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Summary of Evaluation Report

INSTITUTION: Windward Community College

DATES OF VISIT: October 15-18, 2018

TEAM CHAIR: Dr. Glenn Roquemore

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 Kāneʻohe on the island of Oʻahu 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 Hawaiʻi 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 Kakoʻo), Hawaiʻian Studies (Hale Aʻo), Social Sciences (Hale Naʻauao), 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 Laʻakea), completed in Fall 2012, has become the core for many of the College's educational support and outreach activities including housing tutoring services, the Hawaiʻian 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 Hawaiʻi 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 Hawaiʻi, 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 Hawaiʻian 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.

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:

| | |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit. |
| <input checked="" type="checkbox"/> | The institution cooperates with the evaluation team in any necessary follow-up related to the third party comment. |
| <input checked="" type="checkbox"/> | The institution demonstrates compliance with the Commission <i>Policy on Rights and Responsibilities of the Commission and Member Institutions</i> as to third party comment. |

[Regulation citation: 602.23(b).]

Conclusion Check-Off (mark one):

| | |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements. |
| <input type="checkbox"/> | 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. |
| <input type="checkbox"/> | 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:

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|-------------------------------------|--|
| <input checked="" type="checkbox"/> | 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. |
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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

Evaluation Items:

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|-------------------------------------|---|
| <input checked="" type="checkbox"/> | Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure). |
| <input checked="" type="checkbox"/> | The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution). |
| <input checked="" type="checkbox"/> | Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition). |
| <input checked="" type="checkbox"/> | Any clock hour conversions to credit hours adhere to the Department of Education’s conversion formula, both in policy and procedure, and in practice. |
| <input checked="" type="checkbox"/> | The institution demonstrates compliance with the Commission <i>Policy on Institutional Degrees and Credits</i> . |

[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):

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|-------------------------------------|--|
| <input checked="" type="checkbox"/> | The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements. |
| <input type="checkbox"/> | 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. |

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| <input type="checkbox"/> | The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements. |
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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:

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| <input checked="" type="checkbox"/> | Transfer policies are appropriately disclosed to students and to the public. |
| <input checked="" type="checkbox"/> | Policies contain information about the criteria the institution uses to accept credits for transfer. |
| <input checked="" type="checkbox"/> | The institution complies with the Commission <i>Policy on Transfer of Credit</i> . |

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

Conclusion Check-Off (mark one):

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|-------------------------------------|--|
| <input checked="" type="checkbox"/> | The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements. |
| <input type="checkbox"/> | 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. |
| <input type="checkbox"/> | The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements. |

Narrative:

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:

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|-------------------------------------|--|
| <input checked="" type="checkbox"/> | 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. |
| <input checked="" type="checkbox"/> | 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). |
| <input checked="" type="checkbox"/> | 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. |
| <input checked="" type="checkbox"/> | The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings. |
| <input checked="" type="checkbox"/> | The institution demonstrates compliance with the Commission <i>Policy on Distance Education and Correspondence Education</i> . |

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

Conclusion Check-Off (mark one):

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| <input type="checkbox"/> | The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements. |
| <input checked="" type="checkbox"/> | 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. |
| <input type="checkbox"/> | 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:

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| <input checked="" type="checkbox"/> | 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. |
| <input checked="" type="checkbox"/> | 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. |
| <input checked="" type="checkbox"/> | The team analysis of the student complaint files identifies any issues that may be |

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| | indicative of the institution's noncompliance with any Accreditation Standards. |
| <input checked="" type="checkbox"/> | 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. |
| <input checked="" type="checkbox"/> | 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):

| | |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements. |
| <input type="checkbox"/> | 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. |
| <input type="checkbox"/> | 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:

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|-------------------------------------|---|
| <input checked="" type="checkbox"/> | The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies. |
| <input checked="" type="checkbox"/> | The institution complies with the Commission Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status. |
| <input checked="" type="checkbox"/> | 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):

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|-------------------------------------|--|
| <input checked="" type="checkbox"/> | The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements. |
| <input type="checkbox"/> | 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. |
| <input type="checkbox"/> | 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:

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| <input checked="" type="checkbox"/> | 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. |
| <input checked="" type="checkbox"/> | 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. |
| <input checked="" type="checkbox"/> | 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. |
| <input checked="" type="checkbox"/> | 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. |
| <input checked="" type="checkbox"/> | 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. |

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

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)

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.

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

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

Standard III

Resources

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

