Substantive Change Application Form
Of the Associate in Arts Degree
with Correspondence Education Option (Prison)

**Directions**: This application should be submitted at least 30 days prior to the anticipated start date of the change. Applications must be complete and the required fees received in order to be scheduled for review.

Email completed application to substantivechange@accjc.org.
Fees must be submitted to ACCJC, P.O. Box 147, Novato, CA 94948

**Date of Inquiry**: 10/14/2022
**Anticipated Start Date**: 01/01/2023

**Institution Name**: Windward Community College

**Address**: 45-72 Kea`ahala Road

**City**: Kane`ohe  **State**: Hawai`i  **Zip**: 96744

**ALO Name**: Jan Lubin  **Telephone**: 808-235-7456  **Email**: lubin@hawaii.edu

**Title of Application and description of Proposal:**
50% of the Associate in Arts from Windward Community College (WCC) Offered to Incarcerated Women at the Women’s Community Correctional Center (WCCC)

Windward Community College (WCC) has been conducting classes at the Women’s Community Correctional Center (WCCC) in Kailua since 2017. The original Memorandum of Understanding is attached to this document. For the first time, in January 2023, the students at the WCCC will be able to complete over 50% of their Associate of Arts in Liberal Arts. WCC has been selected as a Pell Experimental Site (Second Chance Pell institution) to start in January 2023. Thus, students at the WCCC will be able to receive federal financial aid.

**Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity**

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<th><strong>Describe the new location, including the long-range planning process leading to this expansion.</strong></th>
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<tr>
<td>Windward Community College (WCC) has been offering classes at the Women’s Community Correctional Center (WCCC) since 2017. The facility is located at 42-477 Kalaniana’ole Hwy, Kailua, HI 96734, within the target area and educational scope of</td>
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Windward Community College’s mission. The facility is the only prison in the state of Hawai‘i for female inmates. It houses minimum, medium and maximum custody offenders, as well as pre-trial inmates.

From 2010 to 2016, WCC administration met annually with WCCC administration to discuss the possibility of offering credit bearing college coursework at WCC. Financial support was the primary barrier to implementation. In 2016, then Vice Chancellor for Academic Affairs and now Chancellor, Ardis Eschenberg, PhD, with support from WCCC administration, WCC counselors, and Ke Kumu Pali, WCC’s Native Hawaiian Advisory Council, successfully wrote a U.S. Department of Education Title III grant to implement college credit-bearing coursework at WCCC (and also Hawaii Youth Correctional Facility)(proposal attached). This effort began with the offering of two classes per semester from WCC’s Academic Subject Certificate (ASC) in Psychosocial Developmental Studies. These courses were chosen based on a survey of potential student interest at the facility. Women who achieved this certificate then expressed a desire to continue their studies toward an Associate of Arts Liberal Arts. The facility’s educational team also expressed an interest in offering our ASC Business to the women as well. To create longer term stability in funding for instruction, WCC successfully applied to be an Experimental Pell Site in 2022. This was done in cooperation with and with the support of WCCC educational staff and Hawaii Department of Public Safety administration (see attached proposal and support letters).

This is the first time that students will be able to take the courses required to meet 50 percent of the requirements for the Associate in Arts in Liberal Arts and receive federal financial aid while incarcerated. Attaining a degree or more than half the requirements for the degree will give these incarcerated women a chance to better their lives after they exit the facility.

WCC has one full-time counselor devoted through grant funds to providing support and advising to this population. She has developed methods and materials for this effort. In 2022-2023, the Hawaii State Legislature approved funds to staff this counselor position. University of Hawaii Community Colleges System Office has committed to requesting a permanent position from the state legislature for the upcoming budgetary cycle. This effort is well-supported by legislators as it is the only significant college credit bearing program for incarcerated students in Hawaii. If the position is not granted, WCC will work to internally reassign a current counselor to have at least 50% duties in WCCC.

Describe the planning process to determine the need to offer program(s) through correspondence education.

Due to the specific parameters of incarceration, WCC has developed correspondence practices for when a student or an entire facility is in lockdown so that educational trajectory is not negatively impacted and that learning outcomes are still obtained. This was particularly crucial during the pandemic. Continuing forward, correspondence will continue to be utilized in lockdown conditions. A very limited number of courses may be chosen to be offered through correspondence only so that educational trajectory can be enhanced, allowing for an additional course to be taken in a given semester for students who have conflicts, such as workline positions, during the day.

Describe how the new location and delivery via correspondence education are consistent with the mission and goals of the institution.
WCC's mission statement is “Windward Community College offers innovative programs in the arts and sciences and opportunities to gain knowledge and understanding of Hawai‘i and its unique heritage. With a special commitment to support the access and educational needs of Native Hawaiians, we provide the Ko‘olau region of O‘ahu and beyond with liberal arts, career and lifelong learning in a supportive and challenging environment — inspiring students to excellence.”

Offering courses at the Women’s Community Correctional Center speaks directly to our mission, as this facility is situated in the Ko‘olau region. This program is innovative in that it is the first degree program offered by University of Hawaii in an incarcerated facility. As Native Hawaiians are over-represented in the incarcerated population, it also speaks to our special commitment to Native Hawaiians. 43% of our students at WCCC to date are Native Hawaiian, in addition 9% are Pacific Islander. Students in our program are very successful. The supportive, challenging environment which inspires excellence is demonstrated by the success of our WCCC students, who have had an average grade point average of 3.6. 85% have received an A, B or C in their classes. All students to date have been the first in their family to attend college.

This program is aligned with our institutional values of inclusivity, diversity, aloha and striving for excellence by promoting equity to incarcerated individuals through the pursuit of education to a better life.

Our institutional set standards include course completions, degree/certificate completions, Native Hawaiian degree/certificate completion, PELL degree/certificate completion and transfer. Based on the current high course success rate, this program is likely to contribute positively to all these goals when we are able to offer degrees at this facility. The high percentage of Native Hawaiian students and incorporation of second chance PELL specifically address target populations of our standards. This program is important to the women we serve as it allows them to create a better intellectual life and set goals while incarcerated and to strive for a better standard of living post-release. It is important to our institution to serve these women as they are central to our mission and what we do.

Correspondence course offerings specifically address the mission, values and standards by allowing a larger number of incarcerated individuals to participate in higher education despite lockdown of facilities, solitary confinement of individual or workline responsibilities.

What is the expected impact of this new location? What benefits will result from this new location?

This location allows us to effectively offer college degrees to incarcerated women. An associate’s degree provides a qualification upon release that will help them to attain gainful employment or to pursue further education or both. WCC’s AA Liberal Arts will allow for seamless transfer upon release to any University of Hawaii (UH) institution. The degree and the general education core requirements have been articulated throughout the UH system. Our coursework also transfers well to other institutions in Hawaii (e.g. Chaminade University, Hawaii Pacific University). WCC’s entering class this year includes two students who were recently released, had taken WCC coursework while incarcerated and wanted to continue post-release. Their relationships with the college counselor and instructors at WCCC formed a foundation to help them matriculate post-release. We immediately worked to provide them with resources, including free lunches four days a week, access to our food pantry and on-campus jobs, helping to ensure their transition
was well supported. In general students in this program will have a better chance to get accepted into a program within the UH System or on the Mainland to further their studies, develop agency and critical thinking which can help them to have a better self-image of themselves and be productive in the society in which they live after serving their sentences.

**What are the expected impacts and benefits of delivery via correspondence education?**

A narrow set of courses (i.e. IS 103 Intro to College, introductory psychology and sociology courses and two higher level English courses) have been identified to allow us to expand beyond the limited set of classrooms and times available for instruction at the facility. It further expands our student pool, as classroom sizes are quite small (i.e. limited to 12-15 students) and students may have religious, substance abuse counseling, and work responsibilities during class times, preventing them from participating otherwise. The educational trajectory for the incarcerated students can thus be enhanced, allowing for an additional course to be taken in a given. This modality is also critical for those students who are in lockdown and in the case the facilities enter lockdown.

**Describe how the new location and correspondence education program(s) have been integrated into the college’s planning and evaluation processes.**

The courses offered at the facility are the same courses offered to students at Windward Community College. The instructors are Windward Community College employees (either lecturers or faculty), and the classes at the facility are considered part of their work load. The faculty and courses are evaluated by the students and by the College as though they are on campus. The courses are also assessed and evaluated by the faculty and students in the same way the on campus courses are assessed. In addition, enrollment, grades and grade point average are monitored annually each fall for this program to ensure that it is successful.

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**Standard II: Student Learning Programs and Support Services**

**Describe the program(s) that will be offered at this new location and as correspondence education. Include a list of all the courses and requirements that are part of the program(s) and indicate those that students are able to complete at the new location.**

The courses are those already approved by the ACCJC for the Associate in Arts in Liberal Arts. We have sequenced these into a rotation which incorporates all courses for the Associate of Arts in Liberal Arts with both the Academic Subject Certificates for Business and Psychosocial Development. Thus, the students can complete the entire degree while incarcerated. If released before completion, they can continue at WCC or any UHCC to easily finish their degree. They can also transfer credits with the UH system or beyond.

Note that to ensure timely completion, a small number of classes have been identified that have been successfully taught via correspondence during the COVID 19 pandemic or could best lend themselves to this format. Due to lockdowns during the pandemic, we often had to shift classes to correspondence in order to allow students to progress. WCC wishes to allow for this modality for those students who are in lockdown, in the case the facilities enter lockdown and for a narrow set of courses that can be most successfully offered in this format. These courses (i.e. IS 103 Intro to College, introductory psychology...
and sociology courses and two higher level English courses) allow us to expand beyond the limited set of classrooms and times available for instruction at the facility. It further expands our student pool, as classroom sizes are quite small (i.e. limited to 12-15 students) and students may have religious, substance abuse counseling, and work responsibilities during class times, preventing them from participating otherwise.

The proposed 2.5 year rotation of courses that provides for the AA Liberal Arts, ASC Business and ASC Psychosocial Development with courses noted for modality is included below, along with a chart that shows how certificate and degree requirements are met.

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<th>Describe how the institution will ensure that the correspondence education program(s) is evaluated for academic quality and improvement.</th>
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<td>Courses taught via correspondence are the same courses taught face-to-face on campuses and will be assessed in the same way as those courses. Peer reviews will be conducted in a manner similar to online, asynchronous peer review, where the peer reviewer will be given access to syllabus and all course materials to review. Student Learning Outcome evaluation will follow the same schedule and review as that of non-correspondence sections of the same courses and will be included in departmental annual reviews.</td>
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<th>Describe how the college will confirm student authentication for enrollment and attendance purposes.</th>
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<td>WCC has an academic advisor assigned to the facility to onboard and support students throughout their academic journey, including to provide connections to higher education upon release. The academic advisor also acts as a liaison with WCCC staff and provides troubleshooting and support for faculty teaching in the facilities. The advisor will meet with students to onboard, collect correspondence materials and discuss course progress, confirming enrollment and attendance.</td>
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<th>Describe how instruction will be delivered and how communications between faculty and students will occur.</th>
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<td>Instruction is delivered primarily via face to face classes at the facility. Communication will largely occur during this time. Some courses may be offered hybrid or online via a specific CANVAS lockdown browser and learning management system on securebook laptops. This software and hardware is specifically permitted by the facility. Course communication then can also occur via the lockdown browser and course learning management software. In the less frequent case of correspondence courses, communication is primarily via written means in the materials delivered back and forth between instructor and student. The assigned counselor will facilitate this and also, when possible, meet face to face with the students in correspondence courses to support progress and success.</td>
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**Standard III: Resources**

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<td>Please describe the staffing plan to support this new location.</td>
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<td>Staffing for this program consists largely of the counselor assigned to WCCC and the instructors for the courses. Tutors are assigned to classes when requested by students or faculty. To date, these human resources have been provided through a US Department of Education Title III grant, which is in a final, no cost extension year.</td>
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Instructors will continue to be chosen for this program based on courses needed. Beginning in Spring 2023, a subset will be funded by tuition generated from student enrollment through second chance PELL. This provides a time for us to implement PELL in a limited manner, troubleshooting and building best practices. As of 10/31/2022, we have already processed and confirmed eligibility for 21 students for spring semester. In Fall 2023, we will transition to utilizing tuition generated by student enrollment, relying on PELL. Thus, instructor staffing will proceed largely as it does for any course at WCC, based on enrollment and tuition generated.

WCC has one full-time counselor devoted through grant funds to providing support and advising to this population. She has developed methods and materials for this effort. In 2022-2023, the Hawaii State Legislature approved funds to staff this counselor position. University of Hawaii Community Colleges System Office has committed to requesting a permanent position from the state legislature for the upcoming budgetary cycle. This effort is well-supported by legislators as it is the only significant college credit bearing program for incarcerated students in Hawaii. One local legislator has committed to submit a bill specifically for this program should it not be included in the UH budgetary ask. (This should be unnecessary at this point.) Thus, the goal is to have a permanent, state-funded position in place by July 2023. If the position is not granted, WCC will work to internally reassign a current counselor to have at least 50% duties in WCCC.

Tutors are provided via WCC's Ka Piko center, which has an annual budget allotted for tutoring.

Facilities, Technology and Financial Resources:

- Facilities are provided by WCCC for WCC courses. MOAs from recent courses attest to this.
- WCC utilized our COVID relief funds allocated through CARES, CRRSSA and ARPA federal legislation to purchase a bank of 120 secure book laptop computers designed specifically for incarcerated education for WCCC college students. We also purchased the Canvas lockdown browser software necessary to provide coursework in compliance with the parameters of Department of Public Safety. These are now being maintained and replaced by WCC Computer Services through our regular campus procedures. Note that we generally enroll 40 to 60 students at WCCC. Thus, there are currently a surplus of laptops, which we then share with non-credit program students.
- Online services and software are made available within the constraints of the incarcerated facility through the above mentioned secure book laptops and the CANVAS lockdown browser course management system. Library access has been provided through online contexts, requests that are then procured by the advisor and/or by offering students a limited set of options that are made available.
- Currently, all financial resources needed for this program are covered through a US Department of Education Title III grant, which in a final, no cost extension year. This grant has provided for staffing, including counselor and instructors, textbooks, technology and any other costs. Moving forward, we have begun to institutionalize this program and its...
components. Instructors will be provided as per our regular campus processes, through tuition revenue generated by enrollment and our general operating budget. As noted above, the program was allocated $110,000 for the counselor position this year, which demonstrates support by our legislature for continuing this work. A request for this position (as well as a coordinator for incarcerated education and a counselor for the Hālawa Correctional Facility) will be submitted as part of the UH biennium budget request this year. If this request is not funded, WCC will internally reassign a current counselor to have at least 50% duties in WCCC.

An expendable account has been set up through UH Foundation to provide for miscellaneous needs of the students and program (document attached). Currently, this account has $12,350 accrued. We will continue to fundraise for this so that we may cover supplies, scholarships for students who do not qualify for PELL and other expenses that occur.

A budget is provided in the attachments to this document. Note that WCCs 2021-2022 budget had surplus funds at end of year. Similarly, current year projections forecast a large surplus. Therefore, the additional technology and program supplies and expenses will be easily absorbed. The current operating budget demonstrating surplus is attached as evidence.

Standard IV: Leadership and Governance

What leadership and governance oversight exists to ensure the continued academic quality and institutional effectiveness is maintained and sustained through this transition?

This program falls under our existing leadership and governance oversight rules. The counselor reports to the Vice Chancellor for Student Affairs and is subject to regular faculty evaluation policies and procedures, which include student and peer evaluations. The instructors are hired and evaluated through regular Academic Affairs policies for faculty and lecturers, which also include peer and student evaluations. Courses are part of our regular course offerings and, as such are subject to regular campus evaluation policies and procedures for implementation, revision and assessment. As we have already been operating in this facility for six years, we have worked to ensure that all these processes proceed appropriately despite the often restrictive nature of the facilities. For example, peer evaluations are generally conducted by the counselor or other instructors currently teaching in the facility, as access to facilities is limited by the facilities and can prove difficult. The counselor provides paper copies for student evaluations which she distributes and collects when classes have been unable to access the internet to utilize the UH Course Evaluation System. In addition to be assessed and governed via regular policies and processes, our incarcerated facilities are additionally reviewed each fall for key measures, including enrollment, course success (passing with C or better), grade point average and, upon substantive change approval, degree completion.

Other

Description of any legal or compliance requirements regarding this change.
None. Please note we already have MOAs in place that have been approved by both UH General Counsel and Department of Public Safety General Counsel. Thus, this has been resolved for over six years. Any new compliance or legal issues will be resolved in the same way that the MOA has been created. That is, through open communication between both agencies to ensure we meet our common goal of providing opportunities for students.

Evidence

1. Course rotation and modalities for AA Liberal Arts with ASC Business & ASC Psychosocial Development
2. Site related budget
3. 2022-2023 WCC Operational Expenditure Plan showing projected surplus
4. USDOE Title III grant abstract, budget and GAN
5. Experiment Pell Site proposal and GAN
6. MOAs for coursework offered to date
7. Pu‘uhonua UH foundation account establishment form