-credit workforce training certificates in the Health, Technology, Renewable Energy, Hospitality, and Business Technology sectors. This office also established the Workforce Connections Center (Alakai 106). This partnership allows office/staff space for Hawaii's Workforce Development Division (WDD), City and County of Honolulu, Oahu Worklinks One-Stop, Alu Like Workforce Counselor, and the Department of Human Services, SNAP/HINET Support Program. The College has also secured data sharing agreements with the State of Hawaii, Department of Human Services (DHS) which allows the CCE Education Specialist accesses the HI DHS database to co-manage career and employment plan documentation with DHS case managers supporting non-credit students enrolled in the HINET program.

**The Office of Academic Affairs will include accrediting agency contact information for grievances and other purposes in future College Catalogs (Standard II.B.2).**

In the 2013-2015 printed and online Windward CC Catalog, the name of the accrediting agency is given on page 3.  On page 15 of the 2015-2017 catalog, under the section of Academic Grievances, accrediting agency contact information was also added as per below.

*Complaints associated with the institution's compliance with academic program quality and accrediting standards can be addressed through our accrediting body, the Accrediting Commission for Community and Junior Colleges (ACCJC). Their complaint process is found at http://www.accjc.org/ complaint-process.*

**The Office of Academic Affairs will include more detailed information on Distance Learning in future Course Catalogs (Standard II.B.2).**

The Distance Education discussion in the Windward 2013-2015 Catalog begins on page 34.  Information about Brainfuse, our online tutoring resource, as well as online library resources are provided on page 23.

WCC's [2015-2017 Catalog](#) expanded the section on distance education and included specific references in other sections to online student procedures in order to support this critical population. Weblinks for policies are generally given to ensure all populations can access.

**The Offices of Academic Affairs, Student Affairs, and Administrative Affairs, and the Marketing and Public Relations Office will create a formal review process for the Credit Course Catalog (Standard II.B.2).**

The following time frame (reverse chronological order) has been developed to produce a two-year Windward CC Credit Course Catalog. This process was used for the production of the 2015-2017 Windward CC Catalog.

| Date Due | Action Required |
|---|---|
| **May 1** | Publish date (100 hard copies) |
| **April 17** | Soft publish date (online version)<br>-Final catalog proof to administration for final approval<br>-Revisions to Marketing for final production |
| **April 10** | Catalog to editors for proofreading |
| **March 16** | Finalized catalog text provided to Marketing for design/production - 2-3+ weeks |
| **March 6** | Edited catalog text shared with section editors for final review and editing -1 week |
| **February 27** | VCAA reviews and inputs changes -1 week |
| **February 20** | Section editors review and provide edits to VCAA -2 weeks |
| **February 10** | Meeting assigning responsibility for revising catalog; time frame and priorities |
| **February 3** | Catalog revision period announced to DCs, admin staff and other related parties |

**The Office of Academic Affairs plans to expand its off-site course offerings to Kahuku and the necessary entities from the College will provide the same support services to those students as those it already serves (Standard II.B.3.a).**

WCC is an open enrollment institution, although students are required to take placement tests in math, reading, and writing before being allowed to enroll in certain courses.  At present the school has been using the COMPASS test for placement.  However, with ACT eliminating COMPASS in the winter of 2016, a new placement mechanism is being sought.  However, for the purposes of this report, we are stating what the College has done up to this point.

The COMPASS test is currently primarily offered on campus, but COMPASS scores achieved at other approved testing sites are acceptable.  In 2014-2015, WCC specifically worked with their Early College High School partners to increase COMPASS access through remote testing at the high school site (e.g. Castle High School and Kahuku High School) and set aside times for COMPASS testing at WCC specifically for high school early college students that were bussed in (e.g. Kailua High School).  The College has no plans at present to try to give the COMPASS test online.

Student support needs have been identified by Windward CC's student affairs area.  Outcomes concerning student success rates -retention, attrition, graduation, transfer, satisfaction- have been set aggressively high and the student affairs staff have taken the lead in developing a number of interventions to meet these goals, including mandatory first-year student advisement, supplemental instruction, tutoring, and learning communities.

Kahuku students needing support may call or email advising or counseling at any time to set up an appointment, either online, by phone, or in person.  Also the Hūlili Program, a federally-funded collaborative program between Windward CC and the University of Hawaiʻi at Mānoa (UHM) to improve the transfer and success of Native Hawaiian students, has been established.  Hūlili is geared towards recent high school graduates who want to earn an Associate of Arts degree at Windward CC with the intent to transfer to UHM.

**The Office of Academic Affairs plans to expand its off-site course offerings to Kahuku and the necessary entities from the College will provide the same support services to those students as those it already serves (Standard II.B.3.b).**

In Spring 2015, Windward CC offered its first credit course in Kahuku. This was an Early College High School English 100 Composition I course offered primarily to seniors.  All enrolled students passed this class.  It was offered with components online,

via video teleconference, and in person with a partnership between the WCC instructor and a high school liaison, who acted as a success coach for students.  Plans are currently underway to offer a section next year as well.  A Hawaiian language course was initially planned for Fall 2015, but failed to meet minimum enrollment necessary to run.  Windward CC and Kahuku High School are currently working together to offer an Early College High School in Spring 2016.

For the Fall 2015 ENG100 offering. ACT scores were initially looked at to determine eligibility.  Thirteen students were eligible based on ACT score.  As mentioned above, COMPASS testing was provided directly to prospective students for ENG100 at Kahuku High School through the combined efforts of Kahuku's administration, the Department of Education's technology specialists, Windward CC's Testing Center, Student Affairs, and the Office of Academic Affairs.  Four additional students qualified after the first offering of COMPASS.  Of this pool of 16, 13 enrolled.  There were challenges with citizenship and health clearances that both institutions worked diligently to address.  It was decided that in future iterations, testing, application, and all enrollment related activities should start three months before the class begins with a goal of completed registration one month prior.

Students enrolled in ENG 100 at Kahuku High School received an initial orientation to the college environment during the application process as well as preparation for college counseling and workshops through Windward CC's Educational Talent Search program.  They also completed an online application to the University of Hawaii, as well as the FAFSA application.  Supplemental Instruction was also provided to the class, primarily through distance technology.  Students were also provided online access to library materials and tutoring (Brainfuse and Windward CC's Writing Center).  These support services increased college preparedness for the students and helped lead to the successful outcome of all students passing.

**Student Affairs and the Office of Academic Affairs will establish a pipeline for Adult Learners (Standard II.B.3.c).**

Windward CC's Counselor for Adult Learners was established in November of 2010 under a Title III grant. An Adult Learner Task Force was formed in 2011 to establish priorities and direction for the Title III funded counseling position. The position established various sub-committees that focused aspects of Night Scheduling, UHCC Prior Learning Assessment Committee, and First Year Experience (FYE) committees.  The initiative for serving adult learners was also coordinated in conjunction with Achieving the Dream initiatives and presented at the Hawaii Strategic Institute in 2013.  Since 2014, the Adult Learner Counselor has participated in the Child Care Task Force to

conduct a student needs/resources assessment. The result of the survey indicated a need for early childhood care that meets Strategic Outcomes 2, 3, 4.4, 4.7, 5.4, and 5.6.  The Task Force also created a resource inventory of services available in the greater Koolaupoko community.

This survey, taken by 11 percent of our student body, along with the resource inventory showed a marked deficit in the area of infant and toddler care.  Only three facilities in this area provide services to this age category.  As a result of this information, WCC formed a strategic action plan to provide for these services and met with local early childhood experts to strengthen our understanding of this area.  The action plan formed the basis for a grant proposal to build and staff an infant and toddler child care facility at WCC.  This proposal was approved.  The campus has designated space for our Childcare Center in the 'Akoakoa Building.  Renovation is to begin in Spring 2016 with a completion goal of Spring 2017.

**Student Affairs will expand the services and outreach of the Career Center (Standard II.B.3.c).**

Windward CC's Career Center continues to expand its contacts using the Career Online Service Center (CSO) program, which is now being utilized by all UHCC campuses. Currently, Windward CC has over 300 local employers in our job bank. Resume writing, mock interviews, and career assessment have been steady, but have not been growing significantly. Job placement tracking is difficult because if a student locates a job by using the Center and is hired, the student or employer needs to enter this information into the Windward CC/CSO website. If this step does not occur, the Center will not be able to confirm if the job placement was successfully completed.

**Student Affairs will establish support programs specifically for second year students (Standard II.B.3.c).**

Windward CC has many support programs that have been developed specifically for second year students including:

*Hulili Transfer Program:* A federally funded collaborative program between Windward Community College and the University of Hawaii at Manoa (UHM) to improve the transfer and success of Native Hawaiian students. Hulili is geared towards recent high school graduates who want to earn an Associates of Arts degree at WCC with the intent to transfer to UHM.

*Career and Transfer Center:* This is a one-stop center for career exploration, employment assistance, and transfer information. Assistance is provided in resume

reviews, interview preparation, and with job searches. Students are invited to discover potential majors and careers through assessment and counseling services.

*Ka`ie`ie Program:* This is a transfer pathway program for students at Windward Community College who are planning to transfer to UH Manoa. The program provides transfer planning, academic advising, dual enrollment and priority registration.

*WCC Counseling and Advising:* During the 2014-2015 academic year, the counselors decided to utilize a case management model to support students. Using this approach, students see their academic counselors from the time they are enrolled through transfer and/or graduation. This change has led to increased support of second year students in particular.

The College will finalize plans for the new College Learning Center that will provide general tutoring, supplemental instruction, peer mentoring, Math, Speech, and Writing Labs, Academic and Financial Aid advising and testing (Standard II.C.1.a).

Windward CC's "Ka Piko" Student Success Services at Hale La`akea has been operational since 2011. In this center, the following services are provided free of charge to all Windward CC students:

*Assistive Technology:* Hale La`akea 232 Assistive Technology services at WCC provide students with the opportunity to utilize state-of-the-art resources to increase access to learning opportunities while reducing barriers to students. They also work closely with faculty and staff to implement Universal Design principals within the classroom and serve as advisors within this area.

*Math Lab:* Hale La`akea 226. The Math lab provides drop in tutorial assistance by knowledgeable tutors to assist students complete their homework or study/prepare students for tests. Students can receive tutoring in all math courses offered at WCC and/or related course with math content. While in the lab, students may check out math textbooks for temporary use and graphing calculators as available.

*Speech Lab:* Located in Hale La`akea 220, the Speech lab provides help with MLA and APA citations, finding credible sources, research (library and online), outlines, use of visual aids, verbal and nonverbal delivery, methods for reducing anxiety, debate practice, and group sessions related to communications. All students from any discipline are welcome.

*Supplemental Instruction:* Located in Hale La`akea 230 provides supplemental instruction (SI) through peer-facilitated group study sessions. SI is attached to specific courses, so session locations and times vary. Experienced students who have shown previous talent in the courses run study sessions outside the classroom. SI

leaders explore important concepts, review class notes, discuss reading assignments and test-taking strategies, develop organizational tools, and help students review for exams.

*Testing Center*: WCC's Testing Center is located in La`akea 228. This center provides testing services to all University of Hawaii System students. They provide placement testing, make-up testing, and retesting services. Distance Education proctoring services are free for all UH System courses, and for a fee, are available to non-UH students and private organizations.

*Writing Center*: Located in La`akea 222, the Writing Center invites WCC on-campus students and distance education students to consult with them during any or all stages of the writing process. Students can reserve assistance with brainstorming, editing, citations, and thesis development.

**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:

**Review the current policies to replace "Strategic Planning Committee" and "Budget Committee" with a single "Planning and Budget Council." (Standard I.A.3)**

Windward Community College Policy 4.5 needs to be revised as both the Strategic Planning and Budget Committees have been dissolved and the Planning and Budget Council was initiated. The College will review the Mission, Vision, and Core Values it established in 2010 by re-establishing its Mission, Vision, and Core Values Committee in Fall 2015 after which Windward CC Policy 4.5 is revised.

**Administrative units will refine learning, process, and functional outcomes analysis as part of the Program and Unit Review Reports to the Planning and Budget Council (IV.A.2.a).**

The Non-Instructional Sub-Committee of the Institutional Effectiveness Committee (IEC) worked with the non-teaching units at the College in the 2012-2013 AY to support the updating of Annual Assessments that could be used by the Planning and Budget Council in their deliberations. They also worked with these units to produce surveys that showed how people perceived the units to be functioning. These surveys were augmented by

those developed by the [Committee on Governance Assessment](#) to give a well-rounded view of how the office (or unit) is perceived. The Non-Instructional Sub-Committee will continue to work with administrative units to further facilitate their assessments and budgetary requests based on those assessments. This committee will be a permanent sub-committee of the IEC.

**An ad hoc committee will review the structure of groups on campus based on the Policy on Chartered Groups (Standard IV.A.3).**

An Ad Hoc Committee on Committees was formed by the Chancellor in 2012 to review the College's committee structure and to assist committees in completing their charters by using the template from the [Policy on Chartered Groups](#), adopted in 2012.

The three primary goals of the committee were:

1. To dissolve non-functioning committees;

2. To facilitate the creation of charters for functioning committees; and,

3. To make recommendations for reforming the committee structure.

Overall, the committee oversaw the dissolution of 10 committees, the creation of three (3) committees, and the writing of five (5) charters for existing committees. Thus there was a net reduction of seven (7) committees, from 40 to 33, with the new committees performing functions that were not being met with the current structure.

The following chartered groups were dissolved:

1. Administrative Services Staff - dissolved October 2012, treated as a staff group

2. Chancellor's Administrative Staff - dissolved October 2012, treated as a staff group

3. College Ambassadors - dissolved, now an informal group

4. Common Book Committee - dissolved December 2012

5. Friends of Lanihuli - dissolved December 2012

6. Friends of WCC - dissolved October 2012

7. Geocaching - dissolved October 2012

8. Kokua Paliku - dissolved October 2012

9. Loi Construction - dissolved October 2012

10. Student Services Staff - dissolved October 2012, treated as a staff group

Charters were written for the following existing groups:

1.  Academic Affairs Advisory Committee (was Vice-Chancellor's Advisory Council)

2.  Curriculum Committee

3.  PaCES Advisory Board

4.  Staff Development

5.  Veterinary Studies Advisory Board


New chartered groups were created in 2012-2013:

1.  Distance Education Committee

2.  Sustainable Agriculture Advisory Committee

3.  Website Advisory Committee

**The IEC will re-evaluate appropriate data to be collected and included in Departmental Reports and Unit Reviews to provide standardized data elements for subsequent budgetary and other recommendations (Standard IV.B.2.d)**

The IEC coordinating with the Vice Chancellor for Academic Affairs, the Department Chairs, the Office of Institutional Research, and other Administrative Staff members reviewed and modified the Annual Departmental Report Template.  The Department Chairs used the new template for their Annual Departmental Reports in Fall 2013.  Further modification to avoid redundancy may be in order.

## 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.  Accordingly the following planning agenda items from the 2012 Self Study include:

**The Dean of Academic Affairs, Division II will assess and improve the College's web presence by making the website more robust, user-friendly, and extensive (Standard II.A.6.c).**

The Dean of Academic Affairs, Division II is no longer responsible for the web. A Web Advisory Committee has been established and will be making recommendations on how to improve the College's web presence by making the website more robust, user-friendly, and extensive. It will do this by providing advice, assisting in obtaining broader college and community input regarding the content, functions, branding, design, and priorities of the Windward Community College web presence, including the website and external web social sites, to the web administrator and others tasked with working on aspects of the website.

The committee is also charged with helping to improve the policies, procedures, and responsibilities connected to the College's website and ensure that the website interacts with external policies and regulations, including those originating from accreditation standards, the Americans with Disabilities Act, the University of Hawai'i Community

Colleges, and the University of Hawai'i System as well as how the website can help the College fulfill its mission and strategic plan, improve student success, and enhance institutional effectiveness.

In Spring 2015, initial revision of the WCC website took place. Work was done to create consistency with system templates and to improve the cohesion and flow of information.

**The College will expand access to learning resources that will increase student retention and success to the web site (Standard II.A.6.c).**

Windward CC's Academic Support Tutoring Services include the Math Lab, the Speech Lab, the Writing Center, and Brainfuse. Additional Student Affairs-run tutoring services are: Peer Mentors, Supplemental Instruction, and TRIO Student Support Services.

According to the Annual Report of Program Data, 2014 CCSSE results show an increased awareness by students of tutoring services, an increased satisfaction with the quality of tutors, an increased number of students using these services. Statistics collected on the labs showed that the Writing Center had an increase in total contacts of 26 percent, with increases of 111 percent for Writing Intensive students and 210 percent for Remedial/Developmental Education students. The Speech Lab advised 27 percent more students. However, the unduplicated number of students decreased probably because the number of Speech sections requiring students to use the lab decreased. The number of Math students using the Math Lab also increased by 8 percent.

Moreover, based on Spring 2014 qualitative and quantitative data, all the labs have been successful in helping students pass their classes with a C or higher: the combined lab pass rate was 82 percent, with the Speech Lab pass rate being 93 percent, the Writing Center, 89 percent, and the Math Lab, 63 percent. Even though all the labs exceeded the benchmark of 60 percent of tutees passing their classes with a C or higher, the rate for Math Lab suggests that the Math Coordinator needs to find ways to increase the number of students getting a C or higher in classes they need help in.

According to the Student Affairs Annual Report on Program Data, in the 2013 AY, Supplemental Instruction (SI) was attached to 77 sections of 30 different courses, and available to 1602 students. Of those students, 900 (56.17 percent) attended at least one SI session. Most Peer Mentors are assigned Supplemental Instruction duties.

Students succeeded in classes with SI at a rate of 60.05 percent. Students who attended at least one SI session succeeded at a rate of 64.66 percent almost 11 percent higher than students who did not (53.71 percent).

SI also seemed to have a positive affect on GPA. Overall, students enrolled in courses with SI earned a GPA of 2.42. SI attendees earned a GPA of 2.73 as compared to non-SI attendees that earned a 2.04.

There was also a positive relationship between attending SI and persistence. Students who attended SI persisted at a rate of 81.6 percent, 12 percent higher than non-SI attendees (69.18 percent). Overall, the persistence rate for courses with SI was 78.29 percent.

TRiO SSS serves 250 low-income, first-generation, and/or disabled students in order to increase their retention and graduation rates. For the past seven cohorts, there have been 684 participants of which 55 percent were Native Hawaiian/Pacific Islander. Of those whom TRIO serves, 84 percent qualified as low-income and 86 percent qualified as first generation with 70 percent qualifying as both low-income and first-generation. In all, 353, or 51.61 percent, of the participants have received an A.A. and/or transferred to a 4-year institution (50.14 percent for the Native Hawaiian/Pacific Islander participants). To further break this down, looking at full-time freshmen, 70 or 21.43 percent have graduated with an A.A. or certificate and transferred to a 4-year institution (16.22 percent for Native Hawaiian/Pacific Islander participants).

One hundred percent, or 254, of the participants (benchmark = 250) were identified, screened, selected, and assessed for their academic need for services, and retained. Ninety -nine percent (Benchmark = 85 percent) of the participants maintained good academic standing (2.0 Cumulative GPA on a 4.0 scale), 89 percent (benchmark = 75 percent) of all participants persisted from one academic year to the next academic year or

graduated and/or transferred to a 4-year institution, 35 percent (benchmark =10 percent) of the cohort of new participants graduated with a certificate or associate's degree, and 73 percent (benchmark = 15 percent) graduated and/or transferred to a four-year institution within 4 years. TRiO attained these results despite the various barriers faced by our students, which speaks to the importance they give to their education. This past reporting year and continuing to the present, we have especially encountered increased issues with homelessness. This affected at least five students in Fall 2013 semester alone.

The University of Hawai'i Community College System has also provide all member colleges with the online tutoring program, Brainfuse. Brainfuse is a support program that offers tutorial services in such subjects as English, ESL writing, math (basic math to Calculus II), statistics, anatomy and physiology, economics, accounting, finance, Spanish, biology, general chemistry, organic chemistry, nursing, and physics. Students access Brainfuse through the MyUH portal. Instructors can request a Brainfuse logon through the Director of Computing Services.

**More reliable sources of funding for computing maintenance and equipment will be sought Standard II.C.1).**

College efforts to obtain new funding for technology equipment replacement and upgrade include the following:

- In 2013, the college administration and Planning and Budget council discussed instituting a student technology fee of $3 per credit that would have provided approximately $130,000 annually for instructional technology support. It was felt the new fee would be inappropriate on top of already scheduled increases in University of Hawaii tuitions, so the idea was tabled.

- In 2014, Windward CC became a participant in the University of Hawaii's Academy of Creative Media program. Program funding allocated to Windward CC has thus far provided $130,600 in FY2014 and $45,000 in FY2015 to upgrade and expand the computers, software, cameras, and related items used for creative media instruction and student projects.

- A Title III supplemental award was secured that provided $45,064 in FY2014 to replace and upgrade the audio systems in the Akoakoa building meeting rooms.

- A Title III award was secured that will provide $50,000 in FY2016 to replace and upgrade the computers in the Palanakila 122 ICS classroom and the file server hosting student files and the college website.

- A Title III award was secured that will provide $125,000 in FY2017 to replace the central campus router with a Next-Generation Firewall (NGFW) and to upgrade the fiber connections between campus buildings from 1-gigabit to 10-gigabit.

- A Title III award was secured that will provide $228,000 in FY2017 to replace and upgrade audio-visual systems in the Imiloa building and Mana'opono building STEM classrooms.

**The College must develop funding sources and a budget methodology that provides for all ongoing costs, including lifecycle replacement of technology resources, vehicles, and other college equipment (Standard III.C.1.c).**

In addition to efforts to increase lifecycle funding for technology, the college is also actively pursuing strategies to lower ongoing technology costs. For example:

- The useful life of older PCs has been extended 1-2 years by replacing the hard disk with a relatively inexpensive $125 solid state drive (SSD) that significantly improves system performance. In addition to postponing the expense of a full PC replacement, the more-reliable SSDs are also decreasing the staffing costs to deal with hard disk failures.

- Where adequate to meet instructional needs, inexpensive Chromebooks and NComputing thin clients are being deployed instead of far more expensive Macs and PCs. These devices not only reduce the hardware costs for initial purchase and periodic replacement, but they also minimize the ongoing staffing costs required for software setup and maintenance.

As classroom data projectors are retired, they are being replaced by 70" LED HD TVs that are less costly to purchase and install, that don't require periodic replacement of expensive bulbs, and that consume significantly less electrical power.

The Web Administrator will organize the expansion of communication features of the website, such as suggestion boxes (IV.A.1).

Suggestion boxes have been added to the web site. It is the privy of the new Web Advisory Committee to make further recommendations on how the communication features of the website can be expanded.

**The Office of Planning and Program Evaluation will formulate a process for posting assessment and budget documents on the web to ensure that they can be easily found (Standard IV.B.2.d).**

The Director of Planning and Program Evaluation coordinating with the Web Advisory Committee and the Director of Institutional Research will try to solve this problem. All Planning and Budget Council documents are on the Planning and Budget Council page. All assessments are in the Assessment Database. The SLO assessments are in the Annual Department Reports on the Planning and Budget Council page. The Department Chair

and Program Coordinator Reports are in the database and could be posted on the Assessment page and/or Department page.  The All Campus Discussion Reports are in the database, and posted on the Planning and Budget Council page as evidence for making budget decisions.  The placement on the web will depend on how the Web Advisory Committee revises the entire web site.

## Concluding Remarks

At the mid-term prior to the next self-study visitation for Windward Community College in 2018 all five of its college recommendations dating to the 2012 self-study visitation have been addressed and cleared.  Moreover the five UHCC System recommendations of the same provenance have been addressed as presented in this mid-term report. Additionally the College has addressed the 37 planning agenda items it reported in its 2012 Self-Study Report.  Moving forward the College is prepared to review its mission, vision and values statement to maintain its commitment to regular reviews no later than once every six years and earlier if needed.

The preceding mid-term report represents the experiences of a small college that experienced eight years of significant enrollment growth prior to and during the recession years from 2006 to 2013.  Total enrollment growth during these years increased by more than 50 percent.  Moreover the College experienced a dramatic increase in the proportion of students self-identifying as Native Hawaiian during the aforesaid years.  Now the College is in a period of leveling off or slight decline in enrollments although tuition collection has held steady so far due to planned multi-year tuition increases. Should enrollments continue to decline by more than the 5 percent tuition increase the impact will be felt on college revenue.

The College has experienced significant improvement in its reserve funds starting from none at all beyond the minimum reserve requirements required by ACCJC six years ago. At the end of the 2015 fiscal year the reserves above minimum requirements stood at approximately $2,000,000.  The combination of reserves as well as lucrative revenues from summer school has enabled the College to systematically plan the expenditure of over a half million dollars per year on equipment replacement, new equipment and furniture for a new 64,000 sq. ft. Library Learning Commons and two completely renovated campus buildings for classroom/faculty office uses.

Recent years at the College have seen a concerted effort to develop new academic programs to successfully overcome the its unidimensional programmatic profile by adding two  Associate of Science degrees, one in Veterinary Technology, and the other in Natural Science (with three different tracks); along with a new Associate in Arts in Hawaiian Studies; and, a Certificate of Achievement in Agripharmatech (with two

tracks).  The foregoing programmatic additions combine with the mainstay Associate of Arts in Liberal Arts Transfer degree (enrolling 49 percent of the student body) and thirteen minor programs to round out college credit course offerings.

The College has experienced significant growth of its on line course offerings from none seven years ago to nearly 17 percent of its course offerings at present.  This expansion of offerings has opened up a new source of student enrollments with students home based at other UHCC campuses now comprising slightly more than 30 percent of the College's headcount.  This is a significantly higher proportion (by more than 10 percentage points) of "home based other" students enrolled at any other UHCC campus.  In light of the foregoing, the College is considering a more systematic outreach to the entire on-line enrollment constituency.

The College will also follow up and seek to leverage its strengths in the area of visual arts and performing arts to develop two concentrations within its existing Associate of Arts Liberal Arts Transfer degree.  Finally, the College is currently preparing a Substantive Change request to offer its Certificate of Achievement in Veterinary Assisting (constituent to the Veterinary Technology A.S. degree) on the Island of Maui as a preliminary to state-wide offering of the program.

Given the foregoing, the College is ready to prepare for its upcoming self-study, and, in fact, is eagerly anticipating its opportunity to develop a focused essay on prospects for future development, growth and strategies to improve its service to its community and student body.  The collegial review process embodied by the accreditation practices has served this college well in focusing its activities on systematic planning and budgeting, as well as student centered and learning outcomes focused support. This college is poised to continue its beneficial relationship with the accreditation review process.

# APPENDIX I

# EVIDENCE

# WINDWARD COMMUNITY COLLEGE ACCREDITATION FOLLOW-UP REPORT 2015 EVIDENCE

2013 Accreditation Follow-Up Report (Archived Copy)
https://windward.hawaii.edu/Accreditation/Documents/2013/2013_Follow-Up_Report.pdf

2014 Academic Support Services Annual Report of Program Data (ARPD) Tutoring Services (Archived Copy)
http://www.hawaii.edu/offices/cc/arpd/academicsupport.php?action=quantitativeindicators&college=WIN&year=2014&program=179

2014 Accreditation Follow-Up Report (Archived Copy)
https://windward.hawaii.edu/Accreditation/Documents/2014/ACCJC_Follow_Up_2014.pdf

2014 Student Services Annual Report of Program Data Student Services (Archived Copy)
http://www.hawaii.edu/offices/cc/arpd/studentservices.php?action=quantitativeindicators&college=WIN&year=2014&program=153

ABIT Certificate Assessment (Archived Copy)

About the Math Lab (Archived Copy)
http://windward.hawaii.edu/KaPiko/Index_Math.php

About the Speech Lab (Archived Copy)
http://windward.hawaii.edu/KaPiko/index_Speech.php

About the Testing Center (Archived Copy)
http://windward.hawaii.edu/KaPiko/index_Testing.php

About the Writing Center (Archived Copy)
http://windward.hawaii.edu/KaPiko/index_Writing.php or
https://windward.hawaii.edu/kapiko/index_Writing.php

About WCC Supplemental Instruction (Archived Copy)
https://windward.hawaii.edu/KaPiko/index_SI.php

About Windward Community College (Archived Copy)
http://windward.hawaii.edu/About_WCC/

Academy for Creative Media ([Archived Copy](#))
http://www.catalog.hawaii.edu/schoolscolleges/arts-sciences/departments/acm.htm

ACCJC ([Archived Copy](#)) http://www.accjc.org/

ACCJC Letter 2014/02/07 ([Archived Copy](#))
http://windward.hawaii.edu/Documents/Accreditation/2014/Commission_Action_Letter_2014_02_05.pdf

ACCJC Letter and Evaluation Report 2007/01/31 ([Archived Copy](#))
http://windward.hawaii.edu/Accreditation/Documents/2007/2007_01_31_ACCJC_eval.pdf

ACCJC Letter from Barbara Beno to Douglas Dykstra 2015/02/06 ([Archived Copy](#))
http://windward.hawaii.edu/Accreditation/Documents/2015/ACCJC_Follow_Up_2015.pdf

ACCJC Reaffirmation Letter 2013/02/11 ([Archived Copy](#))
http://windward.hawaii.edu/Documents/Accreditation/2013/ACCJC_2013_02_11_Reaffirmation.pdf

Accreditation Self Study Report of WCC 2012 ([Archived Copy](#))
https://windward.hawaii.edu/Documents/Accreditation/2012/Accreditation_2012_Self-Study.pdf

Accreditation Standards Adopted June 2014 ([Archived Copy](#)) http://www.accjc.org/wp-content/uploads/2014/07/Accreditation_Standards_Adopted_June_2014.pdf

Achieving the Dream ([Archived Copy](#)) http://windward.hawaii.edu/atd/index.php

Admissions and Records ([Archived Copy](#))
http://windward.hawaii.edu/Admissions_Records/index.php

Admissions Checklist ([Archived Copy](#))
http://windward.hawaii.edu/Admissions_Records/Admissions_Checklist.pdf

Agreement between the UH Professional Assembly and the UH Board of Regents, July 2009-June 2015 ([Archived Copy](#)) http://1gyy0p31bywk3kl09732jggr.wpengine.netdna-cdn.com/wp-content/uploads/legacy/uhpa-bor-contract/100129-2009-2015-agreement-for-website.pdf

Agripharmatech Capstone Assessment ([Archived Copy](#))

Annual Report of Program Data Analysis Preview, Liberal Arts, Revised 2014/1/13 (Archived Copy)
https://windward.hawaii.edu/ir/PBCouncil/2013/Units/Instruction/Academic%20Affairs/ARPD%20Liberal%20Arts%20Revised_1-13-14.pdf

Art ASC Assessment (Archived Copy)

Assessment Test Comparison Study Presentation for Campus Dialogue (Archived Copy)
https://doclib.sbccd.org/Files/SBVC/Accreditation/2011/Recomm%203/3.4mathdeptmtg.pdf

Assistive Technology Lab (Archived Copy)
http://windward.hawaii.edu/KaPiko/index_AssisTech.php

Associate in Arts - Hawaiian Studies (Archived Copy)
http://windward.hawaii.edu/Academics/Associate_Arts_Hawaiian_Studies/

Board of Regents Advisory Task Group Report 1 (Archived Copy)
http://www.hawaii.edu/offices/bor/tempdocs/atg-phase2-report-board-interviews-final.pdf

Board of Regents Advisory Task Group Report 2 (Archived Copy)
http://www.hawaii.edu/offices/bor/tempdocs/atg-phase2-report-board-policies-final.pdf

Board of Regents Advisory Task Group Report 3 and Report 4 (Archived Copy)
http://www.hawaii.edu/offices/bor/tempdocs/atg-report-system-level-final.pdf

Board of Regents, meeting minutes, 2012/10/18 (Archived Copy)
http://www.hawaii.edu/offices/bor/regular/minute/20121018.regular.pdf

Board of Regents, meeting minutes, 2012/11/15 (Archived Copy)
http://www.hawaii.edu/offices/bor/regular/minute/20121115.regular.pdf

Board of Regents, meeting minutes, 2013/05/16 (Archived Copy)
http://www.hawaii.edu/offices/bor/regular/minute/20130516.regular.pdf

Board of Regents, meeting minutes, 2013/07/18 (Archived Copy)
http://www.hawaii.edu/offices/bor/regular/minute/20130718.regular.pdf

Brainfuse Online Tutoring Program (Archived Copy)
https://windward.hawaii.edu/Brainfuse/

Brainfuse Student Guide (Archived Copy)
https://windward.hawaii.edu/Brainfuse/Brainfuse_Student_Guide.pdf

Budget Documents (Archived Copy) http://windward.hawaii.edu/Budget/Documents.php

Budget Planning and Finance (Archived Copy) http://uhcc.hawaii.edu/OVPCC/budget/index.php

Catalogs and Schedules of Classes (Archived Copy) http://windward.hawaii.edu/Catalogs_Schedules/index.php

Certificates of Completion in Plant Landscaping and Agricultural Technology (Archived Copy) http://windward.hawaii.edu/Academics/Agriculture_Technology_CC/index.php

Charter for The Planning and Budget Council (Archived Copy) http://windward.hawaii.edu/ir/PBCouncil/2014/Documents/PBC%20Revised%20Charter_8-29-14.pdf

Communication, GE AA in Liberal Arts, 2013/10/29 (Archived Copy) http://windward.hawaii.edu/ir/PBCouncil/2013/Documents/IEC-Form_2013-10-29_Communication_(GE_AA_in_Liberal_Arts)_11-20-13.pdf

Communication, GE AA in Liberal Arts, 2013/10/31 (Archived Copy) http://windward.hawaii.edu/ir/PBCouncil/2013/Documents/IEC-Form_2013-10-31_Information_Literacy_(GE_AA_in_Liberal_Arts)_11-20-13.pdf

COMPASS Writing Skills to ACT English Concordance (Archived Copy) http://vris.vr.ne.gov/sandbox/groups/vris/wiki/207db/attachments/5eede/compass_concordance.pdf?sessionID=5ea615708104071b8a231713e95878952e9d55af

Continuing Education (Archived Copy) http://windward.hawaii.edu/Continuing_Education/index.php

Continuing Education and Facilities Use Annual Report FY 2012-2013 (Archived Copy) https://windward.hawaii.edu/ir/PBCouncil/2014/Units/OCCE/Annual%20Report%202013%20-%202014_Continuing%20Education%20and%20Facilities%20Use%20Annual%20Report_1-26-15.pdf

Council of Senior Student Affairs Officers (CSSAO) (Archived Copy) http://www.hawaii.edu/offices/studentaffairs/cssao.html

Council of Senior Student Affairs Officers (CSSAO), meeting minutes, 2014/07/16 (Archived Copy) http://www.hawaii.edu/offices/studentaffairs/downloads/summaries/cssao-summary-20140716.pdf

Counseling and Advising ([Archived Copy](http://windward.hawaii.edu/Counseling_Advising/))
http://windward.hawaii.edu/Counseling_Advising/

Critical Thinking Creativity, 2014/02/25 ([Archived Copy](http://windward.hawaii.edu/ir/PBCouncil/2013/Documents/Critical%20Thinking%20Creativity_2-25-14.pdf))
http://windward.hawaii.edu/ir/PBCouncil/2013/Documents/Critical%20Thinking%20Creativity_2-25-14.pdf

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