



UNIVERSITY of HAWAII®
HAWAII
COMMUNITY COLLEGE

FOLLOW-UP REPORT 2016

Submitted by:

**Hawai'i Community College
University of Hawai'i**

**200 W. Kawili Street
Hilo, HI 96720-4091**

Submitted to:

**Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges**

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March 15, 2016

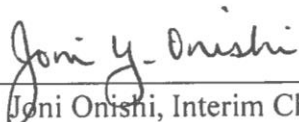
**HAWAI'I COMMUNITY COLLEGE
FOLLOW-UP REPORT 2016 – CERTIFICATION PAGE**

**To: Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges**

**From: Joni Onishi, Interim Chancellor
Hawai'i Community College
200 W. Kawili Street
Hilo, HI 96720-4091**

I certify there was broad participation by the campus community and believe this Report accurately reflects the nature and substance of this institution.

Signatures:



Joni Onishi, Interim Chancellor
Hawai'i Community College

3-11-16

Date



John F. Morton, Vice President for Community Colleges
University of Hawai'i

3-11-16

Date

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I. REPORT PREPARATION

Background

In the [ACCJC action letter](#), dated February 5, 2016, President Barbara A. Beno of the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, notified Interim Chancellor Joni Onishi of Hawai'i Community College (HawCC/College) that the Commission took action to require that the College complete a Follow-Up Report by March 15, 2016 to address Standard III.A.1.c. This Follow-Up Report addresses this requirement and provides the necessary evidence to demonstrate the College meets this standard.

Process of Report Preparation

The compilation and preparation of the Follow-Up Report was assigned to the accreditation liaison officer (ALO), who worked in conjunction with the College's administrative team [the chancellor, vice chancellor for academic affairs (VCAA), vice chancellor for administrative affairs, vice chancellor for student affairs, liberal arts and public services (LAPS) dean, career and technical education (CTE) dean, Office of Continuing Education and Training (OCET) director, and HawCC – Palāmanui director], faculty, and staff.

Narratives, data, and documents for the response to the Commission Requirement were compiled and prepared by the administrative team and institutional assessment coordinator.

Review and Approval of Report

Prior to the submittal of this Follow-Up Report, an email was circulated amongst the campus community informing them that a draft was posted on the College's intranet to allow for a general campus review and to provide the opportunity for faculty and staff to submit comments. Interim Chancellor Joni Onishi certified the broad campus community participation and accuracy of this report through her signature on the certification page. The final report was also submitted to the Vice President for Community Colleges, University of Hawai'i for its review and approval. The University of Hawai'i Board of Regents (BOR) did not have a scheduled meeting for their review and approval of this report prior to the due date of March 15, 2016.

II. RESPONSE TO COMMISSION REQUIREMENT

In response to this commission requirement, HawCC elaborates below in further detail with additional evidence to support the University of Hawai'i Community Colleges (UHCC) and College's previous responses found in the [Follow-up Report 2014](#) (p. 19) and [Midterm Report 2015](#) (pp. 6-7, 14-15, 50-53) as it pertains to Standard III.A.1.c.

Standard III.A.1.c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

Commission Requirement

[ACCJC action letter \(2/7/14\)](#) identified this commission requirement as noted in the comment below that was subsequently addressed in HawCC's Follow-up Report 2014.

The Commission also requires Hawai'i Community College to demonstrate that it has adopted, implemented, and is adhering to the UH Policy on faculty (full- and part-time) evaluations to include, as a component, effectiveness in producing learning outcome (Standard III.A.1.c).

[ACCJC action letter \(2/6/15\)](#) affirmed that the College addressed this Commission requirement, but included the following comment that was discussed further in HawCC's Midterm Report 2015.

While the College has addressed the Commission Requirement concerning Standard III.A.1.c, the Commission is concerned that implementation of and adherence to the UH Policy is inconsistent as to ensuring faculty (full-time and part-time) evaluations include the component of effectiveness in producing learning outcomes. The College should demonstrate consistent adherence to UH Policies in this regard in its Midterm Report.

Background

The current faculty evaluation system is a peer review and merit based process that is linked to a faculty classification system with ranks of instructor, assistant professor, associate professor, and professor in accordance with Board of Regents (BOR) [Policy 9.202](#). The faculty classification system defines the expectations for faculty at the various ranks and forms the fundamental basis for evaluation as expressed in BOR [Policy 9.213](#). The evaluation of faculty at all levels includes achievement of student outcomes as one of the responsibilities for faculty and as a factor in the subsequent evaluation of the faculty performance.

The University of Hawai'i Community College (UHCC) system developed two new policies to address faculty positions that were not covered by policies on faculty evaluation to ensure the inclusion of effectiveness in producing learning outcomes as a component of the evaluation.

The first policy addressed the need to update the evaluation policy of faculty members who did not apply for promotion after achieving tenure or who had reached the rank of professor and were no longer eligible for promotion. In September 2013, [UHCCP 9.203 Faculty Five-Year Review](#) was approved, which superseded CCCM 7200 Faculty Evaluation Procedures. This new policy includes the following statement:

All community college faculty members should strive for excellence in the performance of their primary responsibilities. Where appropriate, faculty members design measurable or observable learning outcomes and assess and provide evidence of student learning. Above all, faculty members work to improve student achievement and success. (page 2)

This policy makes clear that the basis for the evaluation of tenured faculty in the five-year review process is the same classification system and expectations, including assessing student learning outcomes, as for tenure and promotion. As a part of this policy, campuses are also required to maintain and submit records certifying that all faculty members subject to the five-year evaluation have actually completed the evaluation process.

The second policy addressed lecturers, or adjunct faculty. In December 2013, [UHCCP 9.104 Lecturer Evaluation](#) was approved. This policy includes the following statement on page 2: “Minimally, the lecturer evaluation submittal must include ... a self analysis of: a. Degree of attainment of student learning outcomes in the classes taught.”

Lecturers must meet the same academic qualifications as regular faculty. The job responsibility for lecturers is limited to the class they are teaching and provides for a limited amount of student contact through office hours or other communication means. The lecturer appointment does not include curriculum development, development of student learning outcomes, college service, or other professional duties expected of regular faculty members. The lecturer is expected to follow the student learning outcomes and assessment methodologies as adopted by the regular faculty for the courses he or she is teaching. Lecturers are ranked at step levels A, B, or C depending on the total number of credits they have taught in the UH System. Unlike regular faculty members whose tenure and promotion is merit based, the lecturer pay band advancement is currently solely based on the historic number of credits the lecturer has taught. All lecturers at Step A are evaluated once each year; all lecturers at Step B are evaluated once every two years and all lecturers at Step C are evaluated once every four years. Evaluations may be required at more frequent intervals for lecturers at Steps B and C if there are concerns with the lecturer's performance. Lecturers compile and submit self-assessment materials including student evaluations for every course taught during the previous calendar year, peer evaluations, and a discussion of accomplishments and contributions since the last evaluation.

In addition, the [UHCC Guidelines for Contract Renewal](#) for all probationary and non-probationary faculty was previously updated to include a “*self-analysis of the degree of attainment of student learning outcomes in the classes taught*” on page 1. Reviews by the Department Personnel Committees (DPCs), department chairs (DCs), directors or vice chancellors (VCs), and chancellor are completed by mid-January. The assessments at each level are documented and kept on file with the employee’s personnel records.

Furthermore, the [UHCC Guidelines for Tenure and Promotion](#) was also previously updated to include a “*self-analysis of the degree of attainment of student learning outcomes in the classes taught*” on page T4 and P3. Probationary faculty may apply for tenure after completing four years of service, and all faculty may apply for promotion after four years as an Instructor (Rank 2), three years as an Assistant Professor (Rank 3), or three years as an Associate Professor (Rank 4). Reviews by the DPCs, DCs, VCs, Tenure and Promotion Review Committees (TPRCs), and chancellor are completed by March. The assessments at each level are documented and kept on file with the employee’s personnel records.

Furthermore, HawCC’s policy, [HAW 5.202 Assessment](#) (revised Nov. 19, 2010), outlines the responsibility for the assessing course and program learning outcomes as noted below:

1. Because the primary responsibility for curriculum rests with the faculty, the development, revision and assessment of *course learning outcomes*, including alignment of such outcomes with program learning outcomes and institutional learning outcomes, belong with the discipline faculty, with the ultimate responsibility resting with the department chairs and/or division chairs (HAW 5.250). Discipline faculty coordinate lecturers' involvement in assessing outcomes as appropriate.
2. The development, revision and assessment of *program learning outcomes*, including alignment with other learning outcomes, belong with program faculty and staff.

Implementation

All of the UHCC/HawCC policies pertaining to faculty/lecturer evaluations have been fully implemented. The College took the following actions to meet this requirement:

On April 30, 2014, HawCC adopted the revised policy, [HAW 9.203 Five-Year Evaluation of Faculty](#), in order to conform with the changes in the revised UHCCP 9.203 to address the standard pertaining to student learning outcomes. Faculty submit information regarding the nature and extent of contributions in each area of duties and responsibilities, including evidence relating to the quality of those contributions. HawCC has outlined a detailed timeline identifying the evaluation process for post-tenure faculty. The VCAA submits a completion report to the Chancellor about the year’s five-year evaluations, noting that the schedule was met, reporting any deviations and reporting planned follow-up actions as applicable. During the 2014-2015

academic year, all 12 faculty members who were scheduled for post-tenure review completed their evaluations in accordance with the newly revised policy.

On March 9, 2015 the new policy, [HAW 9.104 Lecturer Evaluation](#), was issued in order to conform with the UHCCP 9.104 to address the standard pertaining to student learning outcomes. After the DCs complete their assessment of the lecturer evaluations, the deans and VCs complete their reviews. The assessments at each level are documented and kept on file in the Office of the Vice Chancellor for Academic Affairs. During the 2014-2015 academic year, the College required all lecturers, regardless of rank, to submit self-assessments with a self-analysis of degree of attainment of student learning outcomes in the classes taught. In this review period, HawCC renewed lecturer contracts for 76 lecturers while 2 lecturer contracts were not renewed. In subsequent years, lecturers will be evaluated periodically as per the policy and the lecturer Step classification.

During the 2014-2015 academic year, 6 non-probationary faculty covered by the UHCC Contract Renewal Guidelines and 17 probationary faculty covered by the UHCC Guidelines for Tenure and Promotion were evaluated.

Additional Matters

As noted in the Midterm Report 2015, HawCC was working on the process of including a component in the [eCAFE](#) student evaluation instrument that would address the effectiveness in producing student learning outcomes. This was not a matter of adopting, implementing, or adhering to UHCC policies or the standard at hand, but instead a proposal to enhance the evaluation process through a student learner perspective. Provided by the University of Hawai'i (UH), eCAFE is an electronic course and faculty evaluation system with a standard set of questions utilized by HawCC. The proposal to include an additional evaluation question to eCAFE has since been put on hold because UH is planning to replace eCAFE with a new Course Evaluation System (CES) in Fall 2016. It is at this time that any proposals of a question pertaining to student learning outcomes for inclusion in CES would be considered.