



**ACCREDITING
COMMISSION
for COMMUNITY and
JUNIOR COLLEGES**

*Western Association
of Schools and Colleges*

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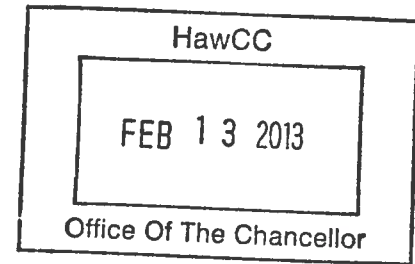
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February 11, 2013

Ms. Noreen Yamane
Chancellor
Hawai'i Community College
200 W. Kawili Street
Hilo, HI 96720



Dear Chancellor Yamane:

The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, at its meeting on January 9-11, 2013, considered the Institutional Self Evaluation Report and the report of the External Evaluation Team that visited Hawai'i Community College October 15-18, 2012.

The Commission took action to **reaffirm accreditation**, with a requirement that the College complete a **Follow-Up Report¹** that must be submitted by **October 15, 2013**. The Report will be followed by a visit of Commission representatives. Reaffirmation is granted when an institution is found to substantially meet or exceed the Eligibility Requirements, Accreditation Standards, and Commission policies, but recommendations on a number of issues should be addressed. The Report should demonstrate, and the visiting team will verify, that the institution has addressed the recommendations noted below, resolved the deficiencies, and now meets Eligibility Requirements and Accreditation Standards.

College Recommendations

College Recommendation 1: Institutional Mission and Effectiveness, Student Learning Programs and Services, Resources, Leadership and Governance

To fully meet the Standards, and to fully satisfy the 2006 planning recommendation Part A, the team recommends that the College complete its implementation of the recently adopted integrated Planning Process for Institutional Effectiveness to include: ongoing use of data and analysis to guide institutional improvement; pervasive dialogue about institutional effectiveness; completion and integration of component plans; and ongoing evaluation of planning processes. (Standards I.B.1, I.B.3, I.B.4, I.B.6 I.B.7, II.A.1.b, II.A.1.c, II.A.2.a, II.A.2.c, II.A.2.e, II.A.2.f, III.B.1a, III.B.2, III.B.2.a, III.B.2.b, III.C.1, III.C.1b, III.C.1.c, III.D.1.a, III.D.4, IV.A.3, IV.B.2.b)

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College Recommendation 2: Student Learning Programs and Services, Resources, Leadership and Governance

In order to fully meet the Standards, and to fully satisfy the 2006 recommendation, the team recommends that the institution complete the identification of SLOs at the course, program, and institutional levels. Further, the team recommends that the College implement a full and ongoing cycle of authentic assessment that assures continuous quality improvement of teaching and learning. (Eligibility Requirement 10, Standards II.A.1.c, II.A.2.a, II.A.2.e, II.A.3.a-c, II.C.2, IV.A.2.b, IV.B.2.b)

With regard to Recommendations 1 and 2 above, the Commission notes the College has taken significant steps to address the recommendations from the 2006 evaluation team. There remain, however, some portions of the 2006 recommendations that need to be addressed in order to fully meet the Eligibility Requirements and Standards.

College Recommendation 3: Student Learning, Programs and Services and Resources

To meet the Standards, the team recommends that the College develop and implement a comprehensive technology plan integrated with resource allocation that includes and supports distance education. (Standards II.A.1.b, II.A.1.c, II.A.2.d, III.C.1, III.C.1.b, III.C.1.d, III.C.2)

College Recommendation 4: Student Learning, Programs and Services

To meet the Standard, the College should take appropriate actions to ensure that the General Education course certification process is fully implemented and effectively documented, with support and guidance from all responsible campus constituencies. Further, the Team recommends that the college use established processes and engage in ongoing and systematic course reviews such that all curricula are reviewed for currency, relevance, appropriateness, and future needs and plans. (Eligibility Requirement 11, Standards IIA.3.b, IIA.3.c, II.A.2.e)

With regard to Recommendation 4, please note that degree credit for the general education component of a program must be consistent with levels of quality and rigor appropriate to higher education. A deficiency in this area implicates the College's compliance with both Eligibility Requirements and Accreditation Standards.

System Recommendations

UHCC Recommendation 1: Institutional Mission and Effectiveness

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

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

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

UHCC Recommendation 2: Student Learning Programs and Services

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

UHCC Recommendation 3: Student Learning Programs and Services and Resources

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

UH Recommendation 4: Resources

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

UH Recommendation 5: Board and Administrative Organization

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

Hawai'i Community College conducted an educational quality and institutional effectiveness review as part of its self evaluation. The Commission suggests that the plans for improvement of the institution included in its Self Evaluation Report be taken into account in the continuing improvement of Hawai'i Community College.

The External Evaluation Report provides details of the team's findings with regard to each Eligibility Requirement and Accreditation Standard and should be read carefully and used to understand the team's findings. The recommendations contained in the External Evaluation Report represent the best advice of the External Evaluation Team at the time of the visit, but may not describe all that is necessary to come into compliance.

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Institutions are expected to take all action necessary to comply with Eligibility Requirements, Accreditation Standards and Commission policies. The Commission wishes to remind you that while an institution may concur or disagree with any part of a report, the College is expected to use the External Evaluation Report to improve educational programs and services and to resolve issues identified by the Commission.

A **final copy** of the External Evaluation Report is enclosed. Additional copies may now be duplicated. The Commission requires that the College give the Institutional Self Evaluation Report, the External Evaluation Report, and this letter appropriate dissemination to College staff and to those who were signatories of the College Self Evaluation Report. This group should include the campus leadership, the Vice President for Community Colleges, and the Board of Regents.

The Commission also requires that the Institutional Self Evaluation Report, the External Evaluation Report, and this Commission action letter be made available to students and the public by placing a copy on the College website. *Please note that in response to public interest in disclosure, the Commission now requires institutions to post accreditation information on a page no farther than one click from the institution's home page.* If you would like an electronic copy of the External Evaluation Report, please contact Commission staff.

On behalf of the Commission, I wish to express continuing interest in the institution's educational programs and services. Professional self-regulation is the most effective means of assuring integrity, effectiveness and quality.

Sincerely,



Barbara A. Beno, Ph.D.
President

BAB/tl

cc: Mr. Erik Kalani Flores, Accreditation Liaison Officer
Dr. John Morton, Vice President, Hawai'i Community College System
President, Board of Regents, University of Hawai'i
Dr. Loretta Adrian, President, Coastline Community College, Team Chair

¹ Institutions preparing and submitting Midterm Reports, Follow-Up Reports, and Special Reports to the Commission should review *Guidelines for the Preparation of Reports to the Commission*. The *Guidelines* contain the background, requirements, and format for each type of report and presents sample cover pages and certification pages. The *Guidelines* are available on the ACCJC website under College Reports to ACCJC at: (<http://www.accjc.org/college-reports-accjc>).