



- B.2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.
- Planning Agenda: None.
- Planning Agenda 1: Hawai'i Community College will follow the plan of action set up by the Assessment Committee for program reviews. The college will follow the schedule of program/unit reviews generated by the committee and use the flow map, which describes the steps involved to solidify an effective cycle of evaluation, planning, and improvement. The college will continue to engage in a continuous four-year program review cycle.
- Planning Agenda 2: A more formal or systematic method for communicating with the college community in relation to the Assessment Committee and College Effectiveness Review =Committee needs to be established. Perhaps summaries of the outcomes of Assessment Committee and CERC functions could be published in the monthly campus newsletter.
- B.3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.
- Planning Agenda: The college will complete the program/unit review cycle, examine the results and relationship with the current Academic Development Plan (ADP), and then take the necessary steps to ensure that the college is on track toward achieving its goals.
- B.4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.
- Planning Agenda: None.
- B.5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.
- Planning Agenda 1: The institution's website is dated and some information must be made current. A webmaster should be hired and charged with coordinating with the administration, Institutional Researcher(s), and college personnel to update and upgrade the website.
- Planning Agenda 2: The current media releases are irregular and may not be the most effective methods of communicating institutional quality assurance to the greater public. Efforts should be integrated into a college marketing plan.
- B.6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

- Planning Agenda: The college will continue to develop and refine the process and procedures for reviewing and modifying as appropriate all parts of the evaluation cycle. The college will continue to evaluate the effectiveness of these processes and procedures.
- B.7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.
- Planning Agenda 1: The college will continue to evaluate its effectiveness in fulfilling its mission statement by monitoring through the CCSSE the value of being a student at HawCC from the student's point of view.
- Planning Agenda 2: Persistence and graduation rates will continue to be collected and reviewed to guide program success.
- Planning Agenda 3: The Library and Learning Centers will continue to conduct internal evaluations of their respective facilities. The campuses will continue to make these reviews more systematic and assess their effectiveness.

### **Standard IIA: Instructional Programs**

The college shall make an institutional commitment to:

1. Support continuing dialogue with advisory councils.
2. Continue to provide on-going training in the development and assessment of SLOs.
3. Implement and continuously evaluate its program review process.
4. Use assessment results from the program reviews to evaluate and improve student learning.
5. Use results from the program reviews to ensure that the college mission and integrity are upheld in all instructional and support programs.
6. Determine a more effective way to assess graduates and leavers.
7. Develop an instrument to assess effectiveness of various delivery systems.
8. Provide faculty with proper training and support to teach effectively via distance education.

### **Standard IIA: Instructional Programs**

- A.2. The institution assure the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study broad, short-term training courses and programs, programs for international students, and contract, or other special programs, regardless of type of credit awarded, delivery mode, or location.
- A.2.a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

- A.2.b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.
- A.2.c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.
- A.2.d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.
- Planning Agenda:
- 1 The college shall make an institutional commitment to continue to provide ongoing training in defining and assessing SLOs.
  - 2 The Academic Senate through the Educational Policy and Curriculum Review Committees will review the current curriculum review process in evaluating for SLOs, teaching methodology and delivery mode.
  - 3 The college shall make an institutional commitment to assist faculty in developing methods to assess students' diverse needs and learning styles and in matching appropriate teaching methodology and pedagogy to improve student learning.
  - 4 The college shall make an institutional commitment to review, modify as necessary, and reinstitute HAW 5.250, Course Review Policy and Procedure, for the purpose of maintaining course quality.
  - 5 The Vice Chancellor for Academic Affairs will pursue a dialogue with appropriate administration colleagues to determine the status of the CCCMs (system policy memos) and to establish a consensus about the possible need for a replacement of those CCCMs currently slated for discontinuation.
- A.2.e. The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.
- A.2.f. The institution engages in ongoing, systematic, evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.
- A.2.g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

**Standard IIA: Instructional Programs**

Planning Agenda:

The college shall make an institutional commitment to:

1 Continue the process of program/unit reviews in order to evaluate each area of the college in an on-going, systematic review of their achievement of learning outcomes, currency, and future eds and plans.

2 Fill the Assistant Dean positions to provide leadership in the development of new courses and academic programs and direct the scheduled evaluation of academic programs and activities.

3 Develop an ongoing, systematic method of collecting all syllabi for the purpose of reviewing them for accuracy.

4 Encourage dialogue within departments to formally evaluate tests to minimize test bias.

A.2.h. The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

A.2.i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.

Planning Agenda:

1 The college shall make an institutional commitment to continue to provide professional training in the development of SLOs and the selection of appropriate assessment tools to evaluate student achievement of learning outcomes.

2 Divisions and departments shall develop and implement SLOs for all programs/courses as the basis for evaluating students and awarding credit, degrees, and certificates within four years.

3 The college administration shall make an institutional commitment to hire a webmaster so program learning outcomes can be widely distributed.

4 The Academic Senate through the Educational Policy Committee and Curriculum Review Committee shall incorporate learning outcomes into the curriculum review process.

5 The Academic Senate through the EPC and CRC shall develop systematic processes for assessing student progress on achieving SLOs.

A.3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

Planning Agenda:

1 All faculty will dialogue to evaluate, plan, and develop a philosophy of general education and an institutional rationale for inclusion of courses in general education.

2 The college will communicate to all constituents the philosophy of general education and the institutional rationale for inclusion of courses in general education.

3 The college will dialogue to create college learning outcomes to include lifelong learning skills and effective citizenry that will be reflected in all curriculum.

- 4 The college will complete its revised mission, vision, and imperatives statements, and faculty will consider how to integrate these elements into the curriculum
- A.4. All degree programs include at least one area of focused study or interdisciplinary core.
- Planning Agenda: The college shall make an institutional commitment to continue its support of developing program maps and student learning outcomes.
- A.5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.
- Planning Agenda:
- 1 The college shall encourage individual programs to identify and collect statistical data to document the technical and professional competence of students.
- 2 The college shall utilize the program/unit review process to report and analyze data documenting competence.
- 3 The college shall make an institutional commitment to conduct and analyze employer satisfaction surveys.
- 4 All CTE programs will develop program maps, student learning outcomes, and assessment tools.
- A.6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.
- A.6.a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.
- A.6.b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.
- Planning Agenda: None.
- A.6.c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

Planning Agenda:

1 The college will make an institutional commitment to review the policies, practices, and procedures contained in the Hawai'i Community College Policies Manual. Those deemed to need attention for updating, revision, or deletion need to be assigned to the appropriate unit for follow-up.

2 To ensure institutional integrity, the college will establish a means to check the catalog more carefully for accuracy in its annual review.

3 The college's Web Page Guidelines policy needs to be updated or an individual assigned to maintain the college's web site to ensure that all postings represent the college clearly, accurately, and consistently.

4 The college will make an organizational commitment to allocate resources to ensure that student achievements are communicated to the public in a timely manner.

A.7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.

Planning Agenda:

1 The college shall strengthen its institutional integrity by promoting dialogue through its Academic Senate on including a statement in the Hawai'i Community College Faculty and Instructional Staff Professional Standards and Ethics document that addresses the need for faculty to distinguish between personal conviction and professionally accepted views in a discipline.

2 The Academic Senate will evaluate, plan, and improve the student evaluation form to include a question that evaluates the faculty's ability to distinguish between personal conviction and professionally accepted views in a discipline.

3 The college shall make an institutional commitment to review and communicate system-wide policies that affect students, faculty, and/or staff.

4 The college shall make an institutional commitment to hire a webmaster to widely communicate on a timely basis pertinent information on the web, such as the Hawai'i Community College Faculty and Instructional Staff Professional Standards and Ethics document, the Student Conduct Code, and the Faculty Handbook.

A.8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.

**Standard IIB: Instructional Programs**

B: Student Support Services

The institution recruits and admits students with diverse backgrounds and goals who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

Planning Agenda:

During 2006-2007, the Student Services Unit under the leadership of the Dean of Student Services will identify student learning outcomes and achievements as the student enters the college, is enrolled, and prepares to exit. They will discuss ways to assess these student learning outcomes.

B.1.

The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

Planning Agenda:

To enhance student learning and foster institutional improvement, the college shall do the following:

1

Through program reviews and dialogue among instructional and counseling faculty facilitated by the Dean of Student Services and the Vice Chancellor for Academic Affairs during 2005-2007, HawCC is making an institutional commitment to address the basic skills needs of academically under-prepared students and ESL students.

2

Under the leadership of the Chancellor, HawCC plans to promote on-going college-wide dialogue about student access, progress, learning, and success during 2006-2011.

3

During 2006-2007 the relationship between the Office of Continuing Education and Training and the rest of HawCC will be explored by administrators with input from faculty and staff, and a plan will be developed to ensure that the student services needs of non-credit students enrolled through OCET will be met.

4

Under the leadership of the Dean of Student Services and as part of evaluation, planning, and improvement, a mechanism to assess the quality of student services and their contribution to student learning outcomes will be developed during 2006-2008. The following are possible variables to include in the assessment: student needs, student demand/interest, efficiency of response, student use of services offered, and student satisfaction with services. A related goal is to maintain the integrity and quality of student data.

5 To respond to the expected increase in enrollment at the UH Center at  
West Hawai'i and to the demands for student support services, the  
Director will provide leadership in developing and  
6 implementing plans for online orientation, on-site career support  
services, and a Financial Aid Office during 2006-2011.  
During 2006-2007 student leaders, the temporary Student Life  
Coordinator, the Dean of Student Services, and the Chancellor will  
advocate for a state-funded Student Life Coordinator in Hilo and also  
in West Hawai'i as the enrollment warrants.

B.2. The institution provides a catalog for its constituencies with precise,  
accurate, and current information concerning the following:

a. General Information

Official Name, Address(es), Telephone Number(s), and Web Site  
Address of the Institution  
Educational Mission  
Course, Program, and Degree Offerings  
Academic Calendar and Program Length  
Available Student Financial Aid  
Available Learning Resources  
Names and Degrees of Administrators and Faculty  
Names of Governing Board Members

b. Requirements

Admissions  
Student Fees and Other Financial Obligations  
Degree, Certificates, Graduation and Transfer

c. Major Policies Affecting Students

Academic Regulations, including Academic Honesty  
Nondiscrimination  
Acceptance of Transfer Credits  
Grievance and Complaint  
Procedures  
Sexual Harassment  
Refund of Fees

d. Locations or Publications Where  
Other Policies May be Found  
Planning Agenda:

To enhance student learning and foster institutional improvement, the  
college shall do the following:

1 To reflect institutional integrity and to provide students with current  
and accurate information, each section of the college catalog will have  
a knowledgeable person responsible for the accuracy of the  
information. An editor, possibly a faculty member on reassigned time,  
will edit the catalog for clarity of language and consistency of format  
beginning Fall 2007.

2 The administration will allocate resources to upgrade and maintain the  
college website as a centralized data source sometime during 2006-  
2008.

3 A reviewer of the catalog will include a statement on Academic  
Freedom beginning with the 2006-2007 catalog.

4 A webmaster or someone knowledgeable will create a link on the  
college website to the Academic Grievance Policy and Student  
Conduct Code during 2006-2007.

B.3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

Planning Agenda: To enhance student learning and foster institutional improvement, the College under the leadership of the Dean of Student Services, the student services faculty and staff will develop or identify during 2006-2007 an assessment tool to ascertain student needs and student learning outcomes for evaluation, planning, and improvement of student services.

B.3.a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

Planning Agenda: To enhance student learning and foster institutional improvement, the College shall do the following:

1 Assessment of student needs and student learning outcomes for evaluation, planning, and improvement will include students at satellite sites and students taking distance learning courses beginning sometime during 2006-2008. Electronic collection of data will hopefully begin by 2010.

2 For their Unit Review, the counselors will continue their dialogue about their assessment tools during 2005-2006 and consider revising or replacing them to better assess student needs during admission, retention, and transition as they relate to student learning outcomes.

3 During 2006-2007 the UH Center at West Hawai'i will use the NCHEMS (National Center for Higher Education Management System) entering and continuing student survey and survey questions unique to this location to identify learning support needs of students.

4 HawCC has made an institutional commitment to establish an ad hoc Committee on Distance Education, which will meet during 2006-2007, solicit college-wide input, report its findings, and make its recommendation to the administration regarding services and accompanying resources needed to support distance learning and online services.

5 During 2006-2007 under the leadership of the Dean of Student Services, HawCC students, staff, faculty, and administrators will continue to explore Strategic Enrollment Management as an all-campus approach to determine student learning outcomes, student needs, and budgetary appropriations.

B.3.b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

Planning Agenda: To enhance student learning and foster institutional improvement, the College shall do the following:

1 During 2006-2007 under the leadership of the College Council, HawCC will develop a mechanism to better publicize student involvement and achievement in civic, intellectual, aesthetic, and personal endeavors via campus e-mail, the college newsletter, the local paper, and local radio stations.

- 2 During 2006-2011 the Staff Development Committee will provide opportunities for instructors to learn more about best pedagogical practices in creating a good learning environment, which promotes the development of the whole person.
- 3 The college will conduct a dialogue to articulate its general education philosophy in support of its responsibility as a purveyor of the aesthetic development of all of its students.
- 4 The administration will support efforts to create a state-funded Student Life Coordinator's position during 2006-2009.
- 5 Those who receive reports such as the CCSSE, as part of the on-going review of programs and the institution during 2006-2010, will continue what has recently been established in seeing that such reports are widely accessible throughout the college by continuing to post such reports on the HawCC Assessment website.

B.3.c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

Planning Agenda: To enhance student learning and foster institutional improvement, the college shall do the following:

- 1 During 2006-2007 the HawCC counseling unit plans to revise its computer intake questions to collect pertinent information, revise the counselor evaluation form to reflect student achievement and student learning outcomes, and devise a better method of collecting this information, which will be used for evaluation, planning and improvement.
- 2 Under the leadership of the Dean of Student Services, HawCC will explore a model for academic advising using Strategic Enrollment Management during 2006-2007.
- 3 Through program reviews and college-wide dialogue facilitated by the Vice Chancellor for Academic Affairs and the Dean of Student Services during 2006-2008, an institutional commitment will be made to (1) identify the criteria for student development and student success and (2) design the assessment strategies that will provide evidence of the extent to which educational counseling and academic advising enhance student development and success.
- 4 Through dialogue and collaboration, counselors will work with the Staff Development Committee to provide ongoing training for academic advisors beginning 2006-2007.

B.3.d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

Planning Agenda: None.

B.3.e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Planning Agenda: To enhance student learning and foster institutional improvement, the college shall do the following:

- 1 Under the leadership of the Director of the UH Center at West Hawai'i, ways of meeting the ESL needs of its growing immigrant population will be explored during 2006-2008.
- 2 Under the leadership of the Vice Chancellor for Academic Affairs, Dean of Student Services, and Dean of the Office of Continuing Education and Training, dialogue will commence during 2006-2007 to determine the pedagogical and fiscal ramifications of offering a non-credit COMPASS preparation course.
- B.3.f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Planning Agenda:

- B.4. None.  
The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Planning Agenda:

- 1 To enhance student learning and foster institutional improvement, the college shall do the following:  
The various units of Student Services are utilizing program and unit reviews for evaluation, planning, and improvement based on student achievement and student learning outcomes beginning 2005.
- 2 The various units of Student Services will be developing assessment strategies to measure student achievement and student learning outcomes. Program reviews and evaluation will reveal the adequacy of student services in meeting identified student needs and student learning outcomes and will be used to improve student services.

**Standard IIC: Library and Learning Support Services**

C. Library and Learning Support Services: Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

- C.1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

- a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.
- b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.
- c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.
- d. The institution provides effective maintenance and security for its library and other learning support services.
- e. When the institution collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

Planning Agenda:  
Library at East Hawai'i

- 1 Throughout the academic year, the HawCC librarian should request a summary of approved curriculum changes from the VCAA during regularly scheduled meetings. Consultation with other stakeholders will determine the need to add to, delete from or maintain library collections and services in response to changes.
- 2 The VCAA will monitor the current biennium budget submissions, which include a request to reinstate the library technician position and the funding of one additional FTEF librarian to provide DE library support and one new faculty position to coordinate DE at the Hilo campus. Both DE positions will improve support not only for DE students, but also for faculty teaching DE courses.
- 3 The VCAA, HawCC librarian and the library administration should continue to engage in dialogue about the share of the library budget HawCC may be expected to pay. Funds have been allocated for 2006-07 by the legislature for shared facilities. HawCC and UH at Hilo are working on a process to determine fair distribution for shared used services.
- 4 The Academic Senate's ad hoc Distance Education Committee (approved at the February 23, 2006 Academic Senate meeting) will address library support and other DE issues. Its final report is due to the Chair of the Academic Senate by the last meeting of Spring 2007.
- 5 HawCC's library support and information needs of students and faculty will be included in discussions and plans for the new campus on the Hilo side.

- 6 Beginning Fall 2006, HawCC instructional and library faculty will begin a dialogue to evaluate, plan and develop improvements for how information literacy skills will be integrated into student learning at the transfer, developmental and remedial levels, and how to maximize the library instruction services.
- 7 Beginning Spring 2007, the HawCC librarian and the Staff Development Coordinator will organize a series of workshops to introduce faculty to information literacy standards and skills.
- 8 In 2006/2007, the HawCC librarian and campus administration will investigate ways to optimize how HawCC students can get a student ID.

The Learning Center (TLC) and Hale Kea Advancement and Testing Center (HKATC) at East Hawai'i

- 1 All of the centers will continue maintaining close relationships with faculty and student users. The Learning Center will continue to support classroom instruction by providing educational resources as an extension of the classroom. The Coordinator will continue to dialogue with faculty regarding resources needed to support future instruction. Using student and faculty evaluation results and the needs of the college, TLC will utilize evaluation and planning to improve services with the resources available. These Learning Center planning items will be the responsibility of the TLC Coordinator to initiate with Area Coordinators, HKATC Manager and students.
- 2 During the program review process for all centers, institutional competencies for informational retrieval will be identified, and practices to support these competencies will be developed. An assessment tool will be developed to provide measurement in student competencies after receiving support from the centers. The TLC Coordinator will be responsible for identifying the institutional competencies and will consult with the HKATC's Manager in developing the assessment tool for Fall 2006.
- 3 TLC will continue to make use of limited resources so that maximum access is provided to students and faculty. Because of the rapid growth of distance education and the demand for proctoring services, it is imperative that a second permanent position be established for the HKATC. The TLC Coordinator will be responsible for determining the use of limited resources and will champion the need for additional permanent staff for the HKATC. These activities are ongoing and will be addressed further in the program review due November 2006.
- 4 For TLC and HKATC, a maintenance schedule to replace and upgrade computers needs to be incorporated into the college's overall plan. Aside from the computers, no additional planning needs to be done. The TLC Coordinator will be responsible for developing a maintenance and replacement schedule of computers for both the TLC and the HKATC. This process will be addressed further in the program review due November 2006.

5

Future plans for TLC could include more testing to secure additional funds to supplement the HKATC budget. A second permanent position needs to be established to provide stability for the newly opened center. The decision to offer other testing will involve the availability of personnel, the facility and technical support. Evaluation is done to determine the continuation of a particular testing service or whether to add new ones. The college needs to be flexible enough to be able to provide services as needed. The TLC Coordinator and the HKATC Manager with approval from the VCAA will be responsible for determining testing services and activities. These decisions will be ongoing and will be further assessed during the program review process scheduled for November 2006.

University of Hawaii, West Hawai'i  
Library and  
Learning Center (WHLLC)

1

Continue to build or adapt the library collection according to the needs of the programs offered at the center. Environmental studies and forest ecosystem management are two programs that will be added to the center curriculum in the next few years.

2

As the college courses, programs and academic support units develop their SLO's, align the development of the WHLLC SLO's with them.

3

As part of the college program review cycle of assessment, the center will conduct a review in Fall 2006. The WHLLC will be included in this review.

4

Participate in the planning and development of a new and larger instructional site for the center. Both the temporary relocation to larger leased quarters or the design and construction of a permanent facility will be welcomed.

5

Continue to replace computer work stations on a regular basis per the HawCC technology replacement plan.

6

Continue to build strong, collaborative working relationships with the Edwin H. Mookini Library and other libraries in the UH system for student learning support.

C.2.

The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Planning Agenda:  
Library at East Hawai'i

1

As librarian positions are filled with permanent staff and the library's strategic plan is once again used to assess library services, the HawCC librarian will communicate the strategic planning goals and objectives to HawCC's Academic Support Unit.

2

The HawCC librarian will consult with the VCAA and the Academic Support Unit while preparing the library program review.

3

The Learning Center (TLC) and Hale Kea Advancement and Testing Center (HKATC) at East Hawai'i

The HawCC librarian will work with faculty to develop SLO's and assessment rubrics for library instruction in remedial, developmental, ESL and transfer level courses. SLO's will include various levels of information literacy.

The TLC/HKATC will be doing a program review that is due November 2006. Part of the program review process will be used to revise the evaluation tool to better assess student learning. The HKATC will develop its initial evaluation tool to be implemented by Fall 2006. The coordinator will initiate a program review, which will identify goals and objectives that support student learning outcomes. TLC's Coordinator will be responsible for the program review for TLC and HKATC due in November 2006. The HKATC's Manager will be responsible for developing an assessment tool for evaluation to be used for Fall 2006.

University of Hawai'i, West Hawai'i Library and Learning Center (WHLLC)

1

The WHLLC will participate in the 2006 Program/Unit review for the West Hawai'i campus and use it to assess effectiveness in meeting students' learning needs.

2

In 2008, the WHLLC will participate in the ARL LibQual+ self evaluation program and will review the results to determine priorities for planning and improvement.

**Standard IIIA: Human Resources**

Standard III: Resources

The institution effectively uses its human, physical, echnological, and financial resources to achieve its broad educational purposes, including stated student-learning outcomes, to improve institutional effectiveness.

A. Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

A.1.

The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

Planning Agenda:

1

The college will support the UH System in its effort to modify the Faculty Classification Plan which evaluates faculty effectiveness to promote and help students achieve student learning outcomes.

2

The college will continue to improve and refine the program review/resource allocation process that the college has begun.

A.2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.

Planning Agenda: The college will continue with the projected plan to review all of the programs and units of the college by 2008 and concurrently to improve the program review process. The college will align the timetables for the review process with the biennium budget cycle to maximize the opportunity for college-wide dialogue and input.

A.3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

Planning Agenda: None.

A.4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equality and diversity.

Planning Agenda: The college will continue to plan on-going staff development training that will ensure a safe and equitable environment for all.

A.5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

Planning Agenda:

1 The college will reassess how staff development planning can be incorporated into institutional planning and will develop a plan of action. The college must direct the development of its human resources to achieve institutional goals.

2 The college will allocate a set budget for staff development.

3 The college will reevaluate faculty and staff orientations to ensure that all new employees understand and support the college's commitment to providing a safe, equitable environment for all and to develop the necessary skills to provide a student-centered learning environment.

A.6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Planning Agenda:

1 The college will continue to evaluate and refine the program review process to allocate human resources in the biennium budget process.

2 The college will assess current staff development planning and develop a plan of action that would be integrated with institutional planning.

### **Standard IIIB: Physical Resources**

#### **B. Physical Resources**

Physical resources, which include facilities, equipment, land, and other assets support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

B.1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

Planning Agenda:

1 The college will continue to implement the Facilities Transition and Phasing Plan to improve existing campus structures at the Manono and Main/Upper Campuses in East Hawai'i.

2 The college will strive to continue in its significant progress towards the development and construction of new campuses in East and West Hawai'i.

3 The college will involve all stakeholders, including students, staff, faculty, administrators, and community members in dialogue, as the formal planning process begins.

B.2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Planning Agenda:

1 The college will continue to move forward in its progress to build new campuses in East and West Hawai'i.

2 The college will involve all stakeholders, including students, staff, faculty, administration, and community members in dialogue as the formal planning process begins.

C. Technology Resources Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

C.1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

Planning Agenda: The college has submitted a major biennium budget request for review by the 2007 State Legislature to "create a new academic and administrative support unit with a Director reporting to the Chancellor to provide all necessary support for academic and administration computing as well as media support services for instruction; particularly for the distance delivery of credit and non-credit instruction and all necessary student services and academic support for distance education students" ([HawCC], 2006).

C.2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

Planning Agenda:

1 The college will systematically establish a Department of Information Technology to better integrate planning and technology

2 The college will establish a Director's position of this Department of Information Technology that would report directly to the Chancellor and bear responsibility for academic and administrative computing, as well as all forms of media services/distance education technologies (HawCC ACU, 2005, p.18).

- 3 The college will recognize the principles to guide facilities management following “a policy of centralization of location and management of its computer lab classrooms to economize its management” not only in its current practices but also as it plans for the new campuses in East and West Hawai‘i (HawCC ACU, 2005, p.20).
- 4 The college will set a depreciation policy for the variety of equipment and will develop a replacement plan for its equipment.
- 5 The college will integrate state-of-art technology resource planning into the The college will set a depreciation policy for the variety of equipment and will develop a replacement plan for its equipment.
- 6 The Academic Senate’s ad hoc committee on Distance Education will complete work to review the college’s distance education activities and make recommendations for the future by May 2007.
- 7 The college will establish the Distance Education Media Coordinator Faculty position which has been requested in the 2007-2009 Biennium Budget (HawCC, 2006) to continue the work of the ad hoc committee, to coordinate and evaluate the effectiveness of current activities, and to plan for and implement future distance education efforts.

**Standard IIID: Financial Resources**

D. Financial Resources

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency.

D.1. The institution relies upon its mission and goals as the foundation for financial planning.

Planning Agenda:

- 1 The college will continue to develop and improve the strategic planning process by developing an on-going planning, prioritizing and evaluation cycle to better tie in the mission and goals of the colleges to resource allocations.
- 2 The college will continue to develop and improve the program/unit review process by further defining the College Council’s and the Academic Senate’s role in this process. The college will improve its biennium budget process through task analysis and benchmark dating to establish best methods for stakeholders' input.
- 3 The college will ensure that the planning and design of the two new campuses matches its mission and goals and includes stakeholder’s input.

D.2. To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.

Planning Agenda:

- 1 The college will continue to communicate its unique financial needs directly to the UH System, the Board of Regents, and the Hawai'i State Legislature in an effort to secure financial resources at an appropriate level.
- 2 The college will continue to engage in the program/unit review process with all programs and units reporting by the end of a four-year cycle. The college will continue to develop the tie between program/unit review and the biennium budget process.
- 3 The college will support and actively participate in the planned UH System upgrade of the Fiscal Management Information System (FMIS) so that the financial information of the individual colleges within the system will be more readily available.
- 4 The college will try to secure biennium budget funding to hire a budget specialist to help disseminate dependable and timely fiscal information and to facilitate and evaluation of the BFU unit performance.

**Standard IVA: Decision-Making Roles and Processes**

- A. Decision-Making Roles and Processes The institution recognizes that ethical and effective leadership throughout thorganization enables the institution to identify institutional values, set and achieve goals, learn and improve.
- A.1 Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrator, and students, nmatter what their official titles, to take initiative in improving the practices, programs, programand services in which they are involved. When ideas for improvement have policy or significant institution-wide implications , systematic participative processess are used to assure effective discussion, planning, and implementation.

Planning Agenda

- 1 1 The administration will engage the appropriate campus governance bodies in dialogue to determine the best means of supporting members of the college community who are leaders in stimulating evaluation, planning,and improvement activities.
- 2 2 The administration will request the Assessment Committee to consider the question of employing external evaluators to review college efforts to implement and utilize program review and learning outcome assessments and to report its determination to tthe Chancellor and the appropriate campus governance bodies.

- A.2 The institution establishes and implements a written policy providing for facustaff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on the appropriate policy, planning and special-purpose bodies.
- A.2.a. Faculty and administrations have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relates to their areas of responsibility. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.
- Planning Agenda:
- 1 To continue its strong commitment to dialogue and organizational integrity, the college's
  - 1 Providing more budgetary information to the faculty and staff so that they are better able to take part in the process to improve institutional effectiveness.
  - 2 Creating an organizational structure that makes maximum use of two new Assistant Deans
  - 3 Exploring organizational structures that offer cohesive leadership for the Liberal Arts Program
  - 4 Exploring organizational structures that offer cohesive leadership for those programs concerned with workforce development.
- A.2.b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee and academic administrators for recommendations about student learning programs and services.
- Planning Agenda:
- 1 Request the Chancellor to charge the ad hoc Assessment Committee with the production of a prospectus outlining expected outcomes for the coming year and recommendations concerning the ongoing implementation of its policies in the future to be presented to the campus governance bodies.
  - 2 Clarify the role, membership, composition, and location in the organizational chart of the Ad Hoc Assessment Committee.
  - 3 Finalize the charter of the College Council to determine its membership, method of selection for members, and more clearly define its role in the governance process.
  - 4 Request the Chancellor to charge key administrators to engage the leadership of the Senate, College Council and Assessment Committee in a dialogue to review the support needs of faculty and staff responsible for program reviews and leadership posts in campus governance bodies including discipline coordinators and/or department chairs responsible for significant system-wide meetings.
  - 5 Provide funds and/or website development software for all governing bodies, including the Academic Senate and College Council.

- A.3 Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and student work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.
- Planning Agenda: To continue its strong commitment to the flow of ideas, the college will:
- 1 Request the Chancellor to charge key administrators to engage the leadership of the campus governance bodies: Academic Senate, College Council, ad hoc Assessment Committee, and department chairs and discipline coordinators in a dialogue to review the support needs of faculty and staff responsible for program reviews and leadership in system-wide meetings.
  - 2 Provide funds and/or website development software for all governing bodies, including the Academic Senate and College Council.
  - 3 Determine the necessary support needs of the College Council and provide it with the resources to enable that body to finalize its charter, membership, and method of selection for members, as the college undergoes a re-organization.
  - 4 Explore mechanisms for better communication with the UH system and the President's office.
- A.4 The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study, and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.
- Planning Agenda: The college will continue its institutional commitment to evaluation and improvement based on ACCJC standards and the coordinated efforts of its college governance structures.
- A.5 The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.
- Planning Agenda:
- 1 The College Council and Academic Senate should be charged with assessing their effectiveness, regularly, ideally in conjunction with the college's program review cycle. The precise nature of this endeavor is beyond the scope of this assessment. However, the process might (1) include the Senate's Executive Committee working in cooperation with the College Council (concordant with the practice of self-governance) or perhaps, (2) involve an independent, community-based reviewer group in order to obtain a more objective accountability.

2

The College Council and the Academic Senate should routinely consider budgetary constraints and implications in their decision-making and governance procedures/policies. Budget briefings provided to the Academic Senate and College Council should become a routine feature of the academic year with both bodies encouraged to request additional information as they may require to inform their the deliberations and contribute to their effectiveness.

**Standard IVB: Board and Administrative Organization**

B. In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

B.1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

B.1.a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

Planning Agenda:

1 The Office of the Vice President for Community Colleges (OVPCC), with representation from each college, should work with the BOR to include a posting date for BOR website documents.

2 The OVPCC, with representation from each college, should work with the BOR to make every effort to post agenda of special meetings well in advance, at least a week, to allow for the logistical challenges faced by the neighbor islands and instructional faculty schedules.

B.1.b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

Planning Agenda:

B.1.c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

Planning Agenda:

B.1.d. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Planning Agenda:

1 The Board should make public on its website the Training and Orientation Manual and other operating procedure documents as they arise.

- 2 The Board should include the date of web publication on all its documents.
- B.1.e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.
- Planning Agenda:
- 1 Following its own suggestion, the Board should establish a regular review of its policies, procedures and performance.
- 2 The Board should develop and distribute guidelines concerning evaluation and revision of its policies and practices.
- B.1.f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.
- Planning Agenda:
- 1 The Office of the Vice President for Community Colleges (OVPCC), with representation from each college, should work with the BOR to formalize the BOR's orientation procedures for new regents.
- 2 The OVPCC, with representation from each college, should work with the BOR to develop an appropriate program for BOR development that includes new member orientation
- 3 The OVPCC, with representation from each college, should work with the BOR to make public on its website, the Training and Orientation Manual and other operating procedural documents as they arise.
- B.1.g. The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.
- Planning Agenda The OVPCC, with representation from each college, should work with the BOR to develop and implement a clearly defined process for evaluation and assessment of BOR performance.
- B.1.h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.
- Planning Agenda None.
- B.1.i. The governing board is informed about and involved in the accreditation process.
- Planning Agenda The BOR should engage in training on the community college accreditation process and standards, provide support through resource allocation for improvement of student learning outcomes and institutional effectiveness, and assess its performance using ACCJC standards in time for the next report to the commission.

B.1.j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college respectively.

In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.

Planning Agenda: None.

**Standard IVB: Board and Administrative Organization**

B.2. The president (chancellor) has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing budgeting, selecting and developing personnel, and assessing institutional effectiveness.

B.2.a The president (chancellor) plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He or she delegates authority to administrators and others consistent with their responsibility.

Planning Agenda: In order to continue the college's commitment to leadership that is focused on evaluating planning and improvement: The Chancellor should continue to involve the faculty, staff and students in the development of an organization to fit the needs of the community and two campus under construction.

B.2.b The president (chancellor) guides institutional improvement of the teaching and learning environment by the following:  
Establishing a collegial process that sets values, goals, and priorities;

Ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;  
Ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and

Establishing procedures to evaluate overall institutional planning and implementation efforts.

Planning Agenda: None

B.2.c The president (chancellor) assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

Planning Agenda: None

- B.3 In multi-college districts or systems the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.
- B.3.a. The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the college and consistently adheres to this delineation in practice.
- Planning Agenda:
- 1 The leadership of the UHCC system should continue to refine the functional responsibilities of the system and make public the information.
- 2 The UH System's Devolution Initiative should reflect planning agenda items identified through the self study process as well as administrative review. Implementation should support all major units of the UH system.
- B.3.b. The district/system provides effective services that support the colleges in their missions and functions.
- Planning Agenda:
- 1 The Office of the VPCC should lead the UHCC System to develop methods for evaluating the system.
- 2 The Office of the VPCC should make public the results of the "Devolution" Initiative.
- B.3.c. The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.
- Planning Agenda: The Office of the VPCC should develop policies and procedures for allocating resources based upon program review.
- B.3.d. The district/system effectively controls its expenditures.
- Planning Agenda: None
- B.3.e. The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without the chancellor's interference and holds them accountable for the operation of the colleges.
- Planning Agenda: The UH System should review and revise the chancellor's position description to reflect the dual reporting to the President and VPCC.
- B.3.f. The district/system acts as a liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.
- Planning Agenda:
- 1 The UH System, the UHCC System, and the colleges should review and revise written policies and procedures to reflect the 2005 Reorganization
- 2 The UH System, the UHCC System, and the community colleges should give the current organization one more year and then develop a plan for evaluating the effectiveness of the organization. The assessment should then take place the following year.

- 3 The web site for the Council of Community College Chancellors should be reviewed and updated to include important items such as minutes of recent meetings.
- 4 The two web sites for the UH BOR Committee on Community Colleges should be integrated and updated to include important items such as minutes of recent meetings.
- B.3.g The district/system regularly evaluates district/system role-delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.
- Planning Agenda: HaawCC and the OVPCC should continue to develop, make public, and regularly review structures, policies, and procedures for improvement.