

EVALUATION REPORT

WINDWARD COMMUNITY COLLEGE

45-720 Kea'ahala Rd.
Kāneohe, Hawai'i 96744

A Confidential Report Prepared for
The Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

This report represents the findings of the evaluation team that visited
Windward Community College from October 15 through October 18, 2012.

Cynthia E. Azari, Ed.D.
Chair

Windward Community College Comprehensive Evaluation Visit Team Roster
October 15 - 18, 2012

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Riverside City College

Michelle Davila (Assistant)
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Fullerton College

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Dr. Marilyn Meyer-Behringer
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Ms. Janet Riswold
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Mr. Gregory Stoup
Director of Planning, Research,
and Student Success
Cañada College

Dr. Audrey Yamagata-Noji
Vice President of Student Services
Mt. San Antonio College

Summary of the Evaluation Report

INSTITUTION: Windward Community College

DATE OF VISIT: October 15–18, 2012

TEAM CHAIR: Cynthia E. Azari, Ed.D.
 President, Riverside City College

A twelve-member accreditation team visited Windward Community College in mid-October for the purpose of evaluating the institution's request to reaffirm accreditation.

Windward Community College is located in Kāneohe, Hawai'i on the island of Oahu at the base of the Ko'olau mountain range. The college is situated on approximately 64 acres of land and is composed of ten buildings. Some of the buildings are renovated former Hawai'i State Hospital buildings or part of the college's newer construction projects. The most recent building is the Library Learning Commons, which is silver Leadership in Energy and Environmental Design (LEED) certified.

The college is governed by the Board of Regents of the University of Hawai'i, a state appointed board that governs all ten campuses of the University of Hawai'i System. The daily operations of Windward Community College are led by the Chancellor, who is directly responsible to the University Vice President of Community Colleges, who reports to the President of the University of Hawai'i.

Windward Community College staff prepared well for the team's visit, beginning with developing an organized and detailed Self Evaluation Report. The team room was spacious, comfortable, and contained information the team required to complete their work. Team requests both before and during the visit were quickly met by college faculty and staff. In addition to open forums and one-on-one interviews, the team had numerous opportunities to observe Windward Community College dialogue in action. Team members were greeted with hospitality and candor in every interaction and were provided with open access to all documents, faculty, staff, administrators, and students needed to gather evidence related to the accreditation standards.

The team prepared for its visit by reviewing the Windward Community College Self-Evaluation Report, responses to the previous accreditation team report, college publications, such as catalog and schedule, and online resources and evidentiary documents.

Overall, the team perceives the college and its community of faculty, staff, and students to be thriving, thoughtful, creative, and optimistic. Specifically, team members were impressed that:

- The college has articulated a clear mission for the institution that identifies a commitment to educational excellence and addresses the needs of the local community, with emphasis on supporting the needs of Native Hawaiians.
- Windward Community College is highly commended for the inclusive, caring and welcoming campus climate that reaches out to the community, as well as the students, promoting a feeling of Ohana, or family.
- College staff are commended for their efforts in financial aid outreach and for improving efficiencies in financial aid, which have resulted in comprehensive financial assistance for students.
- The college is commended for completion of the Library Learning Commons and for attaining Silver LEED certification. Also, commendable are the college plans and resources for facilities renovations throughout the campus.

UHCC Recommendations

UHCC Recommendation 1: Institutional Mission and Effectiveness

In order to meet the Standards for institutional effectiveness and integration of planning and resource allocation processes, including program review, it is recommended that: -

- The VPCC and the Chancellors develop broad-based, ongoing, collegial dialogue between and among the UHCC and the colleges to better assess the breadth, quality, and usefulness of UHCC analytical tools (e.g., UHCC Annual Report of Program Data (ARPD)) and planning processes through feedback from college stakeholders. In addition, the UHCC and Chancellors should provide training for the appropriate use of the tools to support on-going improvement and effectiveness.
- The Chancellors provide clear descriptions and training regarding the planning timeline and budgeting process. The information and training should be available to all college constituencies and reviewed regularly to ensure accuracy for resource allocation that leads to program and institutional improvement (Standards I.B.3, I.B.1, II.A.1.c, II.A.2.a, e, f, II.B.1, II.B.3.a, and II.b.4, I.B.1, I.B.4, I.B.6).

UHCC Recommendation 2: Student Learning Programs and Services

In order to meet the Standards, degrees offered by the colleges must be consistent with the general education philosophy as outlined in the college catalog and the rigor of the English and math courses needed to fulfill the degree requirements must be appropriate to higher education (ER 11, Standards II.A.3, II.A.3.b).

UHCC Recommendation 3: Student Learning Programs and Services and Resources

In order to meet the Standard, the UHCC and the colleges shall take appropriate actions to ensure that regular evaluations of all faculty members and others directly responsible for student progress toward achieving stated student learning outcomes include, as a component of the evaluation, effectiveness in producing student learning outcomes (Standard III.A.1.c).

UH Recommendation 4: Resources

In order to meet the Standards, it is recommended that a comprehensive UH system wide technology plan that includes and supports distance education be developed and implemented and is integrated with institutional planning (Standards II.A.1.b, II.A.1.c, II.A.2.c, III.C.2, III.C.1, III.C.1.c, III.C.2).

UH Recommendation 5: Board and Administrative Organization

In order to meet the Standards, it is recommended that the UH BOR adopt a regular evaluation schedule of its policies and practices and revise them as necessary. In addition, the UH BOR must conduct its self evaluation as defined in its policy and as required by ACCJC Standards (Standards IV.B.1.e, IV.B.1.g).

Windward Community College Recommendations

After carefully reading the self- evaluation report, examining evidence, interviewing college personnel and students, and discussing the findings in light of the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges 2002 (revised 2012) Standards, the team offers the following recommendations to Windward Community College.

Recommendation 1

As noted in the 2006 visiting team report and in order to meet the standards, the team recommends that the institution complete the development and assessment of student learning outcomes for all courses, programs and general education, as well as develop and assess learning outcomes for student services, using the results for improvement of student learning and achievement and institutional effectiveness. (ER 10, I.B.3, I.B.7, II.A.2.b, II.A.2.c, II.B.4)

Recommendation 2

In order to fully meet the standards it is recommended that the college design, document and implement an effective, integrated planning model, system of program review and resource allocation process which is inclusive of all institutional planning activities including administrative services and technology. The college should develop formal systematic evaluation mechanisms for assessing the quality and effectiveness of planning structures and processes and use assessment results for the improvement of learning and institutional effectiveness. (I.B.1 through I.B.7; II.A.2, II.B.4, II.C.2, III.A.6, III.B, III.B.2, III.C.1, III.C.2, III.D.1, III.D.3, III.D.4, IV.A.1, IV.A.5, IV.B.1, IV.B.3.g)

Recommendation 3

In order to fully meet the standard, the team recommends that the institution develop and implement a comprehensive staffing plan as well as a professional development plan designed to meet the needs of its personnel and fully implement the civil service evaluation process. (III.A.1.b, III.A.2, III.A.5, III.C.1.b)

Recommendation 4

In order to fully meet the standard, the team recommends that the college develop sustainable financial resources to provide adequate staffing, equipment, student and academic support services as well as funding for operations. (II.A, II.B, II.C.1; II.C.1.b; II.C.1.c; II.C.1.d, III.A, III.B, III.C)

Recommendation 5

In order to fully meet the standards, the team recommends that the institution regularly evaluate its governance, decision-making structures and planning processes in order to assure their integrity and effectiveness. The college should also widely communicate the results of the evaluations and use them as the basis for continuous and ongoing improvement of learning and institutional effectiveness. (I.B.1, I.B.4, I.B.6, IV.A.4, IV.A.5)

Accreditation Evaluation Report for
Windward Community College
October 15 -18, 2012

Introduction

Windward Community College was established in 1972 and is one of the six community colleges of the ten institutions of the University of Hawai'i System. Windward Community College served approximately 2,700 students in the 2011 fall semester, with approximately 54% of those students under the age of 25. Over the past five years the number of students between the ages of 25 and 49 has increased. Student demographics indicate:

- Windward Community College enrolls a diverse population consisting of 42 percent Native Hawaiian, 20 percent Caucasian, 17 percent Asian, 14 percent two or more races, 2 percent Pacific Islander, 3 percent Hispanic, 1 percent African-American, 1 percent other or unknown and 0.3 percent Native American.
- More female students (60.1%) than male students (39.2) attend Windward Community College.
- Twenty-nine percent of the students work full time and over 70 percent work part time.

Recent Accreditation History for Windward Community College

The Commission acted to place the College on Warning following a Progress Report in 2004. The 2006 comprehensive accreditation visit to Windward Community College resulted in five recommendations. The January 31, 2007 letter from ACCJC removed Windward from Warning and reaffirmed accreditation, with an October 2007 Progress Report and a November 2007 visit. Based on the report of the follow-up visit, the January 31, 2008 letter from ACCJC indicated that the Commission accepted the Progress Report with a requirement that the college complete a Progress Report in March 2009 that would demonstrate resolution of Recommendations 1 and 5. The Progress Report was accepted on June 9, 2009. The 2006 Evaluation team made the following:

Recommendation 1: Improving Institutional Effectiveness

To evaluate institutional effectiveness, the college should continue to improve its strategic planning processes by developing measureable performance indicators for setting institutional goals and strategic directions. (Standard I.B.7)

Recommendation 2: Student Learning Outcomes

To improve learning and success, the team recommends that the college completes its cycle of program reviews and incorporates into these program reviews the assessment of SLOs at course, program and degree levels. (Standard II.A.1.c)

Recommendation 3: Student Success

The college should define the at-risk population, develop and implement specific strategies for addressing the needs of the at-risk population, and create mechanisms for the continuous assessment and improvement of services to this population. (Standard II.B.3.c)

Recommendation 4: Library and Learning Support Services

In the interest of improvement beyond the standard, the college should act diligently to secure funding which will ensure the construction of the proposed future Library facility (Standard II.C.1.a)

Recommendation 5: Governance Structure Policy

The team recommends, to ensure appropriate participation and input, that the college refine its current governance structure policies by including written definitions of roles and responsibilities for all constituent groups and formalize processes and structures for clear, effective communication and reporting relationships. In addition, the college should implement an annual evaluation process to assess the effectiveness of leadership and decision making which leads to institutional improvement. (Standard IV.A.1, A.2, A.3, A.5)

Windward Community College Self-Evaluation

The Self-Evaluation document submitted August 15, 2012 is well-written and is presented in a professional, easy-to-follow format. The self-evaluation includes sections on institutional history, demographics, status of prior recommendations, and reports on each Accreditation Standard. College and System demographic information is comprehensive and clearly presented.

The Self-Evaluation Report is comprehensive and presents much description and evidence. With one exception, every self-evaluation section states “The College meets the Standard.” The college should consider more analysis before stating that the standard is met. The analytic sections are embedded in the descriptive summaries, and there are thirty-seven planning agenda items.

Commendations for Windward Community College

Overall, the team perceives the college and its community of faculty, staff, and students to be thriving, thoughtful, creative, and optimistic. Specifically, team members were impressed with:

Commendation 1

The college has articulated a clear mission for the institution that identifies a commitment to educational excellence and addresses the needs of the local community, with emphasis on supporting the needs of Native Hawaiians.

Commendation 2

The college is highly commended for the inclusive, caring and welcoming campus climate that reaches out to the community as well as the students promoting a feeling of Ohana, or family.

Commendation 3

The college should be commended for their efforts in financial aid outreach and for improving efficiencies in financial aid which have resulted in comprehensive financial assistance for students.

Commendation 4

The college should be commended for completion of the Library Learning Commons and for attaining Silver LEED certification. Also, commendable are the college plans and resources for facilities renovations throughout the campus.

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- The Chancellors provide clear descriptions and training regarding the planning timeline and budgeting process. The information and training should be available to all college constituencies and reviewed regularly to ensure accuracy for resource allocation that leads to program and institutional improvement (Standards I.B.3, I.B.1, II.A.1.c, II.A.2.a, e, f, II.B.1, II.B.3.a, and II.b.4, I.B.1, I.B.4, I.B.6).

UHCC Recommendation 2: Student Learning Programs and Services

In order to meet the Standards, degrees offered by the colleges must be consistent with the general education philosophy as outlined in the college catalog and the rigor of the English and math courses needed to fulfill the degree requirements must be appropriate to higher education (ER 11, Standards II.A.3, II.A.3.b).

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In order to meet the Standard, the UHCC and the colleges shall take appropriate actions to ensure that regular evaluations of all faculty members and others directly responsible for student progress toward achieving stated student learning outcomes include, as a component of the evaluation, effectiveness in producing student learning outcomes (Standard III.A.1.c).

UH Recommendation 4: Resources

In order to meet the Standards, it is recommended that a comprehensive UH system wide technology plan that includes and supports distance education be developed and implemented and is integrated with institutional planning (Standards II.A.1.b, II.A.1.c, II.A.2.c, III.C.2, III.C.1, III.C.1.c, III.C.2).

UH Recommendation 5: Board and Administrative Organization

In order to meet the Standards, it is recommended that the UH BOR adopt a regular evaluation schedule of its policies and practices and revise them as necessary. In addition, the UH BOR must conduct its self evaluation as defined in its policy and as required by ACCJC Standards (Standards IV.B.1.e, IV.B.1.g).

Windward Community College Recommendations

After carefully reading the self-study report, examining evidence, interviewing college personnel and students, and discussing the findings in light of the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges 2002 Standards, the team offers the following recommendations to Windward Community College.

Recommendation 1:

As noted in the 2006 visiting team report and in order to meet the standards, the team recommends that the institution complete the development and assessment of student learning outcomes for all courses, programs and general education, as well as develop and assess learning outcomes for student services, using the results for improvement of student learning and achievement and institutional effectiveness. (ER 10, I.B.3, I.B.7, II.A.2.b, II.A.2.c, II.B.4)

Recommendation 2:

In order to fully meet the standards it is recommended that the college design, document and implement an effective, integrated planning model, system of program review and resource allocation process which is inclusive of all institutional planning activities including administrative services and technology. The college should develop formal systematic evaluation mechanisms for assessing the quality and effectiveness of planning structures and processes and use assessment results for the improvement of learning and institutional effectiveness. (I.B.1 through I.B.7; II.A.2, II.B.4, II.C.2, III.A.6, III.B, III.B.2, III.C.1, III.C.2, III.D.1, III.D.3, III.D.4, IV.A.1, IV.A.5, IV.B.1, IV.B.3.g)

Recommendation 3:

In order to fully meet the standard, the team recommends that the institution develop and implement a comprehensive staffing plan as well as a professional development plan designed to meet the needs of its personnel and fully implement the civil service evaluation process. (III.A.1.b, III.A.2, III.A.5, III.C.1.b)

Recommendation 4:

In order to fully meet the standard, the team recommends that the college develop sustainable financial resources to provide adequate staffing, equipment, student and academic support services as well as funding for operations. (II.A, II.B, II.C.1; II.C.1.b; II.C.1.c; II.C.1.d, III.A, III.B, III.C)

Recommendation 5:

In order to fully meet the standards, the team recommends that the institution regularly evaluate its governance, decision-making structures and planning processes in order to assure their integrity and effectiveness. The college should also widely communicate the results of the evaluations and use them as the basis for continuous and ongoing improvement of learning and institutional effectiveness. (I.B.1, I.B.4, I.B.6, IV.A.4, IV.A.5)

Responses to Recommendations of the 2006 Comprehensive Evaluation Team

Aspects of the 2006 recommendations that remain unmet have been incorporated in the recommendations crafted by the 2012 visiting team.

Recommendation 1: Improving Institutional Effectiveness

To evaluate institutional effectiveness, the college should continue to improve its strategic planning processes by developing measureable performance indicators for setting institutional goals and strategic directions. (Standard I.B.7)

Findings and evidence:

The strategic planning process has undergone considerable change since the 2007 recommendations. The Strategic Planning and Budgeting Committees updated the plan to include measures and benchmarks. During the fall 2007 semester the University of Hawai'i modified its System Strategic plan to reflect the initiatives of the Achieving the Dream project and enhance the output of science, technology, engineering and math students for the state's workforce.

To coordinate its strategic planning activities the college hired a Director of Planning and Program Evaluation in December 2007. The director serves on the Planning and Budget Council and convenes the Institutional Effectiveness Committee.

In 2008 the Vice President for Community Colleges sent performance measures agreed to by Windward Community College administration through the year 2015. These outcome measures, after review and revision by the Strategic Planning Committee, became the college's strategic objectives and were approved by the Faculty Senate in November 2008.

In fall 2009 the Strategic Planning Committee and the Budget Committee were combined into the Planning and Budget Council. Planning activities were limited during 2010-11; planning resumed in spring 2012.

The College's Strategic Plan has measurable outcomes for student success and achievement, economic contribution, global competitive workforce development, and resources and stewardship. The Director of Planning and Program Evaluation monitors the implementation of the Strategic Plan modifications necessary to meet these strategic outcomes. It is also the Director's responsibility to keep abreast of any changes made to the UH System and UH Community Colleges (UHCC) Strategic Plans and to ensure that the College's Strategic Plan remains aligned with them. WCC's Institutional SLOs are its General Educational SLOs. Four new GE SLOs were presented to the faculty and staff at the fall 2011 convocation, and an open forum was held on September 14, 2011, eliciting comment from all campus constituencies and community advisory groups. This produced the current GE SLOs which will be the basis for assessment activities.

Campus-wide dialogue occurred in two workshops provided by the Institutional Effectiveness Committee one on March 9, 2012 using 2010-2011 assessment results, and one on March 16,

2012, using the same results broken down by department to show faculty the new General Education assessment process. This constituted the first explicit General Education Assessment for the College since 2005. The official first round of General Education assessment using this new process will be fall 2012.

The College's Program Review Policy and Procedure has been revised twice: once in 2006 when the Academic Program Certificates were moved from stand-alone assessments to assessments in the Department Annual Report, and again in 2010 when the Employment Training Center was dissolved. One of the outputs from the promulgation of this policy was the establishing of Windward Community College's Program Review, Strategic Planning, and Budget Cycle. This cycle may need to be reviewed annually as UH System and UHCC System timelines change.

Conclusion:

The College has partially met the recommendation.

Recommendation 2: Student Learning Outcomes

To improve student learning and success, the team recommends that the college completes its cycle of program reviews and incorporates into these program reviews the assessment of SLOs at course, program and degree levels. (Standard II.A.1.c)

Findings and evidence:

In the October 2007 progress report to the commission, Windward certified that 94% of its course SLOs were in place, and that there was a plan to complete the remaining 6% in the near future. The action plan also called for continuing course assessment planning to identify and develop methods for assessing SLOs at the degree level, along with a plan to assess SLOs in noncredit courses.

The current report certifies that SLOs exist and are being assessed in 100% of the courses. The cycle of five-year assessment plans is still functioning. Evidence of continued compliance includes the aforementioned Program Review Timeline and the Program Review Policy. The annual reviews utilize a template to identify, amongst other things, how the program addresses the college mission. The discussion of SLO is at the forefront of much of what is included in the program review document. There is also a strong data element, measuring faculty and staff resources, connections to the community, quantitative indicators such as demand and efficiency, and an overall determination of the program's health, where each key element is rated as healthy, cautionary, or unhealthy.

Each area is required to provide an action plan and address any budget implications in carrying out these plans. The annual department reviews feed into a five-year program review cycle, as noted in UHCC policy 5.202: "All programs shall prepare annual reports documenting performance on agreed upon outcomes, key benchmarks, critical external factors, and planning improvements. All programs shall complete a comprehensive assessment at least once each five years in accordance with the schedule established by the College." However, the nature of these comprehensive assessments in relationship to the annual assessments is somewhat unclear.

One cycle of program review for the AA degree is completed, and this included assessing SLOs at the course level. The college began to assess SLOs in Academic Subject Certificates, but determined that subsets of courses within the certificate would be better evaluated as part of the annual review of the department in which they were housed. Windward has continued to incorporate SLO assessment into its departmental review cycle. (II.A.2. a, II.A.2. b)

Other than Counseling and TRiO programs, student support services and non-credit programs do not offer evidence of student learning outcomes assessment. (II.B.3.c, II.B.4)

The college has completed a cycle of program review and incorporated the assessment of SLOs at the course and program level. While these individual course/program assessments do refer to the PLOs and GELOs, there has not been a comprehensive assessment of either PLOs or GELOs. The college replaced its previous ten GELOs with four new GELOs in 2011. A schedule has been created to assess one GELO each semester for the next two years. Assessment of the communications GELO has started this semester, but it is too early for any results to be available.

Conclusion:

The college has completed its cycle of program reviews and incorporates into these program reviews the assessment of SLOs at the credit course, program, and degree levels; however, there is not a complete assessment of the program or degree level SLOs. In addition, student support services and non-credit programs have not developed or assessed student learning outcomes.

The college has not met this recommendation.

Recommendation 3: Student Success

The college should define the at-risk population, develop and implement specific strategies for addressing the needs of the at-risk population, and create mechanisms for the continuous assessment and improvement of services to this population. (Standard II.B.3.c)

Findings and evidence:

The college has identified separate at-risk student populations: recent high school graduates; first generation college students; students with disabilities, students of Hawaiian ancestry; and students who have a GPA below 2.0.

Until December of 2010, The Employment Training Center (ETC) offered short-term, non-credit courses. Since the ETC was discontinued, specially focused approaches accommodate the needs of at-risk students. Learning for these students is augmented by programs and initiatives, including "Frosh Camp," tutoring, intensive counseling, mandatory advising and reduced course load for students with low GPAs.

Outcome measures include persistence, retention, and graduation rates. The College Success Counselor monitors and evaluates intervention strategies for underperforming students.

Conclusion:

This recommendation has been met.

Recommendation 4: Library and Learning Support Services

In the interest of improvement beyond the standard, the college should act diligently to secure funding which will ensure the construction of the proposed future Library facility. (Standard II.C.1.a)

Findings and evidence:

The college secured state funding of \$41,579,000 for construction of a new library. Money for furnishings was also appropriated in the sum of \$1,578,000. Construction was completed in August, 2012 and the new library is open and operating.

Conclusion:

This recommendation has been met.

Recommendation 5: Governance Structure Policy

The team recommends, to ensure appropriate participation and input, that the college refine its current governance structure policies by including written definitions of the roles and responsibilities for all constituent groups and formalize processes and structures for clear, effective communication and reporting relationships. In addition, the college should implement an annual evaluation process to assess the effectiveness of leadership and decision making which leads to institutional improvement. (Standard IV.A.1, A.2, A.3, A.5)

Findings and evidence:

The first part of the recommendation was completed before the November 2008 visit. In spring 2008 it was determined that the college needed to develop an evaluation process to assess the effectiveness of its leadership and decision-making structures. The results of the evaluation process were to be communicated to the campus community.

The Institutional Effectiveness Committee established the Governance Sub-Committee of the Institutional Effectiveness Committee (GSIEC) that reviewed survey instruments and made appropriate modifications. The GSIEC is convened by the Director of Institutional Research and consists of five senior faculty and staff members.

In 2011 the GSIEC distributed survey instruments designed to evaluate the college's governance structure. More than one dozen surveys were distributed over a two month period of time. The questions were generic and not tailored to the functions of the four advisory committees of the governance structure. The numerous surveys distributed at the same time to the same constituents resulted in "survey fatigue" and in low respondent rates (as low as 15% in some

cases). As a result the assessment data is questionable; the survey results were only discussed by the advisory committees, and there was no discussion of the survey results at the college level. The GSIEC has not had a functional role since the surveys were conducted, and the college does not have a plan to conduct follow-up assessment of the governance structure.

GSIEC surveys for members and non-members were created in 2008 and were distributed throughout the college. Survey results led to the restructuring of the Master Plan and Space Allocation Committee and the merging of the Strategic Planning Committee with the Budget Committee to produce the Planning and Budget Council. The GSIEC has not had a functional role since the surveys were conducted.

In November 2011, the Chancellor, Following the GSIEC Policy and Procedures, requested an outside evaluator to come in to assess the process. In 2012, the evaluator presented his final report (David Mongold's Report on the GSIEC Evaluation) to the Chancellor. The IEC set up a sub-committee, which promulgated a new Policy of Assessing Governance which was passed by the Faculty Senate in late spring 2012 and went into effect in the fall 2012 semester.

Conclusion:

This recommendation has been partially met.

Eligibility Requirements

The team found Windward Community College to be in compliance with all eligibility requirements established by the Accrediting Commission for Community and Junior Colleges.

1. Authority

Windward Community College, in its 40th year of service, is accredited by the Accrediting Commission of Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC), and is recognized as an accredited two-year community college by the University of Hawai'i, the University of Hawai'i System, the United States Department of Education and the Veterans' Administration.

2. Mission

The Windward Community College's mission clearly defines its role as a degree-granting institution dedicated to providing higher education opportunities for local residents and beyond in a student-centered framework. The mission statement, in accordance with WCC Policy 4.5 is reviewed in the fourth year following the Self-evaluation of Educational Quality and Institutional Effectiveness. Therefore, WCC began the process of reviewing its past mission statement in 2010. The mission statement below was approved by the University of Hawai'i Board of Regents (BOR) on May 19, 2011.

Windward Community College offers innovative programs in the arts and sciences and opportunities to gain knowledge and understanding of Hawai'i and its unique heritage. With a special commitment to support the access and educational needs of Native Hawaiians, we provide O'ahu's Ko'olau region and beyond with liberal arts, career and lifelong learning in a supportive and challenging environment — inspiring students to excellence.

The mission statement is published in the College Course Catalog, on the College Website, on all syllabi, and in various areas throughout the campus.

3. Governing Board

The UH Board of Regents is appointed by the Governor of Hawai'i and governs all six community colleges, UH Maui College, and the three baccalaureate institutions in the UH System. It manages and controls the affairs of the System and is responsible for the successful operation and achievement of the university's purposes as prescribed in the Hawai'i Revised Statutes (HRS) Chapter 304-3A. The BOR also serves as the State Board for Career and Technical Education. The policies and bylaws under which BOR operates can be found online.

The BOR is composed of 12 members appointed to staggered four-year terms. Regents serve as volunteers under guidelines set forth in HRS 84-14. Biographies of the current BOR members are available online.

4. Chief Executive Officer

Douglas Dykstra was appointed Chancellor, the Chief Executive Officer, of Windward Community College in 2009. Prior to his official appointment, Mr. Dykstra served as Vice Chancellor of Academic Affairs at Hawai'i Community College (2004-2009) and Interim Vice Chancellor of Academic Affairs at Leeward Community College (1998-2004). The affairs of Windward CC constitute his full-time responsibilities.

5. Administrative Capacity

The College's administrative staff consists of the Chancellor, the Vice Chancellor of Administrative Services, the Vice Chancellor for Academic Affairs, the Vice Chancellor of Student Affairs, the Dean of Academic Affairs for Division I, the Dean of Academic Affairs for Division II, and the Interim Director of Career and Community Education

The College maintains an administrative structure tailored to its mission and conducive to an effective learning environment as seen through the recorded minutes of its weekly Chancellor's Administrative Staff Council meetings. All administrators possess appropriate qualifications, training, and experience as seen by their individual biographies.

6. Operational Status

Approximately 2,700 students were enrolled in credit classes at the college in fall 2011, an increase of 3 percent from the previous year. WCC students attend for a variety of reasons, including transfer, degree and certificate attainment, skill building, and vocational training. Additionally, between 2007 and 2010, 134 students enrolled in the non-credit Certified Nursing Assistant program offered by ETC. Current enrollment in the program now under the Office of Career and Community Education is 34. As of spring 2011, about 750 community constituents took other non credit courses. Ready Set Grow Hawai'i currently has an enrollment of 40 students at WCC.

7. Degrees

As stated in the College Course Catalog, credit programs at the College can lead to an Associate in Arts (AA) Degree, a Certificate of Achievement in Veterinary Assisting, Certificates of Completion in Agriculture and the Marine Options Program through UH Mānoa, Certificates of Competence in Applied Business and Information Technology, Web Support, and Geographic Information and Global Positioning Systems or Academic Subject Certificates in six areas. The courses in these various degree programs also offer preparation for transfer to baccalaureate institutions. Students enrolled in the aforementioned AA degree program constitute 68 percent of the credit student population.

Until 2010, the Employment Training Center (ETC) offered Certificates of Professional Development or Certificate of Competency. Ready Set Grow Hawai'i, a noncredit remedial education program that offers a Certificate of Participation and the National Career Readiness Certificate (NCRC) is intended to meet the needs of the population formerly served through ETC.

With the new Reverse Transfer Policy, students who started at any of the six community colleges within the UH System and subsequently transferred to any of the three four-year institutions in

the System can earn a degree from the UHCC System even though they completed their degree requirements at one of the baccalaureate institutions.

8. Educational Programs

Windward Community College's Liberal Arts degree program is consistent with its mission. The Credit Curriculum and Academic Affairs Committee (CCAAC), a standing committee of the Faculty Senate, ensures that the programs and courses are of appropriate content and length, and that they are conducted at levels of quality and rigor appropriate to an AA degree. Articulated agreements within the UH System ensure transferability of courses. Articulated agreements through the University Partner's Program also facilitate transfer to non-UH System four-year institutions.

9. Academic Credit

The College uses the Carnegie unit formula in awarding credits as designated in E 5.228. For semester length classes, one unit of credit is awarded for one hour of lecture per week and lab activities require three hours per week for one unit of credit. Information relative to accepting academic credits from other institutions is published in the College Course Catalog.

10. Student Learning Achievement

Windward Community College defines, publishes, and states program objectives for all credit instructional programs offered in the College Course Catalog and on its website. Beginning in fall 2006, SLOs have been included in the Course Catalog and in course outlines. These are assessed at the rate of 20 percent of the courses in the department per year with changes made to the course and/or program based on these assessments. Non-credit courses and programs have not identified SLO's.

11. General Education

Students earning an Associate in Arts degree (60 credits) at the College must take 30 credits of General Education (GE) courses that include Foundations and Diversification requirements. These General Education courses are designed to give students a better understanding of themselves and the world around them, the ability to evaluate ideas, and the aptitude to apply their knowledge in order to enjoy creative and meaningful lives. Moreover the College enforces a graduation requirement for the AA degree of placement into Math 100 or completion of the requisite course work to qualify for Math 100.

12. Academic Freedom

The College adheres to policies regarding Academic Freedom as stated in the 2009-2015 University of Hawai'i Professional Assembly (UHPA) and BOR Agreement. Academic Freedom is also endorsed in University of Hawai'i Community Colleges Policy (UHCCP) #5.211, July 2006 – Statement of Professional Ethics (Faculty). The introductory paragraph of the College's Student Conduct Code opens with the following statement referencing academic freedom: "The purpose of the University of Hawai'i is to pursue knowledge through teaching, learning and research in the atmosphere of physical and intellectual freedom."

13. Faculty

As shown in the Course Catalog, the College employs 58 full-time faculty, and approximately 27 part-time lecturers. Of that total, 42 full-time faculty teach approximately 46 percent of the College's credit offerings. Faculty members meet or exceed minimum qualifications and are qualified by education and experience to carry out the College's educational programs.

Minimum requirements for teaching in the disciplines are based on a new Executive Policy accepted in May 2011. Roles and responsibilities of faculty members are clearly delineated in Chapter 9 of the BOR By-Laws and Policies and the UHPA 2009-2015 Collective Bargaining Agreement (Article III G).

14. Student Affairs

Student Affairs provides credit students with comprehensive and accessible assistance. The services provided are based on students' needs and include those provided by Admissions and Records, Financial Aid, Academic Advising/Counseling, Career Exploration, and Student Life: Student Activities and Student Government. Additional services include: Outreach/Recruitment, Early Admissions Counseling and Running Start, Transfer Information: Transfer Workshops, Program Sheets, Admissions Requirements, Veterans' Assistance, Transcript Evaluation and Articulation Information, and Orientation and College Success Workshops. For students with special needs, the College offers programs under the TRiO umbrella: Student Support Services, Educational Talent Search and Upward Bound.

The Achieving the Dream Initiative includes the development of Learning Communities and Supplemental Instruction, especially for entering freshman. Supplemental Instruction, wherein the student mentor sits in on the actual class and leads directed group study with students either directly before or after the class, has been successful, as indicated in the Title III Grant Summary.

The Disabilities Coordinator facilitates and coordinates requests for accommodations by students with disabilities, as well as helps to keep the institution aware of areas of concern and best practices. The services provided by the Disabilities Coordinator are available online.

Funds from the College's Title III Grant in 2005 were used to hire a student success counselor, who focuses on advising and guiding students whose grade point average is unsatisfactory and a retention counselor who worked with students on completing the programs they had begun. Both these positions were institutionalized in 2010. The current Title III Grant is being utilized to provide the resources and capacity to create the new Ka Piko Center in the Library Learning Commons Building. Ka Piko will serve as a career and academic advising center, a tutoring center, and a writing and mathematics lab.

15. Admissions

Windward CC is a public, open-access institution. Admission is open to any U.S. high school graduate or equivalent or person 18 years of age or older. A special Early Admissions Program for high school students with outstanding academic records accommodates students on a space available basis. Enrollment of non-resident and international students is limited by BOR policy. ETC was authorized to take student's 16 years old or older. Ready Set Grow Hawai'i is

authorized to take students 16 years and older who test between the 6th-9th grade level on the TABE test. These requirements are stated in the college catalog.

16. Information and Learning Resources

The library and other learning support services provide intellectual, aesthetic, and cultural activities for the campus. Services include library services and resources, testing center, computer laboratories, and learning technology development and training.

17. Financial Resources

The college's financial resources come from two major sources: the state's general fund and tuition and fees collected from students. Currently, general funds comprise approximately 48 percent of the College's operating budget with the remaining 52 percent from tuition and fees, grants, and other sources to support specific programs and activities. With enrollment and tuition rate increases, this percentage has been shifting more towards tuition and fees.

Fiscally, the college has been able to meet its financial obligations and has maintained adequate cash reserves. Although the college has never gone into deficit spending in any of the years since its last accreditation, it has been able to implement only some new initiatives suggested because of reductions and restrictions in the state general fund allotment. The college has, therefore, developed strategies for finding additional funds through federal grants and other grant sources, such as Title III, USDA, NASA, and NOAA, to enhance instructional and student services and the Office of Career and Community Education. The college also has the services of a fund developer through the auspices of the University of Hawai'i Foundation.

18. Financial Accountability

Every fiscal year, the UH System conducts a financial audit of its financial statements in order to receive federal aid and contracts and grants. If there is a cost item that is questionable, then the auditing agency notes it under its Summary of Findings and Questioned Cost section. In that section, the questioned cost is noted as well as the source campus. The UH System then submits a Corrective Action Plan that addresses the questioned costs as listed in the audits. Most recently, the Financial and Compliance Audit as of June 30, 2011, was performed by Accuity LLP, CPAs.

ACCJC has accepted the University of Hawai'i's Consolidated Financial Statements in lieu of a separate audit report for Windward Community College since separate audit reports are not done for each of the UH campuses.

The Higher Education Act of 1965 and Section 668.23 of Title 34 of the Code of Federal Regulations require all institutions participating in the Federal Student Assistance Programs to have annual audits conducted by an independent auditor. While the audits are UH System implemented, auditors meet and review records for all ten campuses, but report their results as a whole for the System. The A-133 report is a cumulative report for all federal funds such as Title III, USDA and NASA. Not all sources of funding at the college are audited; funds such as tuition do not get audited unless requested by the UH Administration.

19. Institutional Planning and Evaluation

The college's Program Review Policy and Procedure has been revised twice - once in 2006 when the Academic Program Certificates were moved from stand-alone assessments to assessments in the Department Annual Report, and again in 2010 when the ETC was dissolved. One of the outputs from the promulgation of this policy was the establishing of Windward Community College's Program Review, Strategic Planning, and Budget Cycle.

20. Public Information

The college publishes a two-year course catalog; a one-year update is published online only in even years. The update contains minor revisions (e.g. additional courses approved, any calendar updates or changes). The two-year course catalog is carefully checked for accuracy and thoroughly updated every odd year. It includes the official name of the school, address, and telephone number, and Web URL, the educational mission, courses offered by the campus, programs offered by the campus, degree offerings, academic calendar, available student financial aid, available learning resources, names and degrees of administrators and faculty, and names of governing board members.

The course catalog also lists information regarding admissions, student fees and other financial obligations, along with information pertinent to the AA degree and certificates offered, graduation requirements, and transfer.

Major policies on academic regulations, academics, nondiscrimination, acceptance of transfer credits, grievance and complaint procedures, sexual harassment, and refund of fees can be found in the course catalog. Relevant policy information is also provided in the Schedule of Classes and on the college's website.

An annual Schedule of Classes is published in the spring, and contains key information concerning admissions, registration, financial policies, graduation rates, and crime statistics. The published schedule is supplemented by an online schedule that is kept updated throughout the year.

21. Relations with the Accrediting Commission

With this Self-Evaluation document, the college and the BOR provide assurance that the college adheres to the eligibility requirements and accreditation standards and policies of the Commission, describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities.

Evaluation of Windward Community College
Using ACCJC 2002 Standards

This report pertains to a request for reaffirmation of accreditation for Windward Community College. The college followed the 2002 ACCJC Standards in preparing a self-study pursuant to this reaffirmation request. The team developed six college recommendations. The college recommendations cross the standards and may be presented in the conclusion of more than one standard.

Standard I
Institutional Mission and Effectiveness

Standard IA: Mission

General Observations:

Windward Community College has articulated a clear mission for the institution that identifies a commitment to educational excellence, identifies the importance of addressing the needs of the local community - with particular emphasis on supporting the needs of Native Hawaiians, and conveys a commitment to providing programs of excellence to all students. The college's current mission statement was approved by the Board of Regents in fall 2011. (I.A, I.A.1, I.A.2)

The mission statement undergoes regular review every fourth year of the accreditation cycle. The most recent assessment of the mission statement encompassed over a year of dialogue and reflection. The process ensured participation from all areas of the campus, including students, and was largely faculty driven. The Windward Faculty Senate established a subcommittee to work with multiple college constituents to develop several drafts, share those drafts, capture feedback from the large campus (by way of public venues and via a college wide survey) and edit the college feedback into a final draft. (I.A.3)

Interviews with several faculty yielded descriptions consistent with the Self-Evaluation Report that articulated a process of very thoughtful reflection and college-wide review. A subsequent survey of faculty and staff indicated both a broad awareness of the revised mission statement and strong agreement that it adequately describes the purpose and focus of the college.

The college mission serves as a primary orienting framework for the college's annual planning process which is further aligned with the UHCC system strategic plan. Department level annual plans also require that all requests be linked to explanations on how they advance the college goals embedded in the college mission statement and articulated in the strategic plan. Multiple examples were cited in interviews (and validated through documentation) that provided clarity on how the college's mission had been used to make decisions governing course curriculum and service operations. (I.A.1, I.A.4)

Findings and evidence:

While the college does meet Standard I.A, opportunity does exist for the college to develop a deeper level of understanding about the quality of the current process of mission statement assessment and review. While there is evidence to suggest that great care was given to making sure the mission review process was both effective in reaching all constituent groups and collegial in how feedback was incorporated into each revised draft, at present the college undertakes no formal assessment of the process of mission statement review and revision. Such a process of review would provide the college with information on how to identify potential improvements to the process, as well as provide a deeper awareness of issues that may have been overlooked with regard to the vetting and editing aspects of the revising.

Conclusion:

The College meets Standard I A.

Recommendations: None

Standard IB: Improving Institutional Effectiveness

General Observations:

In recent years Windward Community College has implemented important changes to its strategic planning processes. With the support of the University of Hawai'i office of the Vice President for Community Colleges, Windward Community College has developed a revised college strategic plan that includes performance targets and measureable outcome goals. A review of actual performance against these goals is conducted annually and funding allocations from the system to Windward Community College are determined, in part, by the degree to which the college meets or surpasses the stated goals in the strategic plan (I.B).

Windward Community College also has a Program Review and Annual Department planning process that includes performance goals and has an embedded assessment of the overall health of the program area. For broader program areas the UHCC system provides performance measures and a health assessment for each of the college's five program areas. To assess performance at the discipline level the college has internally developed an annual planning form and process that provides feedback to faculty on trends in student performance and captures faculty feedback on learning outcomes including evidence that learning outcomes have been achieved. (I.B, I.B.2, I.B.5)

Requests for resources are made in the annual plans which require that faculty and staff indicates how their request helps the college pursue and achieve its mission and how those allocations further the goals articulated in the strategic plan. The College Planning and Budget Committee (PBC) reviews the requests from all the annual plans and develops a prioritized list based on an agreed upon rubric. The ranked list of resources requests then proceeds to the college's office of the Chancellor as a set of formal recommendations. Review of the discipline level annual planning forms is conducted periodically by college administrators and modifications have been made over the years to improve quality of the information captured by the form. (I.B., I.B.2)

Many of the strategic planning goals used by the college are provided by the UHCC system as part of a system-wide set of strategic priorities articulated in the UHCC system strategic plan, officially referred to as the UHCC System Strategic Outcomes and Performance Measures, 2008-2015. The college's strategic planning goals have been designed to be in one to one alignment with the goals embedded in the UHCC system plan. These college and system goals are made available by the system office of the VPCC to all the college and the public and have served to focus college planning on the development of college strategies to meet them. (I.B.2)

Findings and evidence:

The administrative review of the planning forms and the practice of making improvements to the document are evidence of an evaluation process; however, this evaluation practice is not systematic and covers only a segment of the annual planning cycle. The college would be in a better position to identify opportunities for making more comprehensive and sustainable improvements to the annual planning process, if it were to conduct a regular evaluation of the entire college planning infrastructure – including planning bodies and process - and if that

evaluation captured feedback and insights from the broader college community. Such feedback could serve to anchor ongoing conversations and support reflective dialogues about the continuous improvement of institutional processes and student learning. (I.B.1, I.B.3, I.B.7)

Furthermore, the college should consider a regular and focused evaluation of the College Planning and Budget Council and the processes that they oversee. Given the primary role played by the council in the domain of college planning and the regular change in council membership a routine evaluation of the council would be needed to best ensure that these structures and processes remain effective. Evaluation of the college PBC could also prove to be quite helpful in establishing leadership continuity during periods of leadership transition on the council. (I.B, I.B.1)

The college should also pursue a strategy to build greater awareness of the college and system strategic goals among faculty and staff. Greater understanding of these goals, how they were derived, and how they serve to help the college achieve improvements in institutional effectiveness and student learning would help promote collaborative engagement around how to best achieve these outcomes. Any such awareness-building should include proper participation by planning personnel at the UHCC system. (I.B.2)

College program review activities would also benefit from efforts to improve understanding among faculty, staff and administrators of the information provided by the UHCC system office. Program Review templates arrive at the college with program level achievement data that profile the program in the areas of enrollment demand, program efficiency and program effectiveness. They also include a categorical assessment on the health of the program using three designated categories: Healthy, Cautionary, and Unhealthy. The categories are not clearly defined and, as such, are not suitable to support the decision-making process. The college should engage the UHCC system in collaborative dialogue clarify the categories and to develop mechanisms for ongoing assessment of the process to identify opportunities for making improvements. (I.B.4, I.B.6, I.B.7)

Conclusion:

The College does not fully meet Standard I B.

Recommendations:

Recommendation 1

As noted in the 2006 visiting team report and in order to meet the standards, the team recommends that the institution complete the development and assessment of student learning outcomes for all courses, programs and general education, as well as develop and assess learning outcomes for student services, using the results for improvement of student learning and achievement and institutional effectiveness. (ER 10, I.B.3, I.B.7, II.A.2.b, II.A.2.c, II.B.4)

Recommendation 2

In order to fully meet the standards it is recommended that the college design, document and implement an effective, integrated planning model, system of program review and resource allocation process which is inclusive of all institutional planning activities including administrative services and technology. The college should develop formal systematic evaluation

mechanisms for assessing the quality and effectiveness of planning structures and processes and use assessment results for the improvement of learning and institutional effectiveness. (I.B.1 through I.B.7; II.A.2, II.B.4, II.C.2, III.A.6, III.B, III.B.2, III.C.1, III.C.2, III.D.1, III.D.3, III.D.4, IV.A.1, IV.A.5, IV.B.1, IV.B.3.g)

Recommendation 5

In order to fully meet the standards, the team recommends that the institution regularly evaluate its governance, decision-making structures and planning processes in order to assure their integrity and effectiveness. The college should also widely communicate the results of the evaluations and use them as the basis for continuous and ongoing improvement of learning and institutional effectiveness. (I.B.1, I.B.4, I.B.6, IV.A.4, IV.A.5)

Standard II
Student Learning Programs and Services

Standard II.A: Instructional Programs

General Observations:

Windward Community College offers high-quality programs and services in a supportive environment. The overall quality of the Institutional Self-Evaluation Report on Standard IIA is acceptable, although the location of some of the evidence not specifically noted in the report was not intuitive.

Windward Community College addresses the educational needs of communities across its service area by offering individual courses and programs leading to associates degrees and vocational certificates. Academic programs and services are provided on the main campus, at one off-campus site, and through the delivery of distance education offerings.

Windward's demographics have changed over the past several years so that now over 40% of the student body is composed of native Hawaiian students. Part of the college's mission is to provide opportunities for students to gain knowledge and understanding of Hawai'i and its unique heritage. To serve the needs of native Hawaiians, in 2009 the college began to create more and more courses focused on providing these opportunities for students. A Community Educational Needs Assessment was conducted, community meetings were held, and internal discussions took place, eventually leading to the creation and campus approval of the new Associate of Arts in Hawaiian Studies degree. The UH BOR approved the degree in May 2012. Now that the degree is in place, follow up should take place to ensure that the degree is serving its intended audience and is being implemented as planned. The college should be complemented for the creation of this and other programs central to its mission of supporting the educational needs of Native Hawaiians.

A major change was the closure of the Employment Training Center (ETC) whose mission was "to serve the community by providing short-term, career-focused education and training in a flexible, learner-centered and supportive environment". The self-evaluation notes this closure and subsequent reorganization as one of the most significant changes to Windward Community College since the last accreditation visit. The ETC was dissolved due to the changes in the needs of students, decreasing enrollment and the lack of available funding. From 2006 to 2010 the ETC offered numerous vocational programs in areas such as culinary arts, office skills, auto body, nurse's aide, and welding for women. The flexibility of ETC enabled it to implement programs within a short time frame, as well as provide students with counseling, intervention and support. All students who were enrolled in ETC programs at the time that the decision was made to dissolve it were notified in advance and adequate time was provided for them to complete their programs. The closure of the ETC led to relocation of programs, services and staff.

All departments assess the student learning outcomes (SLOs) for one-fifth of their courses each year. Course and program learning outcomes are linked to program reviews. Conclusions from assessment of academic SLOs provide evidence for maintaining or modifying curriculum and methodologies. However, not all course SLO's are being assessed. Noncredit programs and

activities are evaluated by measuring program goals and objectives, not student learning outcomes.

The college had ten General Education Learning Outcomes (GELOs) which were replaced by four new GELOs in the past year. One GELO is being assessed each semester beginning with communications in fall 2012. The institution is collecting information from the various programs about how they are addressing GELO's, but has not compiled that data into a single report in order to assess the GELOs themselves. The college has administered a survey to gather data about student perception (CCSSE) of how the college is achieving its goals. This appears to be the only evidence that has been gathered and synthesized to evaluate the institutional GELOs.

The number of distance education classes has increased significantly over the past two years. Distance education classes have the same SLOs that are assessed in a manner similar to those of the same class when taught on a face-to-face basis. Student identity is authenticated through the use of password protected course sites. The college website area for online learning is complete. It includes a link to an orientation for new online learners, access to technology assistance and the library. There is also information on approved test proctoring sites. Students have the ability to order course materials from the bookstore online. The Windward Community College Distance Education Advisory Committee charter was finalized on October 1, 2012. There was no evidence to indicate any comparisons of distance versus face-to-face classes in terms of SLOs, student completion, student success and retention.

Findings and evidence:

The College Mission guides the creation and continuation of instructional courses and programs that lead to degrees and/or certificates of academic achievement. To meet the needs of the institution's service area, the appropriateness of credit curriculum offerings is evaluated. This is accomplished, in part, by analysis of demographic data provided by institutional research reports and COMPASS placement test questionnaires. Additionally, in 2009, the consulting firm of SMS Research and Marketing Services was engaged to acquire and report a description of the service area demographics, the learning motivations of potential students, the subject areas that are attractive to them, and their attitudes about the qualities of WCC. This report further disclosed employment forecasts in the fields of primary interest to students and potential students. Particularly reflective of the college mission, special attention was paid to the needs of Native Hawaiians. The A.A. in Hawaiian Studies approved by the BOR in spring 2012 is a good example of alignment of community needs, the college mission, and programs of instruction. There is evidence that programs of instruction are relevant to the students served by the college. Windward Community College should be commended on the creation of the A.A. in Hawaiian Studies as a clear indication of how seriously the college sees its mission. (II.A.1.a)

Over the past several years, WCC has undertaken numerous initiatives to address the needs of pre-collegiate students, at-risk students, nontraditional students, and the community. The college has been successful in receiving federal funds such as Perkins, Title III, and TRiO grants to support all students by improving academic quality, institutional management, fiscal stability, and self-sufficiency. As community awareness of these initiatives grew, so did the percentage of native Hawaiians attending Windward from 34% to over 43% in just one year. (II.A.1)

Utilization of numerous delivery systems as modes of instruction is evident by examination of

programs offered on campus and described in the Schedule of Classes. The college offers computer-aided instruction in mathematics, field trips in geology courses, numerous hybrid courses, supplemental instruction and a freshman cohort/first-year experience incorporating learning communities, to name a few. The use of SI was determined based on an analysis of targeted courses in an effort to assist students to successfully pass developmental level courses. The Online Learning Site provides online students with resources prior to enrolling and assistance as they take online courses. Online courses are offered in most departments and it appears as if modes of instruction incorporated into online classes are compatible with the objectives of the curriculum. (II.A.1.b)

Supplemental instruction is offered in multiple courses throughout the curriculum and data from supplemental instruction offered in mathematics indicates that this augmented form of delivery does significantly increase the pass rates for students who commit to the program. The college offers a substantial Freshman Experience/Learning Communities program; data from this program showed mixed results with persistence increasing but in some cases course success remaining the same. Finally, it should be noted that with the closure of the ETC, the Career and Community Education unit absorbed many of the dislocated students and programs from the ETC. These programs, in the same way as the for-credit classes at the college, use a variety of delivery methods compatible with the objectives of the curriculum to meet the future needs of its students. (II.A.1.b)

In the introduction to the self-evaluation the college acknowledges that it is “at various stages of assessing SLOs.” Assessment of the AA degree started in 2000, using the six-step model by Nichols and Nichols. There is a comprehensive Program Review every five years. Assessment of credit certificate programs was merged into Departmental Reports in response to the Program Review Recommendation of the ACCJC visiting team in 2007. The introduction goes on to state how the college’s work is on-going and that the next activity dealing with SLOs is to align course-level SLOs to certificates and degrees.

The Policies and Procedures on Credit Curriculum mandate SLOs and their assessment. Course level SLOs are in place and have been stated for courses as evidenced by a wide sample of syllabi. The standardized requirements for all syllabi do not specify that course activities and assessments should be relative to, and aligned with, course SLOs. Nevertheless, both of these elements appear in some of the sampled course syllabi documents. Of these, approximately one third explain that students must meet SLOs to pass the class. Most syllabi, however, describe grading standards based on percent scores on exams, activities, and projects without showing that these measure or reflect successful SLOs. Conversation with department chairs revealed a diversity of understanding about what SLOs are and what they are for. The range of beliefs about SLOs extends from SLOs as a subset of the content of the course to SLOs as foundational for curriculum, materials, and methodologies. (II.A.1.c)

Student learning outcomes have been designed, but not assessed at the certificate and degree levels. The Mathematics and Business Annual Review Report, for example, lists SLOs and teaching objectives. Courses in the department have been aligned with department/program SLOs, and course SLO assessments have been progressing according to a schedule described by the college’s Director of Planning and Program Evaluation. For courses having completed and interpreted SLO assessments, suggested changes are listed. The report included both qualitative

and quantitative data. Analyses and follow-through strategies and plans were detailed in both narrative and graphic form. The annual reports from Humanities, Language Arts, Natural Sciences, and Social Sciences were equally thorough and included all elements. In contrast, the annual review reports do not refer to any SLO assessment findings in conclusions about programmatic health, effectiveness, or efficiency. The Program Annual Report for Liberal Arts does not list program SLOs in the section provided. Academic Subjects Certificate PLO's have not been evaluated. (II.A.2.a; II.A.2.b)

These assessments are submitted as part of the annual report used by Planning and Budget Council to determine priorities for the College. The Office of Academic Affairs is responsible for the scheduling of classes and procedures for scheduling are noted on the website. A major undertaking to affirm both WCC's and the UH system's commitment to make transfer a smooth and transparent process was the creation of the Student Transfer and Intercampus Articulation Policy. (II.A.2.c)

The institution engages in focused assessment, analysis, and dialogue to ascertain that courses with appropriate, rigorous and current content are delivered through both face-to-face and online modalities. Evidence for assessment, analysis, and dialogue includes the substantive annual reports from the academic departments mentioned above, as well as codified policies and protocols from the Institutional Effectiveness Committee and the Office of the Director of Planning and Program Evaluation. (II.A.2.d)

The Windward Community College self-evaluation report states that quantitative indicators other than SLOs are used to determine the effectiveness of departments and that the "assessments are often directly related to Planning and Budget Council requests for...instructional and programmatic needs." This suggests that SLO assessment findings have not routinely been given critical consideration in the decision making processes of the college when the self-evaluation report was completed. However, program review policy (current as of 2006) states that the function of the program review process is to employ evidence "...that a high quality of education is being provided to students." The College Office of Institutional Research depends upon final course grades as benchmarks of student success, evidently assuming successful attainment of course SLOs is subsumed by passing grades, and that attainment of program, General Education, and degree or certificate SLOs is also verified by those grades. (II.A.2.e; II.A.2.f)

The college does not explain how it assesses SLO's beyond the course level except by implication from course grade reports, and by data harvested from the Survey of Community College Student Satisfaction and Engagement (CCSSE). Student perception data is matched to General Education Themes. Although the GELOs associated with these themes have officially become the College's Instructional Institutional SLOs and "must be achieved by all students in any of Windward CC's degree programs," there is no clear evidence to confirm that they are actually being met. The validity of conclusions drawn from comparison of WCC student perceptions to those of students at like colleges is questionable unless further bolstered by assessments that are focused, directed, analyzed and reported by qualified faculty. (II.A.2.g)

The Math and English departments use departmental course examinations, and common questions are used in relevant courses to assess the Multi-Cultural Foundations Requirement of

the AA degree and particular GELOs. English writing, characteristics used to define student success are not reported. However, instructional strategies for writing intensive (WI) courses are defined by the UH System WI Hallmarks and are adhered to by WCC WI instructors. The report does not explain how the institution validates the effectiveness of common assessments or instruction, or how test bias is identified and remedied. (II.A.2.g)

The college uses the standard Carnegie unit as the measure for counting credit for completed courses. Furthermore, the entire UHC system ensures conformity across segments with the shared curriculum management tool, Curriculum Central. The college further vets curricula through appropriate committees and ascertains that it is consistent through the System. This involves meticulous articulation with UH and assures that content is the responsibility of faculty. The self-evaluation report does not explain, and it is not otherwise obvious, how successful achievement is based on stated learning outcomes that are measured, analyzed, discussed, and used for continuous improvement of the institution. (II.A.2. h, II.A.2.i)

Unlike credit bearing programs, the College Career and Community Education conducts assessments for non-credit programs and courses without regard to SLOs at any level. According to their annual report, evidence of student learning comes from student satisfaction with the workshop, content, and instructor. Where program outcomes are listed, they are not measurable as written. Program success measures are in terms of profits against expenses. The Ready Set Grow Hawai'i goals are measureable, but student learning outcomes are not defined and no assessment has been conducted. (II.A.2.a; II.A.2.b)

In the area of learning outcomes at the course level, the college certifies that SLOs have been defined for 100% of the courses on the master course list, and new courses must include SLOs as they move through the approval process. In the Policies and Procedures on Credit Curriculum, there are clearly established procedures to design and identify learning outcomes for courses, with clear instructions that: "A course-level Student Learning Outcome (SLO) describes a measurable skill that is core to the course goals. Each course-level SLO ought to be measurable and aligned to the course description as well as to larger-scale college outcomes. Each course-level SLO ought to be aligned, as appropriate, to General Education Outcomes, Program Outcomes, and Certificate Outcomes". The college also certifies that it has been engaged in the continual assessment of student learning and teaching effectiveness in ways that complement curriculum, programs, and student learning needs. The college aligns SLOs with its mission, and the Associate in Arts degree, as well as with programs and certificates. The college presents numerous examples where results of the assessment of course level SLOs are incorporated into annual reports and documents how these results are used to make improvements. In examining these sample reports it is evident that the faculty does play an active role in the development of curriculum and SLOs, the analysis of assessment results, and use those results to suggest changes to programs. The same can be said for vocational programs where program outcomes and student learning goals are also assessed, reported and used as a basis for program evaluation. This is also faculty driven and utilizes advisory committee input when appropriate. While these items are used to guide programmatic change, they do not constitute PLO assessment. The Credit Curriculum and Academic Affairs Committee (CCAAC) recognize the central role of faculty in ensuring quality and improving instructional courses and programs. (II.A.2.a; II.A.2.b; II.A.2.e; II.A.2.f)

The college's progress in developing student learning outcomes, measuring them, and using the results of the assessment to plan and implement institutional improvements in the credit program is progressing. Some courses seem to have a number of SLOs and an inquiry into the practicality of assessing the large number of SLOs should be undertaken. It is clear that SLOs are used for continuous quality improvement and dialogue about student learning is ongoing with information documented in both annual assessments and five-year program reviews. Evaluation of organizational structures to support student learning seems to be taking place in resource allocation and is, in some part, linked to the assessment of student learning. There seems to be a degree of institutional dialogue about student learning and student achievement spearheaded by the Institutional Effectiveness Committee. Program reviews developed primarily by faculty but with administrative and support staff participation include references to how student learning outcomes are affecting programs and how they lead to continuous improvement of the quality of the education offered by the college. (II.A.1.a, II.A.2.a)

A commitment to improve the development and assessment of student learning outcomes is demonstrated by a planning agenda item for the IEC to provide in-service training for new and returning faculty who need assistance with writing and assessing student learning outcomes. (II.A.2.f)

The report notes a few cases in which departmental course or program examinations are given and certifies that in those areas test items are linked to SLOs for the course. Some courses that meet AA degree requirements also use common questions in the course examinations to assess specific SLOs. (II.A.2.g)

The institution awards credit based on generally accepted norms or equivalences in higher education and the Faculty Senate must approve all courses. In addition, course requirements and course credit assignments are consistent with similar classes across the UH System and articulated with other colleges and universities. All degrees and certificates are awarded based on student achievement of all requirements that are clearly listed in college publications and online. (II.A.2.i)

General education is a core component of the degree offerings at Windward Community College. It is comprehensive, providing coursework in oral communication, literacy, quantitative reasoning, logical thinking, interpersonal skills, diversity, and social responsibility. Over the past several years there have been several realignments and restructuring of general education as it relates to the associates' degree. There are four learning themes for general education and these themes, and their associated SLOs are now linked into the college's Instructional Institutional SLOs and must be achieved by all students in any degree program. The four learning themes are global and cultural awareness, critical thinking and creativity, communication, and information literacy. These four themes meet the standard of a comprehensive learning of basic content and methodology in the main areas of knowledge. (II.A.3.a)

The rationale for the general education core requirements for the AA degree is clearly listed in the college catalog. Recently the college attempted to match questions on the CCSSE survey with general education themes for the degree to investigate if the level of student engagement has an effect on successful completion of general education requirements. For the most part

students at Windward do perceive that they are receiving a solid foundation in general education. The college however has determined that a new general education assessment procedure for degree programs will begin starting in fall 2012 whereby one outcome is assessed in the fall and another in the spring thus assessing all GE outcomes by spring 2014. (II.A.3)

Windward offers an AA in liberal Arts and an AA in Hawaiian studies as well as four credit CTE programs, six Academic Subject Certificates and three Certificates of Competence. All of these degrees and certificates enable students to acquire training and instruction in curriculum that was designed according to published industry standards. Advisory committees of faculty and industry representatives provide valued input on the nature of the certificates. The effectiveness of CTE programs are evaluated using technical and professional competences, and plans are in place to track whether or not students pass licensure exams to work in the fields of study. (II.A.4, II.A.5)

The course catalog clearly outlines procedures to transfer credits to Windward from other institutions, and students are also directed to an online database that explains how courses transfer. The college has numerous articulation agreements with other institutions with a similar mission, in particular the school of Hawaiian Knowledge of the University of Hawai'i at Manoa. (II.A.6.a)

When programs have been eliminated or changed, the institution has made appropriate arrangements to minimize the amount of disruption to students. A decision to modify the Liberal Arts degree was announced in the student newspaper. Faculty, staff and students were made aware of the proposal to close the ETC and the college assured all ETC students that they could complete their training before the ETC was dissolved. (II.A.6.b)

The college publishes a two-year course catalog with an annual addendum or revised course catalog. Both a 2011-2013 and a 2012 revision are active. A comprehensive website of over 4,000 individual web pages is available where both prospective and current students can find information about all aspects of college operations. Administrative oversight of the website is assigned to the Dean of Academic Affairs, Division II. The college has a well-defined process for initiating changes to policies and procedures and if such a change is approved and becomes official, these changes are publicized in multiple venues. The college recognizes the importance of an easy access web presence. A planning agenda item will make the website more robust, user-friendly and extensive as well as providing increased access to learning resources for students. (II.A.6.b.c)

Policies that support the institutions commitment to the free pursuits and dissemination of knowledge include the UHPA Contract and the Statement of Professional Ethics (UHCCP 5.211). The college has formal procedures for handling complaints and grievances. There is a system-wide student conduct code, copies of which are available on the website and in the college catalog. Most course syllabi include a discussion of the standards of academic honesty expected of students as well as the consequences for dishonesty. (II.A.7.a-b)

Windward Community College does not operate in foreign locations. (II.A.8)

Conclusions:

This Standard has been partially met. Student Learning Outcomes have been designed but not assessed at certificate and degree levels. Non-credit programs and courses have not developed

SLO's. The College assesses SLOs beyond the course level by implication from course grade reports, and by data harvested from the Survey of Community College Student Satisfaction and Engagement (CCSSE). Student perception data is matched to General Education Themes. Although the GELOs associated with these themes have officially become the College's Instructional Institutional SLOs and "must be achieved by all students in any of Windward CC's degree programs," there is no clear evidence to confirm that they are actually being met. The validity of conclusions drawn from comparison of WCC student perceptions to those of students at like colleges is questionable unless confirmed by assessments focused and directed by faculty. Also, although conclusions from SLOs may be listed as a form of evidence to justify funding for improvements, they are only one possible option. In terms of the ACCJC Rubric for Evaluating Institutional Effectiveness—Student Learning Outcomes, the College straddles the line between 'Development' and 'Proficiency'.

Recommendation:

Recommendation 1

As noted in the 2006 visiting team report and in order to meet the standard, the team recommends that the institution complete the development and assessment of student learning outcomes for all courses, programs and general education, as well as develop and assess learning outcomes in student services using the results for improvement of student learning and achievement and institutional effectiveness. (ER 10, I.B.3, I.B.7, II.A.2.b, II.A.2.c, II.B.4)

Standard II.B: Student Support Services

General Observations:

Student Affairs management, faculty and staff demonstrate an openness and commitment to addressing the needs of their students by developing innovative, complete, and purposeful services, programs and initiatives. The site visit provided clear evidence of a spirit of 'Ohana that serves as a motivation and a guide to work collaboratively to address the specific needs of students. Additionally, students present at the site visit forum openly expressed their appreciation for caring and knowledgeable faculty, having relevant courses of study, and valuing special programs like TRiO.

The college provides students a full range of student support services including admissions and records, financial aid, tutoring services, counseling, outreach, student life and TRiO programs (Student Support Services, Educational Talent Search, and Upward Bound). Online support services include registration and advising via email or phone. Tutoring services for certain subjects are also available twenty-four hours per day, every day. As a strategy to improve student success, the College supports targeted students with supplemental instruction facilitated by peers in study groups for high-enrollment/low pass rate gatekeeper courses. Data included in the Student Affairs Annual Report on Program Data shows high successful pass rates for students participating in supplemental instruction, especially compared to students not receiving this service.

Many Student Affairs programs collaborate to provide services such as outreach to the community regarding admissions and financial aid. At targeted times throughout the year, an outreach center, including financial aid assistance, is available at the Windward Mall. The effectiveness of Student Affairs is reported through the Program Review Process which utilizes process outcomes by examining data gathered from student and faculty/employee satisfaction surveys, program data and system wide demographic data.

Through their work with the Achieving the Dream initiative, counselors and other student affairs staff were able to develop interventions such as mandatory new student orientations and advising of students on probation that has enabled them to raise their success rates. The significant increase in enrolled students, especially Native Hawaiian students has enabled the college to meet the tenets of its mission statement as well as to meet its internal goals to serve more at-risk and indigenous underrepresented individuals in the local community.

A five-year program review was compiled in 2009 that covers the period of 2004-2008, Annual assessment and program data reports are published annually. To bridge these annual assessments with planning, the Vice Chancellor, Student Affairs hosts quarterly meetings in which department leads share data and success points as well as challenges. There is an acknowledgement that a greater focus on improving retention is necessary. Some of the college's most successful efforts within Student Affairs have focused on the new students advising and preparing students for college.

Findings and evidence:

Overall, the requirements of Standard IIB have been addressed. Information from the self-evaluation, verified through the site visit, demonstrate openness to developing services and interventions in order to meet the needs of students. For example, all new students are required to meet with counselors and complete new student orientation. New students enrolling from local high schools are also required to complete Frosh Camp to ensure their success as first time college students. In addition, complete, in-depth counseling related to students on academic probation and the development of learning communities that pair counseling courses with academic courses is further proof of comprehensive support services and provision of equitable access. (II.A.1.a, II.A.1.b, II.B.3, II.B.3.a, II.B.3.c)

One area that needs improvement is the evaluation of support services and the use of the results in a systematic manner for improvement. (II.B.4) Development of program-based SLOs in Student Affairs is minimal. There is only one program/services SLO for Student Affairs that was developed by the counseling department. The five other Student Affairs departments depend on program work/responsibility goals, student grades and satisfaction surveys, but not student learning outcomes. Several interdisciplinary studies tied to counseling and student affairs have developed SLOs that fall under the umbrella of the college's Associate of Arts Degrees student learning outcomes. (II.B.3.c, II.B.4)

There was no evidence of the development and assessment of Student Learning Outcomes for Student Affairs programs and the SLO for counseling is not stated as an actual learning outcome. Some interviewees during the site visit referred to SLOs that had been previously developed, but no documentation of these prior SLOs was provided, and no current reference to Student Affairs SLOs was substantiated. Data collection and analysis exists, and it is woven into an informal planning agenda for Student Affairs, but is not rooted in the development and assessment of student learning outcomes. Student Affairs departments can benefit from specific training in the development of SLOs and PLOs to more effectively measure the outcomes of their programs and services. (II.B.3.c, II.B.4)

Windward Community College has been resourceful in receiving outside funding but the college's plan to fund many of the services, programs and initiatives through its institutional resources beyond the grant timelines is unclear. For example, the Title III grant funding for the Supplemental Instruction component will be decreased by \$23,640 by the end of the 2012-13 school year. It is unclear as to what will happen if no funding is secured, but the college has proven over time that it is resourceful in securing outside funding when the system office is unable to provide the funding. (II.A.1.a, II.B.1, II.B.3, II.B.3.c)

The College's TRiO, counseling and financial aid programs collaborate to develop seamless processes to outreach to and successfully matriculate students to the college. Applications and enrollment have increased substantially since fall 2009, especially with a notable increase in Hawaiian and Pacific Islander students, addressing the college's mission to have a "special commitment to support the access and educational needs of Native Hawaiians." The college utilized a community-based process to initially receive input as to how to assist the enrollment of Native Hawaiian students. Comments from interviews and the forum during the site visit indicate

that students continue to express concerns related to the availability of evening classes and child care. (II.A.1.a, II.A.1.b, II.B.1, II.B.3.a, II.B.3.c, II.B.3.d, II.B.4)

Student Affairs is clearly focused on developing services and interventions to provide access to a college education and to support and improve the success of their students. There is evidence that efforts to increase student enrollment, especially of Native Hawaiian students are reaching success, based on the presentation of data in the Self-Study report and discussions as part of the site visit. Much of the success of these efforts to date can be traced to an intentional collaboration between various instructional and student support services departments.

Conclusions:

The standard is not met. There was no evidence of the development and assessment of student learning outcomes in Student Affairs.

Recommendation:

Recommendation 1

As noted in the 2006 visiting team report and in order to meet the standards, the team recommends that the institution complete the development and assessment of student learning outcomes for all courses, programs and general education, as well as develop and assess learning outcomes in student services, using the results for improvement of student learning and achievement and institutional effectiveness. (ER 10, I.B.3, I.B.7, II.A.2.b, II.A.2.c, II.B.4)

Recommendation 2

In order to fully meet the standards it is recommended that the college design, document and implement an effective, integrated planning model, system of program review and resource allocation process which is inclusive of all institutional planning activities including administrative services and technology. The college should develop formal systematic evaluation mechanisms for assessing the quality and effectiveness of planning structures and processes and use assessment results for the improvement of learning and institutional effectiveness. (I.B.1 through I.B.7; II.A.2, II.B.4, II.C.2, III.A.6, III.B, III.B.2, III.C.1, III.C.2, III.D.1, III.D.3, III.D.4, IV.A.1, IV.A.5, IV.B.1, IV.B.3.g)

Standard II.C: Library and Learning Support Services

General Observations:

The recently opened Hale La'akea Library Learning Commons building has already become a focal point of the college. Several programs are housed in a modern purposeful structure that should greatly improve all the services that were once scattered around the campus in makeshift accommodations. The new Hale La'akea Library Learning Commons is the first green library in the UH system and was awarded Project of the Year by the Masonry Institute of Hawai'i. The building was designed and built to reduce the consumption of energy, water use, and waste, and awaits official notification in February 2013 of its approval for Silver LEED status.

Until the opening of the new building, the Library was located in 7,800 square-foot building and learning support services were scattered throughout the college. Due to cramped and antiquated facilities, many learning services were not readily available to students and during the construction phase some learning services were forced to scale back or were terminated altogether and some of the learning support materials were either stored until the new building was opened or distributed to academic departments for student use.

The new library has a staff of four librarians who provide reference services, instruction, research services, and technical assistance, as well as access to the holdings of books, periodicals, pamphlets, and audiovisual materials that support the courses and programs of the college. A reference librarian is available to assist on-campus and distance learning students and faculty. Through its website, the library provides secure, on- and off-campus access to the Course Catalog and to online materials. The library maintains online tutorials and reference and research help is also offered via e-mail, telephone, and online chats.

In addition to the library, the Library Learning Commons houses: Computing Services, Marketing, Media Production Center and Duplicating Service, and the Ka Piko Student Success Center, as well as a coffee shop. Ka Piko includes the Math, Speech, and Writing labs, Supplemental Instruction, the Testing Center.

Findings and evidence:

With the opening of Hale La'akea, the Library Learning Commons (LLC), the College was able to complete a project that was first identified as a need in the 1989 Facilities Master Plan and a 2007 recommendation. The opening of the new facility allowed the consolidation of all learning support services in one facility with the library utilizing about 70 percent of the 69,000 square foot Library Learning Commons. (II.C.1)

The University of Hawai'i System develops and monitors standards for library functions and policies for collaboration among the system libraries through the Library Council of which Windward CC is a member. The UH System consolidates purchases such as negotiating software licensing for database subscriptions and the system-wide Endeavor Voyager Library management system. (II. C.1)

Of particular note, is the Hawaiian Collection in Room 303. This collection will be of particular benefit for students and faculty of the new Hawaiian Studies degree program provided the library has the resources to properly staff the room. At this time, the room is rarely open since funds for staff are not available. (IIC.1; II.C.1.c)

The library is responsible for the Library Research Unit that is taught as part of all ENG 22 and ENG 100 classes. The student learning outcome states, “the student will evaluate information and its sources critically.” When scores from 2010 course revealed that fewer than 75 percent successfully met the SLO, changes were made in the way the tests were administered and further changes to the instructional materials were being considered at the time the self-evaluation was completed. In 2011, the library conducted another assessment of the required Library Research Unit course and made improvements to the course based on the data, as well as made plans to research and implement best practices for motivating students who use online self-paced modules. These changes will be assessed again in 2012. (II.C.1.b)

Due to the 2010 User Survey comments, the library extended its weekday hours. After the 2012 self-evaluation was completed and the opening of the new Library Learning Commons, the library expanded operation hours, adding another eight hours a week. However, the library is still not open on weekends. (II.C.1.c)

The college has instituted a regular evaluation and assessment process of the library and other learning support services. Results from traditional and distance learning students show general satisfaction with the library and the other learning support services. As a result of the 2008 Academic Support Unit Annual Review, the college reorganized its Computing Services by consolidating Academic Computing and Administrative Computing into a single Computing Services unit. Discussions among the faculty and the Academic Support staff led to agree upon specifications for computing equipment, media devices, and software applications deployed in computer classrooms and labs. Computing Services took steps to better meet the needs of distance learning students and will examine the result of the piloting of the cloud computing to meet the needs of students in distance learning courses or studying at home. (II.C.1)

The self-evaluation identified the reduced funding for the library and other learning support services as a problem that should be addressed. The college uses end of the year funds for replacement of technology rather than planning for equipment replacement as a recurring cost as part of the annual budget planning process. (II.C.1; II.C.1.a; III.C.1.c)

In 2008, the State Legislature gave the College \$500,000 to replace equipment, and the UH Capital Improvements Program Fiscal Biennium 2009-2011 report shows that Priority 3A of the UH System was \$1,578,000 to cover the costs for equipment for the integrated library, media, learning assistance, and computer center in the new Library and Learning Resources Center. However, during 2009-2010 Annual Review, the library requested \$975,000 for the purchase of books, materials, and computers for the move into the new facility. The Planning and Budget Council cut this request to \$415,000 and identified a funding process utilizing summer school revenues and a back-up source to restore the \$500,000 for equipment. Fortunately, computer prices dropped, as the original technology estimate was several years old and the visiting team verified that equipment and materials are in place for the remaining support services. (II.C.1; II.C.1.a; III.c.1.c)

While the old library and other learning support services, that were located in other buildings, were adequately maintained, clean, and comfortable, the Capital Improvement Project funding for the new Library Learning Commons did not include resources for operating the new facility and two positions are online to be filled in early 2013; however, the college has not been able to fully staff janitorial services for the new larger facility. (II.C.1.d)

The self-evaluation also reported that the Math and Speech Labs have insufficient staff for their mission, and the Language Arts Department identified the need for a Speech Lab which opened in fall 2008. The Speech Lab has opened in the Ka Piko Study Center and has extended its open hours to 12 hours per week. (II.C.1)

The Math Lab cites usage statistics as its sole evidence. The evidence shows an increase in usage over time, but does not show any measurements regarding the quality or effectiveness of the unit. The Mathematics and Business Annual Department Report 2009-2010 cites the need for tutoring in accounting, an open computer lab with a tutor available, and tutoring for statistics.

The 2009-2010 Language Arts program review requests additional resources to have the lab open more hours, but does not state the goals of the lab or the criteria for success. The most recent report of the Speech Lab listed desired educational outcomes, but no assessment plan. Results of a student satisfaction survey showed that students are very satisfied with the assistance and equipment, but the survey questions do not seem to relate to the educational outcomes. The Speech Lab is not included in the 2010-2011 Academic Support Units Annual Review.

Reasonable physical security measures appear to be in place on the campus. However, the self-evaluation noted concern with the security tools, expertise, policies, and procedures for cyber security of the college network managed by Computing Services. Network disruptions can be lengthy and interfere with instruction, administration, and the VoIP phone system. (II.C.1.d)

Conclusions:

The college meets this standard. Over the past several years, the learning support services at Windward have operated in substandard facilities, yet the faculty and staff has managed to meet the majority of the needs of the student population. The library and learning support services appears to be at the proficient stage of planning.

Recommendations: None

Standard III

Resources

Standard IIIA - Human Resources

General Observations:

Personnel at Windward CC fall into four position categories: Executive and Managerial (E/M), Faculty, Administrative, Professional and Technical (APT), and Civil Service.

The self-evaluation describes the policies, procedures and practices for employment, systematic evaluations, ethical professional conduct, equitable treatment of all personnel and diversity in hiring for all categories. Human Resources planning is integrated in the UH System in concert with state funding approval cycle. The Windward Community College Chancellor makes final hiring decisions after staff interviews in accordance with the UH System. Since 2006 staff have increased by 4% while student enrollment headcount increased by 52%.

Faculty and staff play a significant role in selecting new employees by serving on ad hoc screening committees. Screening committees consist of three or more members with a mix of gender, ethnicity, and job classifications. They develop the interview questions and optional exercises that are used to determine the qualifications and abilities of applicants. Applicants for faculty positions are typically required to teach a short lesson on an assigned topic as part of their interview. The screening committee submits its findings and recommendations to the appropriate Vice Chancellor or Director, who then advises the Chancellor on the final hiring decision.

Findings and evidence:

Before recruiting for any vacancy, a position description is created that accurately reflects the duties and responsibilities, the minimum qualifications, and the desirable qualifications. Position descriptions are reviewed and approved at the division, Vice Chancellor or Director, and Personnel Officer levels before they are advertised. Sample position descriptions on file include those of the College's executive staff. As re-affirmed in the "Minimum Qualifications for Faculty Positions" dated August 2011, a Master's degree is typically required for faculty positions and degrees from non-US institutions are recognized only if equivalence has been established. Successful experience teaching at the community college level and experience assessing student learning outcomes are usually among the desirable qualifications for faculty. (III.A.1, III.A.1.a)

Executive/managerial, faculty and APT vacancies are advertised with application instructions through the Work at UH website, the Sunday edition of the Honolulu Star Advertiser newspaper, and in some cases national publications such as The Chronicle of Higher Education. Civil Service vacancies are advertised through the State's Department of Human Resources Development website. Sample advertisements on file include those of recent faculty vacancies. (III.A.1.a)

Board of Regents Policy Chapter 9 requires that all Executive/managerial employees be evaluated annually between March and June for performance and accomplishments. The

procedure for accomplishing this is outlined in UHCC Policy #9.202, "Executive Employees Performance Evaluation". The process calls for establishing written objectives at the beginning of evaluation period; obtaining anonymous feedback from subordinates, peers, and constituents; completing an end-of-period Self Evaluation; and having a performance review discussion with the supervisor. Anonymous feedback is collected through an online 360° Performance Assessment tool administered by the UH Office of Human Resources, as directed by the University President. (III.A.1.b)

Administrative, professional and technical employees are evaluated annually in accordance with UH policy. Civil service employees are to be evaluated annually, but the evaluations are not being conducted in a timely manner. (III.A.1.b)

Tenured faculty are evaluated at least every five years in accordance with the Post-Tenure Review Procedure, and the evaluation includes, according to the UH Executive Policy, the design of "measurable or observable learning outcomes and assess and provide evidence of student learning." The UH System does not have learning outcomes as part of the evaluation template, but a review of faculty records at Windward CC included student learning outcome comments and a common syllabi template. (III.A.1.b, III.A.1.c)

Lectures (adjunct faculty) participate in an annual self-assessment and performance evaluation in accordance with Windward Community College's Lecturer Self-Assessment Procedures. Lectures are ranked at step levels A,B, or C depending on the total number of credits they have taught in the UH System, and lecturers at lower steps are subject to more extensive assessments. By April 1, lecturers compile and submit self-assessment materials including student evaluations for every course taught. (III.A.1.c)

All college employees are state employees and held to the Code of Ethics detailed in the Hawai'i Revised Statutes. The UH System has also adopted the AAUP Statement on Professional Ethics. (III.A.1.d)

According to the self-evaluation the college's human resources are adequate to meet the student demand and increase although they acknowledge in surveys that there is concern. Instructional faculty increased by 7.5 personnel while other faculty decreased by 4, APT increased 5.5 staff personnel, E/M remained the same at 7 and Civil Service decreased by 3. Overall, allocated positions increased by 4% while student enrollment headcount soared by 52%. Continuous review of the Planning and Budget Council (PBC) can address adjustments in staffing levels to best serve students. In a 2011 survey only 49% of the faculty and staff felt the staffing was adequate for the number of students which was a decrease from 65% level satisfaction in 2006. (III.A.2)

The University of Hawai'i Office of Human Resources prepares and publishes procedures for recruiting and selecting college personnel. Established policies and procedures provide for the security and confidentiality of personnel records. (III.A.3.a, III.A.3.b)

There is a plan to increase the number of faculty and staff from underrepresented demographic groups, but baseline targets could not be established and reviewed systematically by the Planning

and Budget Council to gauge progress. The college's EEO/AA Officer monitors recruitment practices as well as the screening, interviewing and selection processes. The college catalog reaffirms its position on nondiscrimination and affirmative action; UH Administrative Procedure A9.920 outlines the discrimination complaint procedure. (III.A.4a, III.A.4.b, III.A.4.c)

Funding for professional development decreased from 2006 to 2011 while surveyed satisfaction with support for professional development increased over that time period. In discussion with staff, specific training and professional development ranging from technology use to human relations and green custodial services was requested. (III.A.5.a, III.A.5.b)

New position requests are submitted to the Budget and Planning Council and the Council determines priorities for new positions using a rubric that considers college goals and programmatic needs. The Chancellor considers the priorities and rankings before submitting position requests to the UH System. As a result of budgetary constraints, new positions are not easily obtained, and surveys revealed some dissatisfaction with the lack of faculty and staff in certain areas like the library and student services. (III.A.6)

Conclusions:

The College partially meets this standard. The College follows the UH system policies and procedures in recruitment and hiring of staff and plans are integrated with the funding cycle for the state.

Windward has compensated for increased student headcount by using grants and student hires to maintain service levels. Staffing levels should continue to be reviewed, and the development of a staffing plan as a result of program review and analysis would enable the college to sustain adequate levels of service to students. Relevant professional development activities should be provided for all employees. To ensure that personnel resources are adequate to meet the needs of the college, sustainable financial resources need to be identified.

Recommendations:

Recommendation 3

In order to fully meet the standard, the team recommends that the institution develop a comprehensive staffing plan as well as a professional development plan designed to meet the needs of its personnel and fully implement the civil service evaluation process. (III.A.1.b, III.A.2, III.A.5, III.C.1.b).

Recommendation 4

In order to fully meet the standard, the team recommends that the college develop sustainable financial resources to provide adequate staffing, equipment and student and academic support services as well as funding for operations. (II.A, II.B, II.C.1; II.C.1.b; II.C.1.c; II.C.1.d, III.A, III.B, III.C)

Standard IIIB – Physical Resources

General Observations:

Established in 1972, the College is situated on approximately 64 acres of land and is composed of ten primary building that are either renovated former Hawai'i State Hospital buildings or part of the College's newer construction projects. The most recent building, the Library Learning Commons, just opened in the fall of 2012 and promises to be the core of the College's educational activities. The new Library Learning Commons provides more centralized, efficient and up-to-date services to students, faculty and staff in an environment where responsiveness to changes in information and technology is crucial.

The System Office provides support for major scheduled/deferred maintenance projects in the areas of roof, utility upgrades, and electro-mechanical repair and replacements. The System has recently engaged in a performance-based contract with Johnson Controls, Inc. to reduce energy consumption.

Findings and evidence:

The College's physical resources meet program needs. Results of staff and student surveys in 2011 indicate high levels of satisfaction. 95% of students and 83% of staff rated overall quality of campus facilities and equipment as "Excellent" or "Satisfactory." The college uses a New Construction and Renovations list to plan future projects at all locations. (III.B.1.a)

Facilities are designed and constructed according to building codes and state and federal laws. They are then maintained and operated in accordance with Hawai'i Occupational Health and Safety standards. The Operations and Maintenance staff of 18 FTE's are responsible for building and grounds maintenance as well as safety, access, and security concerns. Results of staff and student surveys in 2011 indicate high levels of satisfaction with maintenance of buildings and grounds, safety, and access. (III.B.1.b)

The System Office centrally manages funding for construction, renovation, repair and maintenance projects. The college's current Facility Master Plan was approved in 1992. A new Facility Master Plan that is tied to institutional programs and services is needed. The college has secured funding for this project. (III.B.2.a)

The college systematically assesses the effective use of physical resources through Annual Departmental Reports and Five-Year Program Reviews. Recommendations for significant improvements to facilities are reviewed by the college's Facility Master Plan and Space Allocation Committee for possible submission to the Chancellor. Proposals are considered on the basis of the college's Strategic Plan, Educational Master Plan, Facilities Master Plan, and Five-Year Construction Plan. (III.B.2.b)

Conclusions:

The College meets this standard. It has appropriate facilities to support its programs and services and meets the needs of its students.

Recommendations: None

Standard IIIC – Technology Resources

General Observations:

The University System's Information Technology Services (UH ITS) provides the college with the following technology infrastructure:

- Network connections to the outside world
- Voice over internet protocol (VoIP) telephone services
- Google E-Mail, Calendar, Website Builder
- Anti-spyware
- PeopleSoft Human Resources Management System
- Student Employment and Cooperative Education (SECE) System
- Banner Student Information Software
- FMIS/Kuali Financial Management System
- Lulima Learning Management System (LMS)

Windward Community College provides technology resources other than those listed above, as well as networking and telephone services within the college campus. College-wide technology resources are delivered through Computing Services, Media Center, and Administrative Services. Individual departments plan and acquire technology resources that are only used within their specific discipline or programs.

Findings and evidence:

After review of the above resources and interviews with key personnel, the team's assessment is that the college's technology resources meet program needs. According to surveys given in 2011, the overwhelming majority of faculty, staff, and students are satisfied with the technology resources provided to them. (III.C.1.a)

The college's technology training programs meet the needs of the students and staff. The 2011 surveys and the team's interviews indicated that faculty and staff are satisfied with professional development support in developing computing skills and information literacy. The surveys also showed that students are highly satisfied with the quality of assistance in developing computing and information literacy skills. (III.C.1.b)

The college has centralized the planning, acquisition and maintenance of most of its technology, infrastructure, and equipment. Windward's centralized technology support units include: Computing Services, Media Center, and Administrative Services. The college plans for upgrades and replacements of equipment, but usually waits until the end of the fiscal year to see if funds are available. The college was unable to fund planned upgrades and replacements in 2012. The College needs to have a formal, written Technology Plan. (III.C.1.c)

The college's technology resources have been part of the planning process as evidenced in the PBC minutes which has facilitated program enhancements, growth and the number of students being served, and improvements in student learning. The college has:

- Increased student enrollment 52% over the last five years,
- Increased its online course offerings from 2 sections in the fall of 2006 to 38 sections in the fall of 2011 within the existing infrastructure
- Introduced new technology courses and new certificate programs
- Developed an on-line learning site for faculty and students

During all of this time of change, student satisfaction with college computer equipment, software and internet access has actually increased. (III.C.1.d)

Technology planning is not fully integrated with institutional planning. Each unit plans and assesses the effective use of the technology resources it is responsible for as a part of its Annual Department Review or Five Year Program Review process. Computing Services and the Media Center assess service outcomes and the adequacy of technology resources in a variety of ways. (III.C.2)

Conclusions:

The college partially meets the standard. Technology planning is not integrated with other planning processes, and there is no Technology Plan or designated resources for technology replacement.

Recommendation:

Recommendation 2

In order to fully meet the standards it is recommended that the college design, document and implement an effective, integrated planning model, system of program review and resource allocation process which is inclusive of all institutional planning activities including administrative services and technology. The college should develop formal systematic evaluation mechanisms for assessing the quality and effectiveness of planning structures and processes and use assessment results for the improvement of learning and institutional effectiveness. (I.B.1 through I.B.7; II.A.2, II.B.4, II.C.2, III.A.6, III.B, III.B.2, III.C.1, III.C.2, III.D.1, III.D.3, III.D.4, IV.A.1, IV.A.5, IV.B.1, IV.B.3.g)

Standard IIID – Financial Resources

General Observations:

The college's financial resources come from two major sources, the State's general fund and tuition and fees collected from students. Currently, general funds comprise approximately 48 percent of the College's operating budget with the remaining 52% from tuition and fees, grants, and other sources. With enrollment and tuition rate increases, this percentage has been shifting more towards tuition and fees. General state apportionments are decreasing. Fiscal year 2012 was the last year of the System's six-year tuition increase plan which was approved by the Board of Regents in 2005. In October 2011, the System's Board of Regents approved a new tuition increase schedule for fall 2012 through spring 2017. This new schedule provides stability and predictability for the System and its students while preserving affordability and access.

Windward Community College is a fiscally strong institution. The college has a 5% cash reserve and it adheres to the State's prohibition on deficit spending. In 2009, the Planning and Budget Council (PBC) was established to regularly review and update the Strategic Plan and to prioritize the college budget. The college has been extremely successful at securing external funds.

Findings and evidence:

The college's financial resources meet program needs. The college manages its financial resources effectively.

The Planning and Budget Council (PBC) makes recommendations to the Chancellor regarding the use of resources in the college budget as well as resource requests for future funding. The PBC is involved in developing three types of budgets for the college: the Annual Operating Budget, the Biennium Budget, and the Supplemental Budget. According to the PBC process, the Windward unit, department, or program fills out a PBC Summary Sheet and combines it with its Departmental Report or Annual Assessment/Program Review in November. These are posted on the PBC website and reviewed by Council members by the end of January. PBC members submit their ratings for budget items, which are then tabulated and discussed in meetings from February to April. The PBC then submits its recommendations to the Chancellor, who determines the budget allocations. The Strategic Plan is updated annually by the PBC based on Annual Assessment Reports and Program Reviews. Each fall, the PBC reviews department and unit requests in conjunction with the Strategic Plan, and drafts a recommended operating budget. The resource needs prioritized by the PBC become the basis for the college's biennium budget requests. (III.D.1.a)

A realistic assessment of financial resources availability has led the System to take steps to better manage increasing electrical costs. This is particularly critical for Windward since several new, larger buildings have been constructed on the campus in recent years. Other than personnel cost, electricity is the largest operating cost for the campus. A shared-performance contract and a renewable energy agreement involving the UH Community Colleges and an energy conservation company will help reduce the College's electricity costs. (III.D.1.b)

The college considers long-range financial priorities in conducting short-term planning. The College maintains a 5% reserve. The College does not have any long-term financial liabilities or obligations. (III.D.1.c)

The PBC is a 24 member committee comprised of members from administration, instruction, instructional support, vocational/community education, faculty senate, associated students, and more. Definition and description of the PBC, its membership, obligations, purpose, and meeting minutes are all posted on the College website. (III.D.1.d)

The college does not have a separate external audit. It is audited along with all the other colleges in the System. One audit report is published for the system as a whole. ACCJC has accepted supplemental information provided in the system audit report as evidence of financial integrity. The college responds quickly to any external audit questions and recommendations, especially when they pertain to extramural funds and financial aid programs. (III.D.2.a, III.D.2.b)

The Annual Operational Expenditure Plan is published on the Windward website under Budget Documents. To assure financial integrity, control mechanisms for all funding sources are imbedded in the financial system. Policies and procedures for review and authorization of purchases are in place to meet the funding agreement/contract requirements. A principal investigator is assigned to every funding source and that individual is responsible to review all purchases and authorize personnel hires within the scope of the particular grant and/or contract. The Fiscal Officer conducts a second review. Internal controls have been reviewed recently during the conversion to Kuali Financial System. The College has strong internal controls. (III.D.2.c; III.D.2.d; III.D.2.e)

The Chancellor of the College is responsible for the reserve fund which is 5% of unrestricted expenditures and encumbrances. The reserve fund is set aside to meet financial emergencies and unforeseen occurrences, as well as working capital at the beginning of the fiscal year. The Office of Risk Management is utilized to review programs or situations where a financial risk is identified. The college uses the following tools for effective oversight of finances: Annual Operational Expenditure Plan, financial management software which includes a fund checking feature and management reports, quarterly reports, Fiscal Officer reviews. (III.D.3.a, III.D.3.b)

The college is compliant with federal requirements. The Fiscal Office staff reviews special federal requirements for grants at time of budget development. The Fiscal office also regularly monitors student loan default rates. There are no audit findings for Return of Title IV funds. (III.C.3.f)

Contractual agreements are consistent with the institutional mission and goals. They are centralized throughout the UH System, for legal support and contract advisement. The UH Office of Research Services (ORS) conducts the final examination of documents and is the authorized signatory. The UH Office of Procurement and Real Property Management (OPRPM) is responsible for the System-wide administration of policies and procedures for the acquisition of goods, services, construction, and real property. Policies and procedures are in place and available on both ORS and OPRPM websites. (III.C.3.g)

The System recognizes that its legacy financial system, Fiscal Management Information System (FMIS), is over 20 years old, cannot be modified, and is primarily a manual accounting system. As a result, it converted to Kuali Financial System (KFS) effective July 1, 2012. KFS is a modular financial accounting system designed to meet the needs of higher education. The System has implemented the following modules: Chart of Accounts, General Ledger, Financial Processing, Labor Ledger, Accounts Receivable, Contracts and Grants, Purchasing, Accounts Payable and Capital Asset Management. (III.C.3.h)

The PBC reviews Strategic Planning Outcomes, Grant Performance Reports, Annual Departmental Reviews, and Five-Year Program Reviews. These reviews evaluate the effectiveness of past uses of financial resources and investments. These assessments provide data to determine whether allocation adjustments are necessary to improve results and identify opportunities for greater efficiencies and cost savings. (III.C.4)

The Standard III Team has reviewed “Required Evidentiary Documents for Financial Review.”

See the System Report for findings on the following areas:

- OPEB (Obligation for Post-retirement Employee Benefits) (III.D.3.c),
- Actuarial Plan (III.C.3.d),
- Repayment of Local Debt and Long-term Obligations (III.C.3.e),
- Employee Benefits,
- Risk Management,
- Internal Audit,
- Agreement with Foundation, and
- Foundation Audit

Conclusions:

The College meets this standard. The Planning & Budget Council (PBC) ensures that the College’s mission and goals are the foundation for financial planning. Strong internal controls are built into the Kuali Financial Management System. The College has a 5% cash reserve, and it adheres to the State’s no deficit spending law. Additionally, the College has been highly successful in obtaining external funds.

Recommendations: None

STANDARD IV

Leadership and Governance

Standard IV.A - Decision Making Roles and Processes

General Observations:

The college recognizes the importance of effective leadership in the achievement of its student learning mission and in the continuous improvement of institutional effectiveness. The Chancellor's leadership style has enabled him to set the tone for this. He takes a hands-on approach when dealing with the day-to-day operations of the campus. He is able to communicate effectively with his own administrators, faculty, staff, and students through the use of advisory governance committees. These four governance committees, along with a myriad of subcommittees, provide for broad campus representation at each and every level of the organization. All decisions are being made based upon what is best for the students and the institution.

The Chancellor works very closely with the University of Hawai'i Vice President of Community Colleges to ensure that the needs of Windward Community College, are being met. By design the six Community College Chancellors report to two separate individuals in the University of Hawai'i System. The first is to the President of the University of Hawai'i for "system-wide policy-making and decisions impacting the campuses." The second is to the Vice President of Community Colleges for "leadership and coordinating community college matters." In practice the Vice President for Community Colleges is the conduit for all community college decision-making. The Chancellor has very little interaction with the Board of Regents. It is the Vice President of Community Colleges who acts as the liaison between Windward Community College and the 15-member Board of Regents.

Findings and evidence:

Decisions are made in various ways at the college; the process involves the college administrators, committees, the college community, unions, the system-level governance structures, and the Board of Regents. Forums are conducted regularly in face-to-face formats. Constituents are notified via postings on the college website and in all-campus emails. The college uses its website as their primary vehicle for communicating with its stakeholders. In 2009 the Faculty Senate undertook an initiative to create a discussion board that is located on the college website. Anyone on campus can initiate a college discussion and ask questions of faculty through this portal. This discussion board has also been used for proposed initiatives concerning programs, policies, and buildings. In an attempt to appeal to a broader spectrum of students through social media the college now has an official Facebook presence as well. Email is the primary methodology used for campus communication. There is also an Emergency Alert System which utilizes email and text alerts to stay in communication with the campus community. The college has a monthly student newspaper called the Ka 'Ohana which appears in both print and online format. It is designed to provide students with a forum to express their thoughts on a variety of campus and community issues. In the college course catalog student

participation in governance is encouraged by inviting them to participate on advisory committees. (IV.A.a, IV.A.2)

The Associated Students, University of Hawai'i –Windward Community College Konohiki Council is made up of 15 elected members from the enrolled student body. It meets weekly and as needed. The goal of this student council is to assist individuals within the community served by the college to come to a greater awareness of themselves, the environment in which they live and their relationship with this environment. This council also appoints students to participate in regular college standing and ad hoc committees and two students to serve on the University of Hawai'i System-wide Student Caucus. In comparing the Institutional surveys that were first done in 2005 with those that were conducted in 2011 it becomes clear that the number of students that feel their “overall level of student involvement in campus decision-making” was excellent or satisfactory rising from 51% to 69%. In regards to “opportunities to participate in campus activities and student government” the numbers rose from 62% to 82% over the same time period. During the 2011 semester the college conducted faculty and staff Institutional Surveys. Those results indicated that the campus governance and communication structures were providing opportunities for constituency involvement. (IV.A.1, IV.A.2, IV.A.3)

In 2009 the Master Planning and Space Allocation Committee was formed. It was charged with the tasks of working with the Master Plan, the Plan Review Use, and the Urban Design Guidelines which detail how the college addresses campus space allocation for short-range and long-range planning. Campus-wide issues and concerns that involve policy, planning, and the curriculum can be identified in these various committees or meetings or through other means of assessment. In 2011 the Governance Sub-committee of the Institutional Effectiveness Committee conducted a survey of the faculty in which 78% rated “overall involvement of the faculty in campus decision-making” as being either excellent or satisfactory. (IV.A.1, IV.A.2, IV.A.3, IV.A.5)

The Faculty Senate plays a primary role in curriculum and program development. The Institutional Effectiveness Committee is a standing committee of the Chancellor. Membership includes constituents from each academic department or unit appointed by the Chancellor. College committees are established to investigate, consider, report, and take action on a particular subject matter. Committees are identified as either standing or ad hoc, and the college's website lists the roles of these committees, members, and lists of meetings convened and minutes. (IV.A.1, IV.A.2, IV.A.3, IV.A. 5)

In order to ensure more effective decision-making on campus, the Budget and Strategic Planning Committees were consolidated into the Planning and Budget Council in 2009. This decision was based upon the results of the Governance Sub-committee of the Institutional Effectiveness Committee Surveys for both committees which determined there was an overlap in the information, purpose, and responsibilities of each committee. (IV.A.5)

The Faculty Senate, under its Constitution, acts as the mechanism for Faculty involvement. The Faculty Senate meets twice a month to oversee and coordinate activities that affect instruction and students. The relationship between the Faculty Senate and administration is mutually respectful and has been productive. The Chancellor holds weekly meetings with the

administrative staff and notes of these meetings are posted on the college website for everyone to read. Windward Community College faculty, administrators, and students sit on several System-level committees. They do this by means of the University of Hawai'i All - Campus Council of Faculty Senate Chairs and the University of Hawai'i Community College Faculty Senate Chairs. The Chancellor, the Off-Campus Faculty Senate Chair, and the Student Government President sit on a System-wide Strategic Planning Council which has been meeting almost every quarter. (IV.A.1, IV.A.2.a, IV.A. 3)

Windward CC has complied with AACJC standards, policies and guidelines. The self-evaluation report was developed by broad participation across the college. The college interacts with other external agencies as well, including the US Department of Education and other external grant funding agencies. (IV.A.4)

The four primary advisory committees at the college consist of the Master Planning and Space Allocation Committee, the Planning and Budgeting Council, the Institutional Effectiveness Committee, and the Faculty Senate. These four groups make recommendations to the Chancellor. They were created as a result of Recommendation 5 from the ACCJC Report dated 2006. In 2011 the Governance Sub-committee of the Institutional Effectiveness Committee distributed survey tools that were meant to evaluate the college's new governance structure. More than a dozen surveys were distributed over a two month period of time. The questions were generic and were not tailored to the missions of each of the four advisory committees. Because there were so many surveys distributed at the same time, each of which contained the same set of questions being asked of the same constituents, the campus experienced "survey fatigue." In many cases there were less than 15 respondents for a particular survey. As a result the assessments that were made, as well as the reported percentages regarding the data, are questionable. Assessments of the survey data were made by the committee chairs and their committee members. There was no assimilation of the survey data at the college level. The college did not attempt to evaluate the data at an institutional level. The Governance Sub-committee of the Institutional Effectiveness Committee has not had a functional role on campus since the set of surveys were conducted. The college does not have a plan in place to conduct follow-up surveys of the college's governance structure. (IV.A.5)

Conclusions:

The Windward Community College leadership advocates and demonstrates honesty and integrity in its relationship with their stakeholders and external agencies. The institution responds to recommendations by external agencies in a prompt manner. The college has sound leadership which is focused on the college's mission as an institution with learning as its central mission. The college needs to establish policies and procedures that will create an environment whereby the institution regularly evaluates its governance and decision-making structures and processes. This will assure their integrity and effectiveness. The college also needs to widely communicate the results of these evaluations and uses them as the basis for improvement.

The college partially meets Standard IV.A.

Recommendations:

Recommendation 2

In order to fully meet the standards it is recommended that the college design, document and implement an effective, integrated planning model, system of program review and resource allocation process which is inclusive of all institutional planning activities including administrative services and technology. The college should develop formal systematic evaluation mechanisms for assessing the quality and effectiveness of planning structures and processes and use assessment results for the improvement of learning and institutional effectiveness. (I.B.1 through I.B.7; II.A.2, II.B.4, II.C.2, III.A.6, III.B, III.B.2, III.C.1, III.C.2, III.D.1, III.D.3, III.D.4, IV.A.1, IV.A.5, IV.B.1, IV.B.3.g)

Recommendation 5

In order to fully meet the standards, the team recommends that the institution regularly evaluate its governance, decision-making structures and planning processes in order to assure their integrity and effectiveness. The college should also widely communicate the results of the evaluations and use them as the basis for continuous and ongoing improvement of learning and institutional effectiveness. (I.B.1, I.B.4, I.B.6, IV.A.4, IV.A.5)

Standard IV B. - Board and Administrative Organization

Findings and evidence:

The 15-member Board of Regents' numerous policies clearly establishes its primary leadership role in setting and communicating their expectations for each of the six community colleges within this multi-college system. They have established and delineated goals for achieving both educational excellence and integrity throughout the system and the college. The BOR publishes board policies and by-laws and recognizes its responsibility for educational quality, legal matters and financial integrity. However, there is no direct dialogue between the College Chancellor and the Board of Regents. Instead, the Chancellor communicates weekly with the Vice President of Community Colleges. He acts as the Chancellors liaison with the 15-member Board of Regents. That said there are occasions when each of the college Chancellors communicates directly with the President of the University of Hawai'i. This face-to-face communication takes place during the regular meeting of the Council of Chancellors. These meetings include the other six community college Chancellors and the Vice President of Community Colleges. The codified Board of Regents policies and the college's procedures show evidence that the Board of Regents has clearly defined the organizational roles for both the multi-college district and the six community colleges that are a part of it. (IV.B.1.a, IV.B.1.b, IV.B.1.c, IV.B.1.d, IV.B.1.e)

The 15-member Board of Regents is appointed by the Governor to represent one of the smaller Hawaiian Islands or designated districts on each of the larger ones. This autonomy is provided for in Hawaiian State Law. One of the 15-members of the Board of Regents is a former community college student, now a graduate student, who is also appointed by the Governor. This board member represents all of the students in the University of Hawai'i system and is the only member of the Board of Regents who truly has a constituent group. All 15 of these board members are appointed to serve five-year terms. The entire Education Code for the University of Hawai'i and the six community colleges that are a part of it are contained within one paragraph of Hawaiian State Law. (IV.B.1.a, III.B.1.c)

Because of the recently revised policies of the 15-member Board of Regents, all six community colleges within the district are moving towards curriculum that has General Education requirements for each and every one of its degree programs. The Board of Regents have directed that all student learning outcomes and assessments are to be tied to both faculty and administrator evaluations as well as what comes out of program reviews. The Board has also stipulated that colleges must also set minimum standards for satisfactory performance of student success. The Board of Regents has recently adopted a new policy that all of the community colleges within the district will focus on improving graduation rates for native Hawaiians. In addition, the Board of Regents has asked the multi-college system to examine methodologies for increasing the number of community college degrees and certificates awarded for this same constituent group. (IV.B.1.b, IV.B.c, IV.B.3.e)

The Board of Regents has a program for board development and new member orientation. The new member orientation was conducted by the UH Executive Vice President/Provost of Academic Planning and Policy. Accreditation is included in the training for new board members. By-laws were adopted by the BOR that require timely orientations for new members. Although

a policy on Board of Regents self-evaluation exists, BOR members, when interviewed, indicated that the self-evaluation process for assessing board performance has not been implemented on a regular basis. (IV.B.1.f, IV.B.1.g, IV.B.1.i)

Board of Regents policy and HRS Chapter 84 address the process for dealing with unethical behavior. (IV.B.1.h)

The Board of Regents appoints the President of the University of Hawai'i and approves other executive appointments, including Vice Presidents, Chancellors, and Deans. The BOR also approved the college Self-Evaluation Report. Community College actions are acted upon by the full Board of Regents at its regular monthly meetings. Meetings are held on all ten of the University of Hawai'i System campuses to assure that the Board of Regents has a chance to visit all campuses within the System. The State of Hawai'i has a Sunshine Law which states that all meetings are to be public, except those involving the discussion of personnel and legal matters. Agendas and minutes of meetings are publically available at the Board of Regents website. Implementation of Board of Regents policies is the responsibility of the President and Executive Managerial Team. The Board of Regents Meeting Agenda and Minutes show several agenda items focused on the needs and issues of Community Colleges. The University of Hawai'i Strategic Plan for 2002-2010 was adopted by the Board of Regents on November 22, 2002. It was later augmented in 2008 and now covers 2008-2015. (IV.B.1.j, IV.B.1.i)

The University of Hawai'i Community College System is led by the Vice President of Community Colleges. The Vice President of Community Colleges is evaluated annually by the President of the University of Hawai'i. The Board of Regents approves the appointment of each college Chancellor who is evaluated by the Vice President of Community Colleges as well as the University of Hawai'i System President. Lines of communication and the authority for decision-making between the college and the Board of Regents flow from the Windward Community College Chancellor to the Vice President of Community Colleges to the University of Hawai'i President to the Board of Regents. The Chancellor's leadership role is directly tied to the overall quality of the communication and governance systems in the college. The Chancellor provides effective leadership for the college and is responsible for the information systems in the college and the budgeting process by ensuring that committees and other governance structures operate effectively. (IV.B.2)

The College Chancellor has primary responsibility for the quality, integrity, planning, organization, and budget at the college. He personally chairs the Planning and Budget Council. The faculty voted unanimously to have him plan and oversee this committee. All of the committees on campus serve the chancellor in an advisory role only. They are not decision-making bodies. The Chancellor fulfills the role of decision-maker for any and all decisions that have an impact on the college campus and its constituencies. The Chancellor states that the Vice President of Community Colleges has both the authority and responsibility for the integration of the six community colleges into the University of Hawai'i system. The Chancellor states and evidence shows that the Vice President of Community Colleges is there to support and meet the needs and wants of the six community colleges. All needs presented to the Vice President of Community Colleges must be supported by logic and be data driven. Although the Vice President of Community Colleges is the College Chancellor's liaison with the Board of Regents,

it is the College Chancellor who is required to make reports to the Board of Regents about the hiring of new faculty and the proposed changing of building names. The Chancellor also states that the Vice President of Community Colleges is on speed dial for any and all campus issues. (IV.B.2.a, IV.B.2.c, IV.B.2.d, IV.B.2.e)

The Chancellor of Windward CC is responsible for the improvement of the teaching and learning environment, and he has delegated responsibility for overseeing student learning outcome development and assessment to the department chairs of the college. The four advisory governance committees report the chancellor, and he has been instrumental in offering assessment workshops for faculty and staff. (IV.B.2.b)

The Council of Chancellors consists of the President of the University of Hawai'i, the six community college chancellors, and the Vice President of Community Colleges. This council meets on a regular basis in order to assure two-way communication between each of the six community college Chancellor's and the 15-member Board of Regents. Although this forum allows for a direct dialogue between the President of the University of Hawai'i and the community college Chancellor's, the majority of the day-to-day decisions are being made and orchestrated by the Vice President of Community Colleges. The Board of Regents has designated one of its own members to be the Chair of Community Colleges. This board member acts as the Board of Regents liaison with the Vice President of Community Colleges. (IV.B.3.a)

The UH System provides centralized services in the areas of administrative services and academic affairs. The Associate Vice President for Community Colleges for Academic Affairs is responsible for providing leadership in internal operational policy making that impacts academic plans and goals. The Associate Vice President for Community Colleges for Administrative Services is responsible for coordination of administrative services for the community colleges in the UH System. Capital improvement projects are managed at the system level as well; however colleges are responsible for routine maintenance, health and safety issues. (IV.B.3.b)

The University of Hawai'i System President prepares a budget that includes all constituencies of the University including Windward Community College. Once approved by the Board of Regents the proposed budget is submitted to the State Legislature. The general funds are appropriated by the Legislature and then there is a System-wide allocation of resources. The University of Hawai'i Community College System allocations are determined through a budget process overseen by the Strategic Planning Council and submitted to the President to be included in the larger university budget. The President's final budget recommendation is then communicated to the Windward Community College Chancellor. The Board of Regents establishes tuition rates and the community colleges in the system are allowed to retain the tuition received. (IV.B.3.c, IV.B.3.d)

The UH System has a single president and each community college has a Chancellor who has full responsibility and authority to implement and administer delegated system policies without interference. The Vice President for Community Colleges holds the chancellor accountable for the operations of the college and evaluates the Chancellor. The University of Hawai'i conducts and administers annual 360 degree evaluations of the Chancellor and his administrators. All

members of the administration staff participate in these evaluations. Each administrator identifies ten or more peers from administration anywhere in the system, ten or more subordinates from the college, and at least 50 constituents from the college. (IV.B.3.e)

The Board of Regents policy states that the Board delegates power and authority through the President of the University of Hawai'i and Vice President of Community College's to the Chancellor to effectively lead the college. It delegates to the Chancellor the executive responsibility for administering the policies adopted by the Board of Regents and executing all decisions of the Board of Regents requiring administrative action. Board of Regents policy further states that the Chancellor shall establish organizational charts that delineate the lines of responsibility and fix the general duties of constituents within the college. A functional map delineating the role of faculty governance has been developed. The Vice President for Community Colleges acts a liaison between the college and the Board of Regents; he visits the college at least two times each year and holds an open forum on the campus during the spring. The Chancellor serves on the Council of Community College Chancellors, chaired by the Vice President for Community Colleges. (IV.B.3.f, IV.B.3.g)

Conclusions:

The standard is partially met. Although a policy on Board of Regents self-evaluation exists, BOR members, when interviewed, indicated that the self-evaluation process for assessing board performance has not been implemented on a regular basis.

Recommendations:

See Recommendations 1 through 5 for the University of Hawaii (UH) and the University of Hawaii Community Colleges (UHCC).

ACCREDITATION EVALUATION REPORT

University of Hawai'i Community College System

2444 Dole Street
Honolulu, HI

A Confidential Report Prepared for the Accrediting Commission
for Community and Junior Colleges

This report represents the findings of the evaluation team that visited
University of Hawai'i Community College System
October 14-18, 2012

Dr. Helen Benjamin, Chair
System Evaluation Team

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UNIVERSITY OF HAWAI'I COMMUNITY COLLEGE SYSTEM COMPREHENSIVE VISITING TEAM ROSTER

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SUMMARY OF THE EVALUATION REPORT

Institution: UHCC System Office

Date of Visit: October 14-18, 2012

Team Chair: Dr. Helen Benjamin
Chancellor, Contra Costa Community College

Accreditation teams visited the six community colleges and the System Office of the community colleges that comprise the University of Hawai'i Community College System (UHCC) during the week of October 14-18 for the purposes of determining whether and how well each institution continues to meet Accreditation Standards, evaluating how well the college is achieving its stated purposes, and providing recommendations for quality assurance and institutional improvement.

A different approach was taken in evaluating the UHCC. The 2006 visiting team recommended to the Accrediting Commission for Community and Junior Colleges (ACCJC, Commission) that a separate team be formed to conduct the UHCC visit rather than have one of the college team chairs serve in that capacity while simultaneously coordinating a college visit. As a result, the Commission appointed two additional persons to lead a UHCC evaluation. This team was augmented by one member from each of the college teams, forming the nine-member System Evaluation Team (SET) with the responsibility to coordinate all aspects of the UHCC evaluation, work closely with the college evaluation team chairs on system issues and write the SET report.

A few changes occurred in the University of Hawai'i (UH) since the 2006 comprehensive visit. Maui Community College (MCC) was included in the 2006 comprehensive visit. However, effective August 2009, the accreditation of MCC was transferred from ACCJC, Western Association of Schools and Colleges (WASC) to the WASC Accrediting Commission for Senior Colleges and Universities and renamed University of Hawai'i Maui College. Despite the change in accrediting bodies for MCC, the college remains part of UHCC for administration, organizational reporting and funding. The number of members of the Board of Regents (BOR) increased from 11 to 15. The BOR Committee on Community Colleges was re-established in 2005 as part of the reorganization that recreated the community college system. The BOR policy related to the Committee on Community Colleges was modified in 2011 as part of a comprehensive review of BOR policies.

In preparation for the visit, the chair of the SET conducted a telephonic pre-visit with the vice president for community colleges (VPCC) to arrange the details of the visit. SET members reviewed the college evaluation reports and information contained on the college and UHCC websites. The team was well prepared for the visit.

Three activities, coordinated by the SET, were held at Kapi'olani Community College on the afternoon of Sunday, October 14. The first activity was a meeting led by the VPCC, who provided team members with a verbal update on the progress made on previous recommendations from 2006. The second and third meetings provided an orientation and reception, respectively, for the SET, college team chairs, their assistants and one additional member from each college team. The orientation, provided by Dr. Morton, gave an insightful and thorough presentation on how UHCC functions, the challenges and opportunities facing UHCC, its major accomplishments, and how it differs from the California community colleges. In attendance at the orientation and reception were four members of the BOR, the UH president, the six community college chancellors, the UH executive vice president for academic affairs/provost, the UHCC associate vice president for administrative affairs (AVPCC), and other UH, UHCC, and college employees.

On Monday, October 15, selected team members met with staff members from the UH and the Office of the VPCC to ask questions and have discussions on UHCC matters related to the Accreditation Standards. Each session was scheduled for 30 minutes in length. Meetings were held with four members of the BOR; the system president; the VPCC; representatives from academic affairs, information technology, budget and finance, research, and facilities; and members of the Council of Faculty Senate Chairs. Following the final session, the VPCC conducted another meeting to share progress made on the 2006 recommendations. After the sessions, all of the college team members departed for their assigned colleges to begin their visits. The SET began their work at the UHCC offices.

SET members had several opportunities to observe the UHCC in action through one-on-one and group interviews; attendance at a portion of the October 18 BOR meeting; and interactions with the regents, the UH president and other administrators. The three members of the SET made visits to each of the colleges located on O'ahu and planned and implemented both audio and video conversations among the team chairs, UHCC administrators and members of the SET. On Wednesday, October 17, three such meetings were conducted: one with all team chairs and the SET; another with UHCC staff and team members at any college location, providing the opportunity for teams to get additional information; and another with the entire SET. On Thursday, October 18, the SET members attended one hour of the BOR meeting, and, at the end of the day, gave the UHCC exit interview.

The UHCC Office cooperated with the team in the completion of its work prior to and during the visit. UHCC personnel were extremely professional, courteous and helpful in meeting the variety of requests and needs of the team. The SET found UHCC to be seriously committed to the success of students in word and deed. It is against this backdrop that the following commendations and recommendations are made.

Commendations

UHCC employees are engaged in a variety of activities that distinguish UHCC and contribute to student success. The following listing represents only a few of those activities for which UHCC is commended:

- dedicating efforts to support the success and achievement of Native Hawaiian students and the preservation and study of Native Hawaiian culture;
- establishing a fund to support innovation in support of student success and for preserving this fund in the face of serious fiscal challenges;
- encouraging and supporting a spirit of “ohana” throughout UHCC;
- adopting a tuition increase schedule for 2012-17 in order to provide stability and predictability; and
- using a common student database to transition students to four-year institutions, improving articulation, and awarding Associate of Arts (AA) degrees back to students based on their coursework at four-year colleges.

Recommendations

UHCC Recommendation 1: Institutional Mission and Effectiveness

In order to meet the Standards for institutional effectiveness and integration of planning and resource allocation processes, including program review, it is recommended that: -

- The VPCC and the Chancellors develop broad-based, ongoing, collegial dialogue between and among the UHCC and the colleges to better assess the breadth, quality, and usefulness of UHCC analytical tools (e.g., UHCC Annual Report of Program Data (ARPD)) and planning processes through feedback from college stakeholders. In addition, the UHCC and Chancellors should provide training for the appropriate use of the tools to support on-going improvement and effectiveness.
- The Chancellors provide clear descriptions and training regarding the planning timeline and budgeting process. The information and training should be available to all college constituencies and reviewed regularly to ensure accuracy for resource allocation that leads to program and institutional improvement (Standards I.B.3, I.B.1, II.A.1.c, II.A.2.a, e, f, II.B.1, II.B.3.a, and II.b.4, I.B.1, I.B.4, I.B.6).

UHCC Recommendation 2: Student Learning Programs and Services

In order to meet the Standards, degrees offered by the colleges must be consistent with the general education philosophy as outlined in the college catalog and the rigor of the English and math courses needed to fulfill the degree requirements must be appropriate to higher education (ER 11, Standards II.A.3, II.A.3.b).

UHCC Recommendation 3: Student Learning Programs and Services and Resources

In order to meet the Standard, the UHCC and the colleges shall take appropriate actions to ensure that regular evaluations of all faculty members and others directly responsible for

student progress toward achieving stated student learning outcomes include, as a component of the evaluation, effectiveness in producing student learning outcomes (Standard III.A.1.c).

UH Recommendation 4: Resources

In order to meet the Standards, it is recommended that a comprehensive UH system wide technology plan that includes and supports distance education be developed and implemented and is integrated with institutional planning (Standards II.A.1.b, II.A.1.c, II.A.2.c, III.C.2, III.C.1, III.C.1.c, III.C.2).

UH Recommendation 5: Board and Administrative Organization

In order to meet the Standards, it is recommended that the UH BOR adopt a regular evaluation schedule of its policies and practices and revise them as necessary. In addition, the UH BOR must conduct its self evaluation as defined in its policy and as required by ACCJC Standards (Standards IV.B.1.e, IV.B.1.g).

INTRODUCTION

The ACCJC evaluates multi-college systems as part of the comprehensive evaluation of accredited colleges. The UHCC is a multi-college system providing services and functions that enable the seven University of Hawai'i Community Colleges to operate and meet Accreditation Standards. The Commission recognizes the important role a system plays in the ability of colleges to meet the Accreditation Standards and has established guidelines for visits to districts/systems. UHCC is not only a multi-college system, but a system embedded in the larger UH. In meeting the requirements set forth in the Commission Policy and Procedures for the Evaluation of Institutions in Multi-College/Multi-Unit Districts or Systems, the Commission appointed a separate team for the sole purpose of determining the extent to which the UHCC meets the Accreditation Standards established by the Commission for multi-college systems.

The UH was established in 1907 and developed into a system in the 1960s and 1970s, with the first community college becoming part of the system in 1964. The UH currently includes six community colleges accredited by ACCJC and one accredited by WASC and three four-year universities, one each at Manoa, Hilo, and West O'ahu. The UHCC Office, led by the VPCC, is located at the UH Mānoa campus on O'ahu.

In 2005, a major change occurred in the organizational structure of the UHCC. The BOR approved reorganization of the community colleges to include a vice president who reported to the president of the UH and provided leadership for all the community colleges in the UHCC. Responsibilities of the position include executive leadership, policy decision-making, resource allocation, development of appropriate support services for the seven community colleges, and the re-consolidation of the academic and administrative support units for the community colleges. The position and responsibilities are codified in the University of Hawai'i Board of Regents Reference Guide. The community college chancellors serve in a dual reporting role to the VPCC for leadership and coordination of community college matters and to the UH president for system wide policymaking and decisions related to the individual colleges. The community college chancellors maintain responsibility for the daily operations of the colleges. The community college chancellors, as well as the chancellors for the UH campuses, serve on the Council of Chancellors to advise the president on strategic planning, program development and other areas. The community college chancellors meet as the Council of Community College Chancellors to provide advice to the president and VPCC on community college policy issues and other matters of community college interest.

Since the last comprehensive visit in 2006, the UHCC has made considerable progress by: dramatically increasing enrollment; moving to outcomes-based funding; enhancing its mission with a focus on student support leading to increased success for Native Hawaiian people and an emphasis on the preservation of Hawaiian language, history and culture; and becoming involved with two national programs for increasing student success, Achieving the Dream and Complete College America.

Recent Accreditation History

The last comprehensive visit to the UHCC was conducted from October 22-28, 2006, as part of the comprehensive evaluation of the seven community colleges then comprising UHCC. A Special Report focusing on one of the three recommendations given to the UHCC was to be submitted by October 15, 2007, followed by a visit. A two-person team representing the Commission made a visit to the UHCC on November 14, 2007, for the purpose of validating the Special Report on the progress of the UHCC in addressing the details required in Recommendation 1 of the 2006 report and visit. At its meeting in January 2008, the Commission took action to accept the report and commended UHCC for its work. The letter also reminded UHCC that each college was to submit its Midterm Report by October 15, 2009, requiring resolution of any team recommendations and other information. In 2009, UHCC submitted a separate Special Midterm Report responding again to Recommendation 1. The Commission accepted the report in its January 2010 meeting.

2012 Self Evaluation Document

As it had in 2006, the UHCC established a committee representing all six colleges for the purpose of responding to Standard IV.B., Board and Administrative Organization, Nos.1 and 3. The UHCC provided coordination of the effort and established the project as having two stages: the first, for the committee to write the descriptive summaries for each query; the second, for each college to complete the Self Evaluation and Actionable Improvement Plans sections. Honolulu Community College provided a brief evaluation for most of the IV.B.1 and IV.B.3 components, but none of the other five colleges provided any evaluation with the exception of a Standard sentence for IV.B.3.g. The Windward Community College report did not include descriptive summaries for all of the Standards.

The effort resulted in a common response that did not provide any evaluation comments, other than a simple declaration of “meeting the Standard.” The descriptive summary, evaluation and actionable improvement plans should have been more focused and precisely supported with appropriate evidence and documentation. More analysis would have improved the overall quality of the responses. In addition, some of the descriptive summaries provided a statement with a link to a board policy or some other reference without any description or explanatory response to the query. As a result, it was difficult to evaluate the appropriateness of the evidence referenced when reading. The document appeared to have been developed without the opportunity for dialogue that would have allowed for self-reflection with an understanding of the UHCC, thereby yielding more cohesive and thoughtful responses. The development of thoughtful self-evaluation responses might have resulted in actionable improvement plans where needed. The collaborative work on the report does appear to have been somewhat effective in providing college staff an opportunity to more fully understand the board and administrative structures that affect the UHCC.

Despite the weaknesses in the report and the accompanying evidence, the team was able to verify the degree to which the colleges and the UHCC meet the requirements for accreditation by the Commission. In addition, the SET was able to validate progress since

the 2009 Midterm Report on the three previous recommendations based on a verbal report given on the first day of the visit.

RESPONSE TO RECOMMENDATIONS OF THE PREVIOUS VISITING TEAM OCTOBER 22-28, 2006

The previous visit to UHCC occurred October 22-28, 2006. That visiting team made three recommendations to which the UHCC needed to respond in the intervening six years.

2006 Recommendation 1

It is recommended that the Office of the President and the Vice President of the UH for Community Colleges conduct a systematic evaluation process to determine the effectiveness of the new community college organization and governance structure between—and among—the UHCC and its community colleges in the areas concerning:

- a. Strategic Planning processes (Standard I.B.3)**
- b. Program review and assessment practices (Standards I.B.1, II.A.1.c, II.A.2.a,e,f, II.B.1, II.B.3.a, and II.b.4)**
- c. The allocation of resources (Standards I.B.6, III.D.1.a,d, IV.B.3.c)**
- d. Facilities management, including deferred maintenance (Standards III.B.1.a,b, IIIB.2.b)**
- e. Board and administrative leadership (Standard IV.B.3.a)**

The UHCC should implement the improvements/changes that result from the review and widely communicate those outcomes (Standards I.B.3.g, IV.B.3.b, and f).

2012 Visiting Team Response

As written, Recommendation 1 was satisfied in 2008 with the completion of a systematic evaluation that included all the referenced elements, and the results of that evaluation were disseminated widely. The 2009 Midterm Report also brought current the UHCC activities regarding Recommendation 1. Since that time, however, the organizational and governance structures of the UHCC have continued to evolve. The descriptions below capture the current situation at the UHCC level and provide an updated opinion on the status of the recommendation in terms of it meeting the Standards.

a. Strategic Planning processes

The Strategic Planning Council (SPC) oversees strategic planning for the UHCC. Members of the SPC include the college chancellors, faculty senate chairs, student body president and the VPCC and AVPCC. The VPCC convened the SPC in spring 2007 to update the UHCC Strategic Plan. The goal of this effort was to align the plans of UH, UHCC, and the individual community colleges. The outcome of the review was to establish clear and measurable outcomes to assess performance and progress. The UH administration developed, and the BOR approved, the University of Hawai'i System Strategic Outcomes

and Performance Measures, 2008-2015. The UH established ten measurable outcomes from which the UHCC adopted five measurable goals with targets for 2008 through 2015. The five outcome-based funding goals are number of graduates, Native Hawaiian graduates, Science, Technology, Engineering, and Mathematics (STEM) graduates, Pell grant recipients and transfers to UH baccalaureate programs. Each goal was weighted according to the UHCC priority. Since 2008, the colleges have met or, in most cases, exceeded the targets for their goals. The STEM goal, while marginally met, is beginning to show greater progress.

The 2009 Special Midterm Report indicates that the VPCC held meetings at all the community colleges to help establish college-specific goals and to explain the planning process. The report also states, "This process will be repeated annually." While difficult to find on the UH website, there is evidence of biannual meetings of the SPC where the VPCC can provide an overview of the UHCC planning process and progress. Evaluation of the planning process includes distribution of the community college inventory to SPC members and other college leaders.

Elements of the strategic planning system require further attention with: stronger integration of strategic planning and resource allocations; aligning program review data with strategic planning; and using data collected in the annual evaluation of the process for improvement. In essence, a more formalized evaluation process is now required for the planning process to take full advantage of evaluation data to improve the UHCC and its colleges.

This portion of the recommendation is partially satisfied.

b. Program review and assessment practices

The templates used for program review were developed by the UHCC, with input from the colleges, and are common across the colleges. The templates continue to be refined with additional benchmarks and further aligned with budget requests in the colleges. The most developed area of program review is instruction, which is overseen by the Instructional Program Review Council (IPRC). The council has developed Standard data, benchmarks and scoring rubrics to assess the health of instructional programs. The UHCC requires annual program reviews every year along with comprehensive reviews at least every five years. As of the Midterm Report, there was evidence of evaluation of the program review process. Evidence gained through interviews and review of minutes suggests that within and across colleges there is not a universal understanding of how to use the data or how results of the data are to be integrated into planning and resource allocation.

The assessment aspect within the program review process has lagged in development. The colleges have not uniformly assessed student learning and used the data on learning to make improvements at the appropriate level to meet Accreditation Standards. In addition, the results of Student Learning Outcomes (SLOs) assessment have not been integrated into the program review process on a systematic basis. The UHCC role in providing assessment templates is noted, but the UHCC should explore other means by which the colleges can be supported in meeting Accreditation Standards in assessment.

Because of the current level of assessment practices and the use of that data in improvement of the program review process, this recommendation is partially satisfied.

c. Allocation of Resources

The UH Strategic Plan establishes the framework for the UHCC. The UH Strategic Plan, adopted by the Board of Regents in 2002, was updated by the UH community and the public in the 2007-08 academic year, and those participating in the review broadly affirmed the strategic goals and values underlying the goals.

The UHCC SPC coordinates with the colleges in developing their strategic plans to align with the UH plan and outcomes. The strategic plan provides direction for budget development. Strategic planning and budget development are closely linked processes. The colleges, through their annual program review process, evaluate assessment results and prepare prioritized lists of resources and budget requests for the improvement of college services and programs.

The president sets the budget directions for the UHCC, and the colleges develop their budget requests based on this direction. Resource allocations are based on the strategic planning goals, attainment of strategic planning outcomes, and the results of the annual program review process. The SPC works with the colleges throughout the budget process and is responsible to submit the budget document to the VPCC for inclusion in the UH budget for discussions and decision-making.

By basing the allocation of resources on strategic goals and on measurable outcomes established and understood system wide, the allocation is equitable and fair and based on measurable, assessed data. Competing needs of the UHCC and the three universities are discussed and prioritized through meetings with the UH vice president, the UHCC president, and the Council of Community College Chancellors. Priorities campus wide are vetted and the group agrees to what will be funded based on the resources available.

The UH-level reorganization of the community colleges in 2005 accomplishes the need to retain the integrity of the individually accredited colleges with a VPCC to coordinate the community colleges. In addition, the Council of Community College Chancellors has a direct reporting line to the UH president for system wide policymaking and decisions impacting their colleges. The reorganization has provided the colleges a structure to collaborate and communicate in a transparent manner with each other and with the president and administrative staff at the UH level. In the reorganization, the SPC serves as the mechanism for setting benchmarks and goals for the colleges, and then the individual colleges establish individual goals and budgets to meet the overall goals set by the SPC.

Implementation of the 2005 reorganization, along with creation of the SPC, has allowed the institution to make progress in strategic planning and to drive budget development with transparent goals and measurable data. Communication and collaboration between the UH president, the VPCC, and the Council of Chancellors is positive, strong, and effective.

This portion of the recommendation continues to be satisfied.

d. Facilities management (including deferred maintenance)

UHCC has responded decisively to this element of Recommendation 1 since 2006. In 2010-11, the UHCC instituted and institutionalized facilities master planning through the Long Range Development Plan (LRDP). The UHCC developed a comprehensive maintenance and operations program under the leadership of the Facilities Planning and Services Division. Priority was placed on repair, renewal and replacement of facilities and equipment beginning in 2009. The UHCC introduced a new component in the planning process based upon “Resource and Stewardship” aimed to reduce deferred maintenance costs in the future. This addition resulted in significant resource allocation in capital improvement budgets from 2009-11. The colleges have implemented program review to assess the adequacy of facilities for education programs, and these are integrated into the budget and in the LRDP. The colleges demonstrate adequate and appropriate linkage of facilities with institutional goals. The LRDP clearly links educational programs and facility needs.

This portion of the recommendation continues to be satisfied.

e. Board and Administrative Leadership

The 2005 reorganization reestablished the UHCC within the UH under a new position of VPCC. The new organizational structure retained the dual reporting structure of the chancellors to both the UH president and the VPCC. In addition, to provide clear direction and communication, the BOR established its Committee on Community Colleges. All evidence has shown that these board and administrative structures continue to provide the appropriate level of focused attention to community college issues and serve to further the goals of the community colleges.

This recommendation required that the delineation of functions of the new organization should be described and communicated. Such a chart has been posted on the website and widely distributed. In addition, the University of Hawai'i Board of Regents Reference Guide describes the administrative structure in detail and is posted on the website as well.

This recommendation continues to be satisfied.

2006 Recommendation 2

It is recommended that the University of Hawai'i Community College System ensure that the financial reporting system is integrated and transparent throughout the System. (Standards III.D.2.a.b.g, III.D.3)

2012 Visiting Team Response

The UH and its community colleges are working toward common goals that are supported by transparent guidelines and financial infrastructure. The UHCC implements financial and budget directives from the UH through its strategic planning and budget development procedures. By visiting the UHCC Budget Planning and Finance website, it is possible to review budget development resources, consolidated audited financial statements, enrollment growth reports, repair and maintenance plans, state apportionments to the UHCC, tuition and fee history, annual program reviews, college inventory comparisons, and numerous other budget and financial reports.

In addition to the financial and budget reports, the website contains administrative policies and procedures covering procurement, contract management, risk management, debt service plans, general fund reserve policies, and delegation of authority policies. The fiscal biennium budgets are also available on the UH website.

The 2006 recommendation was focused on the development and utilization of the new integrated financial reporting system just begun the year before the 2006 visit. UHCC became a member of the Kauli financial management project in 2005 to design an integrated financial reporting system. In the 2006 report to the Commission, the UHCC reported that the development of the project had been slow and uneven. During the following five years, the project languished due to changes in personnel and varying commitments to making the implementation a priority. In 2011, the project was once again made a high priority.

A priority was placed on meeting the internal implementation deadline of July 1, 2012, for the Kauli financial management system; that deadline was met. The implementation is significant to the business operations and financial management and reporting systems of the UH. Basic software was implemented, which means the software will be modified to meet institutional needs. The process will be on-going to adjust the software to the specific needs of the UHCC. While still a work-in-progress, the UH vice president for administrative services reported that the financial management system is operating to effectively support the financial management and reporting requirements of the community colleges. Staff training continues to be a need and is also ongoing.

The recommendation has been met.

2006 Recommendation 3

It is recommended that the Board of Regents adopt a regular evaluation schedule of its policies and practices and revise them as necessary. (Standard IV.B.1.g)

2012 Visiting Team Response

In the college self evaluations, it is consistently reported that the BOR initiated and completed a review and revision of its policies in 2010-11. The SET team verified that this occurred. There was a review and revision of all BOR policies which included UHCC input. UHCC reports that the evaluation and revision of policies has continued routinely to the

present time. In addition, the former Community College Memoranda that guided UHCC prior to the 2002 reorganization are being converted into UH Community College Policies (UHCCP). The 2006 Recommendation 3 also required a regular evaluation schedule; this element does not currently exist. Adoption of a regular evaluation schedule will assure a timely and thorough review of all BOR policies and assure appropriate development and placement of new policies. In addition, the conversion of Community College Memoranda into BOR policies must be completed.

Based on the evidence, this recommendation has been partially met.

STANDARD I

Institutional Mission and Effectiveness

A. Mission

General Observations

Colleges within the UHCC have mission statements that are tied to the UH mission and strategic plan. Each college uniquely defines its purpose and intended student population, though there is a UHCC emphasis on supporting the educational attainment of Native Hawaiian peoples. There is evidence in the college self evaluations that college missions are tied to institutional planning and priorities.

Findings and Evidence

The UHCC has developed and published a mission statement for the UHCC that identifies the broad educational purpose of the UHCC's collective six community colleges, identifies various student populations the UHCC is intending to serve, and conveys a commitment to achieving high levels of student learning. The programs offered by the colleges support the varied populations and geographic areas defined in the mission statement. The UHCC has expanded its distance education offerings in an effort to reach geographically remote populations and to expand offerings of high demand courses that are constrained by space during certain times of the day. These strategies align with the intent of the UHCC to provide open-access education to the people of Hawai'i. Individual college mission statements place a particular emphasis on promoting the educational attainment of the native people of Hawai'i (I.A.1).

The UHCC has established a routine of assessment and review of its mission that occurs every seven to eight years. The most recent revision occurred in 2010 and was orchestrated and managed by the SPC which includes as members administrative, faculty and student representation from each community college in the UHCC. The SPC was the primary venue for receiving feedback from each of the colleges, through their committee representatives, regarding the effectiveness, accuracy and quality of the mission statement. Feedback on the UHCC mission statement was captured from the individual colleges and minor changes were worked into multiple revisions of the draft until a final version was agreed upon and approved by the SPC. The colleges in the UHCC recently reviewed and revised their mission statements. In some instances, this update was prompted by the effort of the UH to update the UHCC strategic plan (I.A.2, I.A.3).

Concurrent to the development of the UHCC mission statement was the creation of an updated version of the UHCC strategic plan titled *The UHCC Strategic Outcomes and Performance Measures, 2008-2015*. The measures embedded within the UHCC strategic plan align rather closely with the UHCC mission and play a key role in establishing a

foundation for institutional planning at the UHCC and at each of the individual colleges (1.A.4).

The Office of the VPCC has conducted assessments of the strategic planning process to achieve the strategic planning goal of “developing and sustaining an institutional environment that promotes transparency and a culture of evidence that links institutional assessment, planning, resource acquisition and resource allocation.” The 2009 survey was adapted from the one conducted two years prior to capture the level of satisfaction faculty and staff at the colleges have regarding the UHCC strategic planning processes. Findings from the community college inventory survey were made available on the UHCC web page and were reviewed by the SPC (1.A).

Conclusion

While the evaluation team finds the UHCC to be in compliance with Standard 1.A, there are opportunities for the UHCC to improve upon the process of review and assessment of the UHCC mission and strategic planning processes. The UHCC conducts a community college inventory survey that examines, in part, satisfaction with the UHCC mission and strategic planning process. However, there is no evidence that the UHCC collects feedback or engages in dialogue with the colleges to identify strategies for improving the processes that underlie the review the UHCC mission and UHCC strategic planning. Some of the satisfaction scores from the 2009 community college inventory survey indicate a need to broaden the engagement that the UHCC has with the colleges regarding planning and priority-setting and further indicate some concern that the UHCC continues to engage in practices that are off-mission. The VPCC has acknowledged that these concerns need to be addressed and is intent on making changes to improve transparency.

The UHCC meets Standard 1.A.

Recommendation

None

B. Improving Institutional Effectiveness

General Observations

The UHCC provides evidence that planning is data driven with specific benchmarks tied to college allocations. UHCC and college goals consistent with the mission and purpose of the UHCC have been established in key areas. Goals are defined in measurable terms, and college chancellors understand the goals and fiscal impact to their college. Colleges are expected to respond to the UHCC goals and develop local processes for systematic evaluation and resource allocation to support the UHCC goals. The system-developed program review data and processes have provided a direction and focus for colleges to use program data and evaluation for improvement. To date, program review processes have not included student learning outcomes data. Thus, at the UHCC level, there has not been an emphasis on evidence of achievement of student learning, though at each college, SLOs assessment is at various stages of development. There is no indication that assessment of student learning is systematically tied to resource allocation across the UHCC.

Findings and Evidence

Within the last five years, the UHCC has made substantive changes to its strategic planning processes. In 2007, the UHCC embarked on a strategy to improve the institutional effectiveness of the community college system by providing greater strategic direction to each of the colleges. Under the leadership of the Office of the VPCC, the UHCC implemented a strategic planning process that includes an identification of specific goals related to student achievement outcomes and institutional performance that aligned with the UHCC stated mission. A review of actual performance against these goals is conducted annually by both the UHCC and at the individual colleges. Funding allocations from the UHCC to the college are determined, in part, by the degree to which each individual college meets or surpasses the stated goals in the strategic plan (1.B).

With the creation of the UHCC Strategic Outcomes and Performance Measures, 2008-15 report, the Office of the VPCC established a set of outcome goals for the UHCC and each of the individual colleges. Assessment of progress against the goals is conducted every year, both at the UHCC and the college levels. Each college is asked to demonstrate that it has met all five of the overarching goals highlighted in the report to be eligible to capture performance funding dollars, which, at its full value, comprises roughly 3 percent of the UHCC budget. These planning goals are broadly disseminated and largely quantitative, allowing for systematic tracking of performance and assessment of the degree to which the UHCC and each of the colleges have achieved the strategic planning goals. The Office of the VPCC also provides program review templates that include data on department demand, efficiency and effectiveness to each of the instructional departments at the colleges. The templates also provide an analytically driven assessment of the health of the department in each of the three domains, using one of the following designations: Healthy, Cautionary or Unhealthy (1.B.2, 1.B.3).

The UHCC Office evaluates the strategic planning process using a survey instrument administered to the SPC, a group that provides oversight to the UHCC planning process. Formally established in policy, the SPC is the primary body for assuring system wide participation in the UHCC strategic planning process. Responses to the community college inventory indicate varying levels of satisfaction with the process and some concern whether “resources are consistently allocated to address the priorities identified throughout the planning process.” Survey participants also indicate that there exist opportunities to broaden the depth of awareness and understanding of these department-level goals, how they were determined, how they are used to inform decision-making and how faculty, staff and administrators at the colleges can provide feedback that leads to improvements in both the template and the process. The Office of the VPCC has acknowledged that there are opportunities to improve transparency and make resource allocation processes more visibly linked to planning processes and is undertaking efforts to make improvements in these areas. Dialogue about processes at the UHCC level appears to be primarily around UHCC and college performance goals and the concomitant resources attached to the recently developed performance-based funding allocations available to the colleges. UHCC and college goals reflect the direction and purpose of the UH. These actions should be of high priority, along with efforts to sustain and expand upon current evaluation processes intended to provide reflective feedback on how to make improvements to planning processes. There is no formal process for capturing input from faculty and staff at each of the colleges at the UHCC level into the evaluation and assessment of student learning. Reflection on institutional processes is essentially conducted at the institution/college level (1.B.1, 1.B.3-4).

As noted in the general observations covering Standard 1.A, there are some important limitations to the information captured by UHCC Office from the colleges in areas related to planning. First, the inventory is primarily a satisfaction and perception survey of a small group of UHCC-level planners and college administrators. While feedback from this group is important and should be collected, it captures the perspective of one very small and biased group that has particularly close proximity to UHCC planning decisions and conversations. Second, there doesn’t appear to be a system wide evaluation tool or survey that provides faculty and staff and other end-users of the UHCC planning products at the colleges opportunities to provide feedback on how to make improvements to either the content of the information provided or the processes that determine how they are used and distributed. Absent this feedback loop, it will be difficult for the UHCC Office to capture the information needed to assure they are providing real value to the colleges and that each college is being given the information it needs and requires to achieve sustainable, continuous quality improvement with regard to institutional effectiveness (1.B.1, 1.B.2).

There is dialogue at the UHCC level, including a rich array of data, regarding progress toward achieving goals. Colleges not attaining predetermined benchmarks have the performance funding incentive to make relevant improvements; however, improvements are made absent a formal feedback loop whereby the colleges can coordinate with UHCC to develop approaches that speak to challenges specific to individual colleges. Integration of planning is not apparent as the discussion of college-level performance measures and resource needs pertaining to physical and human resources are not connected. Evaluation of

outcomes uses both qualitative data (college inventory) and quantitative data (performance outcomes) (I.B.3).

Input into the UHCC planning and resource allocation process, including program review, is limited. Qualitative input is limited to a few representatives from each institution. The planning cycle is modified at times, yet it is not apparent such moves are driven from analysis of the planning and resource allocation process. The UHCC does report out on major college initiatives. While the Office of the VPCC does capture feedback to support a limited evaluation of the SPC, an expansion of the evaluation mechanisms to include broader coverage of the SPC and to possibly expand it to include the Institutional Research Cadre, would provide a more complete picture of the breadth and quality of the engagement with the colleges regarding planning and resource allocation processes and decisions (I.B.4, I.B.5, I.B.6).

Given the number of planning processes that connect the UHCC with the individual colleges and the many planning processes and structures requiring routine evaluation, the UHCC may be relying too heavily on a single survey to capture feedback intended to be helpful in guiding improvements across so many domains. The UHCC would benefit from a systematic and thoughtful expansion of existing evaluation mechanisms that includes a more in-depth assessment of process that better captures feedback beyond simple satisfaction and that includes a more comprehensive evaluation of processes and procedures in place at various planning bodies, including, but not limited to, the UHCC SPC.

Conclusion

There appears to be an unclear link between resource allocation and planning. Assessment of student learning outcomes has started, but is not fully implemented across all programs. To a large extent, the planning process is a work-in-progress, and the impact and effectiveness are not fully determined.

The UHCC does not fully meet Standard I.B.

Recommendation

UHCC Recommendation 1: Institutional Mission and Effectiveness

In order to meet the Standards for institutional effectiveness and integration of planning and resource allocation processes, including program review, it is recommended that: -

- The VPCC and the Chancellors develop broad-based, ongoing, collegial dialogue between and among the UHCC and the colleges to better assess the breadth, quality, and usefulness of UHCC analytical tools (e.g., UHCC Annual Report of Program Data (ARPD)) and planning processes through feedback from college stakeholders. In addition, the UHCC and Chancellors should provide training for the appropriate use of the tools to support on-going improvement and effectiveness.

- The Chancellors provide clear descriptions and training regarding the planning timeline and budgeting process. The information and training should be available to all college constituencies and reviewed regularly to ensure accuracy for resource allocation that leads to program and institutional improvement (Standards I.B.3, I.B.1, II.A.1.c, II.A.2.a, e, f, II.B.1, II.B.3.a, and II.b.4, I.B.1, I.B.4, I.B.6).

STANDARD II

Student Learning Programs and Services

General Observations

Colleges within the UHCC maintain strong and transparent communication regarding instructional and services goals and efforts. The individual colleges maintain critical independence in the development of course offerings and a schedule of services unique to the needs of community members. Nevertheless, the UHCC Office provides the colleges a breath of organizational and infrastructure support meant to simplify and ease transfer within the UHCC, coordinates program outcomes, and ensures a measure of uniformity of skills developed in career and technical education programs.

A. Instructional Programs

Findings and Evidence

The UHCC coordinates efforts that allow the colleges to meet student goals in their various academic programs in a manner consistent with that necessary to address the preparatory needs of a diverse and vibrant community. The UHCC has coordinated a variety of essential support efforts meant to provide for the improvement and uniformity of programs, including: the Placement Advisory Work Group designed to improve student assessment outcomes; the Math Summit Groups designed to improve both remedial and transfer-level course outcomes; the Writing Intensive Course Committee designed to coordinate a university and community college wide initiative meant to improve writing skills and competencies; and the Developmental Education Committee designed to align expectations and outcomes to ensure that courses continue to be of high quality and are in sync across the UHCC (II.A.1, II.A.1.a-c).

The UHCC has promoted, through its strategic plan: the inclusion of the goals and outcomes of the Achieving the Dream Initiative, including a turn to data-driven, outcome-based decision-making; a focus on enhanced recruitment, retention and success of Native Hawaiian students; improved remedial and developmental course outcomes; and increased transfer success. Measurement of the colleges' participation and success in meeting these objectives has been codified in an annual program review process. The colleges are using student achievement data/outcomes but are not using learning outcomes data in program reviews. Within this process, the UHCC Office provides the colleges with data about student achievement outcomes which fuels campus planning and is the foundation of an outcomes-based funding initiative. This funding, along with that available through support of innovative projects, is tied to meeting benchmarks established by the UHCC in five primary categories: number of graduates, number of Native Hawaiian graduates, STEM-related field graduates, Pell grant recipients, and baccalaureate transfers to UH campuses (II.A.2, II.A.2.a, II.A.2.b).

In an effort to ensure uniformity, the UHCC Office has established processes and guidance for proper implementation and assessment of SLOs for all colleges based on a standard meant to promote continuous quality improvement in the area of SLOs development and assessment. In addition, the UHCC has promoted the development of a process in which campus annual program reviews are analyzed and scored. The UHCC has also established general education requirements that serve to define program requirements for the Associate of Arts, the Associate of Science, the Associate of Applied Science (AAS), and the General Education degrees. The colleges have all effectively aligned their curriculum and degrees with these criteria in an effort to provide students with a uniformly accessible academic experience. In an effort to promote direct and relevant career training, the UHCC has aided four of the colleges in developing the Associate of Applied Science degrees. The desire to offer students more narrowly targeted career training through this degree is a creative alternative that is clearly both appealing and relevant to students. However, the visiting team is concerned that the rigor of this curriculum may be undermined by the fact that the math and English degree requirements are below college level and not consistent with the general education requirements as outlined by the UHCC itself (ER 11, Standards II.A.1, II.A.2.c, II.A.2.f-h, II.A.2.1, II.A.3, II.A.3.a-c, II.A.4).

The UHCC has also established policies that address key Accreditation Standard issues such as academic honesty, an interdisciplinary core, career technical education program and course alignment and directives on instructional objectivity.

Conclusion

The UHCC partially meets Standard II.A.

Recommendation

UHCC Recommendation 2: Student Learning Programs and Services

In order to meet the Standards, degrees offered by the colleges must be consistent with the general education philosophy as outlined in the college catalog and the rigor of the English and math courses needed to fulfill the degree requirements must be appropriate to higher education (ER 11, Standards II.A.3, II.A.3.b).

B. Student Support Services

Findings and Evidence

The UHCC priorities include the recruitment of students from diverse backgrounds, ranging from high school students, home schooled students, Native Hawaiian students and from the general service area community. The UHCC promotes accessible services for all, regardless of location, and recruits and admits students with diverse backgrounds who can benefit from the courses and programs offered by its colleges. Students are guaranteed opportunities for enrollment and access to college programs without deference. The UHCC assures that colleges have the resources to assess math and English placement using COMPASS. Testing, admissions, counseling and financial assistance services are available across every UHCC campus (II.B.1, II.B.3.e).

The UHCC provides guidance for colleges to address the needs of high risk students and ensures specialized support services and accommodations for students with disabilities through targeted and accessible programs. The UHCC and its institutions have a clear commitment to improve learning support for instructional programs linked to state wide initiatives meant to improve student performance and retention (II.B.3, II.B.3.a, II.B.3.d, II.B.4).

The UHCC supports an environment which encourages uniformity and accessibility for students regardless of which institution they attend. Efforts to develop a common UHCC application and financial aid process have positively reduced confusion and duplication. Additionally, UHCC-inspired recruitment, retention, and success goals to expand Native Hawaiian participation in higher education have been well coordinated and widely disseminated (II.B.3, II.B.3.d).

The UHCC has provided direction and assistance in training faculty in assessment techniques for student support services student learning outcomes. There have been UHCC-sponsored trainings and workshops. The UHCC Office has disseminated information regarding ACCJC expectations of institutions being at the level of continuous quality improvement for SLOs production and assessment (II.B.4).

Conclusion

The UHCC meets Standard II.B.

Recommendation

None

C. Library and Learning Support Services

Findings and Evidence

The college libraries support the information needs of students throughout the UHCC. UHCC libraries provide print, on-line, and data-base resources for students throughout the state through interlibrary loan or through computer access. Unique collections are housed on individual campuses and are made available to both the college community and the public at large (II.C.1, II.C.1.a).

College libraries all provide resources and meet the goal of the UHCC information literacy competency standard for higher education and a common library student learning outcome which requires that individual students must learn to “evaluate information and its sources critically.” In addition, the community college libraries participate in a UHCC-led agreement with University of Hawai’i, Manoa’s Hamilton Library for Voyager program access and an integrated management system that provides students with system wide library resource access (II.C.1.b, c.1.e, II.C.2).

Conclusion

The UHCC meets Standard II.C.

Recommendations

None

STANDARD III Resources

A. Human Resources

General Observations

The Board of Regents of the UH is the governing authority that establishes policy pertaining to all faculty and staff. Policies can be found on the university web site. The UHCC is embedded in the UH. The chancellors of the community colleges have a dual reporting relationship to the president of the UH and the VPCC. Hiring authority for campus personnel lies with the chancellor of each campus with the exception of the chancellor and those who report directly to the chancellor. The VPCC has hiring authority for those who report to the chancellor as well as for direct reports with the Office of the Vice President for Community Colleges. The VPCC and the UH president recommend the appointment of the chancellors to the Board of Regents who has final hiring authority for the chancellors. The responsibility of evaluation for the college chancellors is also two-fold. Both the VPCC and the president of the UH participate in the evaluation of the college chancellors. The evaluations are based in part on the performance measures of the college as set forth in the strategic plan and the performance funding measures. The five measures that drive the performance funding outcomes are the number of graduates, Native Hawaiian graduates, STEM graduates, Pell grant recipients, and transfers to UH baccalaureate program.

The UH president evaluates the VPCC. There are three components to the evaluation of the VPCC: comprehensive evaluation, a self-evaluation, and a meeting with the president to discuss both of the above and to set goals and budget strategy. The relationship between the president and the VPCC is positive and strong as evidenced by discussions with administrators and staff.

Qualification requirements and compensation for academic positions serving in the executive and managerial classifications are established in UH Executive Policies. System wide administrative procedures for classified and administrative, professional, and technical (APT) personnel and for civil service personnel are codified as well. There are UH wide administrative procedures for recruitment and selection of faculty, APT, and executive personnel. The UHCC is responsible to set the guidelines for contract renewal, tenure and promotion, and evaluation of faculty and staff. The BOR evaluates the UH president.

The UH is responsible to establish the statements on nondiscrimination and affirmative action as well as the statement of professional ethics. The colleges of the UHCC are obliged to operate under the policies established by the UH. The colleges have the authority to create the procedures to implement the UH policies.

Findings and Evidence

The policies and practices in place throughout the UHCC for recruitment, employment, and evaluation are numerous. Staff development opportunities with accompanying funding are embraced and encouraged starting at the UH level and passed on throughout the UHCC. The UH supports programs and activities for its diverse population of both students and staff through various policies and, in some cases, funding.

Separate evaluation processes are in place for the evaluation of faculty, APT, Civil Service and executive personnel. The current faculty evaluation process does not include the evaluation of student learning outcomes but relies on faculty assessment results and institutional performance measures. The UH BOR sets policy and procedures for the UHCC Faculty Classification Plan which sets forth the principles and goals of the UHCC assessment and evaluation of student learning. The UHCC administration and faculty adhere to the evaluation process by assessing and evaluating student learning as defined in the Faculty Classification Plan for tenure track and non-tenure track faculty as authorized by the UH BOR. Once tenured, faculty members have no continuing requirement to assess student learning as part of their evaluation.

Through the strategic planning and budget development processes, along with the annual program review process, staffing needs in all areas are addressed and prioritized. Through the SPC and the Council of Chancellors, the staffing needs and prioritization are presented to the UH president. Full-time employees are approved through these processes. Some positions are funded; others rely on reallocation of existing funds depending on the situation (III.A.1-6).

Conclusion

The UHCC is strong in the area of human resources and in using its employees to meet its broad educational program. In the case of the faculty evaluation procedure serving to improve effectiveness, the UHCC utilizes a process which contains two different evaluation methods. The process of faculty tenure and promotion includes analysis of SLOs as part of the evaluation which can occur up to three times during a faculty member's career. Evaluations for promotion occur post-tenure and include student learning outcome analysis. Once the faculty member has completed the promotion activities or elects not to submit a promotion application, that faculty member is then subject to a different evaluation procedure not requiring a detailed analysis of student learning outcomes and occurring every five years. Thus, a tenured faculty member who does not request promotion, or a faculty member who has completed all requirements of tenure and promotion, does not have the same requirement to analyze student learning outcomes for improvement of effectiveness. While UHCC meets Standard III.A.C.1 for some faculty, it does not hold the same standard for all faculty members to analyze SLOs for effectiveness and improvement.

While the UHCC meets other portions of Standard III.A, it does not meet Standard III.A.C.1. For that reason, the UHCC partially meets Standard III.A.

Recommendation

UHCC Recommendation 3: Student Learning Programs and Services and Resources

In order to meet the Standard, the UHCC and the colleges shall take appropriate actions to ensure that regular evaluations of all faculty members and others directly responsible for student progress toward achieving stated student learning outcomes include, as a component of the evaluation, effectiveness in producing student learning outcomes (Standard III.A.1.c).

B. Physical Resources

General Observations

The UHCC and the colleges have placed a high priority on facilities management since the 2006 comprehensive visit. The *Evaluation Report of the University of Hawai'i Community College System (2006)* noted several issues with the lack of a "well-crafted facilities plan" and that the amount of money awarded to the UHCC is in the control of the government. The planning processes now include a component based on resource and stewardship which resulted in significant resource allocation in capital improvement budgets from 2009-11. Legislative funding was provided and campus master plans were released in fall of 2009 and have been widely reviewed as part of the Long Range Development Plan (LRDP).

Findings and Evidence

The UHCC has institutionalized facilities master planning through the LRDP. It provides a roadmap for UHCC requests to the State Legislature to ensure alignment of funding with the campus master plans. The UHCC plans, builds, maintains, and updates its physical resources to effectively utilize its resources as well as provide support to academic programs and services (III.B.1.a). The LRDP includes the unique student learning programs and services for each college and is integrated into institutional planning (III.B).

The UHCC has developed a comprehensive maintenance and operations program under the leadership of the Facilities Planning and Services Division (III.B.1.a). Priority was placed on the repair, renewal and replacement of facilities and equipment beginning in fiscal year 2009. The UHCC Office emphasized resource and stewardship in order to reduce deferred maintenance costs in the future. The UH allocated \$107 million for capital renewal and deferred maintenance in fiscal year 2010 and \$62 million in fiscal year 2011. The State Legislature has provided support to the UHCC by allocating significant funding for repairs and maintenance, although not enough to address the \$65 million identified, deferred repairs and maintenance as well as \$68 million for modernization and renovation for UHCC.

Through programs that deal with the Americans with Disabilities Act, the UHCC emergency evacuation procedures, and the Police Services, units of the colleges have developed appropriate risk management and safety measures for providing a safe learning and working environment (III.B.1.b.). Overall, the UHCC is meeting Standard III. B through consistent facilities planning and implementation through the LRDP and continued evaluation of its facility needs as it relates to the educational master plans of the colleges.

Conclusion

The UHCC meets Standard III.B.

Recommendations

None

C. Technology Resources

General Observations

The UHCC places a strong emphasis on the effective use of technology in the support of instruction and student and administrative services, evidenced by the investment made in those areas. The UH Information Technology Services (ITS) works in conjunction with the UHCC Office and the colleges in making technology decisions. Overall, the technology for both the UHCC and the colleges operates at high capacity with a ten gigabit-per-second network to the colleges.

Findings and Evidence

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Each college provides its own local area network support and computing services. At the system wide level, UH ITS provides services for all colleges in wide-area networking, videoconferencing, help desk, site licensing, and enterprise administrative, academic, and infrastructure IT services.

The UH is part of the Kualu Foundation Project (Foundation), which pools resources to develop and sustain many of the software systems needed for higher education. The Foundation was established to “reduce costs and get systems that better fit college needs.” Licenses are procured through the UH Office along with the system help desk to provide employee and student support. Ground has been broken for construction of a new Information Technology Center, which will house enterprise information and communications technology systems and services that support modern teaching, administration and research for all ten UH campuses (III.C.1.c-d).

The Sakai open-source, course management system supports online learning for campus-based and distance learning for all ten campuses and is fully integrated into the Banner student information and the UHCC portal. ITS also operates a system wide IT Help Desk and supports a ten gigabit-per-second connection to all ten college sites, as well as a Voice Over Internet Protocol telephone system (III.C.1.a). The system-level focus on the wide-area network (WAN), enterprise resources systems, and video network operates at an effective and efficient level as evidenced in minor issues and general satisfaction at the community colleges. The colleges focus on the more localized services which appear to work well for both the UHCC and the colleges.

The college provides technology training for its faculty, staff, and students. ITS provides for the operation of a system wide-area network and Help Desk functions for all the colleges (III.C.1.b). The UH has not developed an overall plan to address UH responsibilities as delineated in the Functions Map (III.C.1). The colleges systematically plan, acquire, maintain, and upgrade the local technology infrastructure and equipment and integrate technology planning into the college planning.

Although the UH is providing excellent technology services for the colleges, the UH has not updated its technology master plan since 2000. Therefore, technology planning is not current, documented, nor integrated with overall institutional planning (III.C). While the UH has done an outstanding job of upgrading the network to ten gigabytes, how planning occurs between the colleges and the UH is not clearly evident. The vice president for information technology/information technology officer meets with the chancellors in the UH Council and discusses systems priorities. This appears to be the only linkage between the colleges and the UH Office for technology planning purposes (III.C.2).

Conclusion

Considerable progress has been made at the system wide level in technology services to support student learning and institutional effectiveness. While forward-thinking decisions are made in technology, it is done without formal planning structures in this area. The colleges are dependent on major technology services provided by the UH; therefore, these services need to be integrated into overall institutional planning.

The UHCC partially meets Standard III.C.

Recommendation

UH Recommendation 4: Resources

In order to meet the Standards, it is recommended that a comprehensive UH system wide technology plan that includes and supports distance education be developed and implemented and is integrated with institutional planning (Standards II.A.1.b, II.A.1.c, II.A.2.c, III.C.2, III.C.1, III.C.1.c, III.C.2).

D. Financial Resources

General Observations

The UHCC is responsible for the fiscal biennium budget preparation process. The fiscal biennium budget compiles all components of the UH. The BOR sets the policy guidance for the preparation of the fiscal, biennial budget policy paper and budget which is submitted to the Governor and the State Legislature by the UH president. The SPC, made up of the chancellors, faculty senate chairs, student body presidents from each college, and the VPCC and AVPCC for the UHCC, oversees the UHCC budget process. SPC members set goals and benchmarks and review prioritized staffing and other funding requests. The UHCC budget development process is transparent and inclusive. Once the budget requests are reviewed and prioritized, the proposed budgets are forwarded to the UH president for final review and decision making and then forwarded simultaneously to the Governor and the State Legislature. Once appropriations are made to the UH and the UHCC, the president and VPCC make the allocations to the colleges. The annual program review process and data drive much of the prioritization for the colleges.

The UH BOR adopted a six-year tuition increase plan for the UH which includes the UHCC, expiring spring of 2012. On October 26, 2011, the BOR approved another six-year UH and UHCC tuition increase schedule to commence fall of 2012 and end spring 2017. These schedules provide stability and predictability for the students of the UH and the UHCC. The increased tuition, along with a surge in enrollment growth, has provided the UHCC some relief from the State of Hawai'i budget cuts. The UHCC enrollments grew 30.22 percent over a five-year period while the UH enrollment grew 19.50 percent overall. UHCC enrollment growth has continued through the sluggish economy.

The UH appropriation was reduced by \$205 million or 23 percent over two years, 2009-10 and 2010-11. The \$57.8 million in revenue from the increase in tuition and fees during that same period has somewhat sheltered the UH from the large state revenue reductions. The fiscal biennium 2011-13 UHCC operating budget restores \$12,256,561 to fiscal year 2012-13 from prior-year, legislative cuts.

Through the strategic planning processes, annual program review, college inventory comparisons, and college efficiency reports, the UHCC is provided data and assessment information to establish funding priorities. General fund allocations, including requests for new funds from the State Legislature, are reviewed at multiple levels within the UH system. The Office of the VPCC also works with the Community College Council of Chancellors to review the allocations and make adjustments as appropriate, particularly during times of budget reductions. Budget decisions are carried out by the Board of Regents Finance Committee and the Board of Regents as a whole.

Findings and Evidence

Evidence exists to validate that the financial resources of the UHCC are sufficient to support student learning programs and services and to improve institutional effectiveness. The UH and the UHCC have made much progress in this area since the 2006 accreditation visit. The UH final reorganization approved by the BOR in 2005 provides a clear line of authority within the UH and between the UH and the UHCC. The Council of Chancellors provides continuous opportunities for discussion, program prioritization and funding prioritization. The UHCC Strategic Plan and the UH strategic outcomes and performance measures outlined with each fiscal biennium budget, provide clear direction to the UHCC to follow as they create their college budgets and program and staffing priorities.

Measurable student achievement outcomes and comparison data from the college inventories support and validate the prioritization of needs. Collaboration through the work of the SPC provides the UHCC with reliable and defensible data. Improvement in many areas is evidenced by the results of the comparative college inventories over time (III.D.1.a-d).

The external audit reports are positive and without material findings. The Management Discussion and Analysis (MDA) section of the audit is detailed and communicates clearly the financial position of the UH. The UH positive working capital of \$287.6 million is a good measure of both the UH efficiency and financial health. The UH endowment and other investments have increased substantially over the last two years with a balance of \$719.6 million at June 30, 2011. The repayment of debt is clearly outlined with a debt-service, line-item budget in place. Long-term liabilities have been addressed and other post-employee benefits (OPEB) are being funded based on actuarial studies made at the State of Hawai'i level. The audit also validates the strong financial position of the UH in the current fiscally challenging economic environment at the state level (III.D.2.a-e). The external audit report addresses UHCC capital projects and debt if it is specific to a particular college within the UHCC. The financial statements do not separate the transactions for the UHCC from the UH. The MDA and narrative also aggregate the data and corresponding narrative for the UH, including the UHCC. There are no comments which focus directly on the operations of the UHCC separately.

Discussion of OPEB and other long-term debt, salary settlements, benefit costs and cash reserves are addressed in aggregate at the UH level. Cash reserves are strong and available should unanticipated revenue shortfalls occur or unanticipated expenditures arise. The state continues to uphold a strong commitment to maintain and upgrade the UH core facilities. Fiscal policies and procedures are in place for the UH which establish sound financial practices and infrastructure. General obligation, bond-funded, capital improvement program appropriations for the fiscal biennium 2009-11 were approximately \$350 million as compared to \$308 million for the fiscal biennium 2007-09. The UH issued over \$292 million in revenue bonds for the purpose of funding the costs of university projects.

Conclusion

The UHCC meets Standard III.D.

Recommendation

None

STANDARD IV

Leadership and Governance

B. Board and Administration Organization

General Observations

The UH is an integrated higher education system consisting of a research university at Manoa, two baccalaureate-granting institutions at Hilo and West O'ahu and seven community colleges (including Maui). The community colleges are embedded in the UH and are led by a VPCC and referred to as the UHCC. The UHCC Office is located at the UH Manoa campus on O'ahu. Community college chancellors have a dual reporting relationship to both the VPCC and the UH president. The UHCC is governed by the fifteen-member UH BOR appointed by the Governor and confirmed by the State Senate.

The BOR for the UH sets policy; the UH president is responsible for the execution of policies and procedures. Roles and responsibilities of the BOR, the UH president, VPCC, and the college chancellors are clearly defined in the University of Hawai'i Board of Regents Reference Guide, job descriptions, and BOR policies and procedures. These delineations provide for the smooth operation of the UHCC.

The UHCC is a multi-college system integrated with a university system. The UH/UHCC was restructured in 2005 with the UH president providing educational leadership and administration for the ten campuses in the entire system and a VPCC, reporting directly to the president. Under the structure, the community college chancellors report to both the VPCC and the president. In practice, the VPCC works most closely with the UHCC chancellors and serves as an appropriate liaison to the president and the BOR. The president meets monthly with the Council of Chancellors for the purpose of providing an exchange of views and information among all chief executive officers of the UH and the UHCC.

B. 1: Governing Boards

Findings and Evidence

Two sets of documents codify the roles and responsibilities of the BOR and the UH administrative leadership: The University of Hawai'i Board of Regents Reference Guide and the BOR bylaws, policies and procedures. All are easily accessible on the UH website.

The college self-evaluation reports did not address the independence of the BOR as required by the Standard, that is, whether the BOR acts as a whole once a decision is reached or the manner in which the BOR advocates and defends the system as a whole. The expectation that the BOR is to act as a whole is clearly stated in Section II.A.7 of the University of Hawai'i Board of Regents Reference Guide. The team found evidence through interviews and minutes that the board does, in fact, meet this requirement. The BOR is protective of the UHCC as demonstrated in the formation of the BOR Committee on Community Colleges and

its focus on the success of the UHCC. As stated in the BOR bylaws, the functions of the Committee on Community Colleges are the following:

- review proposals relative to policies pertaining to community colleges and make recommendations to the full board;
- review and evaluate the academic and vocational aims, objectives and activities of the community colleges;
- review, study and make recommendations to the board relative to the State Plan for Vocational Education; and
- review, study and make recommendations to the board relative to the evaluation report of the State Advisory Council on Vocational Education.

Further, the commitment of the BOR to the success of all students, especially those of Hawaiian descent, is seen as well in its advocacy and support of the Innovation Fund and the addition of the emphasis on incorporating student achievement metrics.

The BOR is responsible for establishing policies that assure the quality and effectiveness of student learning and services as provided by state law. The BOR establishes policies consistent with the mission of the UHCC as evidenced by the adoption of the UHCC System Strategic Plan (2002) and the updated Appendices A and B (2008). Agendas and minutes of BOR meetings clearly indicate that the regents have ultimate responsibility for education, legal, and financial matters for the UH and the UHCC. The BOR works directly with the State Legislature; the latter determines the appropriation to the UH once the BOR submits its budget. Community college allocations are determined in a process that is overseen by the VPCC. Meeting minutes documenting the fulfillment of these roles and responsibilities are available online. The BOR bylaws and policies clearly delineate membership and organization and BOR operating procedures. The size, duties, and responsibilities of the BOR are contained in the University of Hawai'i Board of Regents Reference Guide. With 15 members, the current BOR reflects the membership, organization and structure as detailed in its policy (IV.B.1.a-d).

There is evidence that the UHCC acts in a manner consistent with its policies and bylaws for the most part and that there is a process for updating policies. Part of this process is "policy conversion" which is detailed in the UHCC Policy Conversion Analysis chart, dated October 15, 2008. No update to this chart was provided, although interviews indicated that general policy review and revision are under way. However, there is no evidence of a regular manner in which this evaluation takes place. There are annual workshops, since 2010, in which "best practices" in general have been reviewed; however, during interviews with the VPCC and staff, there was no articulation of a mechanism to provide for and assure a regular, consistent means of reviewing and revising as appropriate BOR policies. For example, the SET discovered that the UHCC does not have a policy addressing the Commission's requirement in its Policy on Institutional Integrity and Ethics (June 2011), Section 7, for a complaint policy "regarding questionable accounting practices, operational activity which is a violation of applicable law, rules and regulations, or questionable activities which may

indicate potential fraud, waste and/or abuse.” Conducting a regular review of policies would serve to prevent such oversights (IV.B.1.e).

The BOR has a board development program, as witnessed by the SET in attendance at the October 18, 2012, board meeting. Staggered terms of office are codified and followed. The BOR Policy Sections 2-4 detail the BOR self evaluation process. However, the team found in meeting with BOR members that not all members were aware of the self evaluation process. Policy Sections 2-4 dictate a self-evaluation workshop every two years which must be announced at least three months in advance and must be dedicated solely to reviewing the work of the BOR. BOR agendas and minutes indicate a self-evaluation workshop was held July 2008, but not in 2010. Additionally, explicit actions as an outcome of the workshop must be provided to all BOR members in writing within a reasonable time following the workshop (IV.B.1.f-g).

Regarding the Commission’s requirement that the governing board have and adhere to a code of ethics, the BOR is bound by Chapter 84-31 of the Hawai’i Revised Statutes: Ethics Guide for Elected Officials, Employees, Members of Boards and Commissions. The statute contains a provision for dealing with violations of the code. The BOR participates in accreditation training and is well informed about UHCC issues involving same. The BOR participated in an accreditation training session facilitated by the ACCJC President on April 1, 2010. The BOR Committee on Community Colleges reviewed the 2012 self-evaluation reports for each of the six community colleges, and the full board approved the reports on July 19, 2012, according to the minutes from that meeting (IV.B.1.h-i).

The BOR Policy Chapter 2, Section 2, provides a detailed description of the duties of the president as well as the method of evaluation which is conducted annually. BOR agendas indicate that the president’s annual goal review takes place each January. BOR Policy, Sections 9-12, delineates the process for the evaluation of managers at the executive or managerial level which includes the VPCC and the community college chancellors. Interviews indicated that these administrators are evaluated annually. The BOR participates in the hiring and evaluation of the UH president and delegates operational authority to the system president for the hiring and evaluation of the VPCC. The system president and the VPCC hire and evaluate the six community college chancellors (IV.B.1.j).

B.3: Multi-college Systems

Findings and Evidence

The UHCC Campus-System Function Map was developed in 2006 and most recently revised in January of 2012. The map distinguishes the locus of responsibility of functions between each UHCC campus, the UHCC, the UH, the BOR, and the state. The UHCC Office is working to update and revise policies. This is an ongoing process with no specifically defined cycle. The last “conversion” table is dated 2008. There is no document that gives an update on the status of revised, new, or converted policies. It is reported that a significant revision process began in 2011 which, in part, resulted in an update in January 2012 of the functional map (IV.B.3.a.g).

The UHCC provides services, fair distribution of resources, and effectively controls its own expenditures. The VPCC ensures implementation and administration of BOR policies by the community college chancellors at their respective colleges and serves as a liaison to and among the colleges. The VPCC has been particularly effective in making the reorganization of 2005 work for the UHCC, in particular, and the UH in general. Colleges report that they are represented, and evidence from meeting agendas and minutes of the BOR corroborates this (IV.B.3.b-c).

The budget is developed for the UHCC as a whole following state statute and is then coordinated by the UHCC Office. The VPCC, in consultation with the Council of Community College Chancellors, differentially allocates funds among the six community colleges in accordance with strategic goals of each college (IV.B.3.d).

An action taken by the BOR on June 21, 2005, established the classification of the VPCC in which the position was described as providing “executive leadership work in directing the overall community college system and its affairs.” The document delegates supervisory responsibility of the chancellors of the community colleges to the position as well. The University of Hawai'i Board of Regents Reference Guide states that coordination of the community colleges is managed by designated associate vice chancellors under the direction of the VPCC. Stated further is that the chancellor at each campus serves as the CEO and vice chancellors and other administrators have the responsibility of administering various programs and services at each college. The VPCC assures that the UHCC chancellors have full authority and responsibility to implement and administer BOR policies at their colleges, with the chancellors reporting that this delegation is, in fact, working in practice. Additionally, the VPCC visits each college twice per year to discuss UHCC goals, individual college performance and to provide a comparison of the six colleges. Faculty and staff are invited to engage in dialogue with the VPCC. These visits are well received at the colleges, with faculty and staff reporting that they feel they are receiving necessary information from a system level as well as being heard by the VPCC (IV.B.3.e).

The UHCC has begun to regularly conduct a survey of leadership (chancellors, vice chancellors, faculty senate chairs, and student leaders– the members of the SPC). This survey was conducted in 2009 and in 2011 with plans to continue to administer it every other year. Titled the “Community College Inventory Survey,” the results of the survey have been made public and are used by the SPC to evaluate strategic planning. This process is not codified in a formal manner but seems to be proceeding as described. This survey is the primary means by which the UHCC seeks to meet the regular evaluation and communication of evaluation results of role delineation and governance (IV.B.3.f).

Conclusion

The evidence indicates that the UHCC largely meets the Standard and functions effectively and appropriately, particularly given the fact that this is not just a multi-college system, but

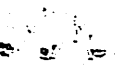
rather an integrated system of higher education. However, two areas require improvement if UHCC is to meet the Standard.

The UHCC partially meets Standard IV.B.

Recommendation

UH Recommendation 5: Board and Administrative Organization

In order to meet the Standards, it is recommended that the UH BOR adopt a regular evaluation schedule of its policies and practices and revise them as necessary. In addition, the UH BOR must conduct its self evaluation as defined in its policy and as required by ACCJC Standards (Standards IV.B.1.e, IV.B.1.g).



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