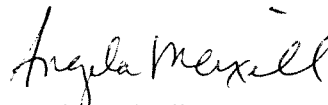## MEMORANDUM

TO: All Faculty and Staff

SUBJECT: ACCJC Interim Report and Visit

Time flies when you are working hard, also hopefully when you are having fun. It is time for our Interim Accreditation Report to go the WASC accrediting commission, and our visit is coming up November 14 and 15, 2002.

As you will recall, Windward was in a period of change when the accreditation team came. We had an Interim Provost, and the Dean of Instruction had announced his retirement. The chancellor had given the college some specific challenges related to enrollment and growth. The visiting team recommended reaffirmation of our accreditation, but also asked for an interim visit to check on our progress. An interim visit is usually just one day, but our visiting chair has decided to spread it out over November 14 and November 15, 2002 so that they can get to know us well. The preliminary schedule is attached. We will be announcing locations of the open meetings and exit interviews.

The interim report is also attached. The preparation of this report is described on page 2. Please review it. If you have input on the report or the college's progress, and if you do not have time to meet with the visitors, please send your input to Paul Field, our Accreditation Liaison Officer.

We will be preparing a midterm report in 2003. We will need everyone's help to make that comprehensive and representational. Hopefully, we will know more by then about University re-organization.

Angela Meixell
Provost

Attachment

Enclosure

Schedule for ACCJC Team Visit

Thursday, November 14, 2002

10:00 a.m.	Set up Mr. Spicer and Dr. Endemann in team room
10:30 a.m.	Mr. Spicer to meet with Classified staff and APTs Dr. Endemann to meet with Director of Employment Training, Continuing and Community Education
	Lunch
12:30 p.m.	Student leadership to meet with Mr. Spicer and Dr. Endemann
1:30 p.m.	Orientation to the campus and informal meeting with key personnel
2:00 p.m.	Dr. Davitt to meet with provost
2:30 p.m.	Meeting with faculty union rep and senate leadership

Friday, November 15, 2002

10:00 a.m.	Mr. Spicer to meet with development officer, and others involved in fund-raising Dr. Davitt to meet with Director of Administrative Services Dr. Endemann to meet with Dean of Students and Counselors
10:30 a.m.	Meeting with Dean of Instruction, Asst. Dean
11:00 a.m.	Open meeting
12:30 p.m.	Dr. Davitt meets with provost at lunch
2:00 p.m.	Exit interview with college community

Accreditation Interim Report
of Windward Community College

Submitted by

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

To

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

October 7, 2002

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Certification of Institutional Interim Report

Date _10/25/02_

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

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

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

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

Signed _____

Bert A. Kobayashi   Chair, Board of Regents

_____

Joyce S. Tsunoda   Senior Vice-President University of Hawai`i
and Chancellor for the Community Colleges

_____

Deane Neubauer   Interim Vice-President for Academic Affairs
University of Hawai`i

_____

Angela Meixell   Provost

_____

Paul R. Field   Accreditation Liaison Officer

Statement of Report Preparation

In a letter dated January 19, 2001 the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, reaffirmed Windward Community Colleges accreditation and requested that an Interim Report be submitted by November 1, 2002. This report was to address the six recommendations made by the evaluation team, which visited Windward Community College in October of 2000.

In September 2001 as part of the overall project planning for the college, specific individuals and groups on campus were assigned by Provost Angela Meixell to work on the Interim Report. Those initially involved were Provost Meixell; Dean of Instruction, Carol Pang; Assistant Dean of Instruction, Linka Corbin-Mullikin; Director of Administrative Services, Steven Nakasone; Assistant to the Provost/Information Specialist, Jeff Hunt and the Chair of the Faculty Senate, Bennett Moffat. In March of 2002 Paul Field was appointed Accreditation Liaison Officer and given the task of coordinating work on the Interim Report. He suggested that Jean Shibuya, Chair of the Curriculum and Academic Affairs Committee and Robert De Loach, Chair of the Assessment Committee be added to the committee.

When the group began its work, the decision was made to focus only on the six recommendations presented by the Commission, even though there are many changes in process in the University of Hawai'i system, including changes in the Office of the Chancellor for the Community Colleges. The logic behind this decision was the fact that all of the issues raised by the Commission in its recommendations are internal to this campus. Changes within the system will be addressed in the more comprehensive Mid-Term Report due in November 2003.

Those charged with writing the responses met with their constituencies, gathered their information and wrote their reports during the summer and fall of 2002. These reports were then compiled and edited by Paul Field, ALO and Jean Shibuya. The report has been put on the campus faculty/staff list serve for comment and was reviewed and approved by the Office of the University of Hawai'i Chancellor for Community Colleges and the University of Hawai'i Board of Regents in October of 2002.

Responses to Recommendations

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

4.   Recommendation: *The college should develop and implement a comprehensive fiscal monitoring and resource development plan to ensure: 1) that short and long range planning is linked to budgeting; 2) that fiscal monitoring incorporates guidelines for allocation of funds raised from tuition, fees and the private sector; 3) that all College programs and resources are systematically audited; and 4) that on- and off-campus fundraising and grant funding are linked to the College's strategic master plan. (Standards 9.A.1, 9.A.5, B.3, 9.B.4, 9.B.6)*

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

1.   Linking short and long range planning to budgeting:

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

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

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

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

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

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

C. Auditing all College programs and resources systematically:

All fiscal programs are audited as part of University procedures. The college has begun an instructional program assessment project that is primarily addressing student learning. With the addition of a new institutional research position, other program health indicators could be monitored.

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

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

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

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

This recommendation appears to have been made in response to concerns reflected in the Evaluation Report and the College Self Study. Planning sections in Standard 8, the Governance and Administration section of the Self-Study, refer to the

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

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

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

Ad hoc committees are by their definition not pre-anticipated. It is the college's practice, however, to either ask for volunteers, seeking broad participation, and/or to invite a group that represents a cross section of the college community to serve on a particular committee. When students are needed for committees, it is firm college policy to request a designee from the student government. We will create a policy on "Ad Hoc committees" that defines a process for their creation and for dissemination of names of committee members.

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

The College continues to review new courses and programs before they are implemented to be sure that they are consistent with its mission statement, follow its Academic Development Plan, and meet the needs of students and the community. The Curriculum and Academic Affairs Committee, a standing committee of the Faculty Senate, is charged with this responsibility and a statement of their procedures is included

in the appendix. The college has also begun an aggressive assessment program to respond to this recommendation and to meet the newly issued standards for accreditation, which have a strong emphasis on Student Learning Outcomes. The ultimate goal of the committee is to have broad based assessment across the college community. A report from the Chair of the Assessment Committee entitled "Assessment Progress Report AY 01-02" details the progress made to date and is included in the appendix. This dual process of evaluating programs before they are offered and then assessing learning outcomes should result in effective educational planning.

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

Appendices

III. MISSION, CORE VALUES, AND VISION OF THE COLLEGE

A. Mission of Windward Community College

Windward Community College is committed to excellence in the liberal arts and career development; we support and challenge individuals to develop skills, fulfill their potential, enrich their lives, and become contributing, culturally aware members of our community.

Windward Community College is further committed to the mission of the Community Colleges of the University of Hawai'i:

- To broaden access to post-secondary education in Hawai'i by providing open-door opportunities for students to enter quality educational programs within their own communities.

- To specialize in the effective teaching of remedial/developmental education, general education, and other introductory liberal arts, pre-professional, and selected baccalaureate courses and programs.

- To provide the trained workforce needed by the State, by offering occupational, technical, and professional courses and programs which both prepare students for immediate employment and career advancement.

- To provide opportunities for personal enrichment, occupational upgrading, and career mobility through credit and non-credit courses and activities.

- To contribute to and stimulate the cultural and intellectual life of the community by providing a forum for the discussion of ideas; by providing leadership, knowledge, problem-solving skills, and general informational services; and by providing opportunities for community members to develop their creativity and appreciate the creative endeavors of others. (University of Hawaii Community Colleges, *Strategic Plan Update 2003-2007, Draft 02/07/02*)

B. Core Values of Windward Community College

- Learning and teaching
- Academic excellence
- Critical thinking
- Creativity and innovation
- Collegial and family or *'ohana* spirit
- Diversity
- Intellectual freedom
- Service
- Cooperation and collaboration
- Scholarly communication and research

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- Global perspective
- Commitment to the use of technology

C. Vision for Windward Community College

Students and community members will be enriched and able to live full, productive lives in a quickly changing, technologically oriented society through the quality education, effective training, dedicated support services, and imaginative artistic productions provided by Windward Community College and its partners in the community.

WINDWARD COMMUNITY COLLEGE
FISCAL YEAR BUDGET PROCEDURE

I. Budget Planning and pre-Year Formulation:

  A. Each department, Instruction, ETC/OCET, Academic Support, Student Services, and Institutional Support, will start off with their respective base budgets. The base budget for each department is calculated on the following –
  1. Full funding for all filled positions.
  2. Office hour allocations for student help.
  3. For instruction, minimum needs for lecturer and overload (subject to change annually).
  4. Minimum needs for operating expenditures (subject to change annually).

  B. Using the base budget, each Dean and/or Director will submit a request to the Provost for additional funds with input from their respective faculty and staff.
  1. Requests for additional funds should be justified.
  2. Requests should be submitted in priority order.

  C. The Director of Administrative Services will submit to the Provost a funding available projection for the fiscal year. The funding projection shall include -
  1. General fund appropriations +/- projected adjustments.
  2. Tuition and fees projections.
  3. Other available funding resources.

  D. The requests for additional funds will be discussed in the Provost administrative meeting and an official budget for the fiscal year will be established. Funding of these requests will be based on priorities set forth in the College's Academic Development Plan. The budget will consist of the following –
  1. Funding allocations for each department (Base + additional funds granted).
  2. A reserve for contingencies and emergencies.
  3. A priority list of projects to be funded in case of surplus.
  4. A priority list of projects to deleted/reduced in case of deficit.

II. Mid-Year Budget Update:

  A. Each Dean and/or Director will submit an updated request to the Provost for additional funds with input from their respective faculty and staff.

  B. The Director of Administrative Services will submit to the Provost an updated funding available projection for the balance of the fiscal year and status on funds expended to date.

C.   These requests will be discussed in the Provost administrative meeting and an revised official budget for the balance fiscal year will be established.

III.   Emergency and Other Additional Funding Needs:

A.   Requests for emergencies and other additional funding needs during the fiscal year are to be submitted to the Provost and will be handled on case-to-case basis.

Assessment Progress Report AY 01-02

"It is not enough to make students feel good about the environment on the campus or the services they receive. It is not enough to impress students with the dazzling performance of great lecturers. It is not enough to provide all the latest in information technology. If we cannot document expanded or improved learning-however defined and however measured-we cannot say with any assurance that learning has occurred." T. O'Banion

In order to implement assessment in an organized fashion the following seven steps were carried out.

1. The college made a commitment and set aside the necessary resources to accomplish effective assessment. National studies indicated costs at 1%-2% of the college's annual budget for personnel, supplies and clerical support. Our investment was $71,382 (1%) of the annual budget. Additionally, it is an assessment mantra that ultimate control of the assessment process should be in the hands of the faculty members. Consequently, the Faculty Senate was consulted regularly, reviewed and approved the appointment of the Assessment Committee, had opportunity to make recommendation changes on major proposals. The half time coordinator was appointed from the faculty.

2. Faculty and staff were trained to undertake the various activities.
   a) The college sent 11 faculty members to the PacPAIR Assessment Conference and 8 to an out-of-state National Conference.
   b) On convocation day a half-day workshop was provided for all faculty and staff by an expert training consultant on assessment. In addition, a half-hour specialized workshop on good practices of assessment was provided separately for department chairs, faculty senate, administration, and the Assessment Committee.

3. The Assessment Committee that was appointed was broadly a representative of various functions of the college. The committee consisted of:
   a) An Administration Liaison (Assistant Dean)
   b) Four Department faculty representatives (1-1/2 credit assigned time)
   c) A Student representative (stipend)
   d) A Registrar (10%)
   e) A Coordinator from the faculty (50%)
   f) A Curriculum chair (already compensated)
   g) A Student Aide (10 hours/wk)
   h) A Staff Development Coordinator (already compensated)

4. The committee as a whole in order to train itself completed the initial assessment of written communication by selecting a goal, three student learning outcomes, measurement criteria and methods. It was assisted with the advice and consent of the Faculty Senate.

5. Student papers were read and evaluated by the assessment committee and used cross sectional sampling (pre and post groups.) Evaluated were final papers in English 100 and final papers from students who had completed 45 credits and were enrolled in a writing intensive class.

6. Results were analyzed and interpreted for the English 100 faculty, WI faculty, and faculty senate. Revisions to current instructional practices are now in process. These revisions will be documented as well as follow up evaluation of papers of students who will be taught with these revised practices.

7. The assessment process has been revised based on the whole experience and assessment of additional general education goals have been initiated; e.g., World Civilization and Social Sciences, Oral Communication, and Logical Reasoning.

Philosophy and Guidelines for Curriculum Review

A college is a society of colleagues (or professional peers) who establish a program of study. Central to the strength of any college is the continuing collaborative effort which its faculty makes to define its curriculum and the standards of performance expected of its students.

The process of curriculum review and approval, therefore, is one of the two most critical sets of procedures at a college (the other being the selection, evaluation, and tenuring of faculty). It is through adding and deleting courses and programs that a college defines its unique identity and its educational standards.

Within Windward Community College, the curriculum process involves several steps, beginning with an individual faculty member, proceeding through departmental review and approval, CAAC review and approval, Faculty Senate approval. and finally administrative review and approval. At the beginning of the process. the individual faculty member, working with peers and administrators, has the responsibility to develop a sound course proposal using his or her professional expertise. At the end of the process, administrative review should attend primarily to considerations of legal and public accountability. The peer review steps in between each serve to scrutinize the proposal from various perspectives to determine the extent to which it belongs in the curriculum. This question must be answered both about the substance of the course and about its organization. structure, and expectations. The fact that each of the peer review bodies (department, CAAC and Faculty Senate) may view the proposal differently is sometimes dismaying, but multiple review serves the purpose of broad scrutiny by colleagues to make certain that the course belongs at the college.

Colleagues. however. are frequently reluctant to scrutinize the work of their peers. At times they feel that they may be violating the principles of academic freedom if they question the content or structure of a course. This concern is a misunderstanding of academic freedom. which protects a faculty member's "freedom in the classroom in discussing her /his subject of expertise" (see Article VIII. Academic Freedom and Responsibility, 1995-1999 Agreement between UHPA and the BOR). Academic freedom does not give a faculty member the right to teach anything he or she wishes or to organize a course without restriction. Whether a course is appropriate to the college and whether it uses appropriate teaching methods. evaluation techniques, grading systems, etc., is the rightful province of colleagues to decide.

Colleagues also express concern that they are not experts in the subjects taught by other and therefore have no basis for evaluation of the proposed courses. Usually the department has the responsibility to determine whether the content of the course is current and accurate. However, when only one faculty member has expertise in a field. as is often the case at Windward Community College, it may

be appropriate for the department or the CAAC to ask a faculty member at another institution to review the proposal. Normally, however, a review of a current textbook in the field will indicate the extent to which the proposed course is up-to-date.

Questions to Ask During Curriculum Review

1. Is this course appropriate to the college's mission and programs?
There are colleges, which teach courses in Welding, Para-Psychology, New Testament Biblical Literature, Microbial Genetics, Feminist Theory, Chaucer...which are appropriate at Windward Community College? Is the course too specific? Will students take it? Is this course more important to offer than another course which we will have to offer less often or not at all? It is all right to decide that a course is not appropriate or should not have priority at WCC--it doesn't mean the course is a bad course.

2. Are the course objectives clear
Even if you are not an expert in this field, if you cannot understand the course objective, chances are the students won't either. If you are in doubt, (as with a more advanced course in a technical field), quiz the instructor until you are sure that students who enroll in the course will understand its objectives.

3. Do the title, description, and course requirements match the objectives? That is, is the title appropriate to the course?

4. What evaluation procedures are used? Do they accurately evaluate the degree to which students have met the course objectives?
If the course objective is "To understand and analyze the operations of political institutions" and the exams are all multiple choice, it is unlikely that the evaluation method adequately measures "understanding" and "analysis."

5. Are expectations for student performance clearly stated?
Do students know what they are expected to do in the course, how well, and by when?

6. Are expectations for student performance appropriate to college standards?
Is the quantity of reading, writing, independent work, etc. appropriate for the course and college expectations? Is the level of reading appropriate? (Look at the textbooks, if in doubt.)

7. Is the basis for grading clearly stated? Is it fair? Does it meet college expectations? Is it appropriate for a grade to be based heavily upon class attendance? On turning in work, which is not evaluated? Is 40% on an exam a passing grade? Does grading evaluate the quality of student work or only the quantity? Is quantity allowed to substitute for quality (as in extra credit projects or points)?

8. Are there (or should there be) pre-requisites? If the course is taught elsewhere in the UH system, does it have pre-requisites there? Will pre-requisites keep too many students out? Are they really necessary for students to succeed in the class? Will the course be watered down without pre-requisites?

9. Is the number of credits appropriate for the amount of work expected of students? Is it the same as comparable courses elsewhere in the UH system?

10 Does the course contain sufficient plans for the number of contact hours?

11. Does the instructor have the expertise to teach this course? What coursework or other background does the instructor have in this sub-area of the field? What ahs he/she done to prepare to teach the course? How knowledgeable is he /she about how the course is taught elsewhere?

12. How does this course compare and contrast with other similar courses in the UH system?

13. If the subject of the course is controversial, what has the instructor done to incorporate other points of view? The UHPA contract requires faculty to "set forth justly and without suppression the differing opinions of other investigators and in her/his conclusions provide factual or other scholarly sources for such conclusions." (Article VIII, Academic Freedom and Responsibility, 1995-1999 Agreement between UHPA and the BOR).

Each of these questions involves the application of judgement. There are no right and wrong answers, but there will be strongly held views of what is and is not appropriate at WCC. The function of the curriculum review process, above and beyond the immediate decision on a course, is to continually air the differences of opinion on these topics an to continually evolve the distinctive character of the college.

(Updated and revised, March 2000 by the CAAC)