This report represents the findings of the evaluation team that visited Windward Community College from October 15-18, 2018.

Dr. Glenn Roquemore
Team Chair
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### Summary of Evaluation Report

<table>
<thead>
<tr>
<th>INSTITUTION:</th>
<th>Windward Community College</th>
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<tr>
<td>DATES OF VISIT:</td>
<td>October 15-18, 2018</td>
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<tr>
<td>TEAM CHAIR:</td>
<td>Dr. Glenn Roquemore</td>
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A nine-member accreditation team visited Windward Community College (WCC) from October 15 to October 18, 2018, for the purpose of determining whether the College continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and USDE regulations. The team evaluated how well the College is achieving its stated purposes, providing recommendations for quality assurance and institutional improvement, and submitting recommendations to the Accrediting Commission for Community and Junior Colleges (ACCJC) regarding the accredited status of the College.

In preparation for the visit, the team chair attended a team chair workshop on August 2, 2017 and conducted a video pre-visit to the campus on August 8, 2018. During the visit, the chair met with campus leadership and key personnel. The entire external review team received team training provided by staff from ACCJC on September 5, 2018.

The evaluation team received the College’s self-evaluation documents (ISER) and supporting evidence several weeks prior to the site visit. Team members found the ISER to be a comprehensive, well-written document detailing the processes used by the College to address Eligibility Requirements, Commission Standards, and Commission Policies. The team confirmed that the ISER was developed through broad participation by the entire college community including faculty, staff, students, and administration. The team found that the College provided an accurate picture of the College through the ISER, which contained several self-identified action plans for institutional improvement. The College also prepared a Quality Focus Essay (QFE), which the team has provided comments at the end of this report.

Prior to the visit, team members completed their team assignments, including a complete draft report, identified areas for further investigation, and provided a list of interview requests. On October 15, 2018, the Chair (member of the System Team), met with the Vice President for Information Technology/CIO for the University of Hawai‘i System. Team members spent the afternoon discussing their initial observations drawn for the ISER and supporting evidence, followed by a hosted introduction reception that included a traditional Hawai‘ian welcome, and a campus tour.

During the visit, team members met with approximately 40 students, faculty, classified staff and administrators in formal meetings, group interviews, and individual interviews. Some team members made informal observations of classes and other campus activities. Two open forums provided College stake holders and community members an opportunity to meet with members of the evaluation team.
The team found the College was well prepared for the team visit and the team felt welcomed by the entire campus community. The outstanding support provided to the team during its visit was acknowledged by the entire team. They noted a particularly unique and effective practice at the College which is documented in commendation practices for the College. The team found that the College satisfies all Standards, Eligibility Requirements, Commission Policies and USDE regulations, except where noted in the recommendations section.

**Major Findings and Recommendations**

**College Commendations**

1. The team commends the College for its college-wide mission to preserve, celebrate and embrace native Hawai’ian culture. (I.A.1)

2. The team commends the College for its efforts in supporting Contract Education to forge partnerships with the private sector on Oahu for workforce training which has led to the development of credit course programs targeting the adult learner. This has led to increased access for this population. (II.A.14)

3. The team commends the College for its strong student focus and on campus support programs including those for Native Hawai’ian, first generation students, and student parents, such as its first-year student program, peer mentorship, HINET, and TRiO programs. (II.B.1, II C.1, II.C.5)

4. The team commends the College for its transparent budget and planning processes that foster broad participation from all faculty and staff. (III.D.2)

**College Recommendations**

**Recommendations to Meet Standards**

None

**Recommendations to Improve Quality**

1. In order to improve quality, the team recommends the College provide public access to documented assessment of student learning and enhance online access to student success and achievement data. (Standard I.C.3)

2. In order to improve quality, the team recommends that the College formalize planning and processes for distance education offerings to include plans for continuing to meet the regular and effective contact as required in federal regulations. (Standard II.A.7, Commission Policy on Distance Education and Correspondence Education)
3. In order to improve quality, the team recommends that the College provide additional professional development training, technological support and infrastructure to support the expanding distance education program. (Standard III.A.14, III.C.4)

**System Commendations**

1. The University of Hawai‘i Community College System is commended for its island-centered mission in identifying new programs, and for its successful system-wide implementation of technology across the system to support program planning and tracking in clarification of students’ academic pathways. (IV.D.5)

**System Recommendations**

- **Recommendations to Meet Standards**
  - None

- **Recommendations to Improve Quality**

  1. In order to improve institutional effectiveness, the team recommends that the system develop and implement an assessment process to measure the effectiveness of role delineations, governance and decision-making processes to ensure their integrity. (IV.D.7)
Introduction

Windward Community College (Windward CC) is located in Kāne’ohe on the island of O’ahu at the base of the Koʻolau mountains. It primarily serves residents from Waimānalo on the East Shore to Kahuku on the North Shore. Its offerings further appeal to students throughout the University of Hawaiʻi System (UH System) and its online classes are available to students everywhere. Established in 1972, the College is situated on approximately 64 acres of land and is composed of 10 primary buildings that are either renovated former Hawai’i State Hospital buildings or part of the College’s newer construction projects.

Situated on lush, tropical lands, the College’s physical infrastructure not only supports the beauty of the surroundings, but also the strong educational foundation that Windward CC provides for the communities it serves. Most recently, the Student Support Services (Hale Kako’o), Hawai’ian Studies (Hale A’o), Social Sciences (Hale Na’auao), and Language Arts (Hale Manaleo) buildings have been renovated to create more optimal learning spaces. The most recent new construction project, the Library Learning Commons (Hale La’akea), completed in Fall 2012, has become the core for many of the College’s educational support and outreach activities including housing tutoring services, the Hawai’ian collection, and writing, speech, and math labs. Moreover, the College has also sought to increase student persistence and retention rates by enhancing its tutoring, counseling, and student support efforts through participation in the Achieving the Dream initiative, University of Hawai’i Community College (UHCC) Student Success Initiative and in federal programs such as Upward Bound Educational Support Services Educational Talent Search, and Student Support Services.

In order to attract more students, Windward CC has expanded its curricular offerings, distance education opportunities, classroom space, and student support services, and offered significant coursework at target high schools to better serve the local community, the State of Hawai’i, and others living outside the State. The College has also embraced pedagogical innovations, including learning communities and supplemental instruction, as well as added new forward-thinking disciplines such as Creative Media. These offerings enable students to earn associate degrees and certificates, which grant them the opportunities to develop basic skills, transfer to Hawai’ian and nationwide baccalaureate institutions, and gain career and technical proficiency to become active members of a global society.

Distance Education (DE) learning provides students with access to education through a network of various technologies. Instructor and students interact at a distance without having to be physically present in the same location. Distance learning provides students greater flexibility in achieving their educational goals through audio, video, and computer technologies. Although the seven UHCCs were originally envisioned to serve defined local populations, the perception has changed as each campus has created unique classes and programs that are in demand throughout the State. Owing to the geographic separation of campuses, commuting between UHCCs can be economically and logistically unfeasible. As a result, most of the UHCCs have developed a robust distance education curriculum.
WCC is part of the University of Hawai’i System, which is led by a System President and a Board of Regents. A President leads the UHCC’s and each campus has a Chancellor.
Eligibility Requirements

1. Authority

As stated in the Self-Evaluation Report, Windward Community College is a public community college that operates under the authority of the state of Hawai‘i and the University of Hawai‘i System UHCC. This authority is noted on the College web site. The findings of the team support the statements of the Self-Evaluation Report. The College complies with this eligibility requirement.

2. Operational Status

As noted in the Self-evaluation report, Windward was first accredited in 1977 and has been fully accredited since that time. The College is operational with full-time and part-time students credit students as well as noncredit students. The College complies with this eligibility requirement.

3. Degrees

Windward Community College’s educational offerings are programs that lead to credit-bearing degrees and certificates that highlight a holistic approach to learning, as grounded in Hawai‘i’s cultural heritage. Full time students can complete the degree requirements in two academic years or four semesters and the certificate requirements in less time. The College offers four (4) associate degrees and eleven (11) certificates in various fields of study for a student population of over 2,500 students each semester, with about 350 or more completers every academic year. The College complies with this eligibility requirement.

4. Chief Executive Officer

As stated in the Self-Evaluation Report, The University of Hawai‘i System Board UHCC, through its policies, delegates the operations of Windward CC to the Chancellor, who is held accountable for its effectiveness. As determined by the team, the Board supports the Chancellor and is following his leadership as conveyed by the Vice President for Community Colleges. The College complies with this eligibility requirement.

5. Financial Accountability

The University has contracted with Accuity LLP to conduct the consolidated financial statement audit and the federally mandated A-133 compliance audit for the entire UH System. Windward CC does not receive a separate financial statement audit. However, Windward CC is audited for internal control based on financial records and documents in the KFS. The College has received audit findings—one significant and two minor deficiencies in 2016, and two minor findings related to financial aid in 2015 and 2014. The College reviewed and responded to the audit findings promptly and appropriately. As reported in the annual audit, the UHCC System has had unmodified opinions over financial reporting all throughout this accreditation period.
Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies

Public Notification of an Evaluation Team Visit and Third-Party Comment

Evaluation Items:

☒ The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit.

☒ The institution cooperates with the evaluation team in any necessary follow-up related to the third party comment.

☒ The institution demonstrates compliance with the Commission Policy on Rights and Responsibilities of the Commission and Member Institutions as to third party comment.

[Regulation citation: 602.23(b).]

Conclusion Check-Off (mark one):

☒ The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.

☐ The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.

☐ The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative:

Windward CC has made an appropriate and timely effort to solicit third party comment in advance of the comprehensive evaluation visit. In August –September 2017 and in March 2018, the self-study was posted on the College website discussion board for input. It continues to be posted on the Accreditation page of the website. Additionally, there is evidence of encouragement of the reading and review of the document (Math and Business Department meeting minutes of April 11, 2018). On convocation day of Spring 2018, the College reviewed how to give helpful feedback and proceeded to provide an activity whereby all present reviewed certain parts of the document and provided feedback, as evidenced in the Convocation Day agenda. The Academic Senate approved the document on April 11, 2018. The institution cooperates with the evaluation team in any necessary follow-up related to the third party comment. Thus far, the College has received no third party complaints. With regard to the Commission Policy on Rights and Responsibilities of the Commission, the College has provided a viable link for public use in order that they be able to submit comment, as evidenced by view of the website.

Standards and Performance with Respect to Student Achievement

Evaluation Items:

☒ The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement.
Other elements of student achievement performance for measurement have been determined as appropriate to the institution’s mission.

☒ The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers.

☒ The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements.

☒ The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level.

[Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).]

Conclusion Check-Off (mark one):

☒ The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.

☐ The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.

☐ The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative:

WCC’s institution-set standards across the College and for programs are relevant to evaluation and institutional improvement processes.

WCC has defined eight elements of student achievement performance aligned with its 2015-2021 Strategic Plan: Course Completion, Degrees and Certificates Awarded, Native Hawaiian Degrees and Certificates Awarded, Pell Recipient Degrees and Certificates Awarded, Transfer to Baccalaureate Institutions, Integrated Postsecondary Education Data System (IPEDS) Student Success Rate, Licensure and Certification Examination, Success Rate, and Job Placement Rate. All measures have a baseline level of achievement and an aspirational goal, as required through UHCC’s Policy 4.203 (I.B.1, I.B.3., I.B.5).

Within each instructional program. WCC defines elements of student achievement in the UHCC Annual Report of Program Data (ARPD), which includes effectiveness, distance education, and UHCC performance funding indicators. Expected measures of performance are indicated by an “effectiveness health call range - healthy, cautionary, unhealthy” - so as to guide data analysis for program improvement. Licensure passage rates also are one aspect of the ARPD (Standards I.B.5, I.B.6).
Results are reported regularly. Data related to WCC’s progress is presented annually by the Vice President for Community Colleges in a college convocation, and program level results are reported via the annual and five-year program review processes. Results are posted on the PBC website (I.B.5, I.B.8).

Results are used in institution-wide and program-level evaluation, planning, and resource requests. Substantive discussions about student outcomes, equity, academic quality, program development, and institutional effectiveness take place in convocations, committee meetings, department meetings, and professional development activities.

Although all WCC faculty, staff and administrators can contribute to the analysis of institution-set standards, including those related to achievement, to determine trends, assess institutional needs and track progress in achieving stated goals, WCC’s Planning and Budget Council primarily is tasked with these efforts, including making recommendations to the Chancellor on budget and equipment needs (I.B.1, I.B.5).

Appropriate measures also are taken at the program and unit level by way of the Annual and Five-Year Program Review. In addition to student achievement and outcomes assessment results, faculty and staff also analyze trends related to demand, efficiency, the labor market, and other data as appropriate, to shape plans and request resources. The PBC evaluates requests based on the extent to which they are aligned with the College’s Strategic Plan, and emerge from analysis of student performance and outcomes assessment (I.B.3, I.B.5, I.B.8, I.B.9).

### Credits, Program Length, and Tuition

<table>
<thead>
<tr>
<th>Evaluation Items:</th>
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<tbody>
<tr>
<td>☒ Credit hour assignments and degree program lengths are within the range of good</td>
</tr>
<tr>
<td>practice in higher education (in policy and procedure).</td>
</tr>
<tr>
<td>☒ The assignment of credit hours and degree program lengths is verified by the</td>
</tr>
<tr>
<td>institution, and is reliable and accurate across classroom based courses,</td>
</tr>
<tr>
<td>laboratory classes, distance education classes, and for courses that involve</td>
</tr>
<tr>
<td>clinical practice (if applicable to the institution).</td>
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<tr>
<td>☒ Tuition is consistent across degree programs (or there is a rational basis for</td>
</tr>
<tr>
<td>any program-specific tuition).</td>
</tr>
<tr>
<td>☒ Any clock hour conversions to credit hours adhere to the Department of</td>
</tr>
<tr>
<td>Education’s conversion formula, both in policy and procedure, and in practice.</td>
</tr>
<tr>
<td>☒ The institution demonstrates compliance with the Commission Policy on</td>
</tr>
<tr>
<td>Institutional Degrees and Credits.</td>
</tr>
</tbody>
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[Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.]

**Conclusion Check-Off (mark one):**

- ☒ The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
- □ The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative:
University of Hawai’i Community Colleges Policies (UHCCP) #5.203 and #5.228 address the definition, credit hour assignment and degree program lengths for all program credentials offered at WCC, like the Associate in Arts, Associate in Science, Academic Subject Certificate, Certificate of Achievement, and Certificate of Competence. The associate degrees have a minimum of 60 semester credits while the other credentials intended for entry level skills or job upgrading (e.g. Academic Subject Certificate, Certificate of Competence, and Certificate of Achievement) have semester credits ranging from 12 to 51 credit hours, as appropriate to the curriculum or CTE area, respectively. Moreover, the review processes in place at the College - the curriculum development and course approval, as well as the comprehensive program review - ensure that when courses or programs are being developed or assessed, the associated credits for courses or programs are in compliance with these aforementioned UHCC policies.

At the College, tuition is consistently applied. As described in the 2018-2019 Course Catalog, Hawai’i residents pay $128.50 tuition per credit hour while non-resident students pay $342.50 per credit hour, with student fees assessed at $2 per credit, with $20 charged as maximum. Additional professional fees are charged for students enrolled in Veterinary Assisting ($100/semester) and Veterinary Technology ($300/semester).

A careful review of evidence shows that WCC’s credit hour assignments and degree program lengths are within the range of good practice in higher education, in both policy and procedure. The review also revealed that the credit hour definition, assignment of credit hours and degree program lengths are entrenched in UHCCP #5.203 and #5.228, and are systematically applied across community colleges in the UH System. No clock hour conversions to credit hours are evident. The College demonstrates compliance with ACCJC’s Policy on Institutional Degrees and Credits.

Transfer Policies

Evaluation Items:
- Transfer policies are appropriately disclosed to students and to the public.
- Policies contain information about the criteria the institution uses to accept credits for transfer.
- The institution complies with the Commission Policy on Transfer of Credit.

[Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).]

Conclusion Check-Off (mark one):
- The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
- The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
- The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.
The Course Catalog describes the evaluation process and the necessary forms to complete the transfer process, and the College website provides students with the Transcript Evaluation Application Form and a list of approved Transcript Evaluation Agencies. Students are encouraged to meet with a counselor for evaluation. College policies require courses awarded as credit to satisfy degree requirements to be from an institution accredited by either the U.S. Department of Education or the Council on Postsecondary Accreditation. Furthermore, administrative procedures specify the policies and criteria for the transfer and award of credit between the College and other institutions of higher learning and define the guidelines for acceptance of degree-applicable coursework completed at other colleges and for military service transfer credit. The College demonstrates compliance with the Commission Policy on Transfer of Credit to evaluate and grant transfer credit, College faculty, counselors, students, and staff use a common articulation system to determine course-to-course articulation for general education and major requirements. The University of Hawai‘i Common Course Numbering System is used to articulate the College’s courses with the UH System baccalaureate campuses and to streamline transfer among UHCC institutions. College counselors use the articulation database for coursework taken within institutions of higher education in the United States.

**Distance Education and Correspondence Education**

**Evaluation Items:**

- The institution has policies and procedures for defining and classifying a course as offered by distance education or correspondence education, in alignment with USDE definitions.

- There is an accurate and consistent application of the policies and procedures for determining if a course is offered by distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities are included as part of a student’s grade) or correspondence education (online activities are primarily “paperwork related,” including reading posted materials, posting homework and completing examinations, and interaction with the instructor is initiated by the student as needed).

- The institution has appropriate means and consistently applies those means for verifying the identity of a student who participates in a distance education or correspondence education course or program, and for ensuring that student information is protected.

- The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings.

- The institution demonstrates compliance with the Commission Policy on Distance Education and Correspondence Education.

[Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.]

**Conclusion Check-Off (mark one):**

- The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.

- The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.

- The team has reviewed the elements of this component and found the
Institution does not meet the Commission’s requirements.

Narrative:
The University of Hawai‘i Board of Regents has established policy 5.210 (Distance Education and Offsite Instruction). The policy defines distance education and offsite courses but does not mention correspondence education. This policy defines a distance education course including the requirement for regular and substantive contact by the instructor. Responsibility for creating the standards for interaction is deferred to each campus. Windward Community College has created a best practices statement based on the work of the system-wide A.A. Online Committee. The document, available online, articulates recommendations for preparing and teaching distance education courses. Best practices recommendations include: designing activities that provide for faculty and student discussion, constructive and timely feedback on student work, collaborative discussion boards and pro-active contact with students. These elements are reviewed through a peer review process for those faculty who are working toward contract renewal and promotion.

The Team reviewed 15 courses from the Spring 2018 term based on the College defined best practices document. The review included: looking at the number and content of announcements to students in the class; the number of discussion board/forum topics and posts; opportunities for students to ask questions through forums, email, or chat and comments; and feedback on graded assignments. The reviewed courses show inconsistent application of the best practices as defined by the College. Some courses showed evidence of multiple avenues of interaction. Many showed only one. The least used avenue in this limited sample was in constructive feedback to students on assignments. During the visit the team asked for additional courses to review. The College provided the team with four additional courses. Review of these courses showed some strong classes but confirmed the inconsistent application of regular and effective practices.

The College has the technological infrastructure to support online learning and is piloting the use of Canvas for its online educational offerings. This infrastructure creates systems for student identity verification and the privacy of student information.

The College acknowledges in its ISER and QFE that they are working to improve online education and achievement scores. The College meets the requirements and complies with the commission’s Policy on Distance Education and Correspondence Education but the team recommends a follow-up to confirm continued progress on improving the consistent application of regular and substantive interaction in distance education courses.

Student Complaints

Evaluation Items:

- The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the College catalog and online.
- The student complaint files for the previous six years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures.
- The team analysis of the student complaint files identifies any issues that may be
indicative of the institution’s noncompliance with any Accreditation Standards.

- The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities.

- The institution demonstrates compliance with the Commission Policy on Representation of Accredited Status and the Policy on Student and Public Complaints Against Institutions.

[Regulation citations: 602.16(a)(1)(ix); 668.43.]

Conclusion Check-Off (mark one):

- The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.

- The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.

- The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative:

The complaint process is posted on the website and in the College Catalog. Conversations with student government leaders indicate that students understand the process and have confidence that the College will follow the outlined procedures if a complaint is brought forth. In a review of the student complaint files evidence was found that demonstrated timely communication back to a student who filed a complaint at the Vice Chancellor of Student Affairs Office.

**Institutional Disclosure and Advertising and Recruitment Materials**

Evaluation Items:

- The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies.

- The institution complies with the Commission Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status.

- The institution provides required information concerning its accredited status as described above in the section on Student Complaints.

[Regulation citations: 602.16(a)(1)(vii); 668.6.]

Conclusion Check-Off (mark one):

- The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.

- The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.

- The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.
Narrative:
WCC provides detailed information to students and the public about its programs, locations, and policies. As described in WCC’s responses to Standard I.C.2, II.C.4, the College ensures its integrity through having multiple people across the College review major documents such as the College Catalog and Class Schedule. The College Catalog was a 2-year catalog for several years, but starting in 2017 has been revised to be an annual Catalog. The Class Schedule is published twice per year (summer/fall and spring). Inaccuracies and ambiguities are corrected with errata noted. Additionally, subject experts review publications and advertising pertaining to specific areas. Moreover, the College Catalog provides the College’s official name, address, telephone number, and website address as well as the College mission, vision, and core values statements and entrance requirements and procedures. The College’s official name, address, telephone number and website address are also provided in the Class Schedule. Entrance requirements and procedures are found on the Admissions Office webpages. College staff and faculty who are trained in the College admissions procedures and programs handle student recruitment.

As described in the College’s responses to Standard I.C.1, I.C.2, I.C.5, and I.C.13, WCC demonstrates compliance with the Commission Policy on Institutional Advising and Recruitment and Representation of Accredited Status. Moreover, the College ensures all publications and advertising disseminated to the public are clear, accurate, and free of any misrepresentations. All documents and webpages are reviewed for accuracy and completeness. The use of the term “accredited” is used in compliance with ACCJC Policy on Institutional Advertising, Student Recruitment, and Representation on Accredited Status. It is stated in a comprehensive statement that identifies the accrediting body by name. As described in the College’s Self Evaluation of Standard I.C.12, the College lists all of the required information from the ACCJC on the College’s website.

Title IV Compliance

Evaluation Items:

| ☒ | The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE. |
| ☒ | The institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements. |
| ☒ | The institution’s student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range. |
| ☒ | Contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required. |
| ☒ | The institution demonstrates compliance with the Commission Policy on Contractual Relationships with Non-Regionally Accredited Organizations and the Policy on Institutional Compliance with Title IV. |
Conclusion Check-Off:

| ☑ | The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements. |
| ☐ | The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended. |
| ☐ | The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements. |

Narrative:

The College ensures compliance with Title IV responsibilities and expectations through an internal system of oversight and with several quality improvement strategies with professional development of the financial aid staff. There are no outstanding deficiencies.

The College’s Financial Aid Office staff conducts compliance requirement checks on an annual basis by following US Department of Education’s Federal Aid assessment guide. The staff also attend regular conferences, workshops, and web trainings offered by the State of Hawai’i an the federal government.

The College monitors its default rates and are within federal guidelines. The College’s 3-year Cohort default rate is 21.5%, which meets the federal requirement.

The College purchases subscriptions from the UH Library Consortium, and the College renews formal membership agreements on an annual basis. These and other contracting practices and agreements support the College mission and Strategic Plan. There have been no exceptions cited for contractual agreements with external agencies.

The College received an unmodified opinion over federal awards for fiscal years 2010 through 2014-15. There were no material weaknesses or significant deficiencies identified in the results of Student Financial Aid Assistance Cluster (Title IV) audits.

[Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.]
Standard I
Mission, Academic Quality and Institutional Effectiveness

I.A Mission

General Observations
Windward CC’s mission, which is intentionally aligned with the University of Hawai’i Community College mission, reflects a commitment to the unique heritage of the Islands and the local Ko’olau region. The mission, presented in both Hawai’ian and English, supports a commitment to student learning through “opportunities to gain knowledge and understanding of Hawai’i and its unique heritage”. Strategic Planning data are assessed annually to evaluate the College’s progress towards meeting its mission. Windward aligns programs and services to its mission through the resource allocation process, which prioritizes needs identified in program review, annual assessments and department reports. The mission is reviewed regularly and communicated widely.

Findings and Evidence
Windward CC’s mission statement describes the institution’s broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. The mission articulates the College’s commitment to expanding opportunities for the local region to gain knowledge and understanding of Hawai’i and its unique heritage, with an emphasis on the needs of Native Hawai’ians. A special commitment to support the access and educational needs of Native Hawai’ians is clearly articulated in the College Strategic Plan (seven action outcomes are focused on Native Hawai’ian student success), disaggregation of Annual Review data to further stimulate dialogue on achieving parity for the Native Hawai’ian student, the highly successful Federal TRiO program, the establishment of a Native Hawai’ian Cultural and Success Center, and a focus on hiring Native Hawai’ian faculty, staff and administration. (I.A.1)

The College uses data to determine how effectively it is accomplishing its mission and to direct resources to accomplish the mission. Windward uses program level data analyzed in Annual Reviews as well as college-wide Strategic Planning data to assess mission achievement. Annual Reviews include data related to demand, effectiveness, and efficiency as well as SLOs analysis. These reports discuss how departments serve the needs of the campus mission. The College relies on its strategic planning process to ensure that the College is addressing UHCC system metrics related to the system top down performance-based funding mechanism. The College plans on addressing the need to disaggregate college and program data in the QFE in order to assess achievement parity of Native Hawai’ian students compared to other populations. According to the Annual Report of the Chancellor’s Office (evidence IA-16), there is a long standing challenge regarding adequate access to student level data that is attributed to UH policies; the College did institutionalize an Institutional Research position that was part of the expiring Title III Grant.(I.A.2)
Windward’s programs and services are aligned with its mission. Each program at Windward has program learning outcomes (PLOs) that align with the College’s mission. PLOs are assessed every five years. Non-instructional support services support the College mission as identified in its annual reports. Windward’s mission guides decision making and resource allocation through the Planning and Budget Council (PBC) process. The PBC reviews and prioritizes resource requests identified in program reviews and annual reports. (I.A.3)

The College’s mission statement was recently reviewed by the campus community. The mission statement is published on the College’s website and in the Course Catalog, and is highly visible, appearing in course syllabi and posters around campus. (I.A.4)

Conclusions
The College meets the Standard and ER 6.

I.B Assuring Academic Quality and Institutional Effectiveness

General Observations
Since the last accreditation self-evaluation, the College has expanded its dialogue about student learning outcomes (SLOs), equity, and student achievement. Dialogue occurs in department meetings, campus convocations, new faculty orientations, lecturer evaluations, contract renewals, tenure/promotion dossiers, and workshops conducted by the Institutional Effectiveness Committee (IEC) Subcommittee on Professional Development in Assessment (SPDA). The institution establishes and evaluates institution set standards on an annual basis that is integrated into the system process of planning and resource allocation. A key portion of Windward CC’s mission statement mentions its “special commitment to support the access and educational needs of Native Hawai’ians”. This commitment to Native Hawai’ian students is reflected in the College’s Strategic Plan. In evaluating the use of data, the institution has determined that the use of achievement and assessment data would benefit from additional disaggregated data. The College has placed an emphasis on comparing face-to-face modality outcomes with those of distance education given the increasing relevance of distance education delivery reaching a larger student population.

Findings and Evidence
Windward CC demonstrates evidence of continual dialogue about student learning outcomes through department meetings, professional development training, and committees. Annual Reviews include detailed analysis of SLOs assessment, and the College has provided opportunities for all employees to participate in dialogue about SLOs. The College’s mission statement identifies a “special commitment to … needs of Native Hawai’ians”, which is also supported in the Colleges 2015-2021 Strategic Plan, which includes new resources, such as a Native Hawai’ian success center and increasing the number of Native Hawai’ian employees. The Strategic Plan also expands the focus of equity to include increasing the access and success rates of other underrepresented groups.

The College’s Staff Development Committee (SDC) plans and coordinates staff development activities focused on academic quality. The Faculty Senate is allotted significant authority to ensure formal “faculty involvement in educational decision-making, academic policy, and
Dialogue on institutional effectiveness is largely coordinated by the Institutional Effectiveness Council (IEC), which oversees the assessment of credit and non-credit instructional programs, and other units identified in the Program Review Policy. The College’s strategic planning process is the venue through which dialogue about continuous improvement is facilitated. (I.B.1)

Windward CC has clearly defined student learning outcomes for all of its instructional programs; program learning outcomes (PLOs) for all degrees and certificates are listed in Annual Reviews and can also be found on the College’s website. The institution’s curriculum development process ensures that PLOs are developed when new curriculum is approved. Evidence of assessment of instructional student learning outcomes is tracked in the UHCC Instructional Annual Report of Program Data (ARPD), Annual Department Reports, and the College’s Assessment Database. The College’s Student Affairs Division developed a single overarching Student Affairs SLO in 2012, “Students will access appropriate information and resources to support their academic journey.” All departments then align one of their learning outcomes to the division-wide SLO. All 13 of the Student Affairs PLOs are assessed on a rotating basis. Windward also defines and assess outcomes for learning support service programs as part of its Annual Reviews. Data are used from embedded learning assessments, surveys, and service logs. (I.B.2)

The College has defined institution set standards (ISS) appropriate to its mission. ISS were established through a top directive from the UHCC System through Policy 4.203. The policy is intended to ensure all colleges maintain compliance with Federal Regulations Checklist “Standards and Performance with Respect to Student Achievement”. The policy requires that ISS have a baseline level of achievement and aspirational goal, with goals aligned to Strategic Planning targets. These aspirational targets shall be aligned with System Strategic Plan targets.

The standards adopted are as follows:

1. Course Completion
2. Degrees and Certificates Awarded
3. Native Hawai‘ian Degrees and Certificates Awarded
4. Pell Recipient Degrees and Certificates Awarded
5. Transfer to Baccalaureate Institutions
6. Integrated Postsecondary Education Data System (IPEDS) Student Success Rate
7. Licensure and Certification Examination Success Rate
8. Job Placement Rate

According to the policy, the Office of the Vice President for Community Colleges (OVPCC) is responsible for producing an annual report of the actual achievement results compared to the baseline and target values. Discussion with College representatives confirmed that although there are representatives from each college involved in system level strategic planning, the actual targets are set unilaterally by the Vice President for Community Colleges. The report includes a trend analysis. Results of the ISS determine resource allocation as appropriate. If the actual effectiveness measure falls below the baseline, the College is expected to prepare an action plan to address improvements in the achievement results. As an example, Windward did not meet the
baseline goals for Degrees and Certificates Awarded to Native Hawai`ian Students; this deficiency will be addressed in one of the QFE action plans. (I.B.3)

Windward CC uses various types of quantitative and qualitative data to inform institutional processes and support student learning and achievement. These data align with the system Strategic Plan. The UH System Office of Institutional Research and Analysis provides data for the Colleges including enrollment, application, degrees, certificates, financial aid, and student tracking. The Windward Office of Institutional Research provides additional data for faculty and staff to support program review and evaluation. The local institutional research office also validates the accuracy of data provided by the UH institutional research office, as there are quality concerns among faculty and staff at Windward. The College also uses survey data, including the Community College Survey of Student Engagement (CCSSE) and in-house surveys. SLOs data are integrated into College planning processes for course, department, program and institutional improvement. Through the self-evaluation process, the College realized that it needed to disaggregate student outcome data by face-to-face modality versus distance education. (I.B.4)

Windward CC’s mission serves as a focus for institutional process, including program review, annual reviews, strategic planning, and SLOs assessment. Annual Reviews and Program Review use qualitative and quantitative data and assess the degree to which programs support the College mission. The College relies extensively on the strategic planning process to measure progress towards meeting metrics aligned with the mission. (I.B.5)

Windward CC has focused recent attention on the outcomes of students in distance education (DE) courses compared to face-to-face, and the outcomes of Native-Hawai`ian (NH) compared to non-NH. The College notes in the ISER and QFE that it would benefit from additional data that disaggregates measures found in the Annual Reviews and Strategic Plan by NH and non-NH students. The Windward Office of Institutional Research has provided disaggregated data comparing performance of students in face-to-face modality to those in DE courses, broken out by NH and non-NH in response to concerns about usefulness of data provided by the UH System Office. While there seems to be an adequate amount of data provided by the Windward Institutional Research Office and UH System Office collectively, it is difficult to locate data as one has to know in advance whether to look at the UC System Office or the Windward Office; also, there are outdated links and reports on the Windward website. (I.B.6)

Windward CC uses a variety of mechanisms to evaluate policies and practices to ensure their effectiveness in supporting academic quality and accomplishing the mission. The Annual Review process was evaluated recently by the IEC Sub-committee on Professional Development in Assessment (SPDA). In addition to making resource allocation recommendations, the PBC also conducts a self-assessment of its processes every two years. IEC is also responsible for assessment of governance at Windward. Per Windward CC’s Policy on Polices, an ad-hoc committee is to review all campus polices every five years for currency and relevance to the College’s mission. (I.B.7)

The College’s assessment and evaluation results are shared across the College through various communication channels, such as email and its website. Through Annual Reviews, IEC-SPDA,
the Strategic Plan, and visits by the VPCC, Windward shares information with the campus. (I.B.8)

Integration of program review, planning, and resource allocation is facilitated primarily through the Planning and Budget Council (PBC). This advisory group is composed of constituents from all units of the College, and is responsible for reviewing and updating the College’s Strategic Plan. The PBC reviews resource requests that are tied to the Strategic Plan and student learning outcomes. The PBC is also charged with ensuring that requests lead to accomplishment of the College mission. (I.B.9)

**Conclusions**
The College meets the Standard.

**I.C Institutional Integrity**

**General Observations**
Windward CC demonstrates integrity in its portrayal of the College to its public. There is internal evidence of processes in place for review of the mission statement, curriculum and Learning Outcomes, and evaluation of courses and programs as well as of the output of all materials representing programs, costs, and services of the College. The result is that there is accuracy in the dissemination of its academics and student services. Academic honesty is upheld; students are made aware of the College Code of Conduct and the consequences of violation in multiple places. Academic freedom is honored but tempered with policies that ensure that faculty present information objectively. The College exhibits compliance with the Accrediting Commission and its related responsibilities by meeting requirements and deadlines and disclosing required information. Information for the public regarding accreditation status and student achievement data is more difficult to find; in some cases, such as the assessment and evaluation of student learning outcomes, the information is not made available.

**Findings and Evidence**
The College has processes in place to ensure that the information regarding its mission, learning outcomes, educational programs, and support services is accurate. A task force is charged with reviewing the mission statement every five years, and a survey is administered to the campus for input. The Curriculum Committee and department chairs, under the auspices of the VCAA office, ensure that learning outcomes are assessed for currency. The Academic Affairs and Student Affairs offices oversee the review of all information (e.g. Course Catalog and schedules) that is disseminated under their purview every semester or year, according to the cycle of delivery of said information to the public. The Accreditation page of the College website offers its Accreditation status, along with supporting documents. (I.C.1)

The College provides a Course Catalog in both print and online versions that contains all required information. (I.C.2)

While regular assessment, evaluation, and reflection of Student Learning Outcomes is completed and the data is made accessible to personnel on the Assessment page of the website, the College does not communicate its quality of instruction to students or the public. (I.C.3)
The College describes its certificates and degrees in terms of its purpose, content, requirements and expected learning outcomes in the Course Catalog, on program websites, and on course syllabi. (I.C.4)

Policies, procedures and publications are reviewed regularly by the College to ensure integrity of the mission, programs and services. Per Policy Formation Process, and overseen by the system, policies and procedures are reviewed every five years. The VCAA office reviews publications such as the Course Catalog and schedule of classes, and the VCSA reviews student services materials, per an email (I.C.5)

The College informs students of all required and additional fees associated with their education. Evidence is found both in the Course Catalog, as well as on the Tuition webpage. (I.C.6)

The College publishes board policies on academic freedom and responsibility and supports freedom for both students and faculty. The mission statement, Board Policy 5.211, and the Course Catalog all indicate cultivation of a culture to this commitment. (I.C.7)

The College establishes clear guidelines for student conduct and the consequences of disrespect thereof. Evidence of these policies are evidenced in the Course Catalog, where students are also told they may pick up a hard copy in the VCSA’s office. The policies are also present on the webpage for policies, procedures and guidelines and are defined in the UHCC EP 7.208. (I.C.8)

Faculty distinguish between their own personal convictions and professionally accepted views in order to present information objectively. According to Article IV of the UH Professional Assembly, faculty are called to present controversial topics with their varied interpretations and provide factual sources for their conclusions. Policy 5.211 also asks faculty to exercise self-discipline and judgment in transmitting knowledge. This policy requires that all new faculty are provided a copy. (I.C.9)

I.C.10 – N/A

I.C.11 – N/A

The College complies with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. It meets deadlines in a timely fashion and discloses required information. Evidence of such is found on the Accreditation page of the website with status description and documentation. (I.C.12)

The College demonstrates integrity in its relationship with external agencies and remains in compliance with regulations and statutes. Both the Accreditation and the Veterinary Technology program webpages demonstrate compliance. (I.C.13)

The College is committed to the quality of its programs over external financial gain or favor. The mission statement emphasizes the commitment to support access and needs of the Native
Hawai’ians from the Ko’olau region of O’ahu. The College also has an open door policy to admission and is supported by state revenues. It works diligently to acquire grant funding to support special projects/needs. (I.C.14)

Conclusion
The College meets the Standard.
Standard II
Student Learning Programs and Support Services

II.A Instructional Programs

General Observations
Consistent with its mission, Windward Community College (WCC) offers Associate in Arts, Associate and Associate in Science degrees as well as other credentials including a Certificate of Achievement, Academic Subject Certificate, and Certificate of Competence via various modalities, which cover courses conducted either face-to-face or fully online. Other learning services offered by the College include general education, remedial/developmental education, and articulation agreements with 4-year institutions to prepare students for seamless transfer. Student learning outcomes, at the course (SLO), program (PLO) and institutional (GELO) levels, are clearly articulated for all these pathways and are utilized to measure students’ achievement prior to the granting of course credit, degrees, and certificates.

The robust curriculum process in place at WCC includes creating, modifying, or deactivating courses and/or programs that involve full-time and part-time faculty, as well as academic administrators, through an approval system that consists of a series of checks and balances, from the initial sponsoring department up to its final codification into the UHCC System’s curriculum database. This process ensures continuous institutional dialogue regarding the appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning for all courses, degree, and certificate programs offered at the College. The annual assessment and program review processes in place drive decisions at all levels leading to the improvement of existing instructional and service offerings, as well as a springboard for the development of novel and innovative programs.

Findings and Evidence
Despite the decreasing enrollment trend at the College, the educational programs offered two Associate in Arts (AA) and two Associate in Science (AS) degrees, and eleven (11) Certificates leading to employment and/or transfer are congruent with its mission and are closely aligned with expectations for programs in higher education. Regardless of the delivery format, either in-class or through distance education, all the courses and programs have clearly articulated learning outcomes (SLOs and PLOs), as approved through the curriculum approval process, and are published in the Course Catalog and course syllabi. These identified student learning outcomes have been utilized as the basis for student achievement in the awarding of college degrees and certificates to graduates which have increased from one hundred sixty four (164) in academic year 2012 to three hundred sixty nine (369) in academic year 2015. (II.A.1)

The 75 full-time and 70 part-time faculty are collaboratively engaged in the development and assessment of curriculum in over 30 disciplines, as appropriate to their respective content expertise. They are also responsible for providing students with course syllabi with approved learning outcomes that have been vetted through the internal curriculum approval process.
Through the robust curriculum and program review process, the 646 active credit courses (AY 2017-2018) offered through the various academic programs are continuously assessed through a regularized schedule of an annual (course level) and 5-year cycle (program level) basis. Faculty and administrator interviews by the team revealed that system and college data are synthesized to provide a big picture of each program’s health status, relative to demand, efficiency, and effectiveness, utilizing a standardized rubric. Program review evidence contained in the ISER, as well as other concrete examples provided during the team interviews, also made clear that strategies for course or program improvement are derived from the culture of evidence that permeates through the assessment practices in place at the College (II.A.2, II.A.3)

At WCC, the redesigned courses in developmental math have resulted in dramatic learning gains (from 7% to 11% completion in two semesters) for students enrolled in these pre-collegiate courses. Interviews with administrators and faculty confirmed that the developmental English curricular redesign has resulted in the decrease of developmental English placement of students. For the newly instituted developmental English co-requisite model, the rate of course completion increased from 29% to 40% among students enrolled. Finally, the additional support services, identified through a careful analysis of data regarding student needs, have increased the completion rate of these underprepared students placed in pre-collegiate courses. (II.A.4)

The College ensures that practices involving curriculum development, review, and approval are consistent with expectations of American higher education in terms of appropriate length, breadth, depth, rigor, sequencing of courses, time to completion and synthesis of learning, for all courses and degree programs. Evidence from the Course Catalog as well as in the ISER indicate that programs at the associate level range from 60 to 73 credits, which are aligned with ACCJC standards. As guided by graduation requirements set forth in UHCCP #5.203, the Curriculum Committee, composed of elected faculty representatives, is primarily responsible for ensuring that the number of credits is appropriate for an associate degree or certificate program, and whether the required credits indicated each semester support students to complete or attain the degree or certificate program in a timely manner. The recently adopted degree pathways, implemented through the STAR Guided Pathway System (GPS), and the Hawai‘i Graduation Initiative’s “15 to Finish,” are two innovative practices that encourage and motivate students to earn their degree credentials within a reasonable time frame. (II.A.5, II.A.6)

Anecdotal evidence from faculty and members of the Staff Development Committee confirm that the robust professional development support provided by the College has resulted in enriched teaching strategies in both face-to-face and fully online classes, which has contributed to support the diverse learning needs of WCC students. The formation of informal groups, known as hui, has equipped those interested faculty with a variety of delivery modes and teaching methodologies that have been effectively used in both programs and services to meet the academic needs of all students. However, the team did find inconsistent application of regular and substantive contact in online courses and interviews with students confirmed this gap and the need for additional focus and training on proactive instructor-to-student contact. (See Improvement Recommendation 2) (II.A.7)

Prior Learning Assessment (PLA) and Credit by Exam are two processes utilized by the College to validate whether student learning outcomes have been achieved successfully by students who
decide to take this option of shortening their path to a college degree. A careful review of documents that describes the application and review process that is vetted through departments involved, as well as validation of student work successfully awarded college credit, confirms that processes are in place to decrease subjectivity and increase reliability of these practices. (II.A.8)

All programs and courses listed in the Course Catalog have SLOs, the attainment of which serve as the basis for the awarding of course credit, degrees, and certificates. WCC’s annual SLO and program review processes, aligned with UHCCP#5.228, ensure that credit hours awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education, and that course contact hours, whether in the traditional semester, accelerated term, or summer term, are in compliance with the system’s credit hour policy, federal regulations, and ACCJC standards. (II.A.9)

With information for transfer of credit and articulation clearly stated in the Course Catalog and on the website, a WCC student’s transfer to any of the three UH 4-year universities is seamless, through the transparency of transfer of credit policies (including reverse transfer) among these institutions. Additionally, a formalized UH System General Education Articulation Agreement allows graduates from any of the seven UHCC System colleges, including WCC, to be automatically admitted to any of the baccalaureate institutions in the UH System. The assistance of counselors and resources available to the student largely contributes to the successful implementation of the credit transfer process at WCC. (II.A.10)

As reflected in the ISER, as well as interviews with selected faculty, the team confirmed that course-level SLOs correspond with PLOs, and mapped to the four (4) GELOs. These require that a student who graduates from WCC demonstrates the attainment of institutional outcomes comprising global and cultural awareness, critical thinking and creativity, communication, and information literacy. All WCC students are expected to work toward achieving these outcomes that provide them knowledge and skills in communication, information, and quantitative competencies, analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives. (II.A.11)

The 2018-2019 WCC Course Catalog’s General Education Mission Statement states that it “provides an open door to a comprehensive general education through which students enhance basic tools of inquiry for understanding themselves and the world around them, develop their capacity to expand and apply knowledge, and cultivate more creative and meaningful lives.” (p. 33). The general education at WCC is strongly oriented towards Hawai‘i and its unique heritage, and this is thoroughly explored in various ways through courses that are specific to certain degrees, programs, and certificates. This general education policy is rooted in UHCCP #4.200, which stipulates a general education component for all degree programs, with the emphasis that students should have a foundational understanding of the basic content and methodology of the major knowledge areas, including the humanities and fine arts, the natural sciences, and the social sciences. (II.A.12)

UHCCP #5.203 defines the authority of the College to confer Associate in Arts degrees and requires that there be a concentration within the AA and AS degrees that consists of a minimum of nine credits as well as general education and explicit pathways to baccalaureate degrees. The
College is also authorized to provide career and technical associate degrees: the Associate in Applied Science (AAS) and Associate in Technical Studies (ATS). These require the completion of 60 units and contain components of General Education and specific outcome skills directly aligned to careers. The College has a robust program review process that includes review of Student Learning Outcomes at the career and program level to ensure ongoing assessment of these degrees. (II.A.13)

The College’s Career and Technical Education certificate and degrees are designed to demonstrate technical and professional competencies. The College’s curriculum process requires that program goals are based upon labor market needs and are aligned to requirements for external licensures and certifications. One clear example is the development of the AS degree in Veterinary Technology and the Certificate of Achievement in Veterinary Assisting, which are aligned to the skills requirements recommended by the American Veterinary Medical Association. Each career technical program also has an advisory committee that ensures programs are assessed against current industry trends and standards. Although such practices are common, the College goes well above the norm to evaluate, on a regular basis, multiple indicators to ensure that CTE Programs lead to gainful employment. The Veterinary Assisting Program has a 78% employment rate within 6 months of graduating from Windward Community College. The same high level of analysis and evaluation is conducted for all CTE Programs. (II.A.14)

The College’s curriculum review process includes a review of the viability of programs and has identified a process to address impact to students when programs are significantly altered or eliminated. Major changes and program eliminations are broadly communicated to students and students are scheduled to meet with the area dean and counselors to determine a timeline to complete the program. Once a program has been selected for elimination it is closed for incoming students. The College provided the example of the successful “stop out” of its Agriculture Technology Program. The steps to support students already enrolled in the program were successful, which led to students being able to complete the program. University of Hawai’i RP 5.201 (Instructional Programs) articulated the policy for program elimination and stop out procedures. (II.A.15)

The College has strong program review and curriculum processes that regularly evaluate programs offered at the institution. Evidence in the ISER shows that the College has systemically improved its program offerings, including the expansion of its online and CTE programs through this process. The two Quality Focus Essay areas show a clear commitment to regularly evaluating and improving College programs. (II.A.16)

Conclusions
The College meets the Standard.

II.B Library and Learning Support Services

General Observations
The College provides a wide range of library and learning support services that are directly aligned to the mission, curricular offerings and student needs. The College’s emphasis on
addressing Native Hawai’ian and online student parity, as detailed in the Quality Focus Essay (QFE), is evident in support, evaluation and planning for support services. Strong evaluation and action planning processes ensure that the College is responsive in these areas and it has shown commitment, especially through increased personnel and additional hours in addressing identified gaps. Faculty and staff in these areas confirm that there are professional development opportunities and that there is institutional support for innovation. On campus and online students are provided multiple modalities for support in technology, library, tutorial and testing. In interviews students did indicate that there is limited support for students online and there was concern about access points for online students to get academic support. Contracted services, including online library databases and online tutoring are documented and evaluated on how they support the College mission.

Findings and Evidence
The College provides extensive learning support services including library, tutorial, media services, and computer lab access for its students. Library services include reference, instruction and collection services, which are aligned to the mission of the College. This includes the planned hiring of a Hawai’ian Specialist Librarian whose position supports the mission and the strong Hawai’ian Studies program at the College. Learning support includes tutoring services (one on one /supplemental instruction) and has been consolidated in the Ka Piko Student Success Center. There are dedicated Writing, Math and Speech Centers. Based on discussions with support faculty one area for expansion would be in focused tutoring for subjects beyond writing, math and speech including science, business and career technical courses. Online library and tutorial services are available to students and continue to be expanded. The College has a strong library collection with both print and electronic resources that support the College curriculum. Students have access to Online Learning Academy (OLA) support with one-on-one tutoring for writing and STEM, and access to Brainfuse for additional online tutoring. Both on-campus and online students have access to mission-driven learning support systems. (II.B.1)

The College has made a strong commitment to supporting library and learning support systems through staffing. A Collection Management Librarian was added to the staff in the current cycle, and the Hawai’ian Specialist Librarian is currently in recruitment. The Collection Management Librarian supports student learning and assessment and works, with faculty across the campus, to align the College’s collection to support its curriculum and mission. As the College increases its online offerings, it has also supported its media services through the hiring of a Distance Education Technician and a faculty Media Specialist. (II.B.2)

Through the College’s program review and annual planning processes, the institution effectively evaluates library and learning support services. This analysis uses qualitative, quantitative and student learning outcome data to ensure that the services are meeting student needs. When program analysis identifies gaps, they are addressed with Departmental Action Plans and Budget Requests. Evidence provided by the College shows robust evaluation and positive changes made due to evaluation including additional positions in multimedia due to the increase in online course offerings. (II.B.3)

The College regularly assesses its contracted services including online databases and online tutoring services to ensure they support the College mission, support college curriculum, and
effectively address student need. Through the Hawai‘i Library Consortium (HLC), the College facilitates cooperation and leverages buying power to provide library services. HLC supports a Database Review Committee that assesses contracted products and evaluates resources and services. The University of Hawai‘i Community College System also reviewed online tutoring services and will be moving to a new system in the next year. Locally, the College analyzes contracted services and their effectiveness for its mission and population through the annual program review process. (II.B.4)

Conclusions
The College meets the Standard.

II.C Student Support Services

General Observations
Windward Community College has an extensive offering of student support services. The College provides appropriate student services programs consistent with its student demographics and mission. The Student Services division works well with other campus areas to ensure students are appropriately prepared to begin classes and provide expansive support while they are enrolled. The College’s Student Services division uses student surveys and feedback to remove barriers to enrollment and provide appropriate support for enrolled students. The College conducts many student surveys and uses some of those results to continuously improve in meeting the goals of the departments and the division. There is also a robust program review and structured evaluation cycle that is currently in place. The College has an annual review for integrated support services that comes from the Annual Report of Program Data (ARPD) in addition to a five-year comprehensive program review.

All Student Services areas have identified Student Learning Outcomes (SLOs) and used the results of those outcomes to assess and identify opportunities and challenges. The results of the Annual Report of Program Data often result in service adjustments, and facility and resource requests to meet the needs of their students. Many of the Student Services departments rely on student surveys to collect student feedback, such as student engagement, and these results have led to campus initiatives designed to increase adjunct faculty and student engagement activities. Student Services has developed, implemented and assessed SLOs in an effort to improve their program and services. There is a genuine effort to make the SLOs and program review process meaningful and to use those outcomes in the existing planning procedures and evaluation.

Findings and Evidence
Windward Community College is committed to meeting the needs of its service area and the team found a determined will to provide access and equity, especially for its native student population. Evidence indicates that all essential services are available to students either in person or through online support functions. There is evidence that the College is meeting its mission: “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 Hawai‘ians, 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.” The College
employs technology to deliver quality student support services where suitable. Although delivery methods vary, the College has committed to providing student support regardless of location. (II.C.1, II.C.3).

Support needs of students are determined through various means that include student surveys, analyzing departmental data and participating in self-reflective dialogue. Windward Community College evaluates student support services through its systematic and annual review process. The College has an annual data review process that is associated with its mission and informed by data to make decisions to improve programs. Documentation suggests the process includes campus dialogue, and additional evidence demonstrates that the annual plans are created with input from multiple stakeholders. (II.C.2)

The College offers several co-curricular programs through an active associated student organization, multiple active clubs, and service learning with particular emphasis on Native Hawai’ian cultural learning and services in the community. Windward Community College also operates and locally controls a student-run newspaper. In lieu of intercollegiate athletics, a system wide intramurals league is co-coordinated with other University of Hawai’i institutions. The organizational structure of the associated student body mirrors that of the administrative structure. This allows for streamlined communication and has resulted in an effective avenue to address student concerns. All co-curricular programs are locally controlled, connect to the institution’s mission, and contribute to the social and cultural experience of enrolled students. (II.C.4)

Services available to students include: career counseling, educational planning, navigating the College environment, transfer information and referrals to other support services that may benefit a student. A First Year Experience (FYE) program is designed to assist new students to the College. The FYE program offers a variety of additional support including a welcome orientation, learning community linked courses, and in-depth pathway program counseling with a dedicated counselor. The Counseling Department has assumed responsibility to incorporate career counseling into their student appointments and has developed wrap around services based on the identified needs of each individual student. The counselor-to-student ratio is an impressive 280 students for every one counselor. Counseling services are available in person or online. The College has focused on equity in many of its professional development activities, including trainings and campus dialogue opportunities. (II.C.5)

Windward Community College is an open access institution to anyone who is a high school graduate or equivalent, or is over 18 years old. The College conveys that admission policy on its website, in Course Catalog information, and on application material. Once a student is admitted, the College provides guidance on course pathways for all degrees and certificates. Service for new students includes orientation, course placement and selection, and financial aid assistance. (II.C.6)

The College has navigated away from using singular assessment instruments for course placement and implemented multiple measures to ensure appropriate course selection. The evaluation of high school transcripts, interviews with potential students, and previous performance in college are some of the primary techniques used to place students. These
decisions can also be supplemented by GED scores, Accuplacer, and SAT and ACT results. (II.C.7)

The UH System’s Student Information System, Banner, maintains student academic and registration records for all prospective, current and previous students. Access to student databases is password protected and has varying levels of viewer access depending on job responsibility. In the event of an emergency, loss of power or natural disaster, the student database is backed up by a server housed by UH ITS. Paper records are retained in a locked and secure vault with limited access only to certain approved employees. The institution publishes and follows established policies for the release of student records. (II.C.8)

Conclusion
The College meets the Standard.
III.A Human Resources

General Observations
Windward CC employs a process to ensure that the College has a sufficient number of faculty, staff, and administrators to meet the needs of the student population. Staffing requests may emerge from analysis of college-wide metrics and program review data, and are submitted through annual departmental reports. Requests are reviewed and ranked by the PBC to inform the Chancellor’s decisions. Though faculty and staff positions are allocated to the UHCC System by way of legislative appropriation, the Chancellor has some flexibility, for instance by reallocating vacant positions.

The College also employs a process to ensure that faculty, staff, and administrators have the educational and professional experience necessary to succeed in their respective positions. The College adheres to published UHCC and UH System policies in setting the minimum qualifications for all position recruitments, and maintains an affirmative action plan to address the recruiting and hiring process of underrepresented groups. All personnel at the College are evaluated at regular intervals in order to ensure their effectiveness, though the format and frequency of evaluation differs among the four position types. All professional development programs are evaluated to ensure they meet the needs of the staff.

Findings and Evidence
To ensure that faculty, staff and administrators have the educational and professional experience necessary to maintain the integrity and quality of Windward CC’s programs and services, the College adheres to published UHCC and UH System policies governing qualifications, advertisement, and selection of new personnel. These procedures are clearly and publicly stated on the UH and UHCC System websites. Many of the assigned duties and qualifications of job descriptions align with the MVCV statements of the College. (III.A.1)

The UHCC collectively establish the minimum qualifications for instructors in each discipline. But in fulfilling ER14, faculty will likely go beyond minimum qualifications, as evidenced from job announcements that highlight teaching effectiveness, use of assessment to strengthen student learning, knowledge of the subject matter, and overall contributions to the College. (III.A.2)

The UHCC and UH Systems have established numerous policies (including minimum qualifications) to ensure that personnel responsible for educational programs and services have the necessary qualifications to perform duties required to sustain institutional effectiveness and academic quality. The College uses these system policies in hiring, retention and promotion decisions. (III.A.3)

The UH System has established clear guidelines and policies that govern the evaluation of required degrees that are consistent with the Standard. Degrees from non-US institutions are
recognized only if equivalence is established by the National Association of Credential Evaluation Services. (III.A.4)

Established by the State of Hawai‘i, UH and UHCC systems, policies, and procedures for evaluations of personnel are standardized to ensure effectiveness of its human resources, as evidenced from UHCCP, the State of Hawai‘i Performance Appraisal System, Regents Policies, and guidelines related to tenure and promotion. All personnel at the College are evaluated at regular intervals to ensure their effectiveness. Interviews with HR staff confirm that processes are in place to ensure that personnel are evaluated at regular intervals. (III.A.5)

The number of permanent faculty and staff positions allocated to the UHCC System is controlled through legislative appropriation. But the College can elect to reallocate vacated positions to different disciplines, or appeal to the UHCC System to have long-term vacant positions reassigned to the College.

On the local level, Windward CC uses a process to ensure that it maintains a sufficient number of faculty through reviewing college-wide metrics such as the percentage of full-time to part-time faculty and the efficiency of their five major degree and certificate programs. Each program also reviews efficiency metrics such as faculty/student ratios and program demand. Their analysis and resultant staffing requests are made through their annual departmental reports, which are reviewed and ranked by the PBC to inform the Chancellor’s decisions. (III.A.7)

The College and UHCC System have instituted policies and programs to facilitate the orientation, oversight, evaluation, and professional development of lecturers. Lecturers are supervised by and receive guidance from the division dean and department chairs about expectations (e.g., SLO assessment, office hours), departmental resources, and lecturer evaluation. Lecturers are welcome to participate in campus committees and activities such as professional development. Lecturers are eligible to receive recognition of outstanding teaching through the College’s Meritorious Lecturer Award, which was instituted in 2014. (III.A.8)

UHCC positions are controlled through legislative appropriation, but the College can elect to reallocate positions within its authorized position counts, or appeal to the UHCC System to have long term vacant positions reassigned to it. The College employs a process to ensure that the College has a sufficient number of staff with appropriate qualifications to support its operations. While no formal staffing ratios are established, the College and UHCC System periodically analyze and compare system and institutional data (e.g., efficiency) to identify potential staffing needs. The College utilizes the PBC process to prioritize staffing requests. The Chancellor may then reallocate vacant positions or use the casual hire process to fill the needed position(s) on a temporary basis. This process ensures that the campus is able to address critical and emerging staffing needs in a timely manner. (III.A.9)

As mentioned in III.A.7, UHCC positions are controlled through legislative appropriation. But the College can appeal to the UHCC System to have long-term vacant positions reassigned to them. In the 2018 survey, faculty and staff respondents indicates that the campus administration structure was adequate and effective. Seven full-time administrators are collectively responsible for overseeing faculty and staff, implementing the College’s mission and vision, managing
budgets, and overseeing the day-to-day operation of the campus. Each of the current administrators has the requisite education (master’s degree or higher) and work experience necessary to succeed at their respective duties. The Office of Institutional Research and Office of Planning and Program Evaluation, department chairs, and discipline and program coordinators provide administrative support to their respective executive. (III.A.10)

Personnel policies are established and published at multiple levels, including the State of Hawai‘i, UH and UHCC Systems, and the College, and bargaining agreements for employees who are unionized. They are fair and equitably and consistently administered.

The College adheres to a comprehensive list of AA/EEO policies that helps to ensure fair hiring practices and support its diverse personnel. The College and University also organize and support groups and organizations that promote equity and support diversity among faculty, staff, and students. The UH and the UHCC Systems regularly assess their record of employment equity and have created an Affirmative Action Plan to address any areas of underutilization. In addition, 90.7% of faculty and staff respondents to the 2018 institutional survey believe the College’s policies are adequate and appropriate to ensure equity and diversity on campus. (III.A.12)

The College’s faculty and staff must adhere to the State of Hawai‘i Code of Ethics and comply with 30+ policies created by the UH System. Faculty members also are governed by rules set forth by the AAUP that guide many aspects of teaching, scholarship and interactions with students. Where appropriate, these policies also include consequences for violation and/or methods for correcting violations. (III.A.13)

Within and in coordination with the UH and UHCC systems, the College offers a wide range of professional development opportunities for both faculty and staff via live and online workshops, scholarships, tuition waivers, and sabbaticals. The majority are focused on effective teaching strategies. The evaluation of professional development is through routine evaluation of workshops and also through periodic institutional surveys and evaluation of scholarships and sabbatical leaves by campus committees to ensure that the proposed activities will benefit students and/or the campus. Interviews show that while faculty and classified are afforded professional development opportunities, faculty training on best practices in distance education is limited. (III.A.14)

The College follows policies established by the UH system in accord with state law and collective bargaining agreements to maintain the security and confidentiality of personnel records (AP A9.075) while ensuring that employees have access to their personnel records in accordance with the law (AP A9.025). (III.A.15)

Conclusions
The College meets the Standard.

III.B Physical Resources
General Observations
The College is located in Kane‘ohe on the island of O‘ahu at the base of Ko‘olau mountains. It was established in 1972 and initially housed in facilities vacated by the Hawai‘i State Hospital after it relocated. The College’s 64-acre campus now consists of 22 buildings totaling 369,444 GSF. The College does not have any off-campus facilities. It primarily serves residents from Waimanalo on the East Shore to Kahuku on the North Shore. Most recently, Hale Kako‘o (Student Support Services), Hale A‘o (Hawai‘ian Studies), Hale Na‘auao (Social Sciences) and Hale Manaleo (Language Arts) buildings have been renovated to create more optimal learning spaces. The most recent new construction project, Hale La‘akea (Library Learning Commons) was completed in Fall 2012 and has become the core for many of the College’s educational support and outreach activities including housing tutoring services, the Hawai‘ian collection, and writing, speech and math labs.

Equipment needs are typically identified at the department level based on user input and data from annual or program reports. The needs are ranked within each department and then submitted as formal requests to the College’s Planning and Budget Council (PBC).

New construction is guided by the campus LRDP which is aligned to the College mission and UHCC Strategic Plan. Planning for new facilities, including total cost of ownership is managed by UHCC and UH Systems. In planning for these long-range capital projects, the UHCC System uses a budgeting model that incorporates the total cost of ownership (TCO). Calculating TCO takes into account an item’s purchase cost, but it also considers related costs, such as subsequent use and maintenance and future energy consumption.

Findings and Evidence
The College routinely assesses its facilities, maintenance and security programs to ensure that facilities meet student and programmatic needs. Campus buildings are constructed or renovated in accordance with ADA and other regulatory standards, though older buildings in some instances are not ADA compliant. The Master Plan (awaiting final approval) includes an ADA access plan and as a whole seems comprehensive. Maintenance and minor repairs are performed by the College’s team of 21 Operations and Maintenance staff—of whom two are general maintenance. Major repairs and renovations are overseen by the UH and UHCC Systems. Additional resources may be needed to improve the timeliness of campus work orders, as the 2018 Institutional Survey findings show that only 35% of the respondents were satisfied. Further, interviews with staff confirmed difficulty with the College’s Computerized Maintenance Management System (CMMS), which documents and tracks campus work requests. The Office of Safety and Security provides 24/7 security and performs daily inspections of facilities to ensure they are safe, secure, and accessible. The UHCC Office of Environmental Health and Safety provides staff with appropriate hazardous materials training and annually inspects lab facilities to ensure a safe and healthful learning environment. (III.B.1)

To ensure effective utilization and quality of physical resources to support its programs and services, the College employs planning processes in coordination with the UH and UHCC systems. UH and UHCC systems oversee facilities construction and renovation, and the UHCC System and state legislature provide funding. The College uses the Facilities Renewal and
Reinvestment Model (FRRM) to decide when facilities are in need of renovation or replacement. The Long Range Development Plan guides new construction, drawing from facilities utilization data, demand data, and stakeholder input in order to ensure that new construction will effectively meet institutional needs. Acquisition and replacement of other physical resources are overseen by the College and are guided by the Planning and Budget Council process, which employs a rubric to make transparent the criteria for consideration. The Council includes representatives from each division to prioritize requests. (III.B.2)

The College regularly assesses its physical resources in order to determine its feasibility of upkeep and effectiveness in supporting institutional programs and goals. Much of the information it takes into account are facility use studies, program and data reports, inspections, frequency of work orders, and surveys. For new or remodeled facilities, the College uses the Facilities Renewal and Reinvestment Model (FRRM) to determine feasibility of long-term facilities upkeep. Facilities that do not meet programmatic needs or have reoccurring systems failures are prioritized for remodel or replacement, which is accomplished through Capital Improvements Program (CIP) funding. The College utilizes the Master Planning and Space Allocation Committee (MaPSAC), Aesthetics Committee, and Long Range Development Plan (LRDP) to guide new construction and ensure that it is congruent with the aesthetic standards of the campus. (III.B.3)

Provided by the UH and UHCC systems, long-range capital planning for the College supports institutional goals and reflects projections of the total cost of ownership of new facilities and equipment. In 2013 the UHBOR imposed a moratorium on new construction projects to redirect its priorities to reduce its deferred maintenance prior to initiating new line item projects. The UHCC System developed a six-year CIP plan for 2017-2019 that emphasizes health and safety needs, modernization of existing facilities, and especially a reduction of deferred maintenance by renovating buildings with multiple failing subsystems. The UHCC Facilities Environmental Health Office ensures that new construction incorporates design features that minimize TCO, one primary example being the reduction of energy consumption. Allocation of CIP funds is guided by the campus Long Range Development Plan (LRDP), campus and UHCC goals, and facilities health data. (III.B.4)

Conclusions
The College meets the Standard.

III.C Technology Resources

General Observations
In combination with the University of Hawai‘i’s Information Technology Services (ITS), the College’s Computing and Media Services provides the technology services to support the College’s instructional and support programs.

Assessment and planning documents spanning several years reveal the need to expand technology support, infrastructure, and instruction. The College has identified insufficiencies in
the availability of support staff, evening and weekend service hours, faculty training and infrastructure to meet the growing demand for distance education and associated services.

Findings and Evidence
In combination with the University of Hawai‘i’s Information Technology Services (ITS), the College ensures its technology services, facilities, hardware, and software are appropriate and adequate to support the College’s management and operational functions, academic programs and support services. The University of Hawai‘i’s ITS department maintains and supports a high-speed inter-campus networking infrastructure and essential administrative and business systems for management and operational functions. The College’s Computing Services (CS) department oversees the campus networking and telephony infrastructure. With the Media Services (MS) departments, they maintain and support technology resources for computer classrooms, learning labs, and the library to support academic needs. The College uses Learning Management Systems (LMS) and conferencing technologies licensed and administered by the UH ITS, UHCC System, and the College. Credit programs primarily use UH ITS-administered Sakai/Laulima, while non-credit programs primarily use the locally administered Canvas LMS. Learning support services augments its tutoring services with Brainfuse and employs teleconferencing platforms to extend their reach. Support Services implemented MySuccess/Startfish student retention and STAR-GPS guided pathways registration system. (III.C.1)

Technology planning and provisioning occur at multiple organizational levels, from the UH System to specific programs and departments, to ensure an effective technological infrastructure. The UH System ITS department assesses, plans for, and provides inter-campus technology infrastructure, guided by its IT Strategic Plan. ITS also continually updates the Sakai/Laulima LMS platform but is in the process of reviewing other platforms to meet current needs; however, the process stalled in 2017 due to lack of funding. Nevertheless, the College committed resources to pilot Canvas, and thus far the impact on student learning is promising. The UHCC System Strategic Directions plans to develop a system of planned equipment replacement, similar to the building maintenance plan. The College’s CS department has the responsibility for planning, purchasing, and management of most of the computing devices. Departments plan for equipment, maintenance and replacement via their Annual Reports but fulfillment is based on available resources. It is noted that the creation of the Modern Facilities Task Force (MFTF) called for in the 2015 UHCC System Strategic Plan has not been completed. Its task is to establish standards for learning spaces. (III.C.2)

The UH System has policies, technologies, and procedures to protect sensitive data, maintain college operations, protect against cyber-attacks and unauthorized access, provide data backup and recovery, sufficiently monitor and respond to malicious network traffic, and enforce compliance with laws, policies, and regulations. Uninterrupted power supplies maintain functionality during short power interruptions to the campus servers, network switches, PBX, and Ethernet-connected wireless access points and telephones. A portable generator can be used during extended power outages. Campus servers have fault-tolerant components such as RAID storage, ECC memory, and dual power supplies to avoid downtime in the event of a single component failure. Faculty/staff computers are continuously and automatically backed up to the campus file servers. UH ITS provides software, services, and technical support to protect the UH
community against computer viruses and security threats. The Computer Science department also purchases three to five-year extended warranties for most equipment. (III.C.3)

Personnel and students receive technology instruction and support at several organizational levels, including the UH System, the UHCC System, and the College. The UH System offers a variety of support and resources for its constituents in all areas of service, including support tools, servers, instructional technologies, and the Help Desk. The University offers workshops to personnel on its operational platforms, including those for travel, purchasing, financial services, human resource management, facilities management, conferencing, and others. The UH System’s Teaching and Learning with Electronic Networked Technologies (TALENT) program provides faculty and students on all campuses with manuals and tutorials. They also provide professional development opportunities via technology-related workshops and grants to attend conferences.

The College has identified insufficiencies in the availability of support staff, evening and weekend service hours, and faculty training and support to meet a growing demand for distance education services, which it is beginning to address. In its Strategic Outcomes plans, the College plans to increase training and resources for instructors who teach online courses and to offer resources for students in need of learning assistance. The UH System’s Distance Learning Advisory Council is in the process of creating a UH Distance Learning Strategic Plan. (III.C.4)

The UH System holds anyone using its technology resources responsible for complying with the posted UH policies, state laws, and external standards and regulations. The policies and procedures encompass a broad range of considerations such as the use and management of information technology resources, data security, distance and online learning, student conduct, and copyright. (III.C.5)

Conclusion
The College meets the Standard.

III.D Financial Resources

General Observations
The College clearly plans and manages its financial affairs with integrity and in a manner that ensures financial stability. Its cash reserves from FY 2015 to FY 2017 have consistently exceeded both the minimum 5% and target 10% thresholds required in UHCCP Policy #8.201, and the 16% requirement set by the UH BOR. The College community is included in the planning of its annual budget to ensure it supports all institutional planning.

Findings and Evidence
The College’s financial resources are sufficient to support student learning programs and services, to improve institutional effectiveness, and to ensure financial stability. The College’s GF allocation has increased from $9.2 million to $11.8 million from FY 2013 to FY 2017. The College special and revolving funds have remained stable over this period. Further, the College has been highly successful in securing extramural funds from federal, state, and private sources through competitive grants. The College adheres to the State policy of no-deficit spending. The process of distributing resources in the College through the Planning and Budget Council (PBC)
Financial planning is integrated with and supports all institutional planning. As part of the financial planning process, the Planning and Budget Council (PBC) reviews and updates the mission and goals in the fall as part of revising the Strategic Plan. Strategic actions are prioritized based on program reviews and department annual reports. All department members participate in the discussion and prioritization of department funding requests. Appropriate financial information is disseminated to the College community through reports on the PBC webpage. (III.D.2)

The team verified that the College adheres to a well-defined integrated planning and budget development process. All constituencies of the College participate in financial and budgetary matters. The PBC uses the integrated planning process to make resource allocation recommendations to the Chancellor. (III.D.3)

The College’s planning reflects a realistic assessment of available financial resources and the ability to develop new revenue streams to meet expenditure requirements. Increased funding has been achieved by meeting performance goals, increasing tuition fees, securing grants and gifts and developing partnerships. Reducing utility costs has helped in maintaining a viable financial condition for the College. Further, the College has received several extramural grants related to distance education expansion and Native Hawai’ian parity. (III.D.4)

The College has well-established control mechanisms to ensure integrity. The UHBOR provides effective oversight by monitoring all financial activities of the University through audits. The A-133 Audit Reports provide opinions on compliance and internal control deficiencies. Internal audits provide additional levels of reviews of specific programs. The College disseminates real-time financial information through the KFS. (III.D.5)

The College financial documents are accurate and show adequate resources to support student learning programs and services. The consolidated financial statements of the UH and UHCC Systems are audited annually. No deficiencies or irregularities have been identified. The audits are broadly communicated to the College community. (III.D.6)

The College reviews and responds to external audit findings promptly and appropriately. The College had received findings on internal control over compliance that were promptly addressed. Subsequent audit reports confirm that its corrective plans were implemented. (III.D.7)

The College’s financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement. As evidenced from external and internal audits annually, the College proactively responded to audit findings on internal control. (III.D.8)
The College has sufficient cash flow, cash reserves, risk management strategies and contingency plans to maintain stability and avoid financial emergencies. The College has never had any cash flow problems. Over the past year, the College has built up its reserves to its highest point of approximately 30% of the projected expenditures and encumbrances. (III.D.9)

The College practices effective oversight of finances, including grants, financial aid, revolving funds, auxiliary activities and foundations. The College complies with the UH system-wide policies and procedures, state laws and federal regulations. The UH System has integrated different database systems with the KFS to effectively manage its many financial resources. The College has personnel dedicated to providing oversight of its financial activities. (III.D.10)

The College clearly identifies, plans, and allocates resources for payment of liabilities and future obligations. The College has no long-range debt other than the debt service for the revenue bonds used for the energy conservation project. The College allocates payment for the debt service, insurance, and reserves in the annual budget planning process. (III.D.11)

The College plans for and allocates payment of liabilities and future obligations. The College allocates payment for only a very small number of non-general funded positions, as the OPEB obligations for general funded positions are centrally paid for by the State general fund for all State agencies. (III.D.12)

The College allocates funds for debt service reimbursement as part of the budget planning process. Approximately 1.2% of the College’s annual budget is allocated to pay for the Energy Conservation Project. (III.D.13)

The financial resources of the College are used with integrity in conformance with UH System policies and with the intended purpose of the funding source. Extramural grant funds are used according to federal guidelines. Funds from auxiliary activities are used according to state laws. All financial resources are recorded in the KFS. Both internal and external audits evaluate the College’s compliance with these laws—there have been no material weaknesses. (III.D.14)

The College monitors and manages student loan default rates to ensure compliance with federal requirements (less than 30%). Each of the annual rates from FY 2012 to FY 2014 are all within federal guidelines. (III.D.15)

The College has various academic agreements, affiliation agreements, sponsored class or sheltered class contracts with external agencies, funded research agreements, fee-for-service type contracts, facility use agreements, contractual agreements for procurement of goods or services, and lease agreements. All contracts contain appropriate provisions to maintain the integrity and quality of the College’s programs, services, and operations. (III.D.16.)

**Conclusion**
The College meets the Standard.
Standard IV
Leadership and Governance

IV.A Decision-Making Roles and Processes

General Observations
Windward CC leaders have created and encouraged innovation leading to institutional excellence by creating defined governance structures ensuring appropriate administrator, faculty, staff and student participation in decision-making. These processes have led to action on institutional plans, policies, curricular change and other key considerations at the College. All actions and subsequent regular evaluations for integrity and effectiveness are documented and communicated college wide.

Findings and Evidence
The College describes a shared governance planning process in its self-evaluation. The process includes different constituent groups, which include the Ke Kumu Pali (Native Hawai’ian Advisory Board), Windward CC’s Planning and Budget Council (PBC), Faculty Senate, Staff Senate, and the Institutional Effectiveness Committee (IEC). These groups have an opportunity to put forward initiatives that improve practices, programs, and services. The Planning and Budget Council provides advice and counsel to the Chancellor regarding those forces which currently or will have impact on the College’s plan of action which is designed to accomplish specific goals. Initiatives to achieve these goals are justified by assessment, analysis, and evidence of community needs. A major focus of PBC’s work is regular review and updating of the Strategic Plan and the prioritization of the College budget requests. Annual assessments and 5-year program reviews conducted by the divisions of Academic Affairs, Student Services, and Administrative Services provide for ideas for institutional improvement to the PBC. (IV.A.1)

There is evidence the College has established policies and procedures that set a framework for the creation, assessment, and modification of all campus policies, and establish a shared vocabulary, format, and filing system for policy documents. Furthermore, Windward CC’s Associated Students of the University of Hawai’i (ASUH-Windward CC) constitution and by-laws outline students’ role in serving on all shared governance planning committees. The Institutional Effectiveness Committee (IEC), Faculty Senate, Staff Senate, Master Planning and Space Allocation Committee (MaPSAC), Ke Kumu Pali, and the PBC have been designated special purpose committees. The IEC sets policies to plan and oversee an institutional schedule to ensure a systematic, comprehensive, and ongoing assessment of the credit programs, non-credit programs, and other units. Faculty Senate sets the policies for educational decision-making, academic policy, and program development while Staff Senate sets college policies that promote the general welfare of the College through advocacy and inclusion of staff perspective. MaPSAC sets policies to make recommendations concerning short, mid, and long-term facilities use, and plans for renovation of existing facilities and construction of new facilities. ASUH-Windward CC students participate in shared governance committees such as the PBC, where the ASUH-Windward CC President serves, and the IEC, where a student representative serves. (IV.A.2)
The 2015-2021 Strategic Plan denotes nine sub-committees within the PBC, each assigned a portion of the Strategic Plan. These subcommittees developed Windward CC action items that would align with those of the UH and UHCC Systems. Then, refinements to these action items were the result of input provided by the Faculty and Staff Senates, Ke Kumu Pali, ASUH-Windward CC, and members of the administrative team. On April 28, 2017, the PBC approved the 2015-2021 Strategic Plan. (IV.A.3)

The shared governance committee structure chart illustrates the lines of communication and decision-making. Full-time faculty have a professional responsibility to participate on Windward CC and University System committees. Furthermore, all committees maintain sufficient administrative presence and/or support. For example, the Faculty Senate chairs report back to the Chancellor and bring up questions that have occurred during the Faculty Senate meetings. Faculty and academic administrators make recommendations about curriculum and student learning programs through the Curriculum Committee and Faculty Senate. Recommendations about Academic Support and Student Affairs units occur through their annual assessments and 5-year program reviews as well as the unit’s ARPD, and recommendations concerning staff occur through the Staff Senate end-of-year report. (IV.A.4, IV.A.5)

The College makes documents relevant to processes and decisions readily available to its constituents and general public through presentations given to the campus, and State of the College presentations given during convocation. In addition, there is evidence the College utilizes a number of survey instruments and focus groups to assess the integrity and effectiveness of its shared governance committee structure. These assessments of shared governance were submitted to the IEC and fostered dialogue on how the College could modify its current processes to ensure improvement of shared governance and decision-making processes. (IV.A.6, IV.A.7)

Conclusion
The College meets the Standard.

IV.B Chief Executive Officer

General Observations
The Chancellor at Windward CC exercises primary responsibility for the quality of the institution while providing effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. Additionally, the Chancellor has delegated authority to other administrators as appropriate. The Chancellor, through established policies and procedures has collegially guided institutional improvement at Windward CC by establishing values, goals and priorities consistent with the College mission. Further, the Chancellor has facilitated setting institutional performance standards for student achievement, and that evaluation processes utilize data extracted from both internal and external conditions. There is evidence to support that educational planning at Windward is integrated with resource allocation to support the goals set for student achievement while meeting or exceeding accreditation standards.
Findings and Evidence

The Chancellor is required to participate in the UH System’s Council of Community College Chancellor’s (CCCC) meetings. The CCCC advises the Vice President for Community Colleges (VPCC) on matters of academic policy, quality, and standards; brings to the VPCC’s attention academic and institutional issues potentially impacting the community colleges; and collaborates with the VPCC and others in policy development, in establishing and refining operational procedures and practices, and in strategic and facilities planning and budgeting for the UHCC System. (IV.B.1)

Documents substantiate that the Chancellor works with the Chancellor’s administrative staff to ensure that the College adheres to all state, union, and system hiring guidelines. Moreover, the Chancellor works with the VCAA, Faculty Senate, Staff Senate, and the University of Hawai‘i Professional Assembly (UHPA) in matters related to professional development, faculty evaluation, and the promotion and tenure process. The Chancellor is vested with the final decision for all personnel hires with the exception of executive/managerial direct reports to the Chancellor who are approved by the VPCC on recommendation of the Chancellor. Further, the Chancellor is also responsible for directing all aspects of the administration and development of the College in order for the College to fulfill its mission. (IV.B.1)

Organizational charts illustrate that Windward CC is divided into five units: Academic Affairs, Student Affairs, Administrative Services, Career & Community Education, and the Office of the Chancellor. Academic Affairs, Student Affairs, and Administrative Services are each headed by a Vice Chancellor, while a director organizes and manages Windward CC’s Office of Career & Community Education. The VCAA supervises and delegates authority to the respective deans. The deans manage and coordinate the instructional and academic support functions of their respective programs. The Chancellor manages and evaluates the College’s administrative structure and delegates authority to the director and Vice Chancellors for the supervision and day-to-day operations of their respective units. (IV.B.2)

There are supporting documents indicating the Chancellor guides institutional improvement in relation to its values, goals, and priorities by leading the process to develop and update the College Strategic Plan. He ensures that institutional performance standards are set annually and evaluated rigorously by means of his oversight of the IEC and his ex-officio chairmanship of the PBC. He also ensures that evaluation and planning rely on high quality research and analysis of external and internal conditions by virtue of his oversight of the Windward CC Institutional Research Office. Moreover, the Chancellor establishes the linkage of educational planning with resource planning and allocation to support student achievement and learning by means of his oversight of the IEC and his ex-officio chairmanship of the PBC. (IV.B.3)

The Chancellor’s ongoing participation in the Accreditation Steering Committee (ASC) and oversight of other accreditation-related activities signals the institution’s sustained commitment to an inclusive and thorough self-evaluation process and adherence to eligibility requirements. The ASC is a committee of faculty, staff, and administrators that is chaired by the Accreditation Liaison Officer (ALO) and tasked with the oversight of the accreditation effort. The ALO, a post currently held by the Director of Planning and Program Evaluation, reports directly to the
Chancellor and keeps the College abreast of all revisions to ACCJC standards, procedures, and eligibility requirements. (IV.B.4)

Organizational charts delineate the Business Office, and in particular the fiscal administrator, is responsible for ensuring that the expenditures follow State and University policies and procedures. Significant issues are reported to the VCAS and, if necessary, to the Chancellor. The Chancellor delegates minor budget decisions to other administrators. Minor departmental expenditures that occur within the established budget, for instance, are authorized by the appropriate dean of academic affairs, while larger instructional purchases are authorized by the VCAA. Effective oversight in these instances occurs within the context of broader budget allocations tied to the specific goals of the office. Since 2004, the Chancellor’s Office has managed marketing and private fundraising with assistance from various College staff and faculty. The UHF, the 501(c)3 fundraising arm of colleges in the UH System has assigned one development officer to assist in Windward CC’s fundraising efforts. This officer also reports to the Chancellor. (IV.B.5)

As indicated in the Chancellor’s Office 2015 Annual Report, the office’s external leadership functions include meeting with the public, attending public functions and events, analyzing and presenting information to various constituencies, gaining politicians’ support, and building rapport and relationships with community leaders. The Chancellor regularly attends meetings of community groups such as the Kaneohe Business Group, the Kailua Chamber of Commerce, Hawai‘i Council for the Humanities, Kāne‘ohe Rotary Club, and the Kāne‘ohe Neighborhood Board. The Chancellor has served a two-year term as chairman of the Hawai‘i Council for the Humanities Board, as well as a one year term as chair for its proposal review committee, a one year term as its secretary-treasurer, and a one year term as it chair of the partnerships committee, as well as a three-year term as a member of the Board of Directors of the Kailua Chamber of Commerce, and a two-year term as Speakers Bureau chair for the Kāne‘ohe Rotary. (IV.B.6)

Conclusion
The College meets the Standard

IV.C Governing Board

General Observations
The College is part of the University of Hawai‘i system that is overseen by the Board of Regents (BOR), whose fifteen members are appointed to five-year terms by the governor of the state and confirmed by the state senate. Regents are expected to act as a whole and maintain appropriate communication between the BOR and the institution. The BOR has established and adheres to clear policies related to the selection, evaluation and authority of the CEO of the institution. They also have policies and procedures in place related to the Board’s operation, professional development, self-evaluation and ethical requirements. Finally, the BOR has established clear delineation between the general oversight responsibilities of the board and the operational responsibilities of the CEO.

The governing board for the College is established in Hawai‘i State statute and is appointed by the governor and confirmed by the Senate. The Board’s authority is also established in statute.
and the State constitution. Its policies assure its responsibility for academic quality, integrity, and effectiveness of the student learning programs and services.

Findings and Evidence

The by-laws of the Board of Regents include the specific organization and responsibility of the Board and its committees for academic matters, financial oversight, and general control of the University. This authority is further delineated through Regents Policies (RP). Several policies reviewed include a focus on ensuring academic quality, integrity and effectiveness as integral to the institution, a focus echoed in different ways in individual institutional mission statements. Financial stability is also addressed in Regents Policy. (IV.C.1)

Policy also delineates structures for communication between the Board and the University administration, including the requesting and providing of information to and from the Board and the administration. The policy is also emphasized through the Board of Regents Handbook, which is made available to all incoming Regents as well as published on the Board website. The Handbook is based on best practices drawn from the Association of Governing Boards, and includes expectations of Regents. Individual trustees have a responsibility to support the majority action, even when they disagree.” The 2017 Board Self-Assessment includes several items focused on “Acting as a Unit.” Responses to the self-assessment questionnaire indicate that Regents feel there is effective communication and mutual trust, leading to a “high-performing group that works well together.” (IV.C.2)

As the governing body of the UH System, the UH BOR selects and evaluates the University President. There is a policy for evaluating the president that establishes the protocols, including an annual self-assessment by the president, additional data collection by the Board, a preliminary meeting between the Board and the president, and a final evaluation after the President responds to the preliminary assessment. (IV.C.3)

Selection of a CEO is governed by specific policies depending on the position. Recruitment and selection of the system CEO (Vice President for Community Colleges [VPCC]) is outlined in RP 9.212 and the selection of the College’s Chancellor is conducted in accordance with policy UHCCP 9.210. The BOR delegates the authority to evaluate the VPCC to the University of Hawaiʻi president and the evaluation of the College Chancellors is further delegated to the VPCC. Evaluations of the VPCC and the Chancellors are governed by Executive Policies 9.203 and 9.212. The process primarily consists of a 360-degree assessment by those who work closely with the executive, a review of accomplishments and goals for the review year, and the setting of goals for the upcoming year. The evaluation system itself is also periodically reviewed and updated as necessary. (IV.C.3)

The UHCC office has a newly approved (spring 2018) policy UHCCP 9.210 for the recruitment, selection, and appointment of Community College Chancellors which is aligned with Regent Policy RP 9.212. Executive Policy EP 9.212 (in support of Regent Policy RP 9.212) which establishes an annual review that includes a 360-degree assessment by the UH System to include evaluations by his or her peers, subordinates, and constituents of the Chancellors’ performance. This assessment also includes a review of accomplishments and goals for the review year and for the coming year. (IV.C.3)
The autonomy of the UH System is established in the Article X of the State Constitution, which establishes the power of the BOR to formulate policy and exercise control over the university through an executive officer appointed by the BOR. Given the authority of the Legislature to enact laws of statewide concern, the UH BOR remains attentive to whether such laws might impede the UH System and Board from exercising its constitutional authority. (IV.C.4)

There is evidence the Board has modified the UH System mission statement twice in the past several years. In 2009 the Regents adopted a change in the mission that made explicit the UH System’s responsibility and commitment to the success of Native Hawai’ian students and the desire for the System to be a model indigenous serving institution. In 2014, the Regents acted in response to a student initiative to expand the mission to include sustainability as a core responsibility and value for the System. This subsequently led to the creation of a new policy on Sustainability, illustrating the alignment of mission and policy. Work on a new policy focused on alignment of programs with the mission is currently in progress. (IV.C.5)

Board policies governing the system and college work are arranged into several tiers. The uppermost tier are the Board of Regents Policies (RP) and the UH Executive Policies (EP) that implement the RPs. Other policy tiers must exist in compliance with and/or not contradict policies at higher levels. Below the RPs and EPs are the UHCC policies and then those established by the individual colleges. A review of the Board of Regents policy manual shows that the Board has established policies consistent with the system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. (IV.C.5)

The Board publishes its policies establishing its size, duties, responsibilities, structures, and operating procedures. Board Bylaws and the Board Policy Manual, under the UH System Policies and Procedures Information System, are readily available on the UH website. The Bylaws include sections defining the Board membership and organization, the officers and duties of each officer, the standing committee structure of the Board and the scope of each committee, the meeting requirements for both committees and the Board, and other operating procedures including parliamentary procedures, establishment of quorum, voting rules, access to legal counsel and outside consultants, and procedures for modifying the bylaws, which may be done through a two-thirds vote of the Board. (IV.C.6)

A review of samples of Board minutes shows that the actions of the Board are consistent with its policies and bylaws. The BOR reviews its policies on a staggered three-year cycle for 12 chapters of policy. Chapters 9-12 will be reviewed in 2019-2020, after which the cycle begins again. Any policy may be reviewed at any time, as needed. The community colleges are not involved per se, but the VPCC provided leadership for the review of Chapters 1-4 at the request of the Board, and as a regular attendee at Board meetings, is fully informed of the process. The community colleges can provide input to the VPCC. For example, the Community College Council of Faculty Senate Chairs might provide input on matters pertaining to shared governance and decision-making. (IV.C.7)
The evidence shows the Board regularly receives updates on the UH System’s progress in meeting these strategic goals through data on established metrics and trends, and presentations at either Board meetings or meetings of the academic and student affairs committee. The Board has instituted policies such as performance funding that are directly related to the student success goals. Additionally, the Board seeks understanding of the issues impacting student success through a series of reports exploring topics such as financial aid, enrollment management, workforce planning, and student pathways. Moreover, the Board meets on a rotating basis at the campuses in the System, and receives a briefing from the host campus on its progress toward meeting the student success agenda. (IV.C.8)

The BOR has an ongoing training program that includes a number of professional development opportunities. New board members receive a full-day orientation that introduces them to University functions, governance and strategic directions, as well as to BOR governance, processes, ethics, and conduct. New members are also paired with an experienced board member who serves as a mentor to the incoming member. Members also attend relevant conferences such as the Association of Governing Boards and the Association of Community College Trustees. In addition, the BOR conducts retreats and specialized training sessions. For example, during the 2016-2017 academic year, the UH System external auditor conducted a four-part training session for the Board Independent Audit Committee, drawn from the American Institute of Certified Public Accountants (AICPA) handbook, covering the primary duties of an audit committee, expertise, understanding processes and controls, federal government implications, and roles and responsibilities of the external auditor, the internal auditor, and management. (IV.C.9)

RP 2.204 provides a process for BOR self-evaluation and in 2017, the BOR committee structure was revised to provide oversight to the self-evaluation process. The BOR has conducted the self-evaluations annually since 2014 and uses the results for continuous improvement of board performance and institutional effectiveness. In 2015, the Board evaluation included an assessment of whether the Board committee structure adequately aligned with the strategic directions of the UH System. Evaluators were concerned that the existing structure of an academic affairs committee, a student affairs committee, and a community college committee resulted in uncoordinated conversations about student success. After debate and consultation, the Board acted to consolidate the three committees and focus the committee responsibilities on the student success agenda. At the same time, the Board acted to create a committee on research and innovation, also in alignment with the UH System’s strategic directions. (IV.C.10)

The Board is subject to both state ethics laws and to its own bylaws and policies relating to ethics and conflicts of interest. These laws and policies cover all of the potential conflicts identified in the standard. Board members are informed of the ethics requirements through their initial orientation, and through regular Board professional development. The Board’s Code of Ethics is combined with its Conflict of Interest policy. (IV.C.11)

Through RP 2.202, the BOR clearly distinguishes between its responsibility for establishing overall strategic direction, university policy and fiduciary management and that of the UH System President. The President’s authority is then delegated where appropriate to the VPCC and the individual college Chancellor. Where specific situations may indicate board oversight, a
task force is established to explore and address the particular issue, but the BOR does not engage in direct management of the community colleges. (IV.C.12)

Campus interviews confirmed the Board is informed about the status of accreditation at each of the community colleges. For example, in preparation for the 2018 Institutional Self-Evaluation Report (ISER), the Board Committee on Academic and Student Affairs was presented with an overview of the accreditation process, including those standards relating to the governing board. Records confirm that following this briefing, the Board acted to create a permitted interaction group to assist in the evaluation of board-related standards. The permitted interaction group consists of a sub-set of the Regents and is allowed to engage in conversation and dialogue about an issue without being subject to open meeting provisions. (IV.C.13)

Conclusion
The College meets the Standard

IV.D Multi College Districts

General Observations
The University of Hawai‘i Community College System provides leadership in setting and communicating expectations of excellence and integrity at Windward CC and throughout the 10-campus system and assures support for the effective operation of the Colleges. Working with the College, the system VPCC establishes defined roles, authority, and responsibility between the Colleges and the system. The VPCC further provides delineated documents and communicates the operational responsibilities and functions of the system from those of the Colleges. Where the system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards and performance is reflected in the accredited status of the College. The system has a policy for allocation of resources adequate to support the effective operations and sustainability of the College. The VPCC ensures effective control of the expenditures and holds the College Chancellors accountable for the operation of the College. System planning and evaluation is integrated with college planning and evaluation in order to improve student learning and achievement. Communication between the College and the system is accurate and timely ensuring effective operations at the College. The VPCC regularly evaluates the system and college role delineations, governance and decision-making processes to ensure their integrity and effectiveness in assisting the College in its educational goals for student achievement and learning. The results of those evaluations are communicated back to the College and used as the basis for further improvement.

Findings and Evidence
The UH System is the sole provider of public higher education in the State of Hawai‘i. The overall structure of the UH System is established in RP 3.201: Major Organizational Units of the University of Hawai‘i. The 10-campus UH System as a whole includes the University of Hawai‘i Community College (UHCC) System, which comprises seven community colleges. The UHCC System is further established in Regents policy RP 4.207: Community College System. The VPCC is a member of the senior administration of the UH System, reporting directly to the UH System president. The UHCC System office, which oversees the management of and provides support in several areas including academic support, planning, personnel, facilities, and fiscal
resources, is located on the island of O‘ahu at a central site near the flagship campus in Mānoa. The VPCC works with an Associate Vice President for Academic Affairs and an Associate President for Administrative Affairs to ensure support for the effective operation of the Colleges at the UHCC System level (IV.D.1)

Documents available at the UH System web site illustrate the VPCC, the System CEO, provides primary leadership in ensuring that the Colleges function effectively in fulfillment of their respective missions, and in support of educational excellence and student success. The operations of the Office of the Vice President for Community Colleges (OVPCC) are overseen by two associate vice presidents who coordinate centralized support services in the areas of academic affairs and administrative services. The Associate Vice President for Academic Affairs provides leadership in operational policy-making pertinent to the development and implementation of UHCC System-wide academic plans, goals and assessment. Long range development plans verify all Capital Improvement Projects (CIPs) for all campuses are managed at the UH System level through the System’s Office of Capital Improvements (OCI; now designated as the Office of Project Delivery), established by the Board of Regents. General community college repair and maintenance and minor CIPs are managed by the Associate Vice President for Administrative Services, and individual colleges have responsibility for routine maintenance, and health and safety issues. System sustainability policies show the UHCC System has also developed several System-level initiatives in support of student success and achievement. Primary among these is the Student Success Council, created in 2014 as an outgrowth of the UHCC System having joined the Achieving the Dream Initiative in 2006. This System-level Council is mirrored in campus-based committees, which are focused on four key initiatives: developmental education; college pathways; Just-in-Time, customized support services; and graduation and transfer. (IV.D.2)

The UH System has policies that provide for the authority and the processes for allocating and reallocating resources in support of college/system operational effectiveness and sustainability. The UHCC System Strategic Planning Council (SPC) is the primary body for ensuring System-wide participation in the strategic planning process. The membership of the SPC includes the Chancellor, Faculty Senate chair, and Student Government chair from each college; and the vice president and the associate vice presidents for the community colleges. The SPC provides a planning context to ensure that System budget request categories and priorities are consistent with and align appropriately with UHCC Strategic Plan goals and objectives. The guiding principles of the Community College Strategic Academic Planning Process (CCSAPP), which defines the role of the SPC, are codified in UHCCP #4.101. CCSAPP documents show at the UHCC System level, the seven community college Chancellors. With support from the associate vice presidents and their staff, they collectively review, categorize, and prioritize the individual college budget requests. A key criterion in approving campus budget requests is the extent to which they align with and support strategic planning goals. While state general funds allocated by the legislature provide the most significant funding source for the Colleges, tuition revenues also constitute a major component of college budgets. Other sources of internal and extramural funds may also be generated and retained by each college. The evidence included the results of multiple internal audits indicating control of expenditures. (IV.D.3)
The UH System has a President, a Vice President for Community Colleges among several vice presidents responsible for differentiated areas of UH-System functions, and Chancellors for each of the 10 universities or colleges in the System. As noted, the VPCC is the CEO of the System of the seven UH System community colleges. Each college has a Chancellor, the CEO of the institution. The authority and responsibility of community college Chancellors for the overall management and governance of their campuses is further affirmed in Executive Policy 1.102: Authority to manage and control the operations of the campus, which states, “Primary authority for financial management has been delegated by the President to the Chancellors. Chancellors may sub-delegate authority to qualified, responsible program heads.” (IV.D.4)

The UH Strategic Directions 2015-2021 and UHCC Strategic Directions illustrate multiple structures at the UH and the UHCC System level (e.g., committees of administrative counterparts from individual campuses, or councils of campus governance representatives) that facilitate the dialogue and decision-making essential to the processes of planning and implementation. In addition, each tier of the system is grounded in a comprehensive Strategic Plan that provides the conceptual guidance for mid-range planning. The community colleges in the Hawai’i statewide system of public higher education operate within a three-tiered system: the UH System as a whole (including seven community colleges, two baccalaureate institutions, and the flagship research university); the UHCC System; and the individual community college campuses located on the four major islands in the state. The evidence included a crosswalk of these corroborating the high degree of congruity and integration between the system and the Colleges. In some cases, goals and objectives of strategic planning have been quantified or operationalized to provide a basis for evaluation of institutional effectiveness. Several of these measures are also linked to performance-based funding provided at both the UH- and the CC-system level, as seen in the Crosswalk of UH System and UHCC System Performance Funding. CC system-wide and individual colleges utilize council structures to align college goals with system goals and performance indicators. (IV.D.5)

Multiple modes and avenues of communication exist in the UH System to facilitate and support the effective operation of its constituent institutions. Within the UHCC System, the VPCC and the administrative staff in the Office of the Vice President for Community Colleges (OVPCC) are key liaisons in the ongoing process of the flow of information. The evidence included memos and meeting minutes verifying that the VPCC meets regularly with three councils representing different aspects of college governance: The Council of Community College Chancellors, the Community College Council of Faculty Senate Chairs, and the Community College Council of Native Hawaiian Chairs. Meetings of these councils are documented, and each council completes an annual self-assessment. The VPCC also makes semi-annual visits to each community college campus, with information pertinent to both UHCC System and individual campus performance. Typically, fall semester visits focus on major initiatives and budget for the current academic year as well as campus scorecards in the context of performance-based funding based on data from the prior academic year. Spring semester visits generally provide a summary, as well as a prospective view of upcoming work. (IV.D.6)

The process of evaluating role delineations, governance, and decision-making processes can best be described as organic and ongoing, in the sense that while there is not a formal instrument of evaluation or assessment, there are multiple established policies and procedures in place at the
UH System, the UHCC System, and campus levels that are intended to ensure the stable, consistent, and effective functioning of each System and individual colleges. Such policies and procedures serve both to a) set standards of best practices; and b) minimize the likelihood of actions that do not uphold expectations of integrity and effectiveness. Meeting minutes included in the evidence show that policies are regularly reviewed and new policies are created when the need is recognized. Roles and responsibilities are delineated in the Functional Map, and personnel are regularly evaluated on their performance in supporting and achieving educational goals. (IV.D.7)

Conclusion
The College meets the Standard.(See District Improvement Recommendation 4.)
Quality Focus Essay

Area 1: Native Hawai’ian Parity

The commitment to honor, preserve, and perpetuate Native Hawai’ian culture is strikingly evident at Windward CC, with the mission statement infused into all areas. Given the history of colonization and marginalization of Native Hawai’ians, many may come to college with disadvantages. This QFE aims to support the access and educational needs of Native Hawai’ians. The plan articulated in this QFE builds upon current initiatives, and as such, will likely serve to improve the likelihood of Native Hawai’ian students matriculating into the College and graduating.

Windward CC’s QFE seeks to expand on the resources they provide for Native Hawai’ians. Following are the QFE goals:

- Goal 1: Systematize the disaggregation of data by race/ethnicity for enrollment, course success, persistence, graduation, and transfer.
- Goal 2: Within the institutional enrollment management plan, identify and prioritize strategies at the institution which positively impact NH enrollment parity across the institution and within degrees/certificates.
- Goal 3: Identify and prioritize strategies at the institution which positively impact NH persistence.
- Goal 4: Identify and prioritize strategies at the institution which positively impact NH graduation and transfer.

This QFE has many strengths. It is ambitious and well thought out, with concrete action steps, designated agents, timelines, and assessments. It clearly emerges from their ISER and the process of wide-scale deliberations with campus constituencies through forums and governance committees to arrive at this project fosters ownership by the College at large. The goals are integrated into all areas of the College by providing departments with relevant data, engaging them in concerted discussions about fostering Native Hawai’ian success and sharing best practices, and making use of the College’s planning and budget allocation processes to secure necessary resources to successfully implement. Although Goal 1 specifically identifies the need to provide valid and consistent disaggregated data related to Native Hawai’ian students, there is no intentional action step to use the data to establish benchmarks and measurable objectives. The College is encouraged to integrate use of the data into the evaluation of the action project as they implement the QFE.

Area 2: Distance Education Parity

The College continues to expand its distance education offerings with the goal of increasing student academic parity with those taking face to face courses. This goal is evident throughout the ISER and referenced frequently in regards to the standards.

The College has developed three strategies to address this goal:

1. Provide faculty who teach online with expert training and support
2. Provide equivalent support services to online and face-to-face students.

3. Align institutional and programmatic practices for online instruction

Through interviews and a review of evidence, the team found that this is an area that needs increased focus. College staff, students, and faculty agree that there is a need to focus time and resources to support distance education courses and students at the College. The College has set up a comprehensive plan to support increased student success in its Quality Focus Essay. In order to support these student-focused goals, the College may want to also address technological infrastructure and tech staff support for distance education offerings. The College has an aggressive timeline that will need to be supported through planning and focused resource allocation.