PROGRESS ON COLLEGE IDENTIFIED CONCERNS
PLANNING SUMMARY AND RESPONSES
The 2006 Self-Study has enhanced the awareness, among faculty and staff and students, of the great changes at the College since the last Self-Study. New and upgraded physical facilities, changes in technology and new modes of instruction, major budgetary restructuring, and significant program changes all present great challenges and opportunities for planning our future. Among the many planning statements in our Self-Study certain themes, or areas for improvement, are most salient:

Assessment/Evaluation

Among the planning agenda items in this category the College has committed itself to both fundamental, regularly scheduled activities, as well as ad hoc research issues of immediate campus concern. The regularly scheduled items would include the review of the mission statement with all of its collateral elements, as well as establishing a pyramidal structure to the review strategy for course, program and institutional learning outcomes. Long term commitments to staff development would likewise fit the category of fundamental concerns that are too often allowed to slide from the central focus of attention. Data collection and its systematic, purposeful review represent a particularly important element in helping the college to pursue its strategic plan targets as well as helping to address episodic but important concerns. Accordingly the following planning agenda items from the 2006 Self Study include:

- **Review and revise Mission/Vision and Core Values and Include This Information in Course Schedules and its Catalog (Standard I.A.2; Standard I.A.4)**

  Windward Community College’s mission statement expresses the broad educational purposes of the College. Windward began to re-examine its mission statement in January 2001, after the last accreditation Self Study visit, with a visioning retreat. At this off-campus gathering, which included janitors, secretaries, students, faculty, and administrators, the College’s mission and vision were discussed.

  In January 2001, the College received a letter from the ACCJC which included Recommendation #1 concerning the creation of a new mission statement. The Faculty Senate leadership offered to spearhead this project and, in Fall 2001, a committee was formed with representation from all areas of the campus. This committee based its work on materials generated at the 2001 retreat and input from the community by way of the Provost’s Advisory Board and other groups.

  The committee created draft vision and mission statements. These were then distributed campus-wide through mail boxes and via e-mail. The committee evaluated responses and created new drafts which were distributed for comment. This process of gathering responses and revising the statements continued throughout Fall 2001 and culminated when a new mission statement, a vision statement, and core values that were approved by the Faculty Senate in May 2002. The documents were approved by the College administration, forwarded to the Office of the Chancellor for Community Colleges, and subsequently approved by the Board of Regents on April 16, 2004.
The new Mission Statement appeared in the 2004-2005 Catalog, but it was not until the 2006-2007 Catalog the Vision and Core Values also appeared as a direct result of the Self-Study. The Mission Statement also appears in the schedule of courses. These additions clearly communicated what Windward offered students who wanted to enroll.

In May 2006 to ensure that the mission statement continues to reflect the aspirations of the community it serves and remains a guide for institutional development, the College adopted a Mission Statement Administrative Policy that states that the mission statement be evaluated in the fourth year of each accreditation cycle or sooner if the Strategic Planning Committee feels it is necessary. With the modifications (as discussed above) to the Strategic Plan that took place during 2007-2008, review of the mission/vision and core values to assure alignment is indicated.

Additionally, in the Fall of 2008, ETC conducted a review of its mission statement. By a unanimous vote of all of ETC’s faculty and staff, the current, published mission statement was reaffirmed.

- Measure Institutional, Program, and Course Outcomes (Standard I.B.1; Standard I.B.6)

The College’s Strategic Plan discussed in the Response to Recommendation 1 above, has measurable outcomes for student success and achievement, economic contribution, global competitive workforce development, and resources and stewardship. As indicated above, these have been reviewed by the Strategic Planning Committee to see whether or not expectations actually were met and presented to the campus as a whole at Convocation.

In Fall 2004, the IEC spearheaded a retreat to develop institutional and department student learning outcomes (SLOs) and continued to work with individual faculty to create SLOs for all courses on the Master Course list. The objective was to have 100 percent of the courses on the Master Course list to have SLOs by Fall 2007. At the time of the Self Study in 2006, 83 percent of all courses had SLOs, and as of the Annual Report for 2008, 100 percent of the courses have SLOs. However, assessing Windward’s institutional and departmental SLOs is in its incipient stages. Intrinsically, since Windward officially has one program, the institutional SLOs should be aligned to the AA degree and the course SLOs are aligned to the AA degree; therefore, in assessing the courses that make up the degree, the College should have been assessing the department and institutional SLOs as well. However, as long as the College is reviewing its mission/vision and core values, it should also revisit the institutional and department SLOs established at this 2004 retreat to assure they are still consistent with the mission and also set up methods for assessing them while continuing its assessment of SLO’s for all courses.
Additionally, in August 2005 the College established a Program Review Policy and Procedure that was revised in February 2006. This policy needs to be revised again because as indicated in the discussion above the Academic Program Certificates have been moved into the Department Annual Report rather than appearing in their own academic assessment. 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. It may also be necessary to review this cycle as UH System and UHCC timelines change annually.

Train Faculty and Staff (Standard I.b.3; Standard II.a.2f)

With the new thrust on assessment, Windward realized that it would need to provide assistance to faculty and staff on how to assess SLOs and data. In 2004, the Office of Institutional Research was established to support faculty and staff in reporting the institutional information of the College. It also presents this information to students and prospective students for their decision-making regarding the College. At first, this was a one-person office. Then in 2006, an institutional researcher was hired with funds from the new Title III grant.

The director and the institutional researcher are in constant dialogue with all campus constituencies regarding data needs. They ask questions that help refine the data requested so that it meets the exact needs of the requestor. However, the 2006 Self-Study indicated that this office should train faculty and staff on using available data as well as retrieving it.

The Office has done so in interacting with faculty and staff on what the data elements of the Annual Assessments and Program Review are, but it is up to the faculty, staff, or administrator writing the Annual Assessment Program Review to analyze and interpret how the data has affected their office/department. Refinement of that interpretation takes place in various ways, depending on the college area. In Instruction, for example, The Vice Chancellor and Deans met with Department Chairs over the course of the 2008-09 academic year to discuss data interpretation, goal setting, and benchmarking. Deans and individual Department Chairs have met to discuss the first draft of the annual report and program review to refine assessment and goal setting. More training will take place during 2009-10. The Director of Vocational and Community Education for ETC Programs, Vice Chancellor of Student Services, and the Chancellor and Vice Chancellor of Administrative Services have conducted similar trainings for the appropriate individuals charged with program reviews and reporting to them. If questions arise on what the data consist of, then the Office of Institutional Research has been available to explain what the data are composed of and how they may be interpreted.

As mentioned above, with the institutionalization of Annual Assessment/Program Review, the creation of SLOs was essential. The Institutional Effectiveness Committee (IEC) was created in 2004, and charged with planning and overseeing an institutional schedule to ensure a systematic, comprehensive, and on-going assessment of the credit programs, non-credit programs, and other units identified in the Program Review Policy.
and to provide the necessary training and skills for units to assess themselves. They have
done so through holding retreats, convening workshops and seminars, and working
individually with department chairs to assure that 100 percent of courses have SLOs that
are measurable and meaningful.

In Fall 2009 the IEC will be revisiting the institutional and departmental SLOs
established in Fall 2004, and will be assuring that all courses on the Master Course list
have been kept current with the help of the Credit Curriculum Academic Affairs
Committee (CCAAC) and the ETC Curriculum Committee.

• **Improve the Gathering and Dissemination of Demographic Data (Standard
I.B.3; Standard II.A.1a)**

  The role of gathering data is under the purview of the Office of Institutional
Research. There are several sources which the office can use. First, the Management and
Planning Support (MAPS) Reports delivered by the UH System IRO Office present
Windward enrollment, graduation and persistence, courses, and projections. These are
the official reports of the UH System. Sometimes these reports are not current.
Therefore, the Office of Institutional Research pulls the data from the Banner Student
Information System and unofficially reports the data to constituencies when asked. If in
conversation with the requestor, refinement of the data is necessary, this may be difficult
as the tables in the Operational Data Store (ODS), the data repository for UH System
data, are named differently than the tables in Banner.

  Also, although the data in the System IRO office was consistent, institutions
across the system were using different software and possibly different definitions when
pulling data. To help standardize the data for the 2006 Self-Study the UHCC Office of
Academic Planning, Assessment, and Policy Analysis set up standard definitions through
the IR Cadre so that all data reported was comparable. The UHCC System also purchased
BRIIO for all campuses and conducted training on the software so that all IR Cadre
members were pulling the data from the same areas with the same software.

  Now the UH System has purchased COGNOS and is in the process of training the
IR Cadre on how to use it. The System, however, may be limiting access to COGNOS,
and wants those in the IR Cadre to train the staff and administrators on campuses.
However, the refined data pulls that many administrators will want will not be possible
because the reports generated by COGNOS will be those produced by System IRO. Also
significant is that no ad hoc reporting will be possible through COGNOS. Therefore,
Windward is experimenting with a procedure that would allow administrators to
manipulate institutional data on their desktop computers through the use of Hyperion and
PL/SQL.

  In general, the College has made great strides in gathering and reporting key data
to the campus community. Administrators, Department Chairs, and unit heads receive a
wealth of historical data with which they can make judgments on the health of various
programs and disciplines; these data also are reported on the web in the program review
postings. Enrollment data by class are available on the web site from the beginning of
registration through the beginning of the semester. Using these data help counselors ensure that student needs are met.

The Budget and a variety of planning documents are also available on the website, as are Achieving the Dream planning documents and data updates. Data from the 2009 SMS survey of community wants and needs have been reported in campus meetings in late spring and at the Fall, 2009, Convocation. It is fair to say that the College is becoming increasingly adept at making key data from the system IRO available to the campus, as well as gathering and making available key data internally.

- **Campus Input to Refine Survey Instruments, Campus Lighting, and ETC Exit Survey (Standard I.B7; Standard II.B4; Standard III.B.1)**

  As discussed in Recommendation 5 above, the major survey undertaken by the campus was the Survey on Governance Structures by the GSIEC. There was broad-based campus participation in the development of this survey on the sub-committee of the IEC which included non-IEC members. The instrument was then revised by the IEC, which has representation from every division on campus before being given to the campus. The campus then had the opportunity to give feedback to the GSIEC on the survey, and modifications will be made as necessary.

  The campus also participates in the Graduate and Leavers Survey. This survey is generated by the UHCC Vice President’s Office and sent to all the community colleges in the system. The data from the survey shows student perception of the institution before, during, and after graduation or leaving. Most of the colleges have a poor response rate to this survey because it is mailed to both leavers and graduates after they leave the institution. The IR Cadre, a group made up of the Institutional Researchers and Assessment Specialists at all the community colleges within the System, are having active discussions on how to improve the response rate so that the data is more meaningful.

  ETC also developed a survey which is sent to each of the participants who register for their Core or Special Programs. The survey asks for feedback on the program and requests participants to suggest programs of interest for future development. Since this survey is mailed to participants after the program end date, the response rate has been low.

  In response to a survey distributed in Fall 2006, Windward changed its lighting in the evenings so that students would feel safer walking on campus. The College also added extra security guards and was proactive in advising students to contact security if they did not feel safe walking alone at night. The UH System has also heightened all campus security after the Virginia Tech incident.

  Both ETC and credit programs at WCC are looking at ways to track employment and continuing education that go beyond what has been discussed above. These surveys are being developed slowly and carefully to assess both student achievement and employer satisfaction. WCC hopes to have these surveys in place by the 2012 Self-Study.
• **Academic Support Division and Student Services Assessment (Standard II.B.3a; Standard II.C.1c; Standard II.C.1d; Standard II.C.2)**

  In 2008-09, a format for assessing tutoring, libraries, IT, and the media center was completed by a committee of UH Community College System deans. That format includes certain measurable benchmarks, and assesses the adequacy of access to the library and other support services and the maintenance of security for the library and other learning operations. In the future, this instrument will be used by all academic support units across the system as part of their annual program reviews.

  In 2007-08, the Vice Chancellors of Student Services completed a template to be used for all student services assessment. The format includes measurable benchmarks and will be used for all future program reviews.

• **Conduct a study of the Banner online registration process to determine the impact on student performance (Standard II.B.3c).**

  This would be an interesting study, but still has not been done. It may be very difficult to do as the permissions needed to do such a study may not be forthcoming to an individual institution. It would be wise for the UH System to conduct such a study to see if the freedom to register for classes without advising may impact the experiences of students negatively.

• **Review of ATS Degree and Monitoring of CIL and Math Components for AA Degree (Standard II.A.3)**

  The ATS degree program was designed for students who wish to earn a customized technical occupational or professional degree that is not currently being offered at the College. Only one student had ever applied for the program, and did not complete it. A review of this program was conducted after the 2006 Self-Study, and a new Certificate of Completion in Agricultural Technology and another in Subtropical Urban Tree Care were developed replacing the ATS.

  The CIL (Please spell out this acronym…at least for the first usage) graduation requirement for the AA degree became effective for students entering in Fall 2003, and the math graduation requirement became effective in Fall 2005. The College has been evaluating both these requirements through Annual Assessments and Program Reviews. Based on these assessments as well as the CCSSE surveys, the College is doing well in the areas related to CIL and math. However, the College may revisit the CIL requirement because of changes at the System level regarding reverse transfer for meeting AA degree requirements. Since no equivalent to the CIL requirement exists at the UH Manoa flagship campus of the system a practice of reverse transfer would be problematic unless the college can determine a course equivalent to this requirement that is offered by the flagship campus.

**Campus Outreach**

Planning agenda items in this category reflect the College’s commitment to becoming the college needed by its broadly dispersed and highly rural service area. The
College serves a population concentrated toward the northeast shore of Oahu with significant numbers dispersed all the way to the periphery of the northwest shore. Service to such a far flung district requires a commitment to outreach and collaboration with other campuses both public and private to provide cost effective access to as broad a range of higher education services as possible. Accordingly the following planning agenda items from the 2006 Self Study include:

- **Increase Community Awareness of Our Services and Programs (Standard II.A.2d; Standard IV.A.1)**
  
  Since 2003, the College Marketing Committee has been given a separate budget of approximately $25,000 to spend on various forms of publicity for the College and its programs. In addition, the College has supported assigned time by an expert faculty member, the hire of a graphic artist, and contributed to community college and university system-wide marketing efforts.

  The College also has made a concerted effort to reach out to the community and is represented in many activities including but not limited to the following:
  - Kane’ohe Business Group
  - Kailua Chamber of Commerce
  - Kane’ohe Rotary Club
  - Ho’olaule’a Committee
  - Department of Education (K-12)
  - Department of Education’s Community School for Adults
  - Hawai‘i Literacy’s Run and Read Program
  - Windward Arts Council
  - College for Every Student
  - Awareness and Growth through Education (AGE) for Seniors
  - Hawai‘i State History Day
  - Native Hawaiian Education Association

  The Provost’s Column mentioned in the 2006 Self Study has been replaced by widely distributed press releases, news stories, and advertisements promoting the College’s programs and events while increasing the community’s awareness of events at the Paliku Theater, the Imaginarium, special programs, and major community events, such as the Windward Ho’olaule’a. In fact, the Ho’olaule’a has become one of the largest community events on this side of the island, bringing together businesses, non-profits, cultural activities and entertainment, and educational information in a day-long celebration. This year a Job Fair will also be part of the event.

  Facilities like the Imaginarium, Gallery Iolani, and the Paliku Theatre under the auspices of the Office of Continuing and Community Education (CCE) serve as venues to bring the community onto the campus. Art exhibits, dramatic and musical performances, educational programs and other events in these facilities are establishing a reputation for Windward Community College as “the” center for arts and education on the Windward side of the island.
For example, the Paliku Theatre at Windward Community College will feature *West Side Story* as its fall production. The landmark show, with music by Leonard Bernstein and lyrics by Stephen Sondheim, is directed by Ron Bright, who has helmed many shows at Paliku, including last year’s hits *Miss Saigon* and *The Wind in the Willows*, both of which received Po‘okela awards this year from the Hawaii State Theatre Council.

Gallery Iolani is an 1800 square foot gallery adjacent to the Paliku Theater. Starting in September the Gallery will feature works from the Windward Community College Atelier Program. The term “atelier” (ah-tell-yay) is a French term for “artist’s studio” or “workshop”. During the 15th-19th centuries, artists like Michelangelo, Leonardo DaVinci and Peter Paul Rubens studied their craft in this hands-on working environment where they received training in the fundamentals of Classical Realism. The Atelier at Windward Community College is the only program of its kind in Hawaii, and one of few atelier experiences in the United States. Under the direction of art professor Snowden Hodges, participants are immersed in the practice of working from nature – drawing and painting from life.

The Hawai‘i Music Institute is a grass roots program that was conceived in order to nurture and inspire Hawai‘i’s musical talent, to offer instruction about both the making and the business of music, and to provide a showcase for sharing talent and information. It fills a void in Hawai‘i’s music industry by bridging the gap between performer, student and business professional.

Hawaiian for Starry Heavens, Windward Community College's Hokulani Imaginarium is a high-tech planetarium and multi-media facility. Stargazing, a live star show beginning on August 12 and held on the second Wednesday of every month, allows participants to learn how to identify the constellations and listen to mythological stories about them. It also gives participants updated information on current celestial happenings, such as meteor showers and eclipses.

However, more robust Web-based applications for communicating with students, faculty and the community are seen as a current need to further. (incomplete sentence…consider deleting this)

- **Increase Enrollment (Standard II.A.2d)**
  The College has an active Enrollment Management Committee that has worked hard to modify the Schedule of Courses to increase enrollment without additional resources. Credit enrollment was 1959 in Fall 2008, 155 above the estimated increase in the Windward Strategic Plan and has risen to over 2326 in Fall 2009, passing our Fall 2015 expected outcome. This is due to the current economic conditions in the State as well as the addition of more than 50 additional class sections this Fall semester compared to last year, approximately a 25% increase in offerings. Projections are that the economic downturn may continue for two or three years; therefore, the Strategic Planning
Committee will be looking at the data and deciding whether or not adjusting the values is in order.

• **Increase Student, Faculty, Staff, and Community Communications (Standard I.B.5; Standard IV.A.1; Standard IV.A.3)**
  Communication continues to be a challenge. A faculty and staff listserv has become the primary communication vehicle for campus-wide announcements. Additionally all committee minutes, policies and procedures, and pertinent statistical data are also posted on the web. While communication via electronic media is very effective for timeliness, not all faculty and staff read e-mail or review the documents on the web regularly. Therefore, discussions are continuing in the Faculty Senate on the best way to communicate College information. Finally, as discussed in Recommendation #5 above, surveys focused on assessing administrators, administrative offices, and committees have provided the added benefit of providing a channel of communication from the campus at large to committee chairs and administrators.

Communications with the community have been enhanced by community needs surveys ([the 2009 SMS survey](#)), community meetings (e.g., meetings with the Waimanalo community cited below), and meetings with community leaders. In addition, College faculty, staff, and administrators have joined key community organizations (Rotary, Chamber of Commerce, Kane‘ohe Business Group) to enhance communications. The College has worked for several years with the Pacific American Foundation to facilitate a HUD grant that would transfer ownership of a traditional fishpond to a community organization.

• **Strengthen Academic Partnerships with Other campuses and the Community (Standard I.A.1)**
  As a direct result of a 2006 Self Study action outcome, The Office of University Partners was opened in January 2007 and is funded through a five year Title III grant (October 2005- September 2010). The Office goals are to initiate programs of study not already available to Windward students on O‘ahu, to establish articulation agreements for transfer and sustainability with other colleges and universities, and to allow students to complete baccalaureate degrees and receive additional education on the Windward side of O‘ahu.

  New programs of study initiated on the Windward campus include: Certificate of Achievement in Veterinary Assisting, Certificate of Achievement in Practical Nursing from Kapi‘olani CC, and expanding the Hawaiian Studies programs at WCC. In addition, the following baccalaureate programs are offered at Windward: the B.S. Criminal Justice and the B.F.A. Interior Design from Chaminade University.

  Articulation Agreements are also in place with Waikato University, New Zealand, guaranteeing admission of all WCC students who successfully complete an associate’s degree; San Juan College’s distance Veterinary Technician Program (AAS and allows for licensing) accepting all courses in our Veterinary Assisting Certificate program; and the Art Academy University for distance baccalaureate programs in the arts. Also a General Pathway Partnership agreement with UH Hilo has been established under which
program-to-program articulation agreements have been finalized for a BS Geology and one for a BA or BS in Astronomy.

The Office of University Partners is currently working with UH West Oahu on articulation agreements for Elementary and Secondary Ed baccalaureate programs and with UH Manoa School of Social Work for its BSW program.

In 2009, Student Services and Instruction staff met with community leaders in Waimanalo to discuss community needs. Those discussions have led to plans to schedule classes in the Waimanalo community, starting with non-credit offerings in summer, 2009, and two for-credit classes in fall, 2009. Communication with the Waimanalo community will continue. In addition, discussions are now under way to measure interest in classes offered via interactive television at MCBH, Kahuku, and in other communities in our service area.

**Campus Organization**

Agenda items in this category reflect the college’s transition from its roots as a small college to a mid-size institution with all of the organizational concerns that such a transition entails. Matching the organizational structure and governance process to the informational needs and participatory expectations of a growing faculty/staff and student body are reflected by the agenda items as follow:

- **Increase and Ensure Student and Staff Participation on Committees and Establish an Ad Hoc Committee to Review Decision-Making Lines of communication, and Establish a Master Plan Committee (Standard I.B.4; Standard III.B.2a; Standard IV.A.2a; Standard IV.A.3)**
  
  The College practices shared governance involving faculty, staff, students, clerical staff and operations and maintenance staff. It has instituted two primary groups — committees and councils — to provide for the involvement of faculty, administrators, staff, and students in deliberations regarding day-to-day and long-range planning and policies for the College.

  The Campus Policy on Committees and Councils, as well as the membership and responsibilities of these groups, is delineated and publicized in documents posted on the College Website. Additionally a Flowchart of Governance Authority has been adopted by the College after recommendations from the ad hoc committee that was established to look at these units after the Self-Study. Committee and council minutes are disseminated to members via email for correction and feedback prior to being posted on the WCC website. This is how information on what the committees and councils are doing is communicated to the campus as a whole.

  Councils act as advisory groups by providing consultation and advice about a broad range of issues involving the management of the College. In some cases, council membership consists of the staff members within an administrative unit. In other cases, council members are appointed or elected. Council membership lists are posted on the College Website and disseminated through various outlets, email lists and
announcements. At least once per year, in October, those lists are updated by the Chancellor’s office.

Councils assist the Chancellor and/or administrators in the operations and governance of the College. Councils allow for campus input in the decision-making process. They are also used as a communication tool to keep the campus informed of issues, events, processes, and opportunities to provide College service.

The following are the College’s councils:

- Academic Support Coordinators
- Administrative Services Staff
- ASUH-WCC (Konohiki Council)
- Chancellor’s Staff
- Vice Chancellor’s Advisory Council
- ETC Coordinators
- Faculty Senate Council
- Interclub
- Ke Kumu Pali
- PACES Advisory Board
- Student Services Staff

Committees are established to investigate, consider, report and take action on a specific subject matter. Committees generally conduct their own investigation of the issue under consideration, while council discussions are based on input from additional sources.

There are two types of committees that provide for different levels of involvement in College governance. Students, faculty and staff are encouraged to actively participate in governance by volunteering for committees. Standing Committees deal with long-term and/or ongoing college-wide issues. The following committees generally have campus representation of faculty, staff, and students.

- Aesthetics
- Budget
- College Ambassadors
- Commencement
- Credit Curriculum and Academic Affairs Committee (a standing committee of the Faculty Senate)
- ETC Curriculum Committee
- Enrollment Management
- Friends of Lanihuli
- Friends of WCC
- Institutional Effectiveness
- International Education
- Kokua Paliku
The newest is the Master Planning and Space Utilization Committee, which was established on February 5, 2008, by then Chancellor Angela Meixell in response to the Self-Study. The committee is responsible for making recommendations to the Chancellor on use and development of the College physical plant. This includes short, mid and long term space utilization, renovations, and modernization of rooms and buildings. It as well as the Strategic and Budget Council, will be the committee that is looking into the revising of the College Master Plan. The 11 members of the committee serve for 2 years with the possibility of renewal. The committee held its first meeting on March 5, 2008.

Currently, the College is in discussions to combine its Strategic Planning Committee and Budget Committee. In discussing the possible revision of the Planning and Budget Cycle (see discussion below), a proposal was forwarded to the Faculty Senate to promote institutional efficiency, yet maintain the integrity of the integrated College Program Review-Strategic Planning-Budget Process. A Response to the Proposal has been received, and an Open Forum was held on September 24. Based on the feedback from the Open Forum, the College is

Ad Hoc Committees are temporary committees created as needs arise, such as meeting new initiatives or responding to one-time only issues. These follow the same policies and procedures as standing committees. An ad hoc committee with longevity beyond two years may become a standing committee. Current ad hoc committees include:

- Accreditation Steering
- Academic Grievance
- Common Book
- Department Personnel
- Excellence in Teaching Award Nomination
- Loi Construction
- Sabbatical
- Screening Committees for Hiring
- Student Conduct
- Student Grievance

Committee vacancies are announced as they occur. Announcements are made via campus-wide media such as the College listserv, announcement at Convocation, or memorandum. For committees needing full representation, department chairs or division heads recruit members from their units at the beginning of each school year. Student
representatives are recruited via the student government organization. Staff representatives are recruited through announcements (see above).

To ensure that everyone interested in volunteering for a committee has the opportunity, each volunteer is normally assigned a two-year term. Terms are rotated to insure stability and continuity of the committee. Once an individual completes a term, that individual may volunteer again for the committee and serve two or more consecutive terms.


  This was discussed in the response to Recommendation #1 above. The current Program Review and Budget Cycle is described on pages 5-6 of the Windward Community College Strategic Plan (*Appendix 4*). This procedure may be modified to the procedure below after it is vetted in the Planning and Budget Council due to the changes in the timelines at the UH System level.

  Programs and units request additional funds as a result of program reviews and program action plans via specific Program Change Requests (PCRs). These requests are submitted annually in January to the administration for funding consideration in the biennium or supplemental budget years. Funding requests are then forwarded to the Planning and Budget Council for review and recommendation to the Chancellor.

  In February, the Planning and Budget Council reviews the Program Change Requests (PCRs) for consideration in the college’s biennium or supplemental budget request with prioritization and/or adjustments to ensure alignment with the current Strategic Plan and finalizes the college’s PCRs for recommendation to the Chancellor who then forwards the College’s budget request to the Vice President of Community Colleges.

  From April to August, the College’s budget request is reviewed and evaluated and adjusted as necessary to conform to system policies and guidelines. The College is kept informed to the extent possible on the status of the campus’ budget request as the budget request is forwarded from the Office of the Vice President of Community Colleges to the UH President’s Office. After further review, a UH System-wide budget request is then presented to the BOR in September/October for their review and consideration. The final BOR budget request is then transmitted to the Governor. The Governor submits an Executive Budget Request to the Legislature in November/December prior to convening in January. After review and approval by the various legislative committees, the Legislature passes an appropriation bill in May that determines the college’s funding level. The disbursement of appropriated funds, including funded PCRs begins in July.
Concurrently, from March to May, the Administration develops an Operational Expenditure Plan (OEP) for the following fiscal year beginning July. OEPs are prepared annually including newly appropriated PCR funds authorized by the legislature and allocated by the Governor. PCR items that were requested and approved should be expended accordingly and become part of the college’s current base allocation. Reallocation of general funds and use of additional tuition revenue funds, if any, are determined internally with prioritization and/or adjustments to ensure alignment with the current Strategic Plan. The College’s equipment fund is also allocated annually based on program action plans tied to the Strategic Plan.

The OEP is shared with the Planning and Budget Council at the beginning of each fiscal year and reflects the inclusion of newly funded PCR items. The beginning OEP is shared with the campus as a whole on the WCC Web site. The OEP works as a blueprint for the campus and does not deviate much unless unanticipated events occur. Revised OEPs are presented to the Planning and Budget Council as deemed necessary by the Chancellor.

In addition, as mentioned above, discussion has commenced on the streamlining of the planning process. The restructuring of the planning process primarily involves the combining of the Strategic Plan and Budget Committees. The Budget Committee was originally to review, evaluate, prioritize, and make recommendations to the Chancellor regarding the use of resources in the College operating budgets, and regarding resource requests for future College funds following the guidelines of WCC Policy 4.3. The Strategic Plan Committee was designated as the de facto shared governance committee on campus, and was to formulate the College’s Strategic Plan and refer budget-related items from Program Reviews to the Budget Committee. This became the Program Review-Planning-Budgeting Process of the College. Because of the time constraints mentioned above, and the fact that Windward’s budgeting process has become linked to the planning process, the combining of the two committees into the Planning and Budget Council seems logical as it provides a more effective, efficient process that maintains the integrity of Windward’s strategic planning and budget process.

• Seek Additional Staffing to Improve and Expand Learning Support Services (Standard II.C.1)

Additional staffing has been a feature of the Annual Report and Program Reviews of the Academic Support units since 2005-06. In 2005-06 an IT Specialist position was increased from .5 to 1.0 and filled. In July of 2007, the Instructional Developer position requested by Academic Support was filled through a Title III funded position. A full time, tenure-track Cataloger position for the Library was created and recruitment began in July, 2009. The Head Librarian returned to full time service in the Library in 2007,
providing better service and management. The College continues to recognize the necessity for increased staffing in all of Academic Support, but our ability to create such positions is dependent on the budget priorities of the System. In some cases (as with the Instructional Developer), extramural funds may be sought.

- **Examine the Coordinated Roles of Department Chairs and EMC and the Coordinated Roles of the Department Chairs and CCACC (Standard IV.A.2b)**

  The Credit Curriculum and Academic Affairs Committee (CCAAC) publishes timelines for the curriculum process and review, such that proposals will meet Catalog and Schedule of Classes deadlines. It also presents a workshop for faculty in April of each year on the curriculum process, forms, and deadlines. The following process, adopted by the CCAAC in 2008-09 clearly delineates the relationship among faculty, department chairs, administrators, and CCAAC in the curriculum process. Faculty must follow the following process when initiating, modifying, deleting, or archiving any course at Windward.

  When a faculty member initiates a curriculum proposal, he or she discusses the proposal within the department and with the Department Chair (DC) and solicits advice from the department CCAAC representative. The Department Chair, working with the CCAAC representative, ensures that the proposal meets the criteria outlined in the curriculum proposal instructions by ensuring that any course to be articulated meets UH system criteria; that the proposal is discussed thoroughly within the department, that consultation with other departments or program coordinators takes place to review matters of common concern such as prerequisites, cross-listing, student learning outcomes, and general education requirements; and, that the proposal is reviewed for impact on students, program requirements, financial aid, student services, other disciplines and programs, and UH articulation. If the department supports the proposal, it submits the proposal to the division Dean of Instruction for review for consistency with system requirements. However, if the department does not support the proposal, returns it to the proposer.

  The Division Dean of Instruction reviews the proposal for consistency with system requirements and sends proposal to CCAAC, which logs in the date the proposal is received. It reviews the proposal for completeness and its impact on students, other disciplines, and programs and requests written clarification and/or changes from the proposer and department chair as necessary. The Committee may decide to invite a department representative to meetings in order to answer questions about the proposal. The CCAAC, then recommends approval and forwards the approved proposal to the Faculty Senate for further action or returns the proposal to the faculty proposer or the department chair.
The Faculty Senate receives CCAAC’s recommendations for placement on the agenda and reviews the proposal and its impact on students, department, program, and college. If the proposal is not approved by the Faculty Senate, the Senate Chair returns it to the CCAAC Chair, who then returns it to the faculty proposer or department chair. Otherwise, if the proposal is approved, the Senate Chair forwards it to the Vice Chancellor of Academic Affairs who meets with the proposer(s)/reviewer(s), if needed and reviews the approved proposal for impact on the College. If the proposal is disapproved, the Vice Chancellor returns the proposal via the CCAAC to the proposer and/or division/department chair with an explanation.

If the proposal is approved, the Vice Chancellor forwards it to the Chancellor and reports the action to both the CCACC Chair and the Department Chair. The Chancellor reviews the proposal and consults with the Vice Chancellor of Academic Affairs, if necessary before approving or disapproving the proposal. The Chancellor then returns the proposal to the Vice Chancellor of Instruction, who maintains a log of all course/program action status. If the program is approved, the Vice Chancellor ensures that the proposal/modifications are added to the college database and college catalog and that appropriate articulation actions are carried out with other campuses in the UH system and sends copies of the approved action to Chair of the CCAAC, Chair of the Institutional Effectiveness Committee (IEC), the Banner Coordinator (person responsible for inputting course information into the University of Hawai‘i Banner system), and the Vice Chancellor for Student Services for distribution to counselors.

If a program proposal is approved, the Vice Chancellor ensures that a request form is sent to the Institutional Research Office (IRO) for a Program Code. IRO sends the information to Banner Central to add WCC’s Program Codes. (Code Request Form for Academic Program Codes can be found at www.hawaii.edu/iro/). Once the code is received, ensures that the information is distributed to the Chair of CCAAC, the Chair of IEC, the Banner Coordinator, the WCC Institutional Researcher, the Vice-Chancellor for Student Services, for distribution to counselors, and the Registrar.

- **Coordinated Roles of Department Chairs and EMC (Standard IV.A.2b)**

  In November 2008, the Enrollment Management Committee voted to change its role from one focused on managing the Schedule of Classes to a broader one involving advising the Chancellor on enrollment issues such as marketing, signage, scholarships, the bookstore, registration, financial aid, and University Partners. The committee proposed that its charge be narrowed to studying enrollment patterns, looking at where growth would be appropriate or desirable, and making recommendations as to what strategies and resources would be needed to support such growth. As of Fall 2009, the Committee’s recommendations are being studied by the new Chancellor; thus, the recommendation of coordinating roles is somewhat in limbo.
• **Review and Evaluate the Policy for Evaluating and Electing Department Chairs (IV.A.5)**

The policy for evaluating and electing department chairs is a procedure established by the University of Hawaii Professional Assembly (UHPA), the faculty union and UH BOR Policy 5-3. The policy is as follows:

**ARTICLE XXIII, Appointment, duties, AND COMPENSATION FOR ACADEMIC CHAIRS**

A. Only Faculty Members with the Rank of 4 or 5 shall be eligible to serve as the Department, Division, or Program Chair. If no one in these ranks is available, then a Faculty Member from the unit holding a lower rank may be appointed as Acting Chair.

B. The chancellor of a Community College, the Chancellor of UH-West Oahu, and the Dean/Director at UH-Hilo and UH-Manoa shall appoint Department, Division, or Program Chairs for periods up to three (3) years. The appointments are renewed annually. Acting Chairs shall not be appointed for a term to exceed two (2) consecutive years.

C. Faculty Members in the various Departments, Divisions, or Programs shall meet to consider the recommendation of a Bargaining Unit Member to serve as Chair. Prior to the appointment or reappointment, the chancellor of a Community College, the Chancellor of UH-West Oahu, and the Dean/Director at UH-Hilo and UH-Manoa shall consult with the all the Faculty Members wishing to participate to receive their recommendation. If there is no consensus among the Faculty, the Chancellor, Dean/Director shall consider both the majority and minority views before making an appointment. Should there be a consensus among the Faculty Members as to who should serve as the Chair, and the recommendation is rejected, the Chancellor, Dean/Director shall meet with the Faculty Members and provide a written statement setting forth the reasons for selecting another Faculty Member.

D. Academic Chairs are appointed by the appropriate administrative authority, but they are not managerial or supervisory employees. The duties of academic Chairs will be set forth in a revised UH-System Faculty Handbook.

E. Monthly compensation for department or division chairs, associate chairs, or assistant chairs shall not be less than $100 per month. The size and complexity of the department, division, or program and the nature of the quasi-administrative functions being performed shall determine the specific amount of the stipend. In addition, eleven (11) month appointments and workload equivalencies will be given where appropriate to the duties and responsibilities of the assignment.

Windward follows the policy. If the Department Chair Council feels that this policy should be revised, it would need to bring a motion at the UH System Level that is then conveyed to UHPA, who will then negotiate with the UH System President and Board of Regents to implement the change in the new contract. However, evaluation of
department chairs occurs regularly and systematically as part of the process described earlier in response to Recommendation #5.

- **Ensure Students Receive Adequate Counseling Before They Register**
  **(Standard II.A.1a)**
  Prior to enrollment, all ETC students take the Test of Adult Basic Education (TABE). Based on their scores, students are counseled to do one of two things: take Essential Skills classes to improve their ability in basic math and communication skills and then enter a vocational program, or, if they are deemed prepared, enroll in a vocational course that includes integrated academics customized to that field. All students receive an orientation session at the start of their programs.

  Throughout their time at ETC, each student is assigned a counselor who is equipped to support their needs. ETC’s counselors are specifically designated to work with students with disabilities serving non-traditional students. These counselors are an integral part of a team approach to addressing each student’s needs. Faculty and counselors consult on a regular basis.

  During the 2007 school year the counselors at Windward saw 1,283 students, about 75 percent of the campus population, and about 50 percent more than AY 2006. The College also implemented mandatory orientation for all recent high school graduates. These students are not allowed to register until they attend NSO. The 3-hour workshop includes an introduction to Windward, strategies for success, a campus tour, introduction to campus support services, faculty interactions and academic advising. Peer mentors also staffed and implemented NSO. Additionally, Peer mentors met with 497 students in 2007. If new students are experiencing difficulties, the peer mentors will notify a counselor who will intervene to assist the student.

  The increased access to counselors has put a tremendous strain on the clerk that supports the counselors. The maintenance of student records has increased tremendously because there are more students to see.

- **Determine if a Reorganization of the College’s Administrative Structure is Necessary**
  **(Standard IV.B.2a.; Standard III.C.1c)**
  On June 30, 2008, the college completed a formal and inclusive administrative reorganization focusing on the instructional services office. The Dean of Instruction was converted to a Vice Chancellor for Academic Affairs and the Assistant Dean was converted to a Dean for Division II. A vacant administrative position from the ETC was transferred to the instructional services office and a second Dean for Division I was created.

  During Spring 2009, the Vice Chancellor for Academic Affairs and the Vice Chancellor for Administrative Services reviewed the effectiveness and efficiency of the Information Technology services on campus. There were two separate units providing IT
support for both the academic units and the administrative units. In meetings with both units, it was determined that a single IT Support Services unit would be more effective in meeting the needs of the college. A single IT unit would minimize duplication of staffing and efficiency would be achieved through economies of scale. In March 2009, the Administrative Computing Support unit was administratively merged with the Academic Computing Support unit. This would allow the College some time to evaluate how this new combined structure would do. If this unit meets the need of the College, a formal reorganization proposal will be coordinated with college wide input.

Seek Alternative Sources of Funds to Maintain and Expand Collections and Implement Appropriate Lifecycle Replacement Schedules for Technology Resources (Standard II.C.1a, Standard II.C.1e)

• The Library has made efforts to raise money through UH Foundation mailings, flyers, book sales, and links on the Library and College web pages. From 2003-04 to 2007-08, the following amounts have been raised: Friends of the Library book sale $6,980; Honor with Books program (established 2006) $900; Bow Yee Tong, a Kaneohe civic organization, $3000; individual donors $15,161. Total amount raised $23,241, an average of $4648 per year. The campus has also allocated $15,000 for replacement of obsolete materials and the purchase of additional databases and electronic resources. In addition, the Budget Committee agreed to an additional allocation of $5,000 to the library’s base budget for the increased maintenance and costs for Voyager, the online catalog, and the costs for a variety of other database subscriptions that vary in cost.

Additionally, to alleviate the problem of an aging library collection, the Library as part of the UH Library consortium, started a subscription to the ebrary Academic Complete collection in January 2006 which presently provides access to more than 37,000 ebook titles. While ebooks update the collection, hardcopy books must still be acquired for students needing background information and for those students who do not have access to a computer.

• Seek Additional Funds for Increasing Operating Costs (Standard III.D.1b)

In the past, the College has had difficulty implementing new initiatives since the major sources of funds, the State General Fund and tuition and fees could not meet the steady increase in essential costs of operation. In order to develop new initiatives, the College has developed strategies for getting additional funds through federal grants and other grant sources, such as Title III, USDA, NASA, NOAA, BRIN (NIH), to enhance teaching and services in Hawaiian Studies, the Natural Sciences, and the Office of Continuing and Community Education. The College also formerly had the services of a fund developer through the auspices of the UH Foundation. Although the Fund Developer position is currently vacant, the UH Foundation has plans to recruit a replacement whose services would be shared with Leeward CC.
• **External Audit Procedures (Standard III.D.2a; Standard III.D.2b)**

In July 2005, the University of Hawaii received guidance from the ACCJC regarding the level of financial audits required to adequately meet accreditation standards. These requirements were implemented and have proved to be very effective. The State Legislative Auditor also periodically reviews the institution’s funds and expenditures.

• **Seek Additional Staffing to Improve and Expand Learning Support Services (Standard II.C.1)**

  Additional staffing has been a feature of the Annual Report and Program Reviews of the Academic Support units since 2005-06. In 2005-06 an IT Specialist position was increased from .5 to 1.0 and filled. In July of 2007, the Instructional Developer position requested by Academic Support was filled through a Title III funded position. A full time, tenure-track Cataloger position for the Library was created and recruitment began in July with the position to be filled starting October 1, 2009. The Head Librarian returned to full time service in the Library in 2007, providing better service and management. The College continues to recognize the necessity for increased staffing in all of Academic Support, but our ability to create such positions is dependent on the budget priorities of the System. In some cases (as with the Instructional Developer), extramural funds may be sought.

• **Provide Footnotes to its Budgeted Organization Charts to Reflect Unbudgeted Temporary Positions and Federally Funded Positions (Standard IV.A.1)**

  After careful review of this recommendation, an alternative solution is being considered to help the college identify non-budgeted positions at the college. The rationale for this change is that the organizational charts are updated annually to reflect changes to budgeted positions only. To include non-budgeted positions would complicate the organizational charts since these federally funded programs do not necessarily fit into the formal organizational structure of the college. Further, the nature of these non-budgeted positions is temporary thus requiring frequent updates to the organizational charts.

  The solution that is being considered is to have these programs listed on the college’s website in a manner that would identify their program, purpose, who they are, where they are located, their reporting line, and any other pertinent information about that particular project or grant.

**Technology**
Agenda items in this category reflect the critical role played by educational technology in the digital age. These planning goals will be, as in the past, reflected in our primary planning document, the Strategic Plan, and are consistent with the UH System and Strategic Plans. Given the foregoing need to serve a widely dispersed population the technology needs of the college include the equipment needs to distance deliver instruction services both on-line as well as via video conference delivery systems. Accordingly the following planning agenda items from the 2006 Self Study include:

- **Information Retrieval Technology (Standard III.C.1b, Standard II.C.1b, Standard III.B.2b)**

As part of the evaluation process, technology decisions are based on a systematic cycle of program and departmental reviews which assess student learning outcomes and achievement. The Strategic Planning Committee then prioritizes technology needs and Budget Committee makes the final allocation of resources for technology. The Technology Vision Committee bears primary responsibility for technology planning and improvement for the campus. Examples of the successes associated with the evaluation, planning and improvement process include the creation of a permanent IT position, adoption of email as a primary mode of communication, identification of student and faculty IT training needs, and increased access to and adequacy of computers, software and the Internet.

Decisions about technology services, facilities, hardware and software for the College are based on the commitment to excellence in the liberal arts and career development arena. As stated in its mission statement, the College supports and challenges individuals to develop skills, fulfill their potential, enrich their lives, and become contributing, culturally aware members of the community.

Technology decisions affecting the College are made at several levels--program, department, administrative, and system-wide. Initially, technology needs, including information technology personnel, facilities, services, equipment and software, are identified and assessed at the department or program level. These needs are then forwarded to the appropriate administrators who summarize the requests while adding their own input. The administrative units send the technology needs, along with other budgetary requests, to the College’s Planning and Budget Council, which with guidance from the campus Strategic Plan, the University System Strategic Plan, and the Technology Vision, prioritize all budget requests and forwards its recommendations to the Chancellor.

The College, along with six other Hawai‘i community colleges, exists under the umbrella of the University of Hawai‘i System and its Information and Technology Services (ITS) division. The College is often asked to give input in system-wide technology decisions. Examples of past system-wide technology purchases include the Wide Area Network infrastructure and capacity, selection of Distance Learning (DL) Delivery systems, system-wide software licensing agreements (notably the Endeavor
Voyager Library System, WebCT Courseware, Laulima Courseware (Sakai), Banner Online Registration software, MyUH a wide area network Web and e-mail portal, FMIS (a system wide online fiscal management tool), and SECE (an online student employment system). The College is represented on such system-wide committees such as the Council of Chief Academic Officers, UH Distance Learning Advisory Committee, UHCC Strategic Plan Workgroup, ITV Coordinators Meetings, Campus Distance Learning Coordinators, and UH Library Council. These committees have varying degrees of influence on systemwide technology decisions.

Decisions made at both the system and campus levels have resulted in the College’s current infrastructure. That infrastructure includes a robust fiber optic based network that is readily accessible to the majority of classrooms and campus facilities, an upgraded telecommunications system, a cable television system that is currently being configured, a new interactive television distance education facility that ties the College into a system wide network for live interactive videoconferencing, and low cost Internet-based videoconferencing devoted to enabling system-wide communication efforts.

Responsibility for network reliability and disaster recovery of the inter-campus data and cable infrastructure lie with the University of Hawaii Information and Technology Services system office and includes both hardware and software strategies. Provisions for security and privacy are dealt with via software and services at the system level.

For campus maintained technology, such as library services and campus local area networks, staff in the College’s Academic Computing unit handles the reliability and disaster recovery.

The majority of classrooms on the campus have multimedia capability and data and telecommunications access at a level that can handle the current demands of contemporary software and multimedia formats. Students have access to computer technology located in the Library, the Learning Center and campus computer labs. Examples of technology in instruction include Computer Assisted Instruction (CAI) English courses, ICS classes, GIS classes, WebCT and Laulima-managed classes, Computer Information and Literacy (CIL) workshops and individual computer enhanced courses.

All faculty and staff who want access have the use of personal computers in their offices, which also have data telecommunication access. Multimedia equipment, data and telecommunication capacity have been included in the campus center meeting rooms, making them desirable as rental facilities.

• **Review Effectiveness and Make Changes to Ensure that Technology Planning is Integrated with Institutional Planning (Standard III.C.2)**

Program reviews and annual assessments, which include technology requests, are completed at the end of each year by units and departments and programs. Department reviews are analyzed and discussed by the department chairs and the administration.
Once formalized, program reviews and assessments are sent to the Planning and Budget Council. This council prioritizes the College’s needs and makes the decision as to which technology requests are to be funded and sends its recommendations to the Chancellor.

- **The Technology Vision Committee will assess the effectiveness of the College’s distance learning technology and encourage the faculty to consider offering additional General Education foundation courses through distance learning. (Standard III.C.1d)**

  During the 2008-2009 Academic Year, five faculty members were given reassigned time to develop online courses in sociology, economics, computer science, math, chemistry, and chemistry laboratory. The Chemistry professor attended a Mainland conference related to development of online science courses and laboratories and in Fall 2009 she will be offering the first all online chemistry lab that has been available for students in the University of Hawaii System. Windward Community College is offering 13 online classes in Fall 2009, as compared to less than half that number in Fall 2008. The College is experiencing a large influx of enrollments for 2009-2010 Academic Year, and most of the online courses for Fall filled quickly. Next semester, and every semester after that we intend to continue increasing our online courses and online class enrollments, and will continue offering reassigned time to encourage faculty members to offer General Education Foundation courses through distance learning. The College will be doing a Substantive Change Request when more than 50 percent of the requirements for the AA degree are available through distance learning.

- **Seek Extramural Funding for Technology Needs and Monitor the Implementation of a 4-year Equipment Replacement Cycle (Standard III.C.1c)**

  Academic Computing maintains some 400 computers and network devices located in computer classrooms, labs, faculty offices, and telcom rooms. Of these devices about 65 percent are available for student use. College investment to replace obsolete equipment rose to $155,576 in 2006 which was used to purchase 12 MacBooks, 7 Macs and 30 PCs. Although the four-year equipment replacement cycle has not yet been formally finalized, this investment improved the percentage of classroom and lab computers that were less than 4 years old from 36 percent to 48 percent. Academic Computing also purchased 25 Macs and 20 PCs for faculty and staff, which improved the percentage of faculty/staff computers under 4 years old from 41 percent to 65 percent.

  In 2007, Academic Computing deployed 136 new PCs and Macs to classrooms, labs, and faculty/staff. These new deployments improved the percentage of student computers meeting the less than 4-year standard from 48 percent to 80 percent by the end of AY2007-2008. The percentage of faculty/staff computers meeting the less than 4-year standard improved from 65 percent to 86 percent.

  Therefore, although the College has no formalized computer replacement policy, it has been able to address computer replacement. In fact, as of fall, 2009, it is estimated
that over 90 percent of the computers on campus will be less than four years old. We will also want to revisit this concern, since in many cases some equipment may be useful for well over four years, while in other cases replacement must take place in 2-3 years.

- **The College will Continue to Provide Information Technology Training for its Students and Personnel (Standard III.C.1b)**
  During the 2007-2008 and 2008-2009 Academic Years, the Instructional Developer provided workshops on information technology, including MS Office, the use of classroom clickers, web design, and developing courses and course materials in Laulima, the UH System's Sakai-based online collaborative learning system. Much of the current Instructional Designer’s training efforts have been focused on training faculty and students in the use of Laulima, and providing one-on-one training with new software.

The librarians at Windward Community College also offer trainings to students on how to do research projects using the World Wide Web, and the librarians are always available to help students better evaluate the validity and reliability of the information found on specific websites.

- **Train on FMIS and Kuali Systems (Standard III.3D.2b)**
  The University’s Financial Management Information System (FMIS) is an outdated financial management software that is scheduled to be replaced with an open source system called KUALI. The design of the system is geared toward the unique financial management needs in higher education. The date of implementation is schedule for FY 2011. The KUALI system is in the planning stages assessing how to make the conversion as smooth as possible. The University has put together committees (employees from both the system offices and campuses) to cover the different areas (i.e. accounting, purchasing, account receivables, disbursing, contracts and grants, etc.) to determine what the University’s needs and requirements are. Once this system is implemented, the Business Office will conduct training sessions for the field. Training on the current FMIS or efmis is generally on an “as needed basis.” The Business Office will sit with the individual and teach them how to do certain things using FMIS. Group training is also provided if there is a change in procedures that end users should be informed of.