

# SUBSTANTIVE CHANGE REPORT TO THE WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

SUBMITTED TO  
THE ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES

BY UNIVERSITY OF HAWAI'I- WINDWARD COMMUNITY  
COLLEGE  
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*A. A concise description of the proposed change and the reason for doing it.*

*Description:*

On January 18, 2002 the Board of Regents of the University of Hawai`i approved the administrative consolidation of two community college system units, the University of Hawai`i Employment Training Center (ETC) and the University of Hawai`i Windward Community College (WCC). The Employment Training Center has been under the accrediting jurisdiction of the Western Association of Schools and College's Commission on Schools. The Accrediting Commission for Community and Junior Colleges accredits Windward Community College. Through this request, the college requests approval of the substantive change created by the consolidation.

*Impact on Mission:*

At the recommendation of the Fall 2000 accreditation team, Windward Community College went through a mission revision process in 2001. When it became evident that the Employment Training Center would become part of the college, the new mission was developed to reflect both colleges together. The new mission statement reads:

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

*Rationale for change:*

As the two smallest units of the community college system on Oahu, both the Employment Training Center and Windward Community College have been targeted for elimination or consolidation whenever the state's resources were low. Each time they have been threatened, they have been saved by the strength of their programs and the preponderance of evidence of community need for their continued existence.

In Fall of 2000, the prospect of consolidating the Employment Training Center with another college arose again. The Center was doing well, but the system was looking for a way to demonstrate that every efficiency possible had been effected. The Chancellor saw the benefit of merging the two

smallest, albeit disparate units. Credit enrollment at Windward Community College is approximately 1800, while the Employment Training Center serves another 1800 through non-credit programs. Windward Community College had lost most of its vocational offerings to the larger colleges through earlier consolidations. That left the windward community with a dearth of vocational opportunities. The community education and contract unit of Windward was small. The Employment Training Center was providing vocational training with applied academics for its students without clear pathways for those wanting to go on for traditional liberal arts education. Community and contract training was a specialization of the Employment Training Center, with responsiveness a strength.

The new Provost at Windward Community College (Dr. Angela Meixell) had moved to Windward after three years as the provost equivalent (State Director of Employment Training) at the Employment Training Center. She had knowledge of the programs and the people, and the faculty and staff were receptive to a merger that put her back into leadership for the college. The Windward faculty and staff saw that they were not losing anything in the merger, but were also gaining.

*B. If the substantive change involves a new educational program, a description of the program to be offered including evidence that the educational purposes of the change are clear and appropriate, all relevant Commission policies are addressed, and the proposed program meets accreditation standards related to Student Learning programs and Services and Resources.*

With the merger of the Employment Training Center and Windward Community College, it could be said that Windward obtained a "new educational program". That program, however, was already an accredited program through the WASC Commission on Schools. The Employment Training Center expanded the reach and mission of Windward Community College to include a population that is more vocationally focused, but which also receives applied academics.

The Chancellor for Community Colleges had long been considering moving the Employment Training Center to ACCJC, but the request had not been made, and the work involved in "starting over" with a new type of accreditation had not been done. With successful transfer of the accreditation venue, the college intends to incorporate the review of the Employment Training Center as part of the Windward Community College ACCJC self-study. It will be demonstrated that the Employment Training Center also meets ACCJC accreditation standards related to Student Learning programs and Services and Resources.

Within the joint Windward Community College mission stated above, each institutional unit has maintained its programming purposes and offerings. Due to the distinct student populations recruited and served, separate catalogs are still created.

*C. A Description of the planning process which led to the request for change, including how the change relates to the institution's stated mission, the assessment of needs and resources which has taken place, and the anticipated effect of the proposed change on the rest of the institution, a clear statement of the intended improvements that will result from the change, and a description of the preparation process for the change.*

The change was envisioned as a way to strengthen two small institutions that complemented each other. No changes in educational programming were tied to this re-organization. Each has been

able to maintain the essence of their former missions, through a combined mission statement created by an intensive faculty and staff process. The Employment Training Center, was a non-credit based training center with applied academics, and Windward Community College was a degree granting institution. Together they create a comprehensive community college. The faculty of the two entities continue to teach in the programs that they were with before the consolidation.

The anticipated effect of the proposed change was a strengthening of both institutions. The great extent to which that has proven to be true was not anticipated. For example, the Employment Training Center has been able to take over and fully develop Windward's floundering community and contract education programs. What was once a small set of community courses is now a healthy and active outreach program with an extensive catalog, and a music institute. The Employment Training Center has also taken the responsibility for management of the use of facilities, which has expanded exponentially as new buildings became available. Community use of the facilities has been able to increase greatly, and is now a significant source of revenue.

The two entities have been able to assist each other with resources. The Employment Training Center often has more flexibility in its resources, and Windward Community College has more physical facilities and equipment. The Employment Training Center has moved some of its programs into buildings that became available when Windward moved into new buildings. As one college, all programs are better supported, "the whole is greater than the sum of its parts."

The planning process included discussions with faculty, staff and administrators from both colleges and the Community College Chancellor's Office. At the university system level, the Office of Human Resources, and the Office of Budget and Finance reviewed and had input to the re-organization. All unions were consulted, and they in turn consulted all affected members for acceptance of the change. Only one individual objected (her office location would move), and she was accommodated through a mutually agreed upon transfer to Honolulu Community College.

*D. Evidence that the institution has provided adequate human, administrative, financial, and physical resources and processes to initiate, maintain, and monitor the change and to assure that the activities undertaken are accomplished with acceptable quality. This evidence must include: sufficient and qualified faculty, management, and support staffing, appropriate equipment and facilities, including adequate control over off campus sites, fiscal resources including the long-term amount and sources of funding for the proposed change, and a plan for monitoring achievement of the desired outcomes of the proposed change.*

The consolidation combined the strengths, and eliminated the weaknesses, of the two organizations. The Employment Training Center, offering non-credit programs, had grown into a large healthy program, but with no permanent facilities and constant reliance on grant funding, long term stability was difficult to assure. Windward Community College had space and infrastructure, and is strong in liberal arts, but had only one vocational certificate program, Agriculture. Windward offered only an associate in arts and various liberal arts subject certificates. Windward Community College had insufficient resources to start new vocational programming, and its community and contract education was inadequate.

Consolidation of the two units was effected with extensive review as described in C. above, but had minimum impact to the organizational chart. Two positions were eliminated, that of State Director of

Employment Training and the supporting secretary. The Provost (now Chancellor) of Windward Community College and the Assistant State Director of Employment Training, and their secretaries, absorbed those duties. Six individuals physically moved their offices from the "borrowed" firehouse building at Honolulu Community College campus to the Windward Community College Kane'ohe campus. All instructional programs remained intact.

*Impact of Consolidation:*

When the decision was made to merge the entities, the Employment Training Center was placed administratively under the Office of Continuing Education and Training in Windward Community College's organization chart, and the unit was renamed as Vocational and Community Education. That consolidation appears to have had minimal impact on the basic functions of either unit, but has increased the ability of the college to reach and serve students. With the Employment Training Center under the Office of Continuing Education and Training, it provides a channel to provide significant workforce training. The scope and size of the previous Office of Continuing Education and Training has changed, as the Employment Training Center has statewide scope and serves over 1800 students per year through various contract training programs.

The state general fund allocation of the Employment Training Center was merged into the Windward Community College budget, as were special funds and non-allocated funds or cash. Within the merged accounts, however, sub-accounts were maintained. No funding was reduced or lost by either unit.

The two units had separate human, management, financial, and physical resources. Windward has been able to provide physical and management resources that the Employment Training Center did not have. The Employment Training Center has been able to provide critical human resources and financial flexibility that Windward Community College lacked. In combination, the two institutions became one strong college.

Monitoring the outcome of the change is part of monitoring all of Windward Community College's programming. In proposing the re-organization to the Board of Regents, the option was kept to make further changes in organizational structure later. Windward Community College will continue to monitor the impact of the change and make improvements as appropriate.

*E. Evidence that the institution has received all necessary internal or external approvals. This must include: a clear statement of what faculty administrative, governing board, or regulatory agency approvals are needed, evidence that any legal requirements have been met, and evidence of governing board action to approve the change and any budget supporting the change.*

The Board of Regents of the University of Hawai`i approved the re-organization on January 18, 2002. (See attachments for Board minutes.) Notification of the change was sent to:  
State of Hawai`i Dept. of Budget and Finance  
State of Hawai`i Dept. of Human Resources  
University of Hawai`i Budget Office  
University of Hawaii Office of Human Resources  
University of Hawai`i Community Colleges Vice Chancellors  
University of Hawai`i Community Colleges Budget Office

University of Hawai`i Community Colleges Human Resources office  
Hawai`i Government Employees Association  
University of Hawai`i Professional Assembly  
Lieutenant Governor, State of Hawai`i

This approval and notification meets all legal and procedural requirements.

*F. Evidence that each eligibility requirement will still be fulfilled after the change.*

There should be no impact on the eligibility requirements. Neither institution lost anything, both gained. Each eligibility requirement is addressed here:

1. Authority

By their action on January 18, 2002 the Board of Regents of the University of Hawaii extended the authority of the Employment Training Center and the Windward Community College as a joined institution.

2. Mission

The faculty and staff went through an extensive process to restate the college mission, to "re-invision" the college mission to make it inclusive. Hawaii's community colleges have previously operated under one common mission statement, approved by the Board of Regents. Due to the University of Hawaii re-organization, the colleges will be submitting independent mission statements to the board.

3. Governing Board

The merger of the two units creates no change in the relationship of the college to the governing board.

4. Chief Executive Officer

This change combined two Chief Executive Officer positions into one. Otherwise there is no change.

5. Administrative Capacity

Each unit has an administrator with equal access and reporting responsibility to the chancellor. The Dean of Instruction has oversight for credit programming, and the Director of Vocational and Community Education has oversight for non-credit programming.

6. Operational Status

There is no change in operational status.

7. Degrees

There is no change in the number of degrees offered, credit enrollment has increased 30% in three years.

8. Educational Programs

Educational programming has been expanded, increasing curricular offerings for the separate populations served.

9. Academic Credit

There is no change in the awarding of credit.

10. Student Learning and Achievement

There is no change created by this merger.

11. General Education

Under the merger, the general education requirements remain the same for the credit programs. The Employment Training Center programs incorporate general education through "integrated" or "applied" academics.

12. Academic Freedom

Academic freedom has been maintained.

13. Faculty

The number and faculty and staff increased through the merger.

14. Student Services

The number of counselors and support staff increased through this merger. The credit academic counselors continue to provide the same services, while the Employment Training Center students continue to be served by program counselors.

15. Admissions

Since the two entities are separate, each kept their admissions procedures, which are consistent with the internal missions of the units.

16. Information and Learning Resources

There is no change created by this merger.

17. Financial Resources

The resources of the entities were combined into one college budget.

18. Financial Accountability

There is no change created by this merger.

19. Institutional Planning and Evaluation

The two units worked together to develop one college strategic and academic development plan.

20. Public Information

The college creates two catalogs, one for each major unit. Each conforms with the eligibility requirements.

21. Relations with the Accrediting Commission

Through this substantive change report, the college is asking that the accreditation of the Employment Training Center be under the jurisdiction of the ACCJC as a unit of Windward Community College.

*G. Evidence that each accreditation standard will still be fulfilled after the change and that all relevant Commission policies are addressed. Description of the process for monitoring and evaluating the effectiveness and learning outcomes expected through the proposed change.*

Windward Community College intends to make every effort to make sure that if there is any change in the institutions' ability to fulfill the standards, it will be only positive change created by the consolidation. In fact, for the Employment Training Center, lack of permanent facilities has been an accreditation concern for many years and this consolidation improves that situation. WCC had inadequate staff to further develop non-credit, community, and vocational programming. The consolidation has improved both institutions' abilities to address these concerns.

Together as a consolidated unit, the Employment Training Center and Windward Community College are developing ways of measuring student learning outcomes. Windward Community College is in the process of developing a student learning outcomes assessment measure process for all liberal arts areas. The Employment Training Center regularly conducts program reviews of all of its programs. College resources are being directed to increasing capacity for monitoring and evaluating student learning outcomes.

#### Standard I: Institutional Mission and Effectiveness

##### A. Mission

A few months before the merger of the two entities, Windward Community College received a recommendation from an ACCJC visiting team that it should update its mission. The faculty senate led a year long college-wide process to develop a new statement that is inclusive of the Employment Training Center's mission as well as Windward Community College's former mission.

##### B. Institutional Effectiveness

Since the last accreditation visit, the college has invested resources into the development of an assessment committee, and activities to assure institutional effectiveness of all courses, programs and services. The merger of units has not taken away from this initiative, but has enhanced how the units will operate to assess the achievement of college goals.

#### Standard II: Student Learning Programs and Services

The merger has had a positive impact on Student Learning programs and services. It has created expanded opportunities for students to move between vocational noncredit and liberal arts degree programs.

##### A. Instructional Programs

The degree programs have retained the integrity of all faculty and curricula. The Employment Training Center has retained its ability to serve its special populations and fulfill its mission.

##### B. Student Support Services

Student support services that are specific to the degree programs and the Employment Training Center programs have been fully maintained.

C. The "Dillingham" Campus, which houses many of the Employment Training Center programs is 15 miles from the main campus in Kaneohe. It therefore operates as a complete center including

student support services. Technical support resources are allocated to serve the students at both campuses with capacity to serve them adequately. The Employment Training Center students at the Dillingham (Honolulu) campus continue have full privileges to use the adjacent Honolulu Community College library. Employment Training Center students that moved with programs to the Kaneohe campus use the Windward Community College library and services.

### Standard III: Resources

#### A. Human Resources

The human resources personnel of the two units were combined into one office for efficiency and to better serve students. There were no changes that impact the quality or sufficiency of human resources.

#### B. Physical Resources

The Employment Training Center has been able to utilize some facilities that Windward Community College had abandoned because of disrepair. The Employment Training Center Carpentry and Facilities Maintenance programs were able to improve the facilities and make them usable. The Employment Training Center also took over all reservations and leasing of college facilities.

#### C. Technology Resources

There are additional Technology Resources as a result of the merger. Each unit has retained its technical support capability.

#### D. Financial Resources

The University of Hawaii combined the resources of the two units. Financially, there was no net savings or gain.

### Standard IV: Leadership and Governance

#### A. Decision-making Roles and Processes

The two Faculty Senates have combined into one, with representatives from the Employment Training Center joining the Windward Senate. The senate is looking at the curricular review process to see how the noncredit course approval should differ from the credit course process. The students currently continue to maintain two governance organizations because of the physical separation of most Employment Training Center courses, but the one organization formally recognized by charter is the Windward Community College Associated Students. During the past two years faculty and staff involvement in governance has increased with representatives from all units included.

#### B. Board and Administrative Organization

Board representation has stayed the same except for the changes made through the University of Hawaii system re-organization. At the college, one executive position was eliminated by the merger.

### Appendixes: Supporting Documentation:

University of Hawai`i Board of Regents Minutes  
College Organization Chart (old and new)  
Employment Training Center Accreditation Self Study 1998  
2003-2004 Employment Training Center Program Information  
2003-2004 Windward Community College Course Catalog  
Employment Training Center Staffing List with Qualifications  
Community College Course Catalog  
Employment Training Center Enrollment- 5 years  
Employment Training Center program reviews  
Employment Training Center sample student reports  
Employment Training Center letter of re-accreditation and last visit report