HAWAI'I COMMUNITY COLLEGE
UNIT ANNUAL REVIEW REPORT

University of Hawai'i Center West Hawai'i

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Review Period
July 1, 2015 to June 30, 2016

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Program/Unit Review at Hawai'i Community College is a shared governance responsibility related to strategic planning and quality assurance. Annual and 3-year Comprehensive Reviews are important planning tools for the College's budget process. This ongoing systematic assessment process supports achievement of Program/Unit and Institutional Outcomes. Evaluated through a college-wide procedure, all completed Program/Unit Reviews are available to the College and community at large to enhance communication and public accountability. Please see http://hawaii.hawaii.edu/files/program-unit-review/

Please remember that this review should be written in a professional manner. Mahalo.

UNIT DESCRIPTION

Describe the Unit	
Provide the short description as listed in the current catalog.	The College serves West Hawai'i in Kailua-Kona at the new Hawai'i Community College-Pālamanui campus, where many classes and associate degree programs are available. Pālamanui houses classrooms, vocational labs, a computer lab, and a library/learning center. The student support office provides access to Hawai'i Community College counseling, financial aid assistance, registration information and special student success programs. Students attending HawCC-Pālamanui have an opportunity to participate in a variety of class formats including: traditional instructor-led classroom settings, video conference classes, online classes available via the Internet, and hybrid classes that utilize a combination of technologies and/or face-to face participation. Hawai'i Community College-Pālamanui also hosts the University of Hawai'i Center, West Hawai'i. It is one of three University Centers that were established by the Board of Regents (BOR) in June 1996.The primary purpose of a University Center is to provide distance learning with local support for the many degrees and certificates offered by the University of Hawai'i colleges and universities. Call for more information on current courses of study available through the Center.
Provide and discuss the unit's mission (or goals and objectives if no unit mission statement is available).	**Unit Goals** 1. Support the objectives of all HawCC academic programs and functional units operating in West Hawai'i across instructional and administrative operations needed to function as a full service community college branch campus, including providing West Hawai'i community with equity of access to student advising, enrollment, support, and success services, workforce education and personal enrichment learning opportunities. 2. Hosting an University Center, provide West Hawaii with access to relevant programs, courses and activities from any institution in UH System, so that the community has access the broadest range possible of affordable higher education credentials, including remedial pathways. 3. Maintain ongoing consultation and engagement with the West Hawai'i Community concerning its continuing higher education needs and aspirations and deliver its feedback concerning strategic higher education needs in West Hawai'i to Hawai'i Community College and UH System. **Unit Objectives for 2015-16** a.) Increasing overall enrollment trend line b.) Greater WH Community Awareness of UH System offerings available via UH Center WH c.) West Hawaii Faculty, Lecturer and Staff Climate

	d.) Improved Integration with HCC Hilo Campus
	e.) New curricula for HCC Pālamanui
	f.) West Hawai'i High School Partnering Plan

Comprehensive Review information

Provide the year and URL for the location of this unit's last Comprehensive Review on the HawCC Program/Unit Review website: http://hawaii.hawaii.edu/files/program-unit-review/	
Year	2012-2013*
URL	http://hawaii.hawaii.edu/files/program-unit-review/docs/2011_uhcwh_comprehensive_unit_review.pdf
Provide a short summary regarding the last Comprehensive Review for this unit. Discuss any significant changes to the unit since the last Comprehensive Review that are not discussed elsewhere in this review.	*Last comprehensive review for the University of Hawai'i Center West Hawaii was in 2011. First comprehensive review since becoming a full service branch campus at Pālamanui in Fall of 2015 will be 2017-18, and will include this current annual review (2015-2016). The substantive change of moving to a dedicated campus at Pālamanui is discussed below against the heading of 'major/meaningful actions.' The *Unit Goals* provided above are revisions of Unit Goals in the during 2014 by the incoming Director in a consultative process with West Hawai'i faculty, lecturers and core staff, and basically reflect the *Unit Outcomes* stated in the *2012 -2013 Unit Review for the University of Hawaii Center West Hawai'i* (appended). However, because uncertainties and delays in the construction and relocation planning from Kealakekua to the new Pālamanui Campus continually upset normal operations, a Center-wide unit review was unable to be completed for 2014-2015. However, the Directors self-review document (appended) does fill the gap in terms of reporting the period before the move in 2014-15 and unit objectives were revised and set (although described as *Goals*) in that report for 2015-2016. These become the U*nit Objectives* seen above.

QUANTITATIVE INDICATORS
ARPD Data
<mark>**IF ARPD data is available for the unit, please attach a copy of the ARPD data and submit with the Unit Review document.**</mark>
<mark>**If no ARPD data is available for the unit, please provide and discuss relevant and/or comparable data as available from the unit's records.**</mark>

a) **If you will be submitting the Unit Review document in hard copy, print and staple a copy of the ARPD data tables, if available, or other unit data as applicable, to the submission; the icon to print the ARPD data tables is on the upper right side, just above the data tables.**
   OR
b) **If you will be submitting the Unit Review document in digital form, attach a PDF copy of the ARPD data tables, if available, or other unit data as applicable, along with the digital submission; the icon to download the ARPD data tables as a PDF is in the upper right side, just above the data tables.**

Unit ARPD data, if available, can be found on the ARPD website:
http://www.hawaii.edu/offices/cc/arpd/

ANALYSIS OF THE UNIT'S DATA

Describe, discuss, analyze, and provide context for the unit's data.	
Discuss, analyze, and provide context for the unit's ARPD health scores in the Demand, Efficiency, Effectiveness, and Overall Health categories as applicable.	ARPD data for this unit are aggregated into the overall performance data sets of Hawai'i Community College. Currently parsed data which reflects the impact and performance of this unit within that ARPD aggregate data is not available.
Describe, discuss, analyze, and provide context for unit data that was collected based on its specific operations and functions. Examples could include, but are not limited to, work logs and activities records, meeting and session records, and any other relevant internal or external data, as appropriate.	See appendix 'Unit Data Report and Discussion'
Describe any trends, and any internal and/or external factors that are relevant to understanding the unit's activities during the review period	See appendix 'Unit Data Report and Discussion'
Discuss other strengths and challenges of the unit that are relevant to understanding the unit's activities during the review period.	See appendix 'Unit Data Report and Discussion'

Report and discuss all major/meaningful actions and activities that occurred in the unit during the review period. For example:	
Changes to the unit's services, functions, and/or operations.	The major change was the mover from leased premises in Kealakekua to a purpose built college campus at Pālamanui. This is discussed in complete detail in meeting the ACCJC substantive change process, which the accreditor approved after receiving the document and making a site visit in April of 2016. See http://hawaii.hawaii.edu/accreditation/substantive-change-2016
Changes to the clients it serves (students, faculty, staff, community, UH System etc.).	Addition of the Elama Cohort 1, an outreach and scholarship program with intensive support services which increased percentage of first in family from West Hawai'i community to attend college. Expanding Early College courses and enrollments as part of collaboration with West Hawai'i High Schools.
Personnel and position additions and/or losses.	Chancellor search and appointment, WH Director, community and student representation on selection Committee. Re-organization planning for move-in to Pālamanui delayed, to be taken up with incoming Chancellor Faculty Liaison (Lead Faculty) vacant in Fall '15 Recruitment of Media Specialist resignation in Spring '16 Resignation of Hawi Kokua Disability Support Specialist Spring '16, uncertainty about replacement Resignation of Educational Support APT Learning Resources Spring '16
Other major/meaningful activities, including responses to previous CERC feedback, if applicable.	Significant activities during 2015-2016 were: First day of Instruction at Pālamanui: YouTube, West Hawaii Today Blessing/Open House at Pālamanui: Na Leo TV, West Hawaii Today First Commencement at Pālamanui, Na Leo TV, West Hawaii Today

Describe, analyze, and celebrate the unit's successes and accomplishments. (For example, *more students were served* OR *the unit successfully integrated new strategies/technologies*.)	
Discuss what the unit has been doing well that needs to be maintained and strengthened.	The sense of place, literally Pālamanui – place of enlightenment - for students and teachers was achieved upon Campus opening for classes in Fall 2015 This must be maintained and strengthened by continuing to improve outdoor Campus spaces and Establishment of the Elama Scholarship program contributes to this, as students, support staff, faculty and

	lecturers develop a sense of community and awareness of individual student circumstances, challenges, and achievements. Early College, GearUp and Running Start,
Validate these successes by discussing positive improvements in the unit. Please provide evidence if applicable (ex: unit data reports, relevant URL links, etc.).	See [youtube video link](#) with students reaction statements about the Campus. Student engagement and instructors' fulfillment is anecdotally reported to be much higher, and hard data on headcount and credit hour enrollments also implies greater engagement.

Describe, analyze, and discuss any challenges and/or obstacles the unit has faced.	
Identify and discuss the unit's challenges/obstacles.	a) Creating new programs with limited investment by System, State to undertake required capital to build classrooms and labs (i.e. vocational programs will continue to be a challenge. Also, it is confusing to potential benefactors to propose opportunities to support future phases of development, when the construction of the initial Phase 1 of 4 is still noticeably incomplete. b.) Although the Long Range Development Plan (LRDP) continues to be referenced, there is no additional funding provided for planning, and its implementation is also complicated by the documents assumptions, laid out in 2009, being out of date.
Discuss changes and actions taken to address those challenges.	…..a.) Working more collaboratively with Chancellor and UH Foundation Director of Development to secure funding for infrastructure and other improvements needed to expand programming. Partnering with industry (i.e apprenticeship program/unions, Landscape Industry Council, etc.) will allow us to secure and leverage other sources of funding and in-kind resourcing, local private and Federal. b.) VP Community Colleges has given agreement that updating the LRDP is permissible.
Describe and explain the results of these actions.	a.) We have had an increase in scholarships over 2015-6, but are still developing ideas and contacts for infrastructure initiatives. Several potential donors have visited the new Campus during the year, and have indicated excitement. As we clarify the vision with our new Chancellor over the year ahead, we will be in a better position to engage donors and

	seek other alternative sources and strategies for funding capital development.
	b.) Director is in a position to explore connecting funding sources with capital needs required to expand enrollments.
Discuss what still needs to be done in order to successfully meet and overcome these challenges.	…..a.) Must continue to build awareness of the Campus and support for local enrollment, including making more vocational pathways available.
	b.) Work with legislators, and UH System to finance planning and resourcing for next phase of Campus.

UNIT ACTION PLAN

Discuss the unit's prior year's (AY14-15) action plan and results.	
Describe the unit's action plan from the prior review period and discuss how it was implemented in AY15-16.	As previously discussed, formal assessment was unable to be conducted in AY14-15. Informal goal setting and reporting was written by the Director to the Chancellor for that year. See **appended Director's Report for 2014-2015** (note that this report interchanges nomenclature or *objectives* with *goals*). Refer to Heading 1. *Submitted Goals 2013* goals and descriptions, and Heading 3. *Reflections* for revision of those goals and discussion of results against those, which now become the *unit objectives* for 2015-2016, stated above in this document's *Unit Description* section.
Discuss the results of the action plan and the unit's success in achieving its goals.	
Discuss any challenges the unit had in implementing that action plan or achieving its goals.	

- Did the unit review its website during AY15-16? Please check the box below that applies.

☐ Reviewed website, no changes needed.

X Reviewed website and submitted change request to webmaster continuously throughout 2015-2016

☐ Reviewed website and will submit change request to webmaster.

☐ Unit does not have a website.

Discuss the unit's overall action plan for AY16-17, based on analysis of the unit's data and the overall results of unit outcomes assessments conducted during AY15-16.	Benchmarks and Timelines for implementation and achievement of goals.
Action Goal 1: *Continue increasing enrollment trend*	**Benchmarks/Timelines:** Fall '16 Headcount Spring '16 Retention
How can this Action Goal lead to improvements in unit services, functions, or operations, and support attainment of the unit's outcomes (UOs)? We have clear signals from UH System and legislature that further capital resourcing and staffing will be largely dependent on continued growth in enrollments.	
Action Goal 2: *Update staffing through reorganization process to support branch campus and improve leadership presence across academic and administrative operations.*	**Benchmarks/Timelines:** Re-org proposal prepared by Fall 2016
How can this Action Goal lead to improvements in unit services, functions, or operations, and support attainment of the unit's outcomes (UOs)? Re-aligning the staffing blueprint with the reality of a fully owned Campus is necessary so that West Hawaii staff, students and community will have the resources to maintain the physical plant of the Campus, while ensuring that the Community has access to a full range of Community College and University Center services and programs.	
Action Goal 3: *Complete Labs and plan for ASNS implementation*	**Benchmarks/Timelines:** Fall 2016
How can this Action Goal lead to improvements in unit services, functions, or operations, and support attainment of the unit's outcomes (UOs)? ASNS program is a vital link for West Hawai'i industry to obtain the workforce needed for STEM enterprises and for local residents to prepare themselves to join that workforce. It is also a program that will broaden the academic profile of the Pālamanui Campus' student population	

in attracting more 'college ready' students from the local community who otherwise have no local choices to complete academic programs required for entry into professional STEM careers and end up leaving the community, in a large number of cases, becoming talent permanently lost.

Action Goal 4:	Benchmarks/Timelines:
Contribute to optimizing the University Center model and the availability of certificate and degree pathways to the West Hawai'i Community	Increased UC offerings, including UHCC providers, 2016 -2018

How can this Action Goal lead to improvements in unit services, functions, or operations, and support attainment of the unit's outcomes (UOs)?

   The range of available programs provides evidence of local community access to UH System programs, courses and activities, as well as evidence that the process is meeting the expressed needs of the West Hawai'i Community

RESOURCE IMPLICATIONS

> NOTE: General budget asks are included in the 3-year Comprehensive Review. Budget asks for the following categories only may be included in the Annual review: health and safety needs, emergency needs, and/or necessary needs to become compliant with Federal/State laws/regulations.

Please provide a brief statement about any implications of or challenges with the unit's current operating resources.

   In general, operating resources have been stretched throughout AY15-16 because of the move into the new Campus. There has been an overlap in carrying overheads for the old and the new locations, as well as one time moving and establishment costs for the new location. The move and setup has also impacted on staff capacity, as we started instruction at a time when we were concurrently setting up one Campus while shutting down another. The fiscal demands should stabilize once the transition is complete in 2016-17, however the staffing configuration required to maintain leased premises will need to adjusted to one which has the capacity to operate and maintain a wholly owned facility.

For budget asks in the allowed categories (see above):	
Describe the needed item(s) in detail.	None in allowed categories for annual review

Include estimated cost(s) and timeline(s) for procurement.	
Explain how the item(s) aligns with one or more of the strategic initiatives of 2015-2021 Strategic Directions.	

http://hawaii.hawaii.edu/sites/default/files/docs/strategic-plan/hawcc-strategic-directions-2015-2021.pdf

UNIT OUTCOMES ASSESSMENT

For all parts of this section, please provide information based on unit outcomes (UO) assessments conducted in AY 2015-16.

Unit Outcomes Assessed

- List all unit outcomes assessed during AY 2015-16.

Assessed Unit Outcome #	Unit Outcome Text
UO1.	Provide West Hawaii with access to all relevant UH System programs, courses and activities.
UO2.	Support the objectives of all HawCC units across instructional and administrative operations.
UO3.	Maintain ongoing consultation and engagement with the West Hawai'i Community concerning its higher education needs and aspirations.

Assessment Strategies

For each UO assessed in AY 2015-16 listed above, provide a brief description of the assessment strategy, including:	
a description of the type of unit work or activity assessed, including unit service records, client satisfaction surveys, and other types of assessment instruments.	As mentioned under the Unit Review Heading in the summary of comprehensive review information: "…, because uncertainties and delays in the construction and relocation planning from Kealakekua to the new Pālamanui Campus continually upset normal operations, a Center-wide unit review was unable to be completed for 2014-2015. However, the Directors self-review document (appended) does fill the gap in terms of reporting the period before the move in 2014-15 and unit objectives were revised and set…"

Although Unit Outcomes had been put in place during AY 2014-15, they were not assessed. To the extent possible, this Unit Review |

	is being completed by drawing from other, less formal review documents and data and information which has been collected on, or gathered in reflection.
a description of who conducted the assessment, (e.g., an individual unit faculty/staff member, OR a group of unit faculty/staff).	University Center Director
a discussion of the assessment rubric/scoring guide that identifies criteria/categories and standards used in the assessment.	Not applicable, but valid case study and reflective practice techniques are employed.

Expected Levels of Achievement

- For each unit outcome (UO) assessed in AY 2015-16, indicate the benchmark goal for unit success.
    - example 1: "85% of students surveyed will rate the unit's services as meeting or exceeding their expectation";
    - example 2: "95% of service requests will be completed on time and to the satisfaction of the requester."

Assessed UO#	Benchmark Goal for Unit Success for Each UO Assessed
UO1.	20% increased enrollments for Haw CC, and 100 local students enrolled UC providers' programs.
UO2.	Survey satisfaction data to **set baseline** for improvement goals in subsequent years. Develop surveys for 2016-2017.
UO3.	Increasing numbers of contacts, events and impact (attendance and publicity) of outreach efforts will capitalize on new campus opening, number of program opportunities under consideration or scheduled for future delivery.

Results of Unit Assessments

For each UO assessed in AY 2015-16:

provide a <u>description of the</u> <u>assessment</u> <u>results</u> in terms of unit's attainment of the UOs.	**UO1.** The term 'relevant' requires recognition of the constraints involved in providing programs at a site. The distance education model available at Pālamanui Campus alleviates many constraints from the student side, but is still subject to many institutional constraints. The challenge of growing UH System offerings for local access includes finding strategies and resources to minimize institutional constraints, such as minimum class enrollments, instructor availability, classroom scheduling, etc. In terms of metrics for 'programs courses, and activities,' there is a distinction of offering vs delivering. At present, we only have data on program offerings for the UC, and courses delivered for Hawai'i Community College on Campus (online courses not yet available). And of course enrollments (as discussed in appendix.)

We do not have comparisons from the previous years to show progression as an improved outcome. However, to follow this outcome on an annual basis, we will seek to obtain data listed as 'not available' in 2015-2016 to complete the following matrix:

2015-2016	Offered	Delivered
UC Programs	43	n/a
UC Courses	Not available	9
UH System Activities	1	1
Hawai'i CC Programs	9 +	n/a
Hawai'i CC Courses*	Not available	73
Hawai'i CC Activities	2	2

*does not include noncredit courses

   UO2: This outcome is about service and effective relationships and successful processes between the main campus and the branch campus around the administrative, academic, and continuing education functions. A thoroughly planned assessment would have included surveys of key stakeholders on both sides. In this review cycle, staff at Pālamanui have received some surveys from various other units based in Hilo. It is not known if the information can be aggregated presently to show Pālamanui staff perspectives of their performances. From the perspective of this unit's evaluation, surveying of constituent academic, administrative

and continuing education positions at main campus was intended as part of the previous cycle of assessment planning, but it's execution was another casualty of the transition year. [refer to Assessment Plans for ADBOM, OSS, LS] With assessment planning in place from the previous year, development of surveys was intended, but this was not completed due to the uncertainties and abnormal workloads caused by the Campus relocation from Kealakekua.

UO3: The Appendix – Unit Data Report and Discussion attached to this review discusses and provides evidence for greater community awareness of the UH Center functions as well as achievements in partnering with West Hawai'i High Schools with meaningful Early College results and collaboration with DOE around other initiatives. Under the Analsysis of the Unit's Data heading above, three significant events include high profile public events at the Campus during AY15-16: the first day of instruction, the Official Blessing/Open House, and the first on campus Commencement ceremony. In his end of year report to the Interim Chancellor, the Director reported on activities related to this Unit Outcome with the following dot points:

- Maximize Facility Usage, support recruitment/enrollment through outreach activities, tours, and events, including: Dedication/Open House, Commencement, Earth Day and others.
- OCET and other Partners offering non-credit classes
- Working with External Relations officer and Educational Specialists, devised and executed marketing and promotion strategies across West Hawai'i.
- Established a Community Landscape Project, for Campus enhancement, community engagement and giving of volunteer time and hard resources.
- Affilliates: Agreements (quid pro quos typically include classroom use, provision of facilities and curriculum advice and networking support) have been executed or are being negotiated with the following organizations: Hawai'i Island Landscaping Association/Landscaping Industry Council of Hawai'i (State), American Culinary Federation, West Hawai'i

	Chapter, Small Business Development Center, Kailua-Kona, Hawai'i Island Wildfire Management Organization, Hawai'i Tropical Fruit Growers. • Contributed to the Kona Kohala Chamber of Commerce Report on West Hawai'i Workforce Needs Assessment. • Served on panel of community leaders advising Hawaii Island Economic Development Board, Inc. • Member Leadership Council of Hokupaa, a collaborative project to improve outcomes for West Hawai'i's youth involving The Learning Coalition, DOE West Hawai'i Complex, Kamehameha Schools, Hawai'i County, West Hawai'i Community Health Center, and others.

Other Comments

Include any additional information that will help clarify the unit's UO assessment results.	
Include comparisons to any applicable College or related UH-System service-unit standards, or to any national standards from industry, professional organizations, or accrediting associations, as applicable.	There are 2 other University Centers in the UH System, but their configurations and staffing varies drastically. Pālamanui is the first and only Branch Campus in the UH System. ACCJC does mention branch campus in its substantive change policy. As mentioned above, this policy has been complied with and the new Branch Campus has ACCJC approval.

Next Steps – Assessment Action Plan

Describe the unit's intended next steps to improve assessment of the UOs based on the unit's overall AY 2015-16 assessment results. Include any specific strategies, tactics, activities, or plans for revisions to assessment practices, and/or service or operational change, or increased student support:	
Changes to assessment practices, activities, or projects.	Update and execute assessment plans for assessment this year in AY 17-18 Locate and collect comprehensive data for UO#1 matrix]
Modifications to the unit's services, functions,	Cooperating with VC Student Affairs, close gaps in service availability at Pālamanui Campus as to be equitable with the levels

operations, client relations, and/or faculty/staff professional development activities over the next 3 years.	of Student Services provided in Hilo by HawCC.
Increases or changes in student support activities and services to support student learning and achievement.	Support College wide plans to implement strategies to improve results of remedial math and English education to achieve greater retention and college level achievement success rates through shorter and more intensive remedial program pathways.

Appendix

Unit Data Report and Discussion

AObjective a.) Increasing overall enrollment trend

Discussion: Evidence for this objective would seem to be straight forward, the change in enrollment numbers compared to previous year. However, metrics to discern this trend are a work in progress. In the past, as noted in the 2012-2012 University Center West Hawaii unit review only estimates of enrollment numbers were provided. On investigation, these estimates were obtained by referring to students' home address of record. However, the picture is more complex than relying on that attribute alone can reflect. Many students list their home address in West Hawai'i but attend all or some classes at Hilo. Also, students often have a lag in changing their address of record with institutions.

Also, students may take some classes online or via video connection, and instructors report that they are often listed in the wrong section. Therefore, it has been realized that trying to 'estimate' an FTE count by filtering address and CRN class lists alone is likely to be too unreliable. In hope to improve upon this, a Campus code, PAL, was implemented for students to self-identify within the Banner system. There have been reports this is confusing to students, as there is no self-selection for Hilo, resulting that many Hilo students will select PAL, since it was the only choice. Despite these problems, adding the PAL attribute to the filter is probably more accurate than relying on address alone, with a chance of under-reporting.

Data (Quantative): Going forward it is currently most practical to look at Pālamanui enrollment trends by tracking two measures which are conventionally used (refer IPEDS Glossary on FTE):

- Head count based on the PAL attribute, and
- Total credits offered at the start of each Semester.

To arrive at FTE after this using the conventional approach requires knowledge of separate headcounts between full time and part time students. Again, this data is unparsed within HawCC between Hilo and Pālamanui, leaving us with only the opportunity to track the two indicators concurrently without further reduction.

The following will form a baseline for enrollment at the new Pālamanui Campus, upon its first year of operations:

> Fall '15 Head Count: **461**
> Fall '15 Credits Enrolled: **6331**

Objective b.)   Greater West Hawai'i Community Awareness of UH System offerings available via University of Hawaii Center West Hawai'i:

Discussion: Primary evidence is increased enrollments in courses and programs previously not taken by WH resident students. Related descriptors include better information packages and online listings of programs on offer, and a quantifiable causal variable is outreach activities and interactions focused on awareness of UH Center and its available opportunities to undertake certificates and degrees.

Data (Quantitative and Descriptive): The Director's report mentions that during 2015-2016 he supported and observed Educational Specialist's work in boosting both outreach to residents, combined with with networking within UH System Program providers, resulting in better information, better student advising and a trend of increasing enrollments in UC programs. Estimated based on contact records, up from approx 40 to 80 University Center supported students enrolled in UH Manoa, UH West O'ahu, and UH Hilo bachelor's and master's degree programs.

Appendix

Unit Data Report and Discussion

The growing **listing of available programs** was reorganized by discipline rather than institution, so that residents could understand the range of programs in order to find one that matched their interests and ambitions. The current list of 'Program Offerings' via University Center can be viewed at http://hawaii.hawaii.edu/Pālamanui/programs/.

To feature the University Center programs as part of the official Pālamanui Campus Grand Opening, Open House on Saturday February 27, 2016 (see https://hawaii.hawaii.edu/Pālamanuiopenhouse) all of University of Hawai'i sister institutions with capacity to provide certificate and degree programs via the University Center were invited to participate as exhibitors. **The list of program providers attending the event** was:

> **University of Hawaii - Hilo:** College of Continuing Education and Community Service, College of Business and Economics, College of Hawaiian Language, Nursing, College of Agriculture, Forestry and Natural Resource Management, College of Pharmacy, College of Arts and Sciences.

> **University of Hawaii at Manoa:** Schidler College of Business, College of Social Sciences, Master of Social Work, Library and Information Services, College of Education, Learning Design and Technology, Educational Administration, Kinesiology and Rehabilitation Science,

> **University of West O'ahu:** Facilities Management

> **University of Hawai'i Comminity Colleges:** Prior Learning Assessment Officer, Windward Community College, Veterinary Assisting; University of Hawaii Maui College Aquaponics,

In terms of **outreach and advising activities,** the University Centre Educational Specialists report estimates the following level of activities and results for 2015-16:

- Individual inquiries   160
- Outreach events (tables/booths at Community and Campus events)   53
- Community Information Meetings hosting UHH, UHM, UHM
- Advising Appointments   105
- New enrollments (directly facilitated by University Center Educational Specialist) 25
- Total enrollments at Spring '16   82

Objective c.)   West Hawaii Faculty, Lecturer and Staff Climate

Discussion: In setting this goal again for 2015-16 it was expected that the climate of morale and relationships should improve naturally as irregularity and uncertainty were reduced after moving and settling into the new Campus. This turned out to be a naïve expectation. There was no way to predict that the Pālamanui Campus would open while many aspects of its plant and operations (such as kitchen and science labs) remained incomplete, or that the window of relocation would be so small, and the drama of being certified to operate on a temporary basis would play out in every available minute before the first day of instruction on August 25th 2015. Despite this, the excitement and joy of finally operating within a purpose built higher education facility masked these operational complexities, and the quality of experience for teaching and learning at the new location has been consistently higher than it was at Kealakekua. It was also noted in looking ahead to 2015-16 that if processes, particularly West Hawai'i class scheduling and inventory management, which were obvious sources of tension within the internal College community, would be fine-tuned and a sense of stability and measured innovation should prevail.

Appendix

Unit Data Report and Discussion

Data (Reflective Case Description): Regarding **class scheduling**, during 2014-15, the Director and Faculty Liaison had worked together to develop a process map, which identified points of confusion, stress and conflict, and suggested how they might be alleviated. Tensions in scheduling often occur between involved parties when the schedules are set by Division or Department Chairs, usually based on historical patterns and Faculty or Lecturer preferences, without consultation with Faculty Advisors and Office of Student Services to gain input on students' needs. The process was informally trialed in preparation for Spring 2015, and there were small improvements in dialogue and class scheduling outcomes aimed at students' needs for that Semester. Plans to work with Deans and Division Chairs toward inserting formal consultation points were scuttled, when the incumbent West Hawai'i Faculty Liaison vacated the position prior to start of operations at the new Campus in Fall '15. The Director was left to pick up on the Faculty Liaison and scheduling coordination, however these additional duties were not well performed when added to the mix of other demands caused by moving into an incomplete Campus.

Regarding **inventory management,** a big part of the problem was that, since before 2014, many assets had out of date custodian information and had undocumented changes in custody, with a few number of items actually considered missing, and particular staff members assigning blame afterward. Add to this he delay and complexities of the move to and operationalizing a new Campus, including the between site transportation of assets and the mixing of new equipment with existing equipment, and the support of external technicians in executing the move and installations. The latter circumstances have delayed any opportunity to do an orderly inventory process and clean up past, which would alleviate tensions regarding the former pre-existing tensions.

In summary, faculty, staff and lecturer climate gets a mixed result for 2015-16: Great positive energy and renewal on the instructional side resulting from finally achieving the goal of being at Pālamanui, but an underlying and unexpected continuation of stresses from irregular operations at the new site as its initial phase remains incomplete on an indefinite timeline.

Objective d.) Improved Integration with Hawai'i Community College Hilo Campus

Discussion: In contextualizing performance against this continuing objective [goal] in 2014-15 it was noted that moving to the new Campus is a great advancement in terms of updating and upgrading facilities for higher education in West Hawai'i. However, there has been very little resolution about what the move means in terms of the current staffing model provided for operations in West Hawai'i, even while there has been much past critique and varied expectation from staff and community about how lines of resourcing, supervision, and other decisions should flow between the main Campus of Hawai'i Community College at Hilo and the former UHCWH, now Hawai'i Community College – Pālamanui. Within the overall College, and within the Administration team, there is sentiment that West Hawai'i should operate distinctly on the resources it has been given and that the new Campus is a reason we should become even more autonomous. The community dialogue expresses expectations that the Campus should move toward eventual independent accreditation. Some Faculty and Lecturers would also prefer to eventually be independent from Hilo. This ambition clouds the resolution of shorter term imperatives regarding our staffing structure and what it means operationally to move during 2015-2016 and suddenly change from being a 'Center' to becoming Hawai'i Community College – Pā. Resolution still requires much UH System guidance, followed by Administrative discussion and collaboration with regards to revised structure and processes. Issues relating to a lack of clarity on structure and reporting relationships will inhibit the College's ability to perform valid and reliable assessment of its operations in West Hawai'i. Institutional assessment requires that service relationships between sites on either side of

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Hawai'i Island be well enough defined to allow for critiquing performance and planning for continuous improvements. Assessment should be a tool for tuning the structure and internal relationships across the College and between the Main Campus and the Branch Campus. However this was unlikely to occur as, with ill-defined supervisory/collegial relationships and absent common understandings of process, assessment must be cumbersome and imprecise.

Data (Reflective Case Description): Toward dealing with relationships, it was noted prior to 2015-2016 that there was a pattern of academic staff referring their problems and aspirations to the Center Director. When considering assessment of courses and programs, it is obvious that the Director cannot be more than a sounding board for academic affairs under programs where the line of academic supervision flows not through the Director, but through Department/Division Chairs, Deans, and the Vice Chancellor of Academic Affairs. This was especially compounded in Fall 2014 when the Faculty Liaison was on sabbatical leave and the Director was left alone to advocate on their behalf. In Spring 2015, when the Faculty Liaison was back on duty, a concerted collegial effort (similar to the issue of scheduling discussed above) was made by her and the Director to engage the Division/Dept Chairs with their responsibilities subordinate Faculty and Lecturers based at UHCWH. Some progress was made, with some DCs more responsive than others. It was also necessary to remind some colleagues that the subordinate also bears responsibilities for managing their relationship with their supervisor. Like at many institutions, institutional assessment is still in early stages of maturity at Hawai'i Community College. There was confusion about whether the Center should have a distinct mission statement. Initially, during Fall 2014, substantial work was done on consulting with staff and preparing such a statement. However, when it was clarified to the Director that the operations at the new Campus site would be known as Hawai'i Community College – Pālamanui, it was decided that institutional assessment of the branch campus was best done through the mission statement of the College. (It is apparent that there needs for the University Center operations, still hosted at the named Campus to do assessment of some kind, but this will requires collaborating with provider institutions as and the other University Centers at Maui and Kaua'i.) Recent Hawai'i Community College institutional assessment of UHCWH had previously been expected to follow the same assessment rationale as the main Campus, based on functional sub-units under Administrative Affairs, Student Services, and Academic Affairs. While at Hilo, this meant that larger teams provided assessment of units for Administration, Business Office, Media, Office of Student Services, and Library. At UHCWH this regimen was identified as obviously inefficient, as these five functions would be assessed at WH with only 13 total staff. To create feasible evaluation plans, and even more importantly, create the operational structures necessary to collaborate toward and measure unit objectives, it was apparent that we needed to reduce the units of analysis to three. These groups have been re-formed to meet regularly to review and plan operations as ADBOM (Administration/Business Office/Maintenance, 4 staff), OSS (Office of Student Services, 3 staff), and LR (Learning Resources, 5 staff). These governance issues were quickly sidelined by summer of 2015, as the preparations and scenario management of the completion and move to the new Campus dwarfed all other daily concerns, and issues discussed and described above remain unresolved. Agreeing to the nature and structure of integration between the Main Campus and the Pālamanui Campus needs to be elevated to become the highest priority in relation to Pālamanui for both UH System and Hawai'i Community College Administration team once the Campus completion and move in is completed, now expected to take until at least Fall 2016. This will need to be done in a way that not only clarifies relationships and responsibilities, whilst satisfying accreditor's understanding of the nature and timing of substantive changes underway.

e.)   New curricula for HCC Pālamanui

Discussion: Community consultations and industry representations have yet to be finalized beyond a draft 'Academic Master Plan.' One of the barriers to completing this plan beyond vague detail

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is the lack of certainty about resourcing for the existing Long Range Development Plan (LRDP) for capital development at Pālamanui Campus. It is unlikely that the LRDP, already 8 years old, will be funded beyond the existing Phase 1 (of four Phases). It is also likely that during the delays, many of the assumptions upon which the plan is based will remain constant. Until more certainty is known, addition of programs must remain opportunistic at matching availability to community needs. Opportunities will present in a combination of bringing curricula of existing programs to Pālamanui, as well as optimizing the existing built Phase and surrounding grounds to the fullest extent.

Data (Descriptive): During the 2015-16 year, the only new program which was launched was an expansion of the Digital Media Arts program from Hilo to also be offered at Pālamanui. There has been discussion with community members and faculty about bringing other programs to the Campus in the near future, but other than the ASNS, no program is in actual planning or scheduling to be offered in 2016-2017.

f,)   High School Partnering Plan:

Discussion: Initially, interest in partnering with Hawaii Community College Pālamanui evolved around Early College. But through the Hokupa'a Project, the collaboration has been broadened within a community of educational institutions, community services organizations and industry, to look at systematic ways to improve out

Data (Descriptive): For quantitative data on Early College and Running Start enrollments, please refer to Unit Review of Student Affairs. At Pālamanui, these data will be much increased owing to previous year's efforts by the University Center Director and Faculty Liaison, and in particular the Faculty Counselor in leading planning and enrollment processing, to get Early College programs kick started with the West Hawai'i High Schools. This collaboration coincided with grant funding for early College for some of the West Hawai'i Complex High Schools, but even West Hawai'i Schools, including charter schools, increased their early college enrollments. At graduation, a number of Charter School students from Ehunuikaimalino and Kanu Charter Schools, received Certificates in Hawaiian Lifestyles. Six meetings were hosted at Pālamanui for planning high school collaborations (Kukakuka) and also for the Hokupa'a.