UNIVERSITY *of* HAWAI'I

HAWAI'I
COMMUNITY COLLEGE

FOLLOW-UP REPORT

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

October 15, 2013

FOLLOW-UP REPORT – CERTIFICATION PAGE

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

From: **Noreen Yamane, 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:

_____   September 24, 2013
Noreen Yamane, Chancellor   Date
Hawai'i Community College

_____   10/4/13
John F. Morton, Vice President for Community Colleges   Date
University of Hawai'i

_____   10/4/13
David Lassner, Interim President   Date
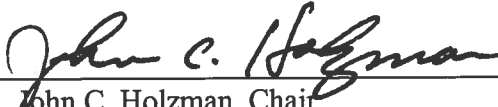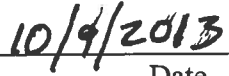University of Hawai'i

Signatures (continued):

_____   _10/9/2013_
John C. Holzman, Chair   Date
University of Hawaiʻi Board of Regents

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I. REPORT PREPARATION

Background

Following the External Evaluation Team visit to Hawai'i Community College (College/HawCC) in October 2012, team findings were prepared for the Accrediting Commission for Community and Junior Colleges (Commission/ACCJC) in their Evaluation Report (see Document 1). This report identified six College Commendations, four College Recommendations, and five University of Hawai'i Community Colleges/University of Hawai'i (UHCC/UH) System Recommendations. In the action letter dated February 11, 2013, (see Document 2) President Barbara A. Beno of the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, notified Chancellor Noreen Yamane of Hawai'i Community College that the Commission took action to reaffirm accreditation with a requirement that the College complete a Follow-Up Report by October 15, 2013, to be followed by a visit of Commission representatives. This Follow-Up Report addresses the College and System Recommendations of the Commission in order to meet eligibility requirements and accreditation standards.

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, vice chancellor for administrative affairs, vice chancellor for student affairs, dean of liberal arts, dean of career and technical education, and the director of the Office of Continuing Education and Training), faculty, and staff.

Narratives, data, and documents for the responses to the College Recommendations were prepared by the administrative team, College Council, institutional assessment coordinator, Instructional Technology Support Office staff, and Academic Senate ad hoc General Education Committee co-chairs.

Narratives, data, and documents for the responses to the System Recommendations were prepared by the Office of the Vice President for Community Colleges.

Review and Approval of Report

Prior to submission to the Commission by October 15, 2013, a draft of the Follow-Up Report was posted on the College's intranet at the beginning of the 2013-2014 academic year to allow for a general campus review and to provide the opportunity for faculty and staff to submit comments. The ALO informed the College faculty, staff, and administrators of the review process through the All-College, Academic Senate, College Council, and administrative team meetings to encourage broad participation by the campus community.

Likewise, the report was reviewed by the College Council, Academic Senate, and administrative team. Comments from the campus community were compiled and taken into consideration for

inclusion in the final report, which was submitted via the Vice President for Community Colleges to the University Interim President for submission to the University of Hawai'i Board of Regents (BOR) for their review and approval.

Chancellor Noreen Yamane certifies the Statement on Report Preparation through her signature on the cover sheet of this Follow-Up Report.

II. RESPONSES TO COLLEGE RECOMMENDATIONS

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. (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)

The College has taken the following actions to meet this recommendation:

As presented in the 2012 Self Evaluation Report, Hawai'i Community College's policy on Integrated Planning for Institutional Effectiveness (HAW 4.201) is guided by the following planning documents: HawCC's Strategic Plan: 2008-2015, the Academic Master Plan (AMP), the Resources Master Plan (RMP), and the Technology Master Plan (TMP). The AMP, TMP, and RMP have gone through several revisions and an expansive review process. With the start of the 2013-2014 academic year, the College is finalizing and integrating these component plans into the existing planning activities of the College.

The Academic Master Plan was adopted, pending final edits, by the Academic Senate on August 30, 2013. The AMP presents the College's vision for its academic programs, which evolved from recommendations drawn from the College Effectiveness Review Committee (CERC), program and unit review processes, faculty and staff dialogue, enrollment analysis, and external trends and factors, such as workforce needs and University of Hawai'i (UH) System actions. Initially drafted in Fall 2011 through a collaborative process involving faculty, staff, and administration, the AMP was circulated College-wide for comments and edits. The AMP will be available for Commission review following final edits.

The Resources Master Plan is being completed by the administrative team through a review process that includes the College Council. It will be finalized by the end of September 2013.

The Technology Master Plan: 2013-2015 (see Document 3) was endorsed by the College Council on August 30, 2013. The TMP is based on the Information Technology Strategic Plan: 2013-2015, which was submitted December 7, 2012, by Willie Pritchard and Gene Spencer,

Higher Education Technology Consultants. TMP initiatives cover administrative and academic computing, distance-education technology needs, videoconferencing, in-class media support, and campus Web page development and maintenance. The TMP identifies nine information technology goals, along with associated strategies, and outlines their alignment with the College's Strategic Plan and UHCC System goals. Goals and strategies of this TMP also address resource allocation that supports distance education.

As part of its ongoing planning process, the College systematically gathers, analyzes, and assesses data and evidence using the Comprehensive Program and Unit Review and Annual Review processes (see online source: http://hawaii.hawaii.edu/program-unit-review/). These review processes include College-wide and community input. In addition, the Institutional Research Office (see online source: http://hawaii.hawaii.edu/ir/) provides the College with information to support institutional planning, academic program development, and data-driven decision making.

All instructional programs and support units participate in the Comprehensive Program and Unit Review (CP/UR) cycle. Responsibility for initiating the comprehensive review process rests with the College's administrative team, including the vice chancellor for academic affairs, vice chancellor for student affairs, vice chancellor for administrative affairs, director of the Office of Continuing Education and Training, and the director of the UH Center, West Hawaiʻi. Instructional program and service unit faculty and staff write a CP/UR report summarizing data from Annual Reviews. Reports include an analysis of the following:

> 1) program/unit health indicators;
> 2) measures of program/unit effectiveness related to the College Mission, ILOs,
>   alignment with the Strategic Plan and AMP, improvements implemented and
>   goals achieved, strengths/weaknesses, learning outcome assessment, and trends;
> 3) new goals and plans for achievement;
> 4) a statement of the program's/unit's value to the College.

Final reports are sent to the respective vice chancellor or director. Finally, each CP/UR report is reviewed by the College Effectiveness Review Committee (CERC), which has extensive College-wide representation and serves to evaluate the program's or unit's contribution to the College (see online source: http://hawaii.hawaii.edu/cerc/). Assessment results reported in the CP/UR are evaluated by CERC members and the feedback is provided to programs and units.

Annual Program and Unit Reviews are an integral part of the review process. The goal of this annual review process is to identify and plan for resources needed to sustain or improve the program/unit under review. Responsibility for initiating the annual process rests with the College's administrative team. Essential components of this annual review process include the following:

> 1) analysis of the Annual Review of Program Data (ARPD) supplied by the UHCC
>   System institutional research office;
> 2) assessment of program/unit outcomes and their alignment with the College's Mission,
>   ILOs, and Strategic Planning Outcomes;
> 3) identification of program/unit resource requirements.

Annual Reviews serve to analyze effectiveness, demand, and efficiency; identify needed improvements; determine resources required; and request resources based on demonstrated evidence. Each administrative program/unit head compiles an Annual Review and Budget Report which is sent to the College Council for review and comment. Subsequently, this report is forwarded to the administrative team, which develops institutional initiatives, sets priorities, and writes the Annual Budget and Action Plan Report. Based on its identification of initiatives and priorities, the administrative team updates the College's master plans, thus providing an ongoing cycle of integrated review and planning.

Supporting pervasive dialogue and ongoing evaluation, the College is scheduled to annually evaluate its governance, decision-making structures, and planning processes in order to assure their integrity and effectiveness. Beginning in Fall 2014, an institutional effectiveness review will be implemented by the CERC to provide an overall evaluation of the processes. The CERC will convene a Closing Meeting of CERC committee members, Academic Senate and College Council chairs, and administrators. Subsequently, the College will communicate the evaluation results and use them as the basis for continuous improvement of institutional effectiveness processes.

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. (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)

The College has taken the following actions to meet this recommendation:

As of September 20, 2013, the College had identified all learning outcomes at the program and institutional levels. At the course level, the College had identified 91 percent of outcomes, with full completion scheduled for Fall 2013.

To support an ongoing cycle of authentic assessment, the College committed resources to the position of full-time institutional assessment coordinator (IAC), which was filled in Spring 2012. The IAC, department chairs, and deans have reviewed course and program SLOs in order to compile and update information into an assessment Web page (see online source: http://hawaii.hawaii.edu/assessment/reports/). This Web page presents the following: 1. program and unit assessment reports; 2. ongoing program assessment plans; and 3. resources coordinated by the Assessment Committee. In addition, the College has developed an assessment database that aligns course, program/unit, and institutional learning outcomes. To ensure currency, the assessment database receives learning-outcome updates from Curriculum Central, the UH System's curriculum management platform. The assessment database supports timely, accurate reporting, thus contributing to programs' and units' ability to effectively use assessment information to make continuous improvements to teaching and learning.

To support a College-wide focus on ongoing assessment activities, in May 2013 the College Council established the Assessment Committee as a permanent standing committee and voted to include the IAC as a College Council member. The Assessment Committee (see online source: http://hawaii.hawaii.edu/assessment/committee.php) is dedicated to advancing student learning through assessment activities, experiences, and results. It will coordinate assessment activities and the use of materials developed by the previously convened ad hoc Assessment Committee, which met 14 times during the 2012-2013 academic year. The ad hoc Assessment Committee developed the following:

> 1) an Assessment Handbook that provides tools and techniques for developing and evaluating assessments;
> 2) redesigned reporting templates that link assessed course learning outcomes with program and institutional learning outcomes;
> 3) a revised assessment planning and review process (see online source: http://hawaii.hawaii.edu/assessment/);
> 4) the College's Five-Year Comprehensive Assessment Plan 2013-2018 (see Document 4), with accompanying assessment planning and professional development activities.

The College's Five-Year Comprehensive Assessment Plan supports the continuing goals of improving SLOs, refining assessment activities, and strengthening professional development opportunities. As part of the plan, all programs and units will review SLOs; ensure the alignment of course, program or unit learning outcomes with institutional learning outcomes; and develop ongoing plans for outcome assessment. The plan includes institutional learning outcomes (ILOs) (http://hawaii.hawaii.edu/about/), for which the College Council has primary responsibility. The IAC and Assessment Committee will present a plan for ongoing assessment of institutional learning outcomes to the College Council in Fall 2013, for review and comment. The College will begin ongoing ILO assessment in Spring 2014, with the results reported to the College Council at its first meeting in Fall 2014. Council ILO recommendations will be implemented during that academic year. This ILO assessment cycle will be ongoing and will provide cumulative data for longitudinal studies.

To ensure continuous meaningful discussion about assessment's role in improving instruction, student learning, services, and support – as well as to foster continuous assessment cycles – the College has focused on providing ongoing professional development. The College has designated institutionalized time for the E ʻImi Pono College Development Day, scheduled every Fall, as one method for accomplishing this action. This regularly scheduled day is dedicated to review and update assessment procedures, materials, and activities. During the Fall 2012 E ʻImi Pono Day, attendees viewed presentations of College assessment efforts and successes, participated in activities highlighting the importance of fostering student awareness of ILOs, and aligned instructional program learning outcomes with the ILOs. The results of the latter exercise are reflected in the HawCC PLO/ILO Alignment report (see Document 5). As an extension of E ʻImi Pono Day, the College organized an all-day assessment retreat involving administrators, faculty, and staff on March 1, 2013. All instructional programs and support units met to evaluate their assessment activities and to develop methods for addressing weaknesses. Previous assessment results were also discussed and program/unit outcomes were modified based on these findings. The College's Fall 2013 E ʻImi Pono Day focused on assessment activities and

introduced the new assessment database to administrators, faculty, and staff.

The College's Five-Year Comprehensive Assessment Plan provides for additional annual professional development. Assessment support activities during the 2012-2013 academic year included workshops targeting assessment improvement, rubric development, and portfolio assessment, which provided information, tools and examples, and also demonstrated the use of portfolios to aggregate assessment evidence at department, division, and program levels.

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. (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)

The College has taken the following actions to meet this recommendation:

As presented in the response to Recommendation 1, the Technology Master Plan: 2013-2015 (TMP) (see Document 3), was endorsed by the College Council on August 30, 2013. This plan was preceded by a final report issued on May 9, 2012, that provided an analysis of the College's technology use. One of the key recommendations was that the College needed to be more strategic regarding technology and follow through to develop a master plan that would guide technology use and implementation. The development and regular review of the TMP, including hardware, software, licensing, and networking, is the responsibility of the Technology Advisory Committee. TMP initiatives cover administrative and academic computing, distance education (DE) technology needs, videoconferencing, in-class media support, and campus Web page development and maintenance. The TMP identifies nine information technology goals, along with associated strategies, and presents their alignment with the College's Strategic Plan and UHCC System goals. To execute the plan, the College is presently appointing members to the Technology Advisory Committee and is in the process of hiring a technology services manager, who will assist with the plan implementation. In Fall 2013, the Technology Advisory Committee will convene to work on tasks cited in the plan as the committee's responsibility.

Goals and strategies of this TMP also address resource allocation that supports DE. The Instructional Technology Support Office (ITSO) (see online source: http://hawaii.hawaii.edu/itso/), which is charged with providing DE support and training, was involved in the analysis and planning processes for the TMP. In addition, the technology services manager's responsibilities include addressing computer and media equipment needs for DE. The College has already taken the following actions to allocate resources to support DE:

      1) the addition of a second permanent full-time ITSO staff member;
      2) the creation and funding of a comprehensive training program that has trained over 17
           faculty over the past two years;
      3) the funding of professional development for ITSO staff (online training, conferences).

In addition, the vice chancellor for academic affairs is preparing to take several actions to further support the planning process for distance education. First, a proposal is being made to form an

ad hoc Distance Education committee in the Academic Senate. This committee will provide a forum for discussing distance education and for recommending guidelines, plans, and policies to support its ongoing implementation at the College. Second, ITSO's role in the comprehensive and annual review processes will change, with ITSO transitioning from participating as a part of the College's Academic Support Unit to independently submitting reports and accompanying budget requests, thus ensuring an emphasis on DE resource allocation. Finally, ITSO will be represented on the Technology Advisory Committee.

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. (IIA.3.b, IIA.3.c, II.A.2.e, ER11)

The College has taken the following actions to meet this recommendation:

The College's Academic Senate has guided the implementation of General Education (GE) course certification (see online source: http://hawaii.hawaii.edu/gened/philosophy.php), overseeing the work of committees charged with developing the process.

In Fall 2011, the Academic Senate and Chancellor Yamane approved the College's GE certification process. Subsequently, the following four courses were GE certified and approved: BOT 101, ED 131, MATH 115 and MATH 135.

In Fall 2012, based on faculty input, the Academic Senate decided to revise the certification process and voted to have Liberal Arts faculty develop an action plan. During the 2012-2013 academic year a review of the certification process was accomplished. This review included participation by faculty members during meetings scheduled by the Liberal Arts ad hoc General Education Council and the Academic Senate, along with input from the College's administrative team. As a result of this review process, an ad hoc General Education Committee of the Academic Senate was formed at the end of the Spring 2013 semester. This committee was charged with revising the GE certification process for implementation in Fall 2013 (see Document 6). This process is underway, and the College will establish a cohort of GE courses during the 2013-2014 academic year.

The College's GE certification process ensures that GE courses are reviewed for currency, relevance, and appropriateness, and that all GE courses have assessment plans. It also ensures that courses designated as GE are consistent with the College's General Education philosophy and meet established standards. In alignment with its GE processes, the College's Course Review Policy and Procedure (HAW 5.250) provides for a systematic review of all courses, including those designated as GE. An outline of the history of the College's GE certification process that included support and guidance from all responsible campus constituencies is provided in detail (see Documents 7 and 8).

As part of an ongoing and systematic review of all curricula, the College completed an evaluation of GE components of all degree programs. As part of this evaluation, the College revised GE requirements for Associate in Applied Science (AAS) programs to ensure that these requirements are at the appropriate level. The College conducted a meeting with AAS program faculty on April 13, 2012, informing them that the existing AAS degree programs did not appear to meet accreditation eligibility requirements and standards. The administrative team proposed several program revisions to meet ACCJC standards for General Education. Program faculty met with their respective Program Advisory Councils and received their endorsement to revise the General Education requirements in the AAS degree and Certificate of Achievement programs to meet ACCJC standards. During the Fall 2012 semester, program faculty submitted the following program modifications:

(1)   Revise the General Ed Requirements for the AAS Degree:
Remove ESL 15 or Eng 21 or higher   Replace with: Eng 100 or Eng 102
Remove Math 50   Replace with: Math 100 or higher
(2)   Increase the number of credits required for a Certificate of Achievement

These program modifications were approved by the Curriculum Review Committee, Academic Senate, vice chancellor of academic affairs, and chancellor in Spring 2013.

Beginning with the Fall 2013 semester, the College requires college-level math and English for the AAS Degree. In addition, the College is exploring the creation of college-level technical math and English courses.

III. RESPONSES TO 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.*
- *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).*

Standard I.B.1 The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

Standard I.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.

Standard I.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.

Standard I.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.

Standard II.A.1.c The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

Standard II.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.

Standard II.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.

Standard II.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.

Standard II.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.

Standard II.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.

Standard II.B.4 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.

UHCC Strategic Planning Process

University of Hawaiʻi Community Colleges (UHCC) codified the strategic planning process in UHCC Policy #4.101 Strategic Academic Planning.

The UHCC system has regularly monitored progress toward meeting established outcomes, updated assessment of the internal and external environments, and modified priorities as necessary to reflect changing conditions prior to the development of each biennial budget request. The UHCC System under the leadership of the vice president for community colleges (VPCC) has used the strategic planning process to set budget priorities as well as to establish a focus on critical issues affecting the colleges and the State.

Per UHCC Policy #4.101 Strategic Academic Planning, the VPCC convenes the full UHCC Strategic Planning Council (SPC) in the spring and fall of each year. The membership of the SPC consists of the chancellor, faculty senate chair, and student government chair from each college, and the vice president and associate vice presidents for community colleges. Meeting notes and materials are posted to the public website.

The annual spring meeting is used to review UHCC strategic outcomes and performance measures. The SPC monitors and advises on progress toward the UHCC strategic planning goals. The VPCC uses the meeting to gather impressions and reactions to progress to date and to emphasize and maintain the focus on the things UHCC has identified as important. The VPCC follows this meeting with visits to each college to present college-level detailed data. During the open meetings for the college community at each campus the VPCC leads discussions on progress and encourages feedback, e.g., new ideas, process improvement, and college innovations.

The annual fall meeting is used to look at the strategic planning process and to introduce and/or review UH systemwide strategic planning initiatives. The VPCC follows the fall meeting with visits to each college for UHCC systemwide engagement and dialogue.

The UHCC System began the process of updating the current UHCC Strategic Plan in fall 2012 using the SPC meeting to review and discuss system data products, their status, and how the UHCC System puts data in front of people. The fall 2012 meeting also began the dialog about how to organize the UHCC System for the update of the strategic plan beyond 2015. More specifically, addressing what the system wants to accomplish at the system level and individual colleges and what the system wants to see measured or measured differently keeping in mind the UHCC System plan's link to the University of Hawaiʻi (UH) System plan and direction. The UH System plan is grounded in the UH Second Decade Project which identifies the state's higher education needs by geographic region and develops a set of statewide priorities.

At the fall 2012 meeting, the SPC established a process to identify additional areas of emphasis to be grouped under the current UHCC strategic plan's goals. In the spring 2013 meeting working groups, chaired by a chancellor with faculty senate chair (not of the same college), and a student leader supplemented by members knowledgeable and appropriate for the work, were formed. The organization and process for updating the plan beyond 2015 was part of the

VPCC's spring visit to each of the institutions. The working group goals or focus from UHCC Strategic Plan are:

Goal A (part 1): Educational Effectiveness and Student Success.
Special Emphasis on Part-Time Student Access and Success and Adult Learners
Goal A (part 2): Native Hawaiian educational Attainment.
Including review of other underserved populations.
Goal B: Functioning as a Seamless State System.
Transfers and Articulation
Goal C: Promote Workforce and Economic Development
Special emphasis on STEM, Workforce – Energizing Areas, and Reviving the global curriculum
Goal D: Hawai'i's Educational Capital/Resources and Stewardship
What it means to be a Native Hawaiian Serving Institution
Government/non-profit partnerships
Entrepreneurship, commercialization, resource base
Goal E: Develop Sustainable Infrastructure for Student Learning
Clean Energy, Sustainability
Focus Area 1: Distance Education
Infrastructure for Student Learning, ADA Delivery, Rigor, Student Success

The working groups will review current performance measures, identify which should stay and/or be revised, and identify potential new members during spring and summer 2013 meetings. The full SPC will discuss and compile measures at its fall 2013 meeting followed by visits by the VPCC to each college for open, systemwide dialogue. Based on the results of those meetings, the measures will be refined and the full SPC will finalize outcomes and performance measures for the 2015 and beyond update. Results, progress, and next steps will be chronicled in the SPC proceedings or as an attachment.

The BOR Standing Committee on Community Colleges met on August 30, 2013. The VPCC gave an update relating to the progress in meeting the goals in the current strategic plan and reviewed the process for updating the plan including the seven working group areas of focus. The UHCC BOR CC Committee Briefing presentation and the direction of the plan were well-received by the BOR CC Committee. VPCC stated that he would provide another update to the BOR CC Committee in spring 2014.

Following the meeting of the BOR CC, the VPCC, associate vice presidents for academic and administrative affairs and the chancellors held an executive level meeting, which addressed accreditation, strategic planning process, and budget allocation. Chancellors reported on the status of the goals/focus areas of their strategic planning working groups.

UHCC System tools to support on-going improvement and effectiveness:

In addition to the UHCC Strategic Planning process with its strategic outcomes and performance measures, the UHCC system uses the following tools to support on-going improvement and effectiveness:

- *Community College Inventory: Focus on Student Persistence, Learning, and Attainment*
- UHCC Performance Funding
- Annual Reports Program Data (ARPD)

1. Community College Inventory: Focus on Student Persistence, Learning, and Attainment

The UHCC System uses the *Community College Inventory: Focus on Student Persistence, Learning, and Attainment* – a research based tool developed by the Community College Leadership Program, University of Texas Austin to evaluate UHCC system effectiveness. The inventory assesses eleven institutional characteristics that are strongly focused on student success. The Office of the Vice President for Community Colleges (OVPCC) administers the inventory online in odd-numbered years (complementing the Community College Survey Student Engagement (CCSSE) that is administered in even-numbered years-- benchmark measurements included in Strategic Plan). The SPC affirmed that the eleven institutional characteristics are important to the system and incorporating selected outcomes in the UHCC Strategic Plan supports the regular assessment and review for on-going improvement and effectiveness of planning. As required in the policy, and evidenced in proceedings of the SPC, the inventory results are reviewed and discussed by the full Council. Additionally, the 2006 comprehensive visit recommended the UHCC system evaluate the effectiveness of the dual reporting structure for chancellors and the Strategic Planning Process. Overwhelming consensus continues that both reporting and planning are working well and the 2015+ update planning process should also prove to be effective.

The chancellors reviewed the results of the 2013 survey at their August 30, 2013 executive meeting. "The UHCC system has a strategic plan that clearly and succinctly states its goals for future development" continues to receive the highest ranking within the category while "The UHCC system demonstrates its ability to stop doing things that are off mission, low-priority, and/or ineffective in promoting student persistence, learning, and attainment" continues to be scored the lowest. The full SPC will continue the review and discussion at the fall 2013 meeting.

2. Performance (Outcomes) Funding

The outcomes funding model is directly linked to the University's established strategic outcomes. The measures adopted are directly from the strategic plan and the targets are the specific targets identified in the strategic outcomes adopted by the University in 2008.

The outcomes incorporated into the formula include the following:

a. degrees and certificates awarded;
b. degrees and certificates awarded to Native Hawaiian students;

      c. degrees and certificates awarded to students in Science, Technology, Engineering, and Math (STEM) fields;

      d. number of low-income students participating the Federal Pell program;

      e. number of transfers from the community colleges to the baccalaureate campuses.

For each outcome, the baseline is the value set by the strategic outcomes for FY 2010 and the target is the value set for FY2011 (for FY 2012 funding).
The outcomes funding model has the following characteristics:

      a. For each outcome, the baseline is the value set by the strategic outcomes for FY 2010 and the target is the value set for FY 2011 (for FY 2012 funding).

      b. The outcomes are independent of each other. Campuses can only achieve their full outcomes funding if they meet or exceed the targeted outcomes for each of the measures.

      c. If a campus does not meet the targeted outcome, then any unused funds would be used for other UHCC initiatives.

At the spring 2013 Instructional Program Review Council (I-PRC), it was decided include program-level performance funding in the Annual Reports of Program Data (ARPD) to be released in August 2013.

3. Annual Reports of Program Data (ARPD) and Comprehensive Program Reviews

UHCC Program Review and Annual Reports of Program Data (ARPD) are codified in <u>UHCCP 5.202 Review of Established Programs</u>. The policy, developed by broad systemwide dialogue by chancellors, administrators, faculty, and staff defines programs subject to review, frequency of program reviews, content of the program review, dissemination of program reviews, and assessment of the program review process. Each college has established and operates its own college-level program review process within the framework of the UHCC system policy and the UH Board of Regents (BOR) policies.

The system-level process is managed by the OVPCC through the UHCC I-PRC. The I-PRC is comprised of key data users from across the seven community colleges with functional representation of chancellors, vice chancellors for academic affairs, division/department chairs (with further representation from general education faculty and Career Technical Education faculty), assessment coordinators, and institutional research (IR). The I-PRC meets once in the fall and once in the spring semester. The fall meeting is used to discuss the current ARPD reports, college process/progress and mid term data definition and data calculations (i.e., in the 2012 ARPDs the calculation of persistence was modified to exclude from the denominator those students who had received associate degrees and would not be expected to persist in the program). The spring meeting is used to assess the effectiveness of the UHCC system program review process (including ARPDs), review the measures and content, and ensure that the review provides the information necessary for program assessment and improvement. The Comprehensive Program Reviews, Annual Reports of Program Data, and Records of Proceedings for the I-PRC meetings are posted and made public on the UHCC website.

The OVPCC provides the data for Annual Reports of Program Data by August 15 of each year. The data are from the immediate prior program year (July 1- June 30). This standardization of data and timing allow colleges to compare against similar programs and employ "best practices" in program improvement. Data are publicly released by August 15. Access to the analysis section of the ARPD is controlled by userid limited to those administrators, faculty, and staff who have an analysis and input role as determined by the institution. At the end of the review cycle (generally the end of the fall semester), analysis and program planning, along with an executive summary of all annual reports within the area (Instruction, Academic Support, Student Support Services) are finalized and the full ARPD is made public. ARPD data and analysis serve as the foundation of the Comprehensive Program Review (CPR). Colleges have set CPR schedules within the BOR requirement of review at least every five years. CPRs are publicly available through the college websites and a link to the most recent CPR is included in the ARPD.

Following the comprehensive visits of fall 2012, the OVPCC surveyed all key data users (vice chancellors for academic affairs, deans and assistant deans department and division chairs, program directors, and IR). The online survey asked users to evaluate the usefulness/importance of the current ARPD data elements and to suggest data they wish they had. The OVPCC Academic Planning, Assessment, and Policy Analysis (APAPA) Office compiled the results of the survey and conducted focus group discussions with the various constituents including additional training and professional development needed. The process identified a gap in data information provided at new faculty, staff, and administrator orientation. Current college practices do not include data training. The UHCC IR Cadre is developing key data information to be included in orientation as well as website "cheat sheets" to direct inquiries to available tools and data. Additional outcomes from focus group discussions will be reviewed by the UHCC I-PRC in fall 2013 including how to meet identified training and professional development needs.

At the August 30, 2013 executive level meeting, the VPCC, associate vice presidents for academic and administrative affairs, and chancellors approved the basic design of an assessment tool for program review that will provide additional information on student flow, progress, and achievement at the program level. The conceptual model is broadly based on the principles identified in the Gates-funded Completion by Design on the student loss and momentum pathways.

Commitment to the Assessment of the UHCC Culture of Evidence

Following discussion at the chancellors' August 2013 executive meeting, the VPCC issued a UHCC policy codifying the UHCC System's commitment to a culture of evidence. The UHCCP #4.202 Culture of Evidence requires that at least every three years starting in 2013, the OVPCC will survey stakeholders and users of major UHCC analytical tools (e.g., UHCC Strategic Planning Outcomes and Performance Measures, Comprehensive Program Reviews, Annual Reports of Program Data). This survey will measure the effectiveness of the planning process and importance and usefulness of the data and for training and/or professional development needed to maximize use of these tools for planning and resource allocation that supports institutional effectiveness in meeting college and system mission. The results will be made public by posting to the system website Culture of Evidence.

UHCC Budget Allocation Process

Since 2009, the UHCC budgets have gone through a period of great flux including reductions in State general funding, negotiated pay reductions for all employees and subsequent restorations of pay, State imposed restrictions, and tuition increases. Responding to these external forces has created some confusion around budget allocations. The confusion has been compounded since many of the budget reductions occurred outside the normal budget cycles.

Despite the budget flux and the enrollment increases, the UHCC System and campuses were able to manage the finances and still maintain a healthy cash positions. However, in order to make the budget allocation process more transparent, the budget allocation model was put into a formal policy, UHCCP #8.000 General Fund and Tuition and Fees Special Fund Allocation, that was promulgated in September 2013. Key elements of the budget allocation policy include

- In accordance with State budget policy, State general funds are allocated based on a current service base with enhancements based on specific program change requests as approved by the Legislature.
- Approximately 5 percent of the operating budget is allocated based on five perfomance metrics – student graduation, Native Hawaiian student graduation, STEM graduation, Pell financial aid recipients, and UH transfers to baccalaureate institutions. In order to receive the outcomes funding portion of the budget allocation, campuses must meet numeric targets for each of these metrics.
- An additional pool of funds is allocated to campuses to meet enrollment growth and to fund need based financial aid.
- Campuses retain tuition and fee income.
- Campuses retain and manage non-credit and auxiliary services income.

Campuses are expected to allocate funds within their campus in accordance with planning and program review priorities.

The budget allocation policy is posted on the UHCC System website. In addition, the actual allocations for the year as well as historic trends in revenue, expenditures, allocations, and reserves are distributed to each campus and also published on the system website Budget, Planning and Finance.

The associate vice president for administrative affairs also meets with campus leadership to discuss the allocations, trends, and financial projections for each campus. The broad information on the budget allocation is also shared by the VPCC during his regular campus presentations. The budget allocation model will undergo a continous review, including an assessment of efficiency metrics, to determine whether further adjustments to the current service base will need to be made.

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 (ER 11, Standards II.A.3, II.A.3.b).

Eligibility Requirement 11 General Education
The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry. The general education component includes demonstrated competence in writing and computational skills and an introduction to some of the major areas of knowledge. General education has comprehensive learning outcomes for the students who complete it. Degree credit for general education programs must be consistent with levels of quality and rigor appropriate to higher education. See the Accreditation Standards
II.A.3, for areas of study for general education.

Standard II.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.

Standard II.A.3.b (General education has comprehensive learning outcomes for the students who complete it, including the following) A capability to be a productive individual and life-long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

In spring 2012, ACCJC identified an issue that longstanding general education requirements within some Associate in Applied Science Degrees (AAS) did not appear to meet accreditation eligibility requirements and standards. The historical practice of allowing English and Math general education requirements to be met through developmental courses or to allow other general education courses to have extremely low reading or math levels did not meet the standards and therefore, required curriculum and program modifications.

The University of Hawaiʻi Community Colleges (UHCC) immediately revised the policy on general education to bring the policy framework for general education into alignment with the standards and promulgated the new policy UHCCP #5.200 General Education in All Degree Programs. Colleges then began the curriculum processes for making the necessary change in program requirements, including consultation with program advisory committees, faculty and program departmental review, curriculum committee and faculty governance review, and administrative approval of the required changes. The evaluation report of the visiting teams reaffirmed the importance of making these general education modifications.

The approach has been similar on all affected campuses. The English requirement has been raised to English 100, the basic expository writing class, and the math requirement to Math 100,

the basic non-algebra sequence college math class. Remedial/developmental classes no longer can be used to satisfy general education requirements.

At the same time, curriculum work has begun on the development of college-level applied writing and applied mathematics classes that could better meet the needs of the AAS degree programs while meeting the general education standards. Once these courses are developed, additional program modifications may be made to incorporate these courses either as the recommended or an optional means to satisfy the general education requirement.

In summary, all AAS degree programs at Hawaiʻi Community College, Honolulu Community College, Kauaʻi Community College, and Leeward Community College are now in compliance with the standards. The program by program details of the changes and the processes leading to those changes are described in the college responses to this recommendation.

Kapiʻolani Community College and Windward Community College were not impacted by this recommendation as they do not have AAS degree programs.

As a result of this change in degree requirements, an issue emerged related to the certificate level programs within the AAS degree programs. UHCCP #5.203 Program Credentials: Degrees and Certificates had an upper limit of 30 on the number of credits allowable for a technical certificate of achievement. Several programs expressed a desire to increase that number to enable a student who earned credit for all of the technical courses within an AAS field of study, but did not complete all of the general education, could be recognized through a certificate of achievement. Accordingly, [UHCCP #5.203 Program Credentials: Degrees and Certificates](#) was modified to raise the allowable number of credits in a certificate program within the AAS fields of study to 51. This policy was promulgated on September 2013.

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).

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.

Regular Faculty Evaluation

Within the University of Hawaiʻi Community Colleges (UHCC), the faculty classification system and collective bargaining definition include regular instructional faculty, counselors and advisors, librarians and other academic support personnel, and other professionals who are responsible for student learning.

The evaluation system for faculty is based on a peer review and merit linked to a faculty classification system with ranks of instructor, assistant professor, associate professor, and professor. The classification document defines the expectations for faculty at the various ranks and forms the fundamental basis for the evaluation system. As noted in our 2012 self evaluation report, this classification system does include achievement of student outcomes as one of the responsibilities of faculty and a factor in the subsequent evaluation of the faculty performance.

As defined by the collective bargaining agreement and UH Board of Regents (BOR) policies, faculty are currently evaluated using different processes at different periods in the faculty member's professional progress at the institution. During the first five years of employment, faculty members are probationary and undergo comprehensive evaluations at least three times during the five-year period. These evaluations include the submittal of a dossier documenting the faculty member's work, including contributions toward the defining and achieving of student outcomes, peer evaluations, student evaluations, professional development, curriculum development, and contributions to the college and community. As a faculty member moves through the probationary period, the evaluation may also include responses or progress toward meeting areas of weakness or concern from prior evaluations. The dossier is evaluated by a committee of department peers (Department Personnel Committee), department chair, academic vice chancellors/deans, and ultimately a decision on contract renewal is made by the chancellor.

At the end of the probationary period, a faculty member applies for tenure. The tenure process includes a similar comprehensive review against the classification requirement but is more summative than formative. The successful applicant is granted tenure and the unsuccessful applicant is granted a terminal year contract. In addition to the department-based peer review, department chair review, and administrative review, the tenure application is also reviewed by a faculty committee composed of faculty members from outside the department and faculty members outside the college in the same discipline. The BOR is the final decision maker on granting tenure.

Once tenured, a faculty member may, after a period of four years in rank, apply for promotion to a higher rank. The evaluation process for the promotion application is the same as for tenure except that the criteria are based on the higher expectations as reflected in the faculty classification policy. An unsuccessful promotion applicant is eligible to re-apply in future years.

In 1990, the BOR adopted a policy to address the on-going evaluation 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 and therefore, not subject to evaluation. The BOR wanted to ensure that all faculty members were evaluated on a regular basis.

After consultation with the faculty collective bargaining organization, the UHCC plans to adopt a policy on evaluation (sometimes referred to as post-tenure evaluation) that establishes a process requiring all faculty members to undergo evaluation at least once every five years. Because the evaluation process for contract renewal, tenure, and promotion were already comprehensive in scope, these evaluations are considered by policy to satisfy the five-year evaluation criteria. For faculty members who have not undergone a comprehensive evaluation, the policy will define a department-based process whereby the faculty member submits an abbreviated documentation of his or her contributions to their department and addresses their effectiveness as a faculty

member. The assessment is based on the faculty member's rank and the related duties in the classification system. Under the current policy, the evaluation is entirely within the department unless there is a disagreement between the department chair and faculty member.

The team evaluation report correctly noted that this evaluation policy had not been updated since 1990 and did not reflect the current expectations as defined in Standard III.A.1.c. Accordingly, the Office of the Vice President for Community Colleges (OVPCC), working with the director of human resources and campus academic administrators, modified the policy to reflect the accreditation standard.

In accordance with the collective bargaining law, this collective bargaining organization must be formally consulted on the policy change. The revised draft policy was submitted to the University of Hawaiʻi Professional Assembly (UHPA) on September 13, 2013. After consideration of the comments from the collective bargaining organization, the revised policy will be promulgated and will guide future evaluations.

As a part of the revised policy, campuses will also be required to maintain and submit records certifying that all faculty members subject to the five-year evaluation have actually completed the evaluation process.

Lecturer (Adjunct Faculty) Evaluation

Lecturers are faculty members employed to teach individual classes to meet demand that cannot be met by regular faculty or because of special expertise that the lecturer may bring to a class. The lecturer appointment is for the duration of the class only.

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 position 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 advance through a series of pay bands (A, B, C) with the compensation rate per credit hour dependent on the pay band. 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.

As noted by the team evaluation report, there is no system evaluation policy for lecturers and there may be inconsistencies from campus to campus in the form of evaluation, frequency of evaluation, and monitoring of evaluation. Currently, lecturer evaluations are at the department level and involve review of student evaluations and the insights of the department chair and/or discipline coordinator within the department.

Because the lecturer's status and rank are the same across all community colleges, there is a compelling reason to maintain a consistency in the evaluation process for lecturers.

Accordingly, the OVPCC, working with the campus academic administrators, plans to develop a new system policy on lecturer evaluations. The policy will leave the responsibility for the evaluation on the campus and largely within the department but does define the requirement for evaluation, frequency of evaluation, and criteria to be used in the evaluation.

In accordance with the collective bargaining law, lecturers who are half-time or more are included in the faculty collective bargaining unit and the collective bargaining organization must be formally consulted on the new policy. Plans are to submit the proposed policy to UHPA before the end of September 2013. After consideration of the comments from the collective bargaining organization, the new policy will be promulgated and will guide future evaluations.

Additionally, a joint task group from the collective bargaining organization and the community colleges plans to be proposed to consider whether lecturer pay advancement should be merit based rather than credit based and the criteria to be used in such a merit based system. Should such a system be developed and implemented after proper consultation, the evaluation criteria would need to also be adjusted to reflect the policy change.

Pilot Project for ePortfolio Evaluation of Faculty

The current faculty evaluation system is conceived as representing a continuum across the faculty member's professional career. The faculty expectations as defined in the classification system, rising expectations associated with the ranks, merit basis for promotion, importance of peer involvement as well as administrative oversight in the evaluation, and required periodic evaluation of all faculty are key principles in the evaluation system.

While guidelines are currently published on the different phases of the evaluation (contract renewal, tenure, promotion, post-tenure evaluation) the documents are paper documents created by and submitted by the applicant. This process results in the faculty member often having to find historic information as they create the application and creates inconsistencies in the information and materials that they may include and make available to the reviewers. The paper submittals are often very cumbersome and create problems in moving them from reviewing body to reviewing body.

To address these issues a pilot project is underway to consider whether an electronic portfolio approach would work to help faculty members build their evaluation portfolio in real time for use when the application period occurs. The ePortfolio could incorporate direct electronic feeds of information like the results of student evaluations, peer evaluations, student outcome and assessment results, historical teaching and non-teaching assignments, and other components of the evaluation process. The ePortfolio would also allow faculty members to introduce curriculum materials, professional development experiences, evidence of college or community service, and other documents into the process. Finally, the system would capture online the faculty member's assessment of the evidence as well as the reviewers' assessment and/or suggestions for improvement. The initial pilot project will involve faculty members from the campuses as well as UHPA-recommended members.

Other Modifications to Evaluation Policy

The guidelines for contract renewal, tenure, and promotion are reviewed each year for possible modifications. After consultation with the collective bargaining organization, these are then promulgated to eligible faculty.

The vice chancellors for academic affairs at the colleges have focused this year's review on the language in those guidelines related to learning outcomes and assessment and suggested modifications to ensure the applicant understands the expectations related to outcomes. These revised guidelines were submitted to the collective bargaining organization for consultation as required by law.

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).

Standard II.A.1.b The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

Standard II.A.1.c The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

Standard II.A.2.c High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

Standard III.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.

Standard III.C.1.c The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

Standard III.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.

In considering this recommendation and in discussions with the University chief information officer (CIO), it was determined that the primary issue was not that the various components of technology infrastructure and its relationship to teaching and learning were not planned. Rather, the issue is there was no source that provided a comprehensive view of the system approaches to technology and the resulting impacts on those approaches to college level planning and resource allocation. Similarly, there existed significant information on the impact and assessment of

various technologies but this information was not necessarily reported in the context of the planning initiatives.

After further conversation, the solution did not appear to be developing a "Plan" in the traditional sense of a paper-based document focusing on intended changes over a period of time. Instead, a decision was made to develop a dynamic, online resource that would capture and make available to colleges information on the current state of various aspects of technology within the University, the current state of development projects underway, planned future development projects, and longer term trends under consideration. As projects proceed through their development or new projects are added, the online plan would be updated to reflect those changes.

The online resource would also include links to policies, governance and development groups, budget and resource allocation information, assessment and outcomes information, delineation of college responsibilities for technology, and recommendations to colleges in implementing those responsibilities.

The online resource would cover the full-range of technology-related concerns including infrastructure, enterprise application, business process improvements, teaching and learning, distance education, information security, and other impacts of technology.

Finally, the online resource would document systemwide academic plans for degrees and courses that would be distributed online or through hybrid instruction to extend the degree and course offerings to rural populations and the neighbor islands. This section would also identify necessary infrastructure, training, and support for distance-delivered programs, as well as links to the results and outcomes of distance education.

The outline of the online resource includes:

   I. Overview of the UH Commitment to and Planned Use of Technology

  II. Infrastructure

      A. Intercampus and other external networks
      B. Intracampus networks
      C. Internet I and II connections
      D. Wireless connectivity
      E. Central IT servers and support services
      F. Campus-based IT servers and support services
      G. Data security
      H. Other

 III. Enterprise Business Applications

      A. Financial Management Systems (Kuali)
      B. Student Systems (Banner)

    C. Financial Aid Systems (Banner Financial Aid)
    D. Degree Audit and Advising Systems (STAR)
    E. Research and Grant Management Systems (myGrant)
    F. Human Resource Systems (PeopleSoft)

IV. Business Process Improvements

    A. Workflow applications (eTravel, eLeave, etc.)
    B. Document management
    C. Data reporting and analysis
    D. Other

V. Academic Applications

    A. Supported distance learning technologies, including training
    B. Distance education program delivery
    C. Supported classroom-based technologies, simulation technologies, classroom design, etc.
    D. Supported computer and other teaching-related technology equipment

VI. Policies

    A. Data governance
    B. Data security
    C. User responsibilities
    D. Social media

The online resource/plan is currently under development through the University of Hawaiʻi Information Technology Services (ITS). During development, the site is being reviewed and critiqued by both the ITS personnel responsible for the functional area but also by campus- and system-level personnel who have responsibilities that are dependent on the use or understanding of the University's technology plans and directions. The site is expected to be released to the general UH community and the public in fall 2013. The development version of the site can be viewed at www.hawaii.edu/itplan.

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).

Standard IV.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.

Standard IV.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.

The University of Hawaiʻi Board of Regents (BOR) for the past year has been engaged in an intense period of self-assessment of itself and University governance and business practices. The impetus for this self-assessment was driven by an investigation into a failed concert meant to benefit the UH Mānoa athletics department that resulted in a $200,000 loss to the University. The Hawaiʻi State Senate established a Special Committee on Accountability and broadened the investigation to include other aspects of University governance, accountability, and transparency. After a series of investigative hearings, the Senate issued a series of recommendations to the BOR.

Parallel to this external review, the BOR initiated its own review of the circumstances surrounding the failed concert and the broader issues of BOR and administrative structure and accountability and an examination of BOR policies and practices related to these governance issues.

At its September 5, 2012 meeting, the BOR established an Advisory Task Group (ATG) consisting of both UH Board members and community members to address these operational and governance issues. Phase 1 of the ATG's work focused on the specific circumstances of the failed concert and the adequacy of management and fiscal controls related to the event. The ATG Phase 1 effort was further refined at a September 8, 2012 meeting and the resulting report from the ATG was accepted by the BOR at its meeting on November 15, 2012. November 15, 2012 BOR Minutes [pages 8-11] ATG Report Phase 1

To address the issues of Board governance and self evaluation, the BOR engaged Dr. Terrence MacTaggart of the Association of Governing Boards to conduct an assessment workshop with BOR members as part of the meeting on October 18, 2012. October 18, 2012 BOR Minutes [pages 1-5]. The workshop covered a wide range of governance issues. On January 24, 2013, the BOR authorized the ATG to begin Phase 2 of its work focusing on UH Board governance and practice. The scope of Phase 2 was further defined at a February 21, 2013 meeting of the BOR to include both BOR operational matters and the high level organization structure of the University. The BOR received a status report on the ATG Phase 2 work at its April 18, 2013 meeting. The ATG presented its findings to the BOR in four reports:

Report 1 included the results of interviews with the BOR members on the individual regents' views on the operational and governance. This report was presented to the BOR Audit Committee on May 16, 2013 and to the full BOR at its May 16, 2013 meeting.

Report 2 included an assessment of then pending legislation on University governance *and whether such legislation reflected best practices in higher education governance.*

Both Reports 1 and 2 were presented to the BOR Audit committee on May 16, 2013 and to the full Board at its May 16, 2013 meeting. May 16, 2013 BOR Minutes [pages 9-10].

Report 3 made several recommendations for BOR governance, including:

1. The BOR work with the BOR executive administrator and secretary of the BOR to develop a process for tracking unfinished business and ensuring that such unfinished business be placed on the appropriate BOR standing committee (e.g., Committee on Community Colleges) agenda for follow-up and completion.

2. The BOR approve the University's general counsel as direct report to the University president and delegate the authority necessary to the president to oversee this position. The general counsel should have a dotted line reporting responsibility to the BOR to be able to provide it with advice and bring matters to its attention.

3. The BOR adopt an administrative procedure that members may follow to request that items be placed on the BOR agenda. The procedure should also include a section for feedback to members on disposition of the requests.

4. The BOR amend its bylaws to require appropriate action items be first referred to standing committees for review and recommendations. Each standing committee should maintain an annual calendar and compliance checklist to ensure all critical tasks are completed and specific duties and responsibilities are accomplished as outlined in the respective standing committee charters.

5. The BOR determine the nature and extent of staffing needed to support the additional workload of the standing committees and evaluate its current staff resources and assignments to determine changes needed to support the standing committees' workload.

6. The BOR work with UH System administration to ensure the strategic plan be regularly reviewed and updated with BOR involvement. The BOR, at the direction and leadership of the BOR chair, establish a "Board Goals & Accomplishments" annual or two-year plan.

7. The BOR orientation content should be reviewed and updated and that annual training updates be made part of its annual schedule. The BOR should also ensure that its members annually sign a statement affirming their responsibilities and commitment to meeting the expectations placed upon them as regents.

8. The BOR improve its accountability and financial oversight of University operations by additional involvement by the BOR Committee on Budget and Finance and improved periodic financial reporting mechanisms (the exact nature of the financial reports should be developed collaboratively by the Committee on Budget and Finance and University Administration but should also include reports comparing budgeted expenditures against actual expenditures).

9. The BOR take steps to improve the effectiveness of its scheduled meetings such as:
   a. Referring informational items to standing committees, requiring less frequent reports of a recurring nature, or the use of a consent agenda.
   b. Scheduling certain meetings as "informational only" meetings with no action

items.
c. Expanding the use of standardized reports to enable quicker comprehension and understandability.
d. Establishing a prescribed total amount of time for public input at each meeting, after considering compliance with all appropriate legal guidance

Report 3 was presented to the Audit Committee on July, 2013 and to the full BOR at its July 18, 2013 meeting. July 18, 2013 BOR Minutes [pages 5-7]

Report 4 of the ATG dealt with issues of University high level governance and made several recommendations related to the reporting lines to the University president and to the BOR. The ATG reviewed applicable statutes, rules and regulations governing the University's system level operations, Executive Policies, roles and responsibilities and delegations of authority. In addition, the ATG conducted interviews with system level management and others and reviewed published materials on leading practices from organizations. Report 4 is the final part of the ATG's Operational Assessment of the University's system level operations.

The BOR continues to use the ATG Phase 2 reports in its assessment of the University structure and its policies. Some policies have already been changed as a result, including:

1. Changes to the policy on professional improvement leaves for executives (adopted February 21, 2013)

2. Changes to the BOR policies on intercollegiate athletics (adopted May 16, 2012). Note: While the community colleges do not have intercollegiate athletics programs, the policy change is reflective of the action of the BOR in reviewing and modifying, as appropriate, its policies.

In addition to the self-assessment and related actions outlined above and on the recommendation of the ATG, the University of Hawaiʻi System is developing an online policy management system that allows for development and approval of policies, distribution of policies, and tracks the policy history for UH policies, including BOR policies. The system will include a tracking mechanism to ensure that all policies are reviewed periodically and replaces a manual system kept in the BOR and other system offices. A system committee has been established to select and guide the implementation of the software.

APPENDICES

Document 1: External Evaluation Team's Evaluation Report (Dec. 14, 2012)
http://hawaii.hawaii.edu/accreditation/docs/hawaii_cc_evaluation_report_12-14-12.docx

Document 2: Letter (Feb. 11, 2013) ACCJC President Barbara A. Beno to HawCC Chancellor Noreen Yamane
http://hawaii.hawaii.edu/accreditation/docs/reaffirmation_of_accreditation.pdf

Document 3: Hawaiʻi Community College Technology Master Plan: 2013-2015
http://hawaii.hawaii.edu/docs/hawcc_technology_plan.pdf

Document 4: Hawaiʻi Community College Five-Year Comprehensive Assessment Plan 2013-2018
http://hawaii.hawaii.edu/assessment/reports/documents/AssessmentFiveYearPlan.pdf

Document 5: Hawaiʻi Community College PLO and ILO Alignment
http://hawaii.hawaii.edu/assessment/reports/documents/HawaiiCommunityCollegePLOandILOAlignment.pdf

Document 6: Academic Senate ad hoc General Education Committee Charge

Document 7: History of Various Academic Senate ad hoc GE committees (Mar. 13, 2013)

Document 8: History of Liberal Arts ad hoc General Education Council (May 30, 2013)

EVALUATION REPORT

Hawai‘i Community College
200 West Kāwili Street
Hilo, HI 96720

A Confidential Report Prepared for the Accrediting Commission
for Community and Junior Colleges

This report represents the findings of the External Evaluation Team that visited

Hawai‘i Community College October 14, 2012 through October 18, 2012

Loretta P. Adrian, Ph.D.
Chair

LIST OF TEAM MEMBERS

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SUMMARY OF THE EVALUATION REPORT

INSTITUTION: Hawai'i Community College

DATE OF VISIT: October 15 – 18, 2012

TEAM CHAIR: Dr. Loretta Adrian, President, Coastline Community College

A thirteen-member team visited Hawai'i Community College (HawCC) on October 15-18, 2012 for the purpose of evaluating how well the College is achieving its mission and meeting the Commission standards, and to identify exemplary programs and practices, provide recommendations for quality assurance and institutional improvement, and prepare recommendations to the Accrediting Commission for Community and Junior Colleges (AACJC) regarding the status of the College.

Prior to the visit, members of the team attended a one-day training session conducted by AACJC. Team members read HawCC's Self-Evaluation Report thoroughly and examined a large volume of electronic and hard copy evidence. Team members devoted a significant amount of time familiarizing themselves with the College, visiting the website and perusing the many documents provided by the College and the Commission. These documents included HawCC's prior accreditation report, mid-terms reports, substantive change proposals, financial and audit reports, institutional planning documents, and many others. HawCC provided an Update Report two weeks prior to the team visit. In addition, the team assistant and the chair had opportunities to obtain specific documents requested by team members. The team found the College Accreditation Liaison Officer to be extremely cooperative and responsive to the team's inquiries and requests.

Prior to the visit each team member completed two assignments; team members who were assigned as standard team leads completed a third one. These written assignments prompted team members to begin analyzing how well the College is meeting the Accreditation standards and to identify areas for further investigation. The team was fully prepared for the visit.

The College's Institutional Self-Evaluation Report was well-written and complete overall. Some of the evaluation sections in Standard IV B did not substantiate the findings. The team found later that this may have been due to some miscommunication with the System Office. As well, some team members found that evidence was not as easily available in some sections and some of the links were broken (e. g., III.C).

The College was prepared for the visit. Numerous appointments were scheduled for the team members ahead of time and the administrators, faculty, and staff made themselves readily available for unscheduled interviews and impromptu meetings. The College community extended a warm welcome with a Native Hawaiian ceremony, Kipaepae, and was hospitable throughout the visit. The Chancellor, the Accreditation Liaison Officer, the Standard Co-Chairs, the administrators, faculty, staff, and students were very attentive to the needs and requests of the team. During the interviews and open forums, team members found the Chancellor, Vice Chancellors, faculty, staff, and students to be very open, candid, and engaged.

During the visit, the team conducted numerous interviews, hosted four open forums, visited on-site and online classes, conducted informal conversations with students around campus, and toured the Manono and UH Hilo campuses. Four members of the team spent a day at the UH Center, West Hawai'i in Kona. Six members of the team visited the System Office on October 14 and 15 and met with System personnel, including the President of the University of Hawaii (UH) and the Vice President of the UH Community College System (UHCC). The team chair and a team member also worked closely with the System Evaluation Team chair.

The team found that the College has made significant progress in implementing an integrated planning process since the 2006 accreditation visit. The College has adopted an Integrated Planning Policy and has implemented a systematic program review process. The College has developed an updated Strategic Plan that is aligned with the System's Strategic Plan with clear goals, impressive metrics, and rubrics. To a large extent, the College has identified student learning outcomes (SLOs) at the course, program, and institutional levels. Assessment of student learning outcomes at the program level is systematic and ongoing. Program level SLOs are guiding resource allocation and institutional improvement. Student outcomes data is being collected, analyzed, and utilized for decision-making. Campus-wide dialogue is taking place.

The College asserts that significant progress has been achieved in assessing student learning outcomes at the course level. However, the team was unable to review evidence to validate this assertion, which may be due in part to the absence of an easily accessible data repository. The assessment of institutional learning outcomes has not yet been implemented. Therefore, the team reasserts the 2006 team's recommendation regarding the implementation of student learning outcomes assessment at all levels, and the use of those outcomes for pervasive dialogue and institutional improvement.

The team concluded that the College has significantly met the majority of the recommendations issued by the 2006 evaluation team. However, the team also determined that the College has not yet fully implemented Part A of the previous Recommendation 1 related to a comprehensive and integrated long-term planning; specifically, the adoption and implementation of an academic master plan that is integrated with the College's educational vision, facilities, staffing, and technology. The College has also not yet significantly implemented the assessment of student learning outcomes at the course and institutional levels as outlined in previous Recommendation 3, and there is insufficient evidence to demonstrate that outcomes assessment are being used broadly for institutional improvement. As a result, the College does not meet the proficiency level of the accreditation SLO rubric.

HawCC has adopted and implemented an integrated planning policy. The College should now take the next step and complete the implementation of that policy. Appropriate actions would include acceleration of efforts to complete and adopt component plans; to implement authentic assessment and analysis of student learning outcomes data at all levels; and to promote pervasive dialogue about institutional improvement. The College appears ready and poised to continue the good work, especially given the community's sharp focus on supporting student success and the strong sense of an academic village (*kauhale*) and family (*ohana*).

Hawai'i Community College Commendations

Commendation #1

Hawai'i Community College is commended for its student-centered philosophy and practices which are clearly evident in all aspects of student support services. (II.B, II.C)

Commendation #2

The team commends the College's Model Home Project, an innovative and interdisciplinary Career and Technical Education (CTE) program in partnership with the Department of Hawaiian Home Lands with a new focus on green technologies and sustainability (Standard II.A.1.a; Standard IV.B.2.E)

Commendation #3

The team commends the faculty and staff for embracing and living the concept of Kauhale, an academic village without walls, which provides an emphasis on students and student learning, promotes a climate of inclusion for all members of the HawCC community, and supports collaboration to inspire growth in the spirit of E 'Imi Pono, or excellence. (I.A.I)

Commendation #4

The College is commended for its attentiveness to safety and for the measures it has taken to improve the safety of the campus community. The installation of blue emergency lights, security cameras, automatic emergency defibrillators, lock systems, emergency alert and fire alarm systems have resulted in a safer and more secure environment for students, faculty, and staff. (III.B, III.B.1.b)

Commendation #5

The College is commended for the depth and variety of library and learning support services and the dedication and commitment to excellence of the faculty and staff in these areas in providing support and assistance to all students, regardless of their location. (II.C)

Commendation #6

Students, faculty, and staff are commended on their ability to overcome challenges in facilities and space to create a positive, supportive, and student-centered campus environment that exemplifies the inclusive spirit of ohana.

Hawai'i Community College Recommendations

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. (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)

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. (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)

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. (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)

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. (IIA.3.b, IIA.3.c, II.A.2.e, ER11)

University of Hawai'i Community College System (UHCC) Recommendations
(A final copy of the UHCC Accreditation Evaluation Report is included as an addendum to this report.)

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.
- 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 (ER 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).

INTRODUCTION

Hawai'i Community College (HawCC) is one of the six community colleges that make up the University of Hawai'i Community College System (UHCC). Located in the biggest island of Hawaii, the Hawai'i Island, HawCC was established as a college by the Hawai'i Territorial Legislature in 1941 as the Hawai'i Vocational School. The school's name was later changed to Hawai'i Technical School in 1956 and again in 1970 to Hawai'i Community College. From 1970 to 1990, HawCC was part of the University of Hawai'i Hilo (UHH), and was administered by the University of Hawaii System.

HawCC was separated from UHH in the fall of 1990 by the Board of Regents and the HawCC established its own administrative responsibilities. These responsibilities were expanded when the University of Hawai'i Center West Hawai'i (UHCWC) was transferred from UHH to HawCC in 1997. The College's first college accreditation as a separate institution was granted in 1995. Reaffirmation of accreditation was granted by AACJC in 2001 and again in 2007, with a provision that a progress report be filed.

The College has since 1997 continued to expand its program offerings and instructional locations. There are now three campuses: the main campus, referred to as the Manono campus, located in Hilo on the east side of the island; the upper campus located in UHH; and the West Campus located in Kealakekua, approximately 110 miles west of Hilo. Satellite sites have been established in northern Hawai'i at Kohala and on the Hāmākua Coast at Honoka`a. The College also offers courses at sites along the eastern side of the island in the Puna District towns of Pahao and Kea`au, as well as the southern District of Ka`ū.

Hawai'i Island, known as the Big Island, spans over 4,040 square miles. The Big Island has a relatively sparse population: about 185,000 in 2010, or fewer than the city of Modesto, California which spans 39 square miles. Some rural areas have limited access to county water, electricity, sewers, cable, television, telephone, and Internet services. The island's size and uneven infrastructure create challenges for the College in serving the needs of all prospective students.

HawCC offers associate degrees in 25 fields and more than 36 certificate and noncredit programs. In response to the needs of Hawai'i County's population, the wide variety of degrees and certificates offered by HawCC includes 16 certificates of completion (CC), 18 certificates of achievement (CA), one Certificate of Competence (CoC), 18 associate in applied sciences (AAS), six associate in science degrees (AS), two Academic Subject Certificates (ASC), and Associate in Technical Studies degree (ATS), and a liberal arts associate of arts degree (AA).

The College's enrollment has increased significantly in the past few years. In the Fall of 2010, HawCC enrolled 3,815 students, compared to 2,603 in 2007. The increase in enrollment is attributed to several factors, including a rise in unemployment, trends impacting local high schools, rising tuition costs, and poor economic conditions prompting high school graduates to choose HawCC. HawCC students are primarily Hawai'i Island residents, with the majority of the students enrolled coming from areas close to the College: Hilo and Puna on the east side of the island, and Kona on the west.

HawCC has a diverse student population that is fairly representative of the island's ethnic groups. However, the percentage of Native Hawaiian or Part Hawaiian students is reported as greatly exceeding the percentage in the island's population as a whole. According to the HawCC's Institutional Self Evaluation Report, the College "consistently enrolls the highest percentage of Native Hawaiians or Part Hawaiians in the UH System, and this number continues to grow" (p. 5).

Hawai'i County lags behind other counties in the State in terms of its economy. The county's estimated median household income was the lowest in the state in 2009, with the highest percentage of residents living in poverty: 14.5 percent.

Given the county's depressed economy, the College's open admissions, diverse student population, and range of program offering, HawCC is an attractive option, if not the only option, for many of Hawai'i Island residents wishing to pursue higher education. HawCC is more affordable than the UH universities. As well, the College appears genuinely committed to serving the needs of its students and the workforce development needs of the Big Island community. In addition to degree and certificate options, the College offers a variety of non-credit offerings. These include short-term education and training, an accredited Intensive English Program (IEP) for international students, apprenticeship trade-specific courses, workforce-development preparation courses, and accredited professional certificate programs.

HawCC is challenged by its current facilities at all the sites. The Manono campus buildings are more than 50 years old, and appear inadequate to accommodate the rise in student population should the upward enrollment trend continue. The same is true for the West Campus, which is spread over several buildings in a commercial center. Nevertheless, the HawCC administration, faculty, and staff have worked diligently and creatively to maintain a positive learning environment for their students, in spite of the challenges they face with facilities and space.

Guided by the Native Hawaiian concepts of *ohana* and *kauhale*, HawCC is actively engaged in supporting the success of its students. The College boasts of a graduation rate that exceeds the rate of the overall UHCC, based on its 2007 cohort of entering students (Institutional Self Evaluation Report, p. 19). Additional student achievements are also noted in the College's Self-Evaluation Report.

AACJC affirmed HawCC's accreditation in 2007, with a provision for a follow-up report. The College was required to respond to six recommendations. Following is a summary of the 2012 Team's evaluation of the College's response to those recommendations.

Evaluation of Institutional Responses to Previous Recommendations

Major Recommendation 1

(Part A) The college needs to renew its attention to institutional long-term planning, and the Academic Development Plan, including revising, as appropriate, and systematically implementing its goals, and evaluating progress toward implementation of the goals. Such a plan should be comprehensive and include integrated plans and a vision for educational programs, facilities, staffing, technology, support and infrastructure for technology and student services. (I.A, II.A.1.c, II.A.2.f, III.A.6, III.B.2.b, III.C.1.a.)

The College has made significant progress toward addressing the above recommendation related to institutional long-term planning. The College has successfully created an updated Strategic Plan for 2008-2015, which includes measures of institutional effectiveness and clear goals. In addition, the College has initiated a five-year Comprehensive Program Review process and utilizes a College Effectiveness Review Committee (CERC) to evaluate program and unit program reviews. This committee makes recommendations to the Chancellor for resource allocation and planning.

Further, the College has adopted an Integrated Planning for Institutional Effectiveness Policy to include an Academic Master Plan, Technology Master Plan, and Resources Master Plan. The policy is in place, the Academic Master Plan is in its fifth draft, and consultants are working with the College to develop the Technology Master Plan. However, none of the component plans have been adopted. Integration of these plans into existing planning activities and decision-making remains incomplete. The Resources Master Plan, which will combine facilities planning, human resources, budget, and extramural funding components, has not reached draft stage. Proposals for facilities relocation are embodied in three Long Range Development Plans (LRDPs): **1)** relocate the UHWH to Palamanui *(LRDP approved)*; **2)** consolidate all programs and services in East Hawai'i to the current Manono campus *(LRDP approved in 2010)*; and **3)** relocate the Manono campus and UH Hilo facilities to Komohana *(completion of LRDP expected by spring 2013)*.

Although deficiencies in long-term planning have been addressed, the integration of academic, technology, and resource plans has not yet been achieved. This aspect of integrated planning requires focused attention from the College leadership, including the identification of clear timelines for adoption and implementation of component plans.

The College's response to this recommendation is incomplete. Therefore, the team concluded that the recommendation is not fully met.

(Part B) The college should also identify measures of institutional effectiveness, integrated with institutional-level plans, communicate those measures, and evaluate progress on a regular basis. (I.B.1, I.B.2, I.B.3, I.B.4)

As noted above, the College has developed an updated Strategic Plan with clear goals and measures for institutional effectiveness. In collaboration with the UHCC office, data related to these measures are available and are utilized by the College for planning purposes.

Communication and dialogue regarding these measures is occurring, but could be enhanced. This recommendation has been met.

Major Recommendation 2

Along with a focus on institutional planning, the college should align its departmental-level planning and program review, and student learning outcomes on course, program and institutional levels, with the mission statement, including the mission of the West Campus. (I.A.4)

The College has significantly addressed this recommendation through the Program Review process and the adoption of an Integrated Planning for Institutional Effectiveness Policy. Development of the HawCC mission statement included representation from the West Campus. A systematic cycle of review will include representation from the West Campus on the College Council and the College Effectiveness Review Committee (CERC).

Assessment of student learning outcomes at the program level informs department level and unit program reviews, which are directly linked to the college mission statement. Assessment appears to be occurring at the course level and is planned at the institutional level. However, SLO assessments and analysis of data at the course level do not appear well documented and coordinated at this time. The Integrated Planning Policy is designed to further align college planning.

Based on the evidence examined, it appears that the College began the identification and assessment of student learning outcomes at the program level. From there, student learning outcomes were identified and, to some extent, assessed at the course level. This process is ongoing. Student learning outcomes were also subsequently identified at the institutional level and the College plans to begin the assessment of 1-2 institutional level SLOs a year.

The team concluded that the College's program review cycle is systematic, incorporates student learning outcomes assessment at the program level, and is integrated with institutional planning. However, as noted in the 2012 team recommendation, the College should complete the identification and systematic assessment of student learning outcomes at the course, program, and institutional levels, and to utilize these outcomes data as basis for pervasive dialogue and continuous improvement in teaching and learning.

This recommendation is significantly met.

Major Recommendation 3

Building upon current student learning outcomes efforts, the college should create a plan, with timelines for implementation, for the complete student learning outcomes framework, which includes identifying SLOs at the college, program and course levels, implementing those outcomes across the college, assessing the outcomes, and using the results for improvement. (I.B, II.A.1.c, II.A.2.f)

The College has developed a plan for assessing Student Learning Outcomes at the course, program, and institutional levels.   Evidence supports the adoption of program, general education

(GE), and institutional level outcomes. There is evidence of wide and continuous assessment of outcomes at the program level leading to institutional improvement. Assessment for institutional level outcomes is planned, but has not yet occurred. Although assessment of course level outcomes is referenced in the self-evaluation narrative and in the accreditation update provided by the College, evidence is not readily available to validate this assertion. Although not listed in the original recommendation, it should be noted that initial assessment of unit (service area) outcomes is occurring. Administrative units have established goals, but do not have unit outcomes identified and assessed at this time.

The implementation of SLO assessment plan at all levels remains incomplete. Therefore, the team concluded that this recommendation is partially met.

Major Recommendation 4

Academic planning should include dialogue on classes offered, library and student services, and scheduling decisions should include all affected areas or locations (centers) before being implemented. (II.A.1.c)

After extensive interviews and fact finding on this issue with campus constituencies, the Team concluded that this recommendation has been met. For example, the Student Services Office has been instrumental in guiding the scheduling of appropriate and much needed classes utilizing enrollment data as well as placement data. The Vice Chancellor of Academic Affairs and Vice Chancellor of Student Affairs have ensured that collaboration for managing enrollment is fostered and maintained.

Major Recommendation 5

The college update their transition plan for facilities maintenance and improvement for the East campus at Hawai'i CC and the leased facilities at West Hawai'i and collaborate with the U of H system to secure funding for this plan so the students attending Hawai'i CC in the next 5-10 years can be adequately served with appropriate facilities while the new campus is under construction. (III.B.1.a,b)

The College has met this recommendation to the degree it has had control over factors related to state funding. The College is poised to complete new campuses in Kona and Hilo as funds become available. In recent years, the state has funded plans and a design for a new UHCWH campus at Pālamanui. Additionally, a local developer has agreed to provide $9 million toward the construction of the first phase of this project. The UH is committed to pursuing needed funding from the state Legislature.

Major Recommendation 6

The College should memorialize governance practices by establishing, publishing, and implementing a comprehensive written policy that defines and delineates the specific roles of faculty, staff, administration, and students in the college's decision-making processes. In order to ensure the integrity and efficiency of the College's governance and decision-making

processes, roles of governance groups, such as College Council and Academic Senate, should be regularly evaluated and results communicated with college constituent groups. **(IV.A.2, IV.A.5)**

In response to this recommendation, a new governance policy was developed. The policy was completed in 2009 and identifies the roles of the various groups including the Academic Senate, the College Council, and the Associated Students of Hawai'i Community College. The crux of this recommendation is to evaluate the effectiveness of these bodies and the overall governance structure. In 2009 and 2012, the College Council and the Academic Senate conducted surveys, the results of which indicated that the College Council needed to improve communication. The Academic Senate survey responses led to the creation of the Transmission of Information form. The Faculty, Staff, Administrators Annual Survey of 2010 and 2011 indicated no clear understanding of roles related to planning and budget by constituent groups. While governance practices have been memorialized, ongoing evaluation of governance practices and improvements must be documented. The College has met this recommendation in terms of evaluating the governance practices and structure.

ELIGIBILITY REQUIREMENTS

1. AUTHORITY
Hawai'i Community College, hereinafter Hawai'i CC, HawCC, or the College, is part of the University of Hawai'i (UH) System, a public corporation under the direction of the UH Board of Regents (BOR). Hawai'i Community College has the requisite authority to operate as an institution of higher education, and meets this eligibility requirement.

2. MISSION
The College has a mission statement which was revised in the spring of 2006. The mission statement was developed with input from the College constituencies. The BOR unanimously approved the College Mission Statement at its meeting July 20-21, 2006. The college recently completed a review of the mission statement at the August 18, 2011 All-College Meeting.

The College's Mission Statement is comprehensive and is consistent with the purposes set forth in state law for the University of Hawai'i Community College (UHCC) System and is aligned with the UHCC Mission Statement. The College meets this eligibility requirement.

3. GOVERNING BOARD
Hawai'i Community College is governed by the University of Hawai'i Board of Regents (BOR), an independent fifteen-member governing body that is nominated by the Regents Candidate Advisory Council, appointed by the governor, and confirmed by the Hawai'i State Legislature. The Board of Regents is responsible for the quality, integrity, and financial stability of all UH campuses as managed through the University president, the executive officer of the University of Hawai'i System. By law, the BOR has the final responsibility for ensuring that the financial resources of the institution are used to provide sound educational programs. The BOR has the responsibility and needed authority to ensure that the mission of each institution is met. The number of members and composition of the Board of Regents is sufficient to fulfill its responsibilities. Article X of the BOR's bylaws articulates a clear conflict of interest policy, including disclosure requirements. The BOR members adhere to this policy. The College meets this eligibility requirement.

4. CHIEF EXECUTIVE OFFICER
Hawai'i Community College is led by a permanent full-time chancellor, who is the chief executive officer of the College. In July 1, 2011, Noreen Yamane was installed as the chancellor of Hawai'i Community College following a national search. She has extensive experience as a community college educator. She has the authority to administer BOR policies and to provide leadership to the College in areas of planning, managing resources, and ensuring the institution's implementation of statutes, regulations, and policies. The College meets this eligibility requirement.

5. ADMINISTRATIVE CAPACITY
Although the College has a number of interim positions yet to be filled on a permanent basis, the College appears to have adequate administrative capacity to support its mission and purposes. Personnel processes mandated by the State and the Board of Regents ensure that administrative officers are qualified by education, training, and experience to perform their duties in a manner commensurate with their responsibilities.

6. OPERATIONAL STATUS

Hawai'i Community College is operational, and meets this eligibility requirement. The College's enrollment has increased, with the majority of students pursuing programs that lead to degrees or certificates. By fall 2010, enrollment had grown to more than 3,800 students, an increase of 61.8 percent since 2006. The College offers classes at several sites and through alternative scheduling options, and it supports a growing distance-education program.

7. DEGREES

Hawai'i Community College offers twenty five different associate degrees and more than thirty six certificates. The majority of students enrolled at HawCC pursue classes leading to degrees and/or certificates. Certificate and degree outcomes include certificates of completion, certificates of achievement, certificate of competence, associate of applied science degrees, associate of science degrees, and an associate of arts degree, which may include an academic subject certificate. The College meets this eligibility requirement.

8. EDUCATIONAL PROGRAMS

Hawai'i CC's degree programs are congruent with its mission. The programs are aimed at providing HawCC students with transfer preparation, degree completion, and acquisition of vocational skills so students can become productive, employable, and engaged citizens.

The College seeks to conduct all courses with appropriate tertiary-level rigor and quality. Many programs are articulated throughout the UHCC or with four-year universities. Some have national accreditation from professional organizations. Program requirements align with generally accepted academic standards or are defined in consultation with advisory committees, as in the case of Career and Technical Education programs. By policy, all Associate in Applied Science (AAS), Associate in Science (AS), and Associate in Arts (AA) degrees require at least 60 semester credits to complete, which typically translates to enrollment for at least two years. The College meets this eligibility requirement.

9. ACADEMIC CREDIT

The College awards academic credit based on the UH System policy for credit hour, which specifies the following formula for one semester unit of credit, for a fifteen-week semester: one hour of lecture per week, two hours of lecture/lab per week, or three hours of lab per week. Vocational education classes require one hour per week lecture plus three hours per week of work experience. The College meets this eligibility requirement.

10. STUDENT LEARNING ACHIEVEMENT

The College has identified program learning outcomes and has published these through its catalog and website. Assessment of program level outcomes is systematic and ongoing. Programs demonstrate student achievement of outcomes through the College's annual and comprehensive program reviews and assessment processes. The College meets this eligibility requirement.

However, the team noted that there is not sufficient evidence to validate the College's assertion of widespread assessment of course level outcomes, although outcomes have in large part been written at both the course and institutional levels. Program reviews suggest that SLO assessment

at the course level may be occurring. However, as noted previously, course level SLO assessment plans, outcomes data, and analysis were not readily available for the team to review. The team recommends that in order to fully meet the accreditation standards related to SLOs, the College complete its implementation of authentic assessment of SLOs at all levels, and accelerate its efforts in this area in order to meet the proficiency level on the SLO rubric.

11. GENERAL EDUCATION

All academic and vocational degree programs at Hawai'i Community College require students to meet general education requirements. From 2010 to 2011, the definition of general education was reviewed and revised, and general education learning outcomes were identified and expanded. General education at Hawai'i CC aims to "foster self-awareness; broaden the understanding of an individual's roles within communities and environments; support cultural understanding; emphasize the breadth and interconnectedness of knowledge; and create a foundation for continued personal, intellectual, and professional development." All degree or certificate programs require students to earn credit in general education courses, as indicated in the College's catalog and on its website. However, as noted in their self-evaluation, HawCC only partially meets accreditation standards related to general education outcomes assessment and this eligibility requirement. While general educations requirements are part of the degree requirements, the implementation of GE student learning outcomes assessment is not yet complete.

To meet the Standard and this eligibility requirement, the College should ensure that the General Education Learning Outcomes assessment is fully implemented and effectively documented and that it receives support and guidance from all responsible campus constituencies. (IIA.3.b, IIA.3.c, II.A.2.e, ER11)

12. ACADEMIC FREEDOM

Hawai'i Community College provides an environment that promotes academic freedom. Faculty and students are encouraged to seek truth through free and open inquiry, and are guaranteed their right to do so, as stipulated in BOR Policy, Section 9-13(b); and Article IX of the *2009–2015 University of Hawai'i Professional Assembly Faculty Contract*. These policies are outlined in the college catalog and other college publications. HawCC meets this eligibility requirement.

13. FACULTY

The College has an adequate core of qualified full-time faculty which, supplemented by qualified adjunct faculty, is sufficient to promote the mission of the college and to cover the educational needs of the institution. Full-time faculty qualifications and responsibilities are consistent with BOR policy. A statement of faculty responsibilities is found in Article IV.B. of the *2009–2015 University of Hawai'i Professional Assembly Faculty Contract*, which includes the following statement related to assessment: "Also included in the work associated with instruction are the implementation of instructional systems and strategies, distance learning technologies and student evaluation and assessment." The College meets this eligibility requirement.

14. STUDENT SERVICES

Hawai'i Community College has a comprehensive array of student services that supports students throughout their college experience. These services are detailed on the College Website and in the College Catalog. Each branch of the student services unit conducts assessments and

participates in annual and comprehensive Program Review processes. The College meets this eligibility requirement.

15. ADMISSIONS

The College has an open-door admissions policy that is appropriate to its mission and aligns with the goals of the UHCC. HawCC's admission policy is outlined in the College catalog and on the College website. Any high school graduate or person 18 years of age or older who can benefit from the instruction offered (to the extent allowable by state and federal regulations) is admitted to the College. Motivated and academically and/or vocationally talented high school juniors and seniors may apply through the Early Admissions/Running Start Programs. Admissions policies and procedures are published in the College's catalog and on its website. The College meets this eligibility requirement.

16. INFORMATION AND LEARNING RESOURCES

The College has extensive information and learning resources to support its mission and instructional programs. The College shares a library with the University of Hawai'i at Hilo, which has substantial holdings. In addition, the college library functions as a part of the UH Library System, and students at Hawai'i Community College can acquire materials from any college or university library located throughout the state. These resources are permanently available and can be accessed at multiple sites, as well as online. Learning resources, including tutoring, are available at both east- and west-campus locations Distance-education academic support is also provided through Smarthinking, an online tutorial service to which the College subscribes. The College meets this eligibility requirement.

17. FINANCIAL RESOURCES

The College has the necessary financial resources to support its academic programs, student services, and facilities on an ongoing basis. This funding comes from the State of Hawai'i on a two-year budget cycle, as well as from tuition, fees, and grants. Long-term obligations, such as employee-related health benefits and repairs and maintenance of buildings, are the responsibility of the State of Hawai'i. The College meets this eligibility requirement.

18. FINANCIAL ACCOUNTABILITY

The UH system and UHCC provide oversight for the financial operation of the College. The College also has its own system of oversight for all fiscal transactions to ensure adherence to relevant policies, and to stay within the College's allocated budgets. Annual audits of college financials are part of the UH System audit. HawCC audit reports for the last several years reflect no audit findings. Audit reports are reviewed by the Board of Regents. The College meets this eligibility requirement.

19. INSTITUTIONAL PLANNING AND EVALUATION

The College has traditionally conducted institutional planning through its committees, particularly the College Effectiveness Review Committee (CERC) and the College Council. Discussions on program reviews and planning activities have occurred within these bodies, resulting in policy and resource recommendations and adjustments to processes. Such discussions have been ongoing and documented through College Council and CERC meeting minutes. However, communication regarding planning processes can be further improved, and the College is working toward this goal.

A formal Integrated Planning for Institutional Effectiveness Policy is in place as of 2011. The policy outlines the planning features of the college, aligns planning to the College mission, and integrates component plans (i.e., Academic Master Plan, Technology Master Plan, Resource Master Plan). The Integrated Planning process, as diagrammed on page 72 of the self-evaluation document, is intended to promote a continuous cycle of improvement. The integrated planning processes and the role of governing bodies are described in HAW 4.201 and made public through the College's website.

As outlined in HAW 4.201, the College has developed a framework for systematically evaluating its programs. College bodies, including the College Council and the College Effectiveness Review Committee, monitor the implementation of the Strategic Plan, Long Range Development Plans, and the development of the Academic, Technology, and Resources Master Plans.

The College has not yet fully implemented its Integrated Planning and Institutional Effectiveness policy. In addition, the College has not fully satisfied Part A of the 2006 recommendation related to planning. The College has yet to complete the component plans identified in the 2006 recommendation and in the newly implemented integrated planning policy. Pervasive dialogue about institutional effectiveness is not yet achieved in all areas of the College. It is not clear how course level and institutional-level outcomes assessment data will be fully integrated with planning. Also, a formal process does not yet appear to be in place for evaluating the effectiveness of the newly implemented planning policy and procedures.

The College does not fully meet this eligibility requirement.

20. PUBLIC INFORMATION
Hawai'i Community College annually publishes its catalog in paper form and online. The catalog provides current information, such as the College's official name; contact addresses; mission; course, program, and degree offerings; and academic calendar. The catalog presents all major policies affecting students, as well as a statement regarding academic freedom. It includes requirements for admissions and fees, and the process for obtaining financial aid. In addition to being accessible online, the catalog is available at all College locations, including the College bookstore, the library, and the information desk. The College meets this requirement.

21. RELATIONS WITH THE ACCREDITING COMMISSION
The College adheres to the eligibility requirements, accreditation standards, and policies of ACCJC. Hawai'i Community College presents to the Commission an accurate representation of its functions and communicates changes in a timely manner. The College meets this eligibility requirement.

Standard I – Institutional Mission and Effectiveness
Standard IA – Mission

General Observations

The College reviews its mission statement regularly; the most recent review at the All-College Meeting was held on August 18, 2011. This mission statement promotes student learning and inspires growth in the spirit of "E 'Imi Pono" (seeking excellence) to embrace the unique Hawai'i Island culture and serve all segments of the island community. In addition to widely publishing the mission in all College documents (such as the catalog, the Strategic Plan and accreditation reports) and on its website, the College recently (2012-2013 Catalog - page 6) chose to publish its mission, vision and Institutional Learning Outcomes (ILOs) bilingually. The ILOs creation involved all parts of the College community, starting with the Academic Senate in 2008.

The College's current mission is clear and concise, and identifies the College's intended student population. The Vision Statement and ILOs represent the College's underlying philosophy, with a goal of "Kauhale" (village): bringing the College's mission to life in an academic community without walls.

Findings and Evidence

The programs offered by the College, as published in the current College catalog, support the mission to serve all segments of the community. Based on local data, the student population has a wide range of educational needs. Some students need an academic foundation to transfer to universities, such as the University of Hawai'i. The College also works with the high schools for their liberal arts transfer or to prepare students to address the workforce needs of the island. To support cultural diversity and the Hawaiian culture, programs such as Achieving the Dream initiatives are part of the 40 degree and certificate programs offered. (I.A.1)

The College appears to have consulted with its key constituencies when initiating programs and has positive responses from advisory councils, employers, and students who continue to four-year institutions. The College increased its distance education alternatives such that an associate of arts degree can be obtained entirely through distance education (a Substantive Change Proposal was approved by ACCJC in 2009). To adequately serve the diverse educational needs of the Hawai'i Island community, which is spread over a large geographic area, the College provides instruction and student services in a number of locations. Funding for a new West Hawai'i campus began with the first phase in January 2012. (I.A.1)

The mission statement was originally approved by the UH Board of Regents at their July 20-21, 2006 meeting. (I.A.2) On November 4, 2011, College Council approved a five year cycle for review of the mission statement with the next review set for 2016. The approved cycle also allows for earlier review due to unforeseeable circumstances. The College Council, representing all College sectors, provides monthly updates on the Strategic Plan. The Strategic Plan establishes the following priorities: access, learning and teaching, workforce development, personal development, community development and diversity. (I.B.2) Since 2010 the UHCC has tied state budget decisions to Strategic Plan performance (HAW 4.201). At the college level, the

College Effectiveness Review Committee (CERC) prioritizes budget requests based upon their alignment with the Strategic Plan. The chancellor and the administrative team use CERC recommendations to make budget plans and decisions. (1.A.3 and 1.A.4)

Based on annual survey responses, over 80 percent of faculty and staff agree with the statement, "The mission statement affects the planning of my courses, the service I give to students and/or the committees on which I serve." (I.A.4)

Conclusion

The College meets this standard. Learning programs and services, including distance education, are aligned with the mission, character, and student population. The mission statement is approved by the BOR and published. The institution reviews its mission statement regularly and revises it as necessary. The institution's mission is central to institutional planning, and decision making processes are in place for the mission statement to guide these efforts.

Commendation

Commendation #3

The team commends the faculty and staff for embracing and living the concept of Kauhale, an academic village without walls, which provides an emphasis on students and student learning, promotes a climate of inclusion for all members of the HawCC community, and supports collaboration to inspire growth in the spirit of E 'Imi Pono, or excellence. (I.A.1)

Recommendation: None.

Standard I – Institutional Mission and Effectiveness
Standard IB – Institutional Effectiveness

General Observations

The College has made significant progress towards the implementation of a full student learning outcomes assessment cycle. The College has successfully created long-term planning through the 2008-2015 Strategic Plan. Measures of Institutional effectiveness are included in the Strategic Plan outcomes and progress towards goals is reported annually through a comprehensive report. The College Effectiveness Review Committee evaluates Program and Unit reviews and makes recommendations to the College Council for resource allocation and planning. The College has a Long Range Development Plan related to land and facilities. In spring 2011, the chancellor convened a working group to draft a new Integrated Planning for Institutional Effectiveness Policy, although details of implementation and evaluation have not yet been completed. The policy establishes three plans: the Academic Master Plan (AMP), the Technology Master Plan (TMP) and the Resources Master Plan (RMP). The policy was approved by the College Council in the fall of 2011. These plans have not yet been approved and it is unclear how they will be integrated into the full planning process already established.

According to the October 15, 2012 ACCJC College Status Report on Student Learning Outcomes Implementation, completed by the College, all College programs have defined SLOs with ongoing assessment; 82.1 percent of College courses have defined SLOs; and 69.8 percent have ongoing assessment of learning outcomes. The team found evidence to validate ongoing and pervasive assessment at the program level. Documentation of course level outcomes assessment was not readily evident, although assessment appears to be occurring as gleaned from the program reviews. Adoption of Institutional Learning Outcomes is recent, and assessment has not yet occurred during the time of the visit.

Findings and Evidence

Prior to 2006, the College considered support for students primarily the domain of individual and student services faculty. Now the College's approach has evolved to an increased focus on campus-wide dialogue regarding how to best support students. The College's Assessment Policy (HAW 5.202) states that assessment is the responsibility of everyone and assigns oversight for specific levels of assessment. (I.B.1) Dialogue about assessment results takes place primarily in departments. The campus-wide dialogue takes shape in the Assessment Committee (AC), an ad hoc committee of the Academic Senate, as well as the Advisory Council Meetings (for all career and technical programs), then on to the College Effectiveness Review Committee (CERC). CERC conducts a formal evaluation of its effectiveness and the effectiveness of the resource request prioritization process by seeking feedback from various college groups leading to recommendations for modification. (I.B.7) Additional review and modification of processes has occurred for Program Review and the structures of planning entities such as College Council, although the College has not established systematic processes for evaluation of all institutional processes. Peer mentors hold group meetings to consult with programs and units as they develop, conduct and improve assessment activities. Annually the entire College community has

an E'Imi Pono Development Day, covering topics such as alignment with the college mission and alignment of levels of assessment. While dialogue on improvements and changes occurs, the team found that the College lacks systematic evaluation mechanisms and documentation that the assessment efforts are effective in improving programs and services.

To align with System plans, the College developed an updated Hawai'i Community College Strategic Plan for 2008-2015 with drafts beginning in 2008. The draft was presented to the campus, then endorsed by the Academic Senate, College Council and ASUH – Hawai'i CC in fall of 2009. The catalog statement that the interests of faculty, staff and students are represented by three separate and equally important bodies was demonstrated with the endorsement. The periodic assessment would review quantitative and qualitative performance measures, action strategies and funding sources. The availability of multiple years of student achievement data across different metrics is impressive. Assessment takes place with a combination of two different but linked program review processes. The first Annual Program Review process is completed by all community colleges in the Hawai'i Community College system; the second Comprehensive Program Review originates at the college level and occurs with segments of the college completing this process every 5 years. The Comprehensive Program Review includes a review of data and programs, presentation of an action plan, and justifications for budget requests. CERC and College Council coordinate the review process. Survey results in 2010 and 2011 show that more people are involved at all levels of assessment and program review, although the College has not reached their goal of at least 80 percent involvement. Although the template for action plans included in the Comprehensive Program Review includes a section to identify responsible parties, in practice few programs identify responsible parties, instead listing "all faculty" and similar broad groupings. It is not clear that there is broad-based understanding of goals which may impact implementation and achievement. (I.B.2)

With a new Integrated Planning for Institutional Effectiveness Policy adopted in fall 2011, the College has demonstrated a sincere effort following the last evaluation. An ongoing cycle of data-driven review and improvement is on the horizon. The College has been through numerous revisions of planning and resource allocation efforts. They have identified modifications to be implemented as soon as possible. (I.B.6) The first of three plans, the Academic Master Plan (August 1, 2012), is in its fifth draft. The College is working with consultants to develop the Technology Master Plan but that plan is still in the beginning stages. The third Resources Master Plan is still at the preliminary level.

The five year Comprehensive Program Review serves as the primary vehicle for an ongoing cycle of evaluation, planning, resource allocation, and re-evaluation. This process includes sections for analysis of data, assessment, goals and action plans, and funding requests. Requests included in the comprehensive program reviews are reviewed and prioritized by the CERC and provided to the administrative team as part of the resource allocation process. The primary funding source is through general funds. However, the administrative team may fund requests through additional sources, including grants, capital improvement, renovation, and funding due to enrollment increases. As programs complete the Comprehensive Program Review in segments across the five year cycle, original priority lists from prior years are combined with the current-year priority list in a comprehensive inventory for funding consideration. Programs and units also have the opportunity to "jump" to additional cycles to provide updated information for prioritization consideration. (I.B.3)

Additionally programs and groupings of units participate in an Annual Program Review Process as part of the Hawai'i Community College System. These reviews are reviewed by area deans and unit administrators, and the most recent version is attached to the Comprehensive Program Review Form, but they are otherwise not an integrated part of the college planning processes.

The College has made significant progress toward effective and integrated planning, with some departments and units actively engaged in all aspects of implementation and evaluation. However, this level of implementation and evaluation is not yet fully institutionalized across all departments and units of the institution. The College has allocated resources for a full-time institutional researcher, a website developer, and a full-time institutional assessment coordinator to support student learning. (I.B.4) The College hopes to strengthen the link between institutional assessment and the College's strategic and operational planning. There is a wide range of data available on the revamped website (launched in February 2011) and the College plans to continue to make changes to the website as needed to improve communication with appropriate internal and external constituencies and interested parties. (I.B.5)

Conclusion

The College has made significant progress but has work to do to meet this standard. Ongoing, self-reflective dialogue is central to the College's decision-making processes, especially as it relates to learning outcomes. The College's goals are widely published, with measurable objectives to help the College understand the extent to which those goals are met. The new Integrated Planning for Institutional Effectiveness Policy will improve the College's ongoing cycle of assessment and evaluation and provide opportunities for broad-based input. The team found that the College's process for the assessment of student learning outcomes at the program level is ongoing and promotes widespread dialogue on the results of the assessments. Dialogue on student learning occurs within CERC, College Council and department, division, and unit meetings, although there is no verifiable evidence of course level assessment of student outcomes. Documentation of assessment at the course level is not clearly evident, although assessment appears to be occurring. As a result, the team was unable to understand and to determine fully how the College will use course level and institutional level assessment results to inform planning and improve teaching and learning.

Recommendation

Recommendation #1

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. (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)

Standard II – Student Learning Programs and Services
Standard IIA – Instructional Programs

General Observations

As outlined in the catalog and class schedule, the College offers instructional programs in recognized fields of study leading to degrees, employment, or transfer to other higher education institutions or programs consistent with its mission.

Hawai'i Community College has a number of innovative programs, one of which is the Model Home Project, a capstone project for The Architectural and Engineering and CAD Technology (AEC) and the Carpentry programs. The project, which is on its 44th year of implementation, represents the integration of theory and practice in several Career Technical Education programs: The AEC program designs the model home and the Carpentry program builds the home. Other Applied Technical Education (ATE) programs involved include the Agricultural program (landscaping) and Machine, Welding, and Industrial Technologies (metal railings, crane operation). As well, the project represents the College's strong and long lasting partnership with the Department of Hawaiian Homelands and their shared goal of producing one home for qualified low income families annually.

The College ensures that all course offerings and programs align with its stated mission through an approval and review process of all curricula that includes the Curriculum Committee and is informed through Program Review. The College is spearheading the development and implementation of student learning outcomes through the course outline review process with the goal of completing a 20 percent review of each discipline's course curriculum each year. The college has a process in place that is meant to assess programs for currency, teaching and learning strategies, and student learning outcomes through the Program Review and a five year review cycle. The College is beginning to use data provided by UH Community College System Office to document student achievement and advancement in meeting the institution's strategic goals. (II.A.1)

Although the college is clearly engaged in the development and assessment of student learning outcomes, program development, and curriculum improvement, the College has not yet fully implemented its policies and procedures related to SLO assessment, integrated planning, and curriculum review to include SLOs and to assure course currency. Also it has not been able to generate sufficient evidence of campus-wide dialogue on institutional effectiveness in meeting its instructional goals and objectives for improving student success.

Findings and Evidence

In response to previous accreditation recommendations, the College has developed a planning process which demonstrates increased use of analytical data. The program review process provides each instructional program with demographic data about the students enrolled in the program and asks each program to analyze relevant trends. The College effectively uses System research that focuses on meeting the needs of its defined student population. Currently, research gathering focuses on community demographics, the transition of Native Hawaiian students into developmental and degree/transfer courses and programs, and methods of recruitment. While this

is an important and essential first step in identifying student needs and in assessing the impact of specific services to various student populations, the College needs to consider a more comprehensive approach for analyzing the varied educational needs of its students, including educational preparation and educational objectives to ensure that these needs are addressed at the institutional level. The team acknowledges that a comprehensive process is gradual and that the College seems to be on schedule in developing plans that will be responsive to those needs. However, the College needs to intensify these efforts. (II.A.1.a)

The College has been responsive to community needs and has developed a meaningful and accessible distance education program. Driven by pioneering faculty, the College is providing courses online and through interactive television, reaching out and fulfilling its mission of serving all segments of the Hawai'i Island community. Students taking distance education courses are required to attend orientations and a full range of student and academic services are available to these students. This good work is being done without a fully developed distance education plan and with what appears to be limited engagement from the College Curriculum Committee. Decisions regarding course offerings and scheduling are made at the division level and with little coordination between departments or administrative personnel. While this arrangement appears to work, the team is concerned that the lack of coordination and direction in distance education may, in the long term, have an adverse effect on student success, progress, and retention. The College needs to examine its goals, vision, and strategy for distance education to ensure that it meets the needs of current and future students. In addition, the development of the distance learning plan needs to be conducted in concert with the development of a campus technology strategy, and with the engagement of all College governance bodies, including the Curriculum Committee, to ensure high quality programs of instruction and student support services, and effective and efficient utilization of financial and personnel assets. (A.1.b)

The newly drafted, but not yet institutionalized, Academic Master Plan outlines the College's commitment to modify programs and courses so that they address appropriate learning outcomes. The College reports that it has revised nearly 70 percent of its course outlines to include Student Learning Outcomes (SLOs) and, where appropriate, to provide outlines of the skills needed for employability. However, a physical review of actual Course Outlines of Record housed in campus offices found only a small fraction of those records contained reference to SLOs. The team recognizes that the College has made progress on the issue of SLOs; however, it also recognizes that the College must move forward with elements of good practice associated with SLOs, which include the identification of measurable assessments, measuring student progress, using these findings to make course and program improvements, and providing an accessible archive for SLO data if it is to meet the standard of continuing quality improvement. (II.A.1.c)

The College offers flexible schedule options at all three campuses and through its distance education services. However, it is unclear how the College determines what is appropriate to the current and future needs of its students. There does not appear to be an overall plan for these scheduling options as the College lacks any formal distance education plan. Instead, it is left to the individual departments and programs to develop these strategies without the benefit of any unified planning and/or coordination. While this approach may encourage departmental innovation, it interferes with students' ability to successfully navigate through the curriculum to program completion. Furthermore, that absence of appropriate coordination may drain college

resources, introduce inefficiencies, and foster unhealthy competition for both students and resources. (II.A.1.b)

The College, like its sister colleges throughout the UHCC, is dedicated to the initiatives and goals of the Achieving the Dream program. The focus of the project is on identifying and discussing impediments to student success through research data. The findings are used to guide faculty and staff to develop strategies that remove barriers for student success and address student learning styles and pedagogical approaches. While the College developed an appropriate set of planning tasks to address the goals of Achieving the Dream, it is less clear that these goals have led to wide-spread institutional change. Data demonstrates substantial improvement in student access and involvement, but success and retention rates have, to date, improved only marginally.

The College has initiated a number of staff development training efforts related to establishing SLOs at the course, program, and institutional levels. However, implementation has been slow. As courses are revised via Curriculum Committee review process, divisions are required to include student learning outcomes. Currently, there is no central data base for the courses with SLOs or SLO assessment. Nevertheless, the College has posted SLO information on the college website. What appears to be the lack of coordination between division and administrative offices, along with the lack of an easily accessible set of records, has created confusion about the actual level of progress the College has achieved to date, and still must achieve in order to meet the Standard. (II.A.2.a, b)

College efforts to address SLOs are acknowledged. However, the College needs to accelerate its efforts to adopt SLOs at all levels, measure SLOs, assess progress, and analyze outcomes data to improve teaching and learning. (II.A.2.d, II.A.2.b)

The College assures the quality and improvement of all instructional courses and programs through department, curriculum, and program review. The Curriculum Committee established a review process for evaluating each type of course and program by implementing a five-year review cycle. The College offers continuing and community education, collegiate, developmental, pre-collegiate, short-term training, and joint partnership classes. These classes are detailed in the college catalog and the printed class schedule. Program review and student surveys help to ensure that instructional courses and programs are of high quality. (II.A.2.d, e, f)

The strategic planning and program review models the college has developed and begun implementing represent progress toward addressing this standard. However, these efforts are somewhat handicapped by a lack of integration of vision and purpose between the two processes. The Curriculum Committee has approved nearly 70 percent of course SLOs. At a meeting which occurred during the visit, team members heard from the Standard II Co-Chairs that SLOs continue to "evolve" under the leadership of an ad hoc campus committee. It is to be noted that the Standard requires a permanent, continuous review of SLOs, and perhaps a more permanent committee oversight of SLO development and assessment would enhance institutional success in fully meeting this Standard. The faculty has assumed primary responsibility for promoting and approving the development of student learning outcomes. (II.A.2.b)

The College appears positioned to vigorously pursue the necessary steps for full implementation of a process that identifies, adopts, measures, and analyses student learning outcomes at the course, program and institutional level and then incorporate these findings into planning to improve course delivery, program quality and institutional effectiveness. However, the college does not currently meet the Standard. (II.A.2.a, II.A.2.b)

The self-evaluation addresses how the program review process and the Curriculum Committee process have provided the College with an excellent framework and appropriate data sets to assist in meeting this standard (IIA.2c). The College Council and the Curriculum Committee work diligently to ensure that courses and programs have appropriate breadth, depth and sufficient rigor. The process for technical review has provided assistance to instructors developing or modifying courses prior to formal submission to the Curriculum Committee.

Attaining desired levels of course sequencing and time to completion have been a challenge to the College, which is experiencing fiscal strain. It becomes difficult to offer a full array of courses when resources are limited. Student demand is based on assessed learning needs, differences in learning skills levels, and the degree of student preparation, all of which vary significantly. College readiness classes have a different set of challenges when compared to transfer or career training classes, all of which may negatively impact time to completion rates.

While the College makes every effort to ensure that sequenced courses are offered, limited resources may sometimes lead to cancellation of classes, thereby compromising course sequencing plans. Even when departments develop and adopt scheduling plans, they are unable to ensure that their students will have an opportunity to complete a program when it becomes necessary to cancel classes because of low enrollment or cost containment measures. The planning agenda recommended by the College in the self-evaluation is not sufficient to remedy this deficiency. Therefore, the College will need to give this Standard further consideration.

At HawCC, program review includes establishing and assessing SLOs. The team recognizes the planning that the College has undertaken and notes the involvement it has been able to garner for this effort. The data generated by the UHCC Office is available to programs/departments on the College website and are part of the College web-based program review process. These data sets are impressive, given the fact that the College is still at an intermediate stage of establishing and assessing SLOs. The College has an assessment planning agenda that will enable it to continue to make progress in implementing a systematic cycle of SLO assessment at all levels, but it needs to accelerate, refine, and continuously evaluate and improve its processes and timelines. At this time, the College does not fully meet Standard II.A.2.e and II.A.2.f. The team urges the college to continue to aggressively pursue the goals of this Standard and to adopt the necessary action steps.

There remains an inconsistent approach to assessment at the program level. Departments have reached consensus on a uniform rubric for course and program skills assessment and competencies, but there needs to be coordinated and integrated validation processes for review and dialogue leading to more effective teaching and learning. The College appears to be making progress on this Standard (II.A.2.g). However, at this time the College does not fully meet it.

As noted earlier, nearly 70 percent of the courses in the curriculum have been revised to include SLOs. Course objectives are linked to course content. However, course outlines are incomplete and the articulation status of each course identified in the catalog may be in jeopardy as a result. It appears that the awarding of degrees and certificates is in accordance with institutional policies and reflect generally accepted practices in higher education. However, the College's offering of an AAS Degree appears non-compliant with the Standard. Currently, the College provides that the AAS Degree can be earned without completion of college level math or English curriculum. The College has begun to correct this discrepancy by requiring college-level math and English beginning in the fall 2013 semester. In addition, the College is exploring the creation of new college-level Technical Math and English courses as well as assessing the long-term viability of the AAS Degree and possibly moving to a Certificate model that would continue to serve the original intent of the AAS Degree in providing effective, focused career training. (II.A.3, II.A.2.h, II.A.2.i)

The College has developed General Education Learning Outcomes and they are available in the catalog. A process for determining which courses will align with the General Education Learning Outcomes has been approved by the Academic Senate. The College's GE course certification process includes the development of prerequisites that ensure college-level rigor and which rely on the discipline expertise of the faculty. The actual implementation process for prerequisites, which is connected to the GE course certification process, has been formalized but is not yet complete. It is believed that once the implementation is complete, the assessment of General Education Learning Outcomes will be accomplished by the assessment of course level Student Learning Outcomes. GE course certification, if implemented as approved, may encourage faculty to update course outlines to gain General Education certification. The College should ensure that the General Education course certification process is implemented fully and well-documented, and that it receives support and guidance from all quarters. (II.A.3.b, II.A.3.c)

The College offers an AA degree and an AS degree that include General Education course requirements compliant with the requirements of these Standards (II.A.3.a, II.A.3.b, II.A.3.c). Interviews with College personnel suggest that most General Education courses are articulated with the University of Hawai'i, with other community colleges, and with private four-year institutions. Yet a review of course outlines of record revealed that very few courses have up-to-date or accurate records of revisions or regular review. The visiting team did not find College records providing evidence of comprehensive and regular review of general education courses. The team has concluded that the college does not meet this Standard (II.A.2.e, II.A.5)

The College catalog, class schedule, and website provide a significant amount of information about courses, programs, and transfer policies. Degree and certificate information is also included. The information appears to be both accurate and clear. Faculty members develop course syllabi for students and they are included in an on-line instructional database. However, student learning outcomes have not been identified for every course or program. (II.A.6)

The College's program review process includes rubrics for determining whether programs are healthy or unhealthy. HAW 5.202, Review of Established Programs, indicates that "program review results shall be used for decisions relating to program improvement, program modification and/or program termination." It is unclear, however, what process is followed or

which body makes decisions regarding unhealthy programs for which program modification or termination may be appropriate.

Nevertheless, students are advised about changes that may occur and creates systems, if necessary to ensure that students can complete their program. Changes to program requirement are included in the college catalog, which is published annually. (II.A.6.b)
The College has made significant efforts to improve the quality of information it provides to students. These efforts include: Program Review; regular reviews of policies and practices incident to updates of the College catalog; and maintenance of content on the College website. The website also provides information on student achievement. (II.A.6.c)

The College Curriculum Committee reviews courses to assure that content and objectives represent the accepted views in a discipline and requires departmental sign-off on all course outlines. There is further evidence that faculty members are expected to teach to the course outline as part of the program review and evaluation process. The system-approved policy on academic freedom appears in the faculty collective bargaining agreement. (II.A.7, II.A.7.a)

The College publishes instructional policies in the college catalog and schedule of classes. The Hawai'i Student Conduct Code specifies the behavior expected of students. (II.A.7.b)

The College does not seek to instill specific beliefs or world views, but instead values the diversity of all of its students, and seeks to teach critical thinking skills and exposure to a breadth of general education course work. The college meets this standard. (II.A.7c)

The College does not offer courses or programs in foreign locations to non-U.S. nationals. Standard II.A.8 does not apply to HawCC.

Conclusion

The College has given considerable attention to the review and analysis of its goals and values. The process by which it reviews programs utilizing a well-developed and comprehensive program review procedure has great potential for successes. The College has clearly articulated institutional goals meant to improve student performance and enhance opportunities for its diverse population. This process informs many, but not all, important decisions regarding curricular alignment, program needs, and effective course and enrollment management. Efforts to improve student program completion rates are also to be commended, even though such efforts continue to face implementation challenges. The College seems to recognize that it has further work to do in implementing its policies, aligning its processes and integrating them with one another in a fashion that will improve institutional effectiveness, serve student needs, and fully meet accreditation standards. For example, the College has yet to fully implement its integrated planning and institutional effectiveness policy by completing, adopting, and implementing its academic master plan; adopting a technology plan that supports distance learning; developing facilities and staffing plans that are integrated with planning. The College needs to implement a full cycle of Student Learning Outcomes assessment, especially at the course and institutional level.

The College should ensure that its General Education course certification process is fully implemented, including the systematic review of all curricula for currency and relevance. The College needs further attention to and continuing dialogue on a range of issues that affect planning, resource allocation, and evaluation of the programs and services essential to serving students and improving their likelihood of success.

The College must continue to foster a value and respect for evidence-based participative decision making. The College will continue to have to make the informed choices about its programs and services that enable it to support the needs of its diverse and under-represented population. Embracing a culture of integrated planning supported by empirical data will serve to more effectively address the needs of its students and community. However, data alone will not serve to provide a clear path to an answer on every issue. Quality answers will require a continuing effort to improve dialogue among all constituent groups in order to derive the very best thinking and energy needed to address the institution's challenges in a timely and effective manner. There is certainly evidence that the climate has improved since the last accreditation. It should be noted that while the College did not meet a number of the standards in this section, it has made significant progress toward them . Clearly, there is a deep commitment by faculty, staff, and administrators to make the College an educational icon of hope and transformation in the community.

Commendation

Commendation #2

The team commends the College's Model Home Project, an innovative and interdisciplinary Career and Technical Education (CTE) program in partnership with the Department of Hawaiian Home Lands with a new focus on green technologies and sustainability (Standard II.A.1.a; Standard IV.B.2.E)

Recommendations

See Recommendation #1.

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. (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)

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. (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)

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. (IIA.3.b, IIA.3.c, II.A.2.e, ER11)

Standard II – Student Learning Programs and Services
Standard IIB – Student Support Services

General Observations

Hawai'i Community College offers a comprehensive array of student services. All are of high quality; some are unusual or even unique.

HawCC's newly implemented Passport to College Success Program is one example of a unique and effective program. This pilot initiative was put in place as a complement to the mandatory student orientation, to provide information, a skills building workshop, and advising to new students. Passport to Success requires students to attend a certain number and certain types of presentations and workshops. The student's attendance is documented by a stamp on his or her passport. The signatures of a counselor and an instructor are also required. Upon completion of the Passport requirements, participating students will have learned about at least two student services, which is a Student Services Outcome for the Counseling unit. Students who complete all of the passport requirements are also accorded the benefit of priority registration privileges for the following term.

Another exemplary practice is the use of technology to expand access to the outlying and remote areas of the College service area. The Office of Student Services is using Skype to complement their other methods of offering counseling, which currently include in-person, telephone, and online contact. This initiative was mentioned in HawCC's self-evaluation as an Actionable Improvement Plan (II.B.3.a). It has been completed.

Findings and Evidence

The College's Student Affairs Office has encountered challenges over the past several years as a result of significant increases in student enrollments. However, the College has been proactive in meeting student needs. For example, additional staff members have been hired in areas of greatest need, e. g., the Admission Office.

Despite the increase in workload due to enrollments, the 2011 Annual Report of Instructional Program Data for Student Services reflects a significant increase in the College's ranking for the Support for Learners benchmark from 40 in 2006 to 80 in 2008 and 90 in 2010 (Community College Survey of Student Engagement). In essence, the College is providing significantly better support for learners—as indicated by students—than many other colleges participating in the CCSSE survey.

Hawai'i Community College has an open admissions policy and recruits students from diverse backgrounds--in terms of age, ethnicity/cultural background, academic preparation, and educational aspirations. HawCC students include high school, home-taught, and older/non-traditional students, to name only a few.

To promote the success of diverse students, HawCC offers a comprehensive array of programs and services. For example, Early Admissions, Running Start, and concurrent enrollment programs allow high school students to get a jump start on their college education and to receive

college credit while still in high school. For its high-risk students, the College provides specialized support services. Accommodations for students with disabilities are offered, through the school's Ha'awi Kokua Program. This program experienced a dramatic increase in students (84 percent) and the college made the commitment to hire a computer programmer to help track the progress of these students, provide assessment, and collect data. HawCC's commitment to further improve support for its Native Hawaiian students is exemplified by the Paepae 'Ohua model in the Hawai'i Life Styles Program, based on an indigenous cultural support model. As well, tutoring is embedded in instruction. The UHCC-wide Achieving the Dream initiative is another example of dedication to ensuring that at-risk students have encouragement and support for pursuing a college education. (II.B.1)

Student support services are available to all HawCC students, regardless of location. (2B.1) Student Support Services for students taking distance education classes are made available via distance education modes. These include tutoring, counseling, and orientation. (II.B.1.) HawCC requires every new student to be assessed for math and English placement using COMPASS. Testing, admissions, counseling and financial aid services are also available at the Kona and West Hawai'i service areas, enhancing the mission of the college.

The College catalog is comprehensive and provides accurate information, including: general information, admissions requirements, major policies affecting students and the locations and publications where policies may be found. This information is accessible to HawCC students both in hard copy version of the catalog as well as on the college website. (II.B.2)

HawCC has faced challenges in extending its services to the remote communities of the Hawai'i Island service area. The distance of these remote areas is quite far from the two main campuses located in Hilo and West Hawai'i, where support services are offered in person. HawCC has made commendable efforts to support access for these communities through comprehensive presentations and placement testing. In addition, materials are posted online. The College notes in its self evaluation that the use of Skype technology is being evaluated for delivering orientations and communicating with students. The evaluation of this practice has not yet been completed. The development of the Skype and other technology implementation was identified in the College's Actionable Improvement Plan. Since then, this service has been implemented and has been successfully used by the counselors to advise students living in remote areas with available internet. (II.B.3.a)

The Standard requires the College to provide an environment that encourages personal and civic responsibility for all its students. The College meets this Standard for the student population as a whole by offering a number of workshops and activities that meet this goal, both in the classroom and outside. However, it is regrettable to note that the College's Student Government and Student Life services are currently in a state of suspension for a year, due to alleged mismanagement of funds. Currently student government is represented by an ad-hoc committee comprised of elected student leaders. In essence, there is a structure in place for students to participate in participatory governance as a body via the elections of the student leaders. Both the student government activities and student life-related activities are organized by the ad-hoc group of student leaders with guidance from the Student Life Coordinator. The suspension of services is being assessed and addressed by the Vice Chancellor for Student Affairs (II.B.3.b)

Academic advising is provided to HawCC students by counselors and by instructional faculty. The Student Affairs and Academic Affairs divisions assign students, from a master list, to faculty advisors based on the student's major. Students identified as at-risk are being tracked. Students on probation stay with the counselors. All agree that this joint counselor and faculty advising model is a well-intentioned collaborative, intrusive effort towards ensuring student success.

The effectiveness of the above advising model has not yet been evaluated, but will be in the future. It is strongly suggested that this evaluation be integrated into the systematic evaluation process of the college. (II.B.3.c)

The current practices at HawCC for supporting and enhancing student understanding of and appreciation for diversity have been well received. The College enrolls students from different cultural backgrounds and ethnicities. This international and multicultural feature of HawCC was consistently acknowledged by both students and staff during the Accreditation Visit Open Forums and conversations as a definite area of strength. Students, in particular, noted this multicultural environment is what they especially liked about HawCC. (II.B.3.d)

The HawCC Self Evaluation Report indicates that the College takes part in the regular evaluation of COMPASS as a placement instrument through its participation in the UH System Task Force and the COMPASS Advisory Committee. The team validated the existence of a systemwide task force, which includes HawCC population, designated to evaluate practices and determine policies and procedures for validating the placement-test effectiveness of the COMPASS placement instrument. (II.B.3.e)

The Records and Internal Data Management process for HawCC is consistent with the UHCC and FERPA guidelines for third-party releases, confidentiality, and storage of student records. In addition, records are electronically encrypted with limited access to them. (II.B.3.f)

The evidence examined demonstrates that evaluation and subsequent improvement of services is performed in a structured and effective manner. Unit assessment plans for each of the student support services include data for making improvements. Student and faculty surveys, coupled with student focus groups, are conducted as tools for gathering data. The results of data and assessment evaluations are discussed at monthly meetings of the Student Affairs managers and at other student affairs gatherings. Initiatives and innovative ideas are generated and implemented in accordance with the financial feasibility and priority of such improvements. (II.B.4)

All core units in Student Support Services that are supervised by the Vice Chancellor of Student Affairs have identified and assessed student services outcomes which are in line with the Mission of HawCC. These include the Office of Student Affairs, Admissions and Registration, Counseling, Advising and Support Services Center, Job Placement and the Career Center, Financial Aid Office, Information Center, Records & Internal Data and Student Life Programs. The outcomes are clearly identified in the Hawai'i Community College 2011 Annual Report of Instructional Program Data for Student Services. It appears that the Student Services units are at the proficiency level of the Student Learning Outcomes Rubric, as verified by documented evidence. Evidence includes unit plans and ongoing assessment practices for continuous improvement.

Based on input from students and faculty, the systematic assessment and improvement of student support services using student learning outcomes appears to be in place, although admittedly still a work in progress. The Student Support Services area was not afforded focused attention in the initial development of Student Learning Outcomes and Assessment, because Instruction took precedence in ensuring that SLOs and Assessment efforts were in place. Assessment of the Student Services Outcomes has been primarily through surveys and student focus groups, which have generated valuable data regarding student satisfaction for services rendered, as well as offered guidance regarding where improvement may be needed.

The examination of evidence demonstrates purposeful commitment to continuous improvement of services utilizing ongoing assessment. When a drop in the completion of orientation was identified, the orientations were made mandatory to ensure students had the information needed to navigate their experience at HawCC. The Admissions Office streamlined admissions-related processes by creating a checklist for students to follow, and a part-time staff was hired to accommodate the increase in workload due to successful outreach efforts. The Information Center, as the first point of contact, also followed suit and streamlined the information packets for students. The Financial Aid Office saw an increase in the student loan default rate and the issue was immediately addressed with a strategic process to better inform students about the responsibilities of taking out a federal student loan. The need to monitor the progress of services for students with disabilities and tracking their progress was addressed by hiring a computer programmer to assist with tracking; a program goal was added to hire a part-time program staff. (II.B.4)

HawCC Student Support Services conducts a number of credible and effective surveys for generating input from students and for converting that input into information to be shared among institutional constituencies as evidence of what students expect of the College. The survey instruments used for assessment in Student Affairs include: Community College Survey of Student Engagement (CCSSE), Graduating Student's Survey, Counseling Student Survey, Office of Student Services Survey, Financial Aid online survey, and Survey of Entering Student Engagement (SENSE).

Conclusions

Based on the evidence examined, this Standard is met. The Student Support Services area appears to be quite clear on the functions, development and assessment of student services outcomes, and is strongly committed to make improvements.

The Student Support Services area has a number of noted efforts that merit attention. In particular there are two that deserve acknowledgement as examples of Best Practices for the Unit of Student Affairs.

Passport to College Success.

This initiative was instituted for the purpose of ensuring that new students to Hawai'i Community College were personally exposed to services available to them via required attendance in workshops. The presenter of the workshop and/or or the service area representatives stamp the student's passport to verify the students attendance of visit. The

student who completes the Passport to College Success is offered the incentive of priority registration for the following term and a group ceremony to recognize the student's effort.

Delivery of orientation and counseling services to remote areas via Skype technology.

One of the College's proposed Actionable Improvements Plan items noted the development of real-time internet-based communications to the students in remote service areas served by Hawai'i Community College. This desired outcome was to ensure that support services are afforded to students regardless of location. The unique and successful implementation of Skype technology allows counselors and other Student Affairs staff the opportunity to provide access to quality orientation counseling services to outlying/remote areas of the Hawai'i service area.

Commendation

Commendation #1

Hawai'i Community College is commended for its student-centered philosophy and practices which are clearly evident in all aspects of student support services. (II.B, II.C)

Recommendation: None.

Standard II – Student Learning Programs and Services
Standard IIC – Library and Learning Support Services

General Observations

The self-evaluation on this standard lacked the level of detail needed to make the examination of evidence less cumbersome. In addition, a number of the links to evidence were broken. Despite this, however, the library and learning support services appears to be well in hand at Hawai'i Community College (HawCC). A high emphasis is placed on student success and the necessary support services are available to assist them. All students, regardless of the location or delivery mode of their courses, have access to the same level and quality of learning resources. For a college the size of HawCC, there is an abundance of library resources easily available to faculty and students--not only from the local shared library with University of Hawai'i, Hilo (UHH), but through the entire UH system via intra-system loan (ISL). The Learning Center (TLC) and Hale Kea Achievement and Testing Center (HKATC) are actively engaged in a variety of ways to reach out to students and provide them with the support, such as student assessment, access to technology, tutoring, and testing services, they may need in order to succeed.

Additionally, students taking classes at the UH Center, West Hawai'i (UHCWH) have access to the Library and Learning Center (LLC), located on the west side of the island in Kona. This facility provides library, testing, and tutoring support for HawCC students taking classes in West Hawai'i. Students taking distance education courses are supported by a designated Distance Learning librarian, including access to course reserves, reference assistance, and instruction.

Overall, library and learning resources appear to be very robust and active at Hawai'i Community College

Findings and Evidence

Although it appears that the College meets the standards in regards to library and learning resources, evidence is needed to support the College's claims and statements. Much of the evidence that has been provided lacks both quantitative and qualitative information. This is especially true in the case of student learning outcomes for this area and the assessment of such. It is not clear how outcomes are being measured or how those results will be used to plan and implement institutional improvement.

Hawai'i Community College (HawCC) provides an abundance of library and learning support services. Mookini Library, the shared library with the University of Hawai'i Hilo, is open 81.5 hours per week, with additional hours for finals, and provides students with access to a book collection of over 235,000 titles, as well as access to the millions of volumes in the UH system as a whole. Students are provided with access to electronic periodical resources through a series of online databases, most of which are accessible to students remotely, in addition to on-campus access. Students feel comfortable in the library and think highly of the library staff and websites as resources, as evidenced in the yearly surveys conducted by the library.   The library has actively sought to increase the number of computers available for student use; currently 100 computers are available for student use in the library. These computers are spread across all floors of the library so students have access no matter where they are. Of the ten full-time

librarians at Mookini Library, one is assigned as the HawCC liaison and focuses specifically on college needs. (II.C.1)

Tutoring services on the main campus, including reading, writing, math, ESL, learning skills, and content subjects, are available through The Learning Center (TLC). TLC is open Monday through Friday from 8 a.m. to 4:15 p.m. TLC is well staffed and includes a coordinator, office manager, educational specialist, a faculty lab instructor for each of the labs (reading, writing, ESL, and math), ten clerks, and 39 tutors. During the 2010-2011 academic year, TLC recorded 21,596 contact hours from 1473 HawCC students and 422 University of Hawai'i students. (II.C.1)

On the Manono (East Hawai'i) campus, the Hale Kea Advancement and Testing Center (HKATC) provides an independent study center focused on testing services, coordinating the use of an electronic classroom, and tutoring in writing and math. HKATC is open Monday through Friday from 8:00 a.m. to 4:15 p.m., with evening hours two nights per week. This facility is staffed with a manager, an assistant manager, four clerks, and two tutors. Testing data shows that during 2010-2011, 1903 placement tests, 1185 distance learning tests, and 440 proctored tests were provided for students. (II.C.1)

The Library and Learning Center (LLC) of the UH Center, West Hawai'i (UHCWH) provides support for students who are taking classes in West Hawai'i and local students taking classes through distance education from other UH system community colleges and universities. This center provides library, testing, and tutoring support. The LLC is open 43.75 hours per week and offers access to a local collection of more than 6000 circulating items, online access to databases, and computer workstations. During 2010, the center administered 557 placement tests, 350 distance learning tests, and proctored 319 tests. Tutoring is provided in math and English, with additional discipline-specific tutoring provided if appropriate tutors are recommended by discipline faculty. (II.C.1)

The College relies heavily on faculty when selecting items for the collection. Mookini Library has ten full-time librarians, with one of those being assigned as the HawCC liaison. Academic departments have subject liaisons assigned to them and they work with department faculty to build and maintain the collection. The library also provides access to computers for student use on all floors of the library. The HawCC librarian meets with new program coordinators, as requested, about the potential need for library resources. She also attends bimonthly academic support meetings with the Vice Chancellor for Academic Affairs (VCAA). Once per semester, the Library Advisory Council, which has one faculty representative and one student representative from HawCC, meets to provide input to library resources and services. The Library and Learning Center (LLC) of the UH Center, West Hawai'i (UHCWH) likewise uses input from instructors to build the local collection. (II.C.1.a)

The Learning Center (TLC) maintains reading, writing, math, and ESL labs, each with a faculty coordinator. The coordinators serve as liaisons to their departments and oversee the development of curriculum and resource materials. To increase the passing rates of remedial/developmental students, TLC is actively involved in Achieving the Dream initiatives. TLC activities in this regard include in-class tutoring, Huluena tutors, Hui Makamae project, Math/Reading Development project, and tutoring at Hale Kea. (II.C.1.a)

Annual user satisfaction surveys are conducted at each location to ascertain the extent to which the depth and variety of materials meet student learning needs. Collection development decisions also take into account student input, gathered from assisting students at service points and assessing their needs (II.C.1.a)

The College has a general education outcome on information competency, stating that students will be able to retrieve, evaluate, and utilize information. A range of student learning experiences and instruction is provided in order to facilitate information competency. Instruction is offered to all classes and includes tours, demonstrations, and hands-on use of library materials. Instructors may schedule tailored instruction for their class, including searching book and journal databases, or a tour of collections and services. In the 2010-2011 academic year, 115 of these sessions were held for 1658 students in Mookini Library. This number has increased considerably since the 2006-07 academic year. The LLC provides on-demand instruction in the use of library resources. Again, the figures for 2010-2011 show considerable increase from 2005-2007, with the number of sessions held rising from 7 to 16 and the number of students participating rising from 78 to 216. (II.C.1.b)

In addition to these instruction classes, Mookini Library offers instruction through online library tutorials. These include information literacy skills instruction available through Laulima, the UH system's course management system. Most English 100 courses make use of the Laulima resources. Pre- and post-tests are administered to students in order to evaluate the Laulima instruction program. The librarian has the ability to review these test results and manipulate them in a number of ways. In terms of assessment, the library instruction team gets together every summer to review this data, talk about how the instruction can be improved, and review the questions on the pre- and post-tests for further refinement and improvement. Data shows that there is an average score increase of 15 – 20 percent from the pre-test to the post-test. (II.C.1.b)

Learning Information Literacy Online (LILO), an online tutorial that is maintained by the UH Information Literacy Committee, is also available for students. This is a much larger program for online information literacy, available to all students in the UH system. Guest access for non-UH students is also available. The feeling is that this is such a big program it has been hard to get buy-in from HawCC faculty. Rubrics exist for this program and Learning Information Literacy Online (LILO) librarians have the ability to view answers and information submitted by students. However, no specific assessment tool exists for this program and no use is being made of the data currently. Students also have the ability to Book-a-Librarian at Mookini Library. This provides the student with one-on-one sessions with a librarian. Typically, at least 40 students make use of this program per semester. Currently, there is no formal assessment of this program although librarians believe it is successful as they do have return students. (II.C.1.b)

The Library and Learning Center at West Hawai'i recently modified the Laulima information literacy tutorials used by Mookini Library in order to make them appropriate for West Hawai'i and distance education students. The modified tutorials are being piloted this semester for the first time. Based on the 2011 annual review and an interview with staff at the West Hawaii library, no plans have been identified at this time for the use of data and assessment results. (II.C.1.b)

The Learning Center and Hale Kea Advancement and Testing Center are staffed with faculty, tutors, and educational specialists. They provide instruction on both services and use of equipment, teaching technology skills that are necessary for information retrieval. Tutors provide one-on-one assistance in reading, writing, math, ESL, and content specific areas. (II.C.1.b)

Mookini Library is currently open an average of 81.5 hours per week, with additional hours during finals. It is well staffed, with ten full-time librarians and seventeen staff members. Sharing the library with the University of Hawai'i Hilo, Hawai'i Community College students probably have more access to library resources and materials than students at any other community college. There is a Distance Learning Librarian who facilitates resources and instruction for distance education faculty and students, including a Distance Learning webpage. The library also provides 24-hour online access for all students, through the library homepage, to online books, periodical databases, and reference materials. (II.C.1.c)

Both The Learning Center and Hale Kea Advancement and Testing Center are open Monday through Friday from 8:00 a.m. to 4:15 p.m. HKATC has recently added evening hours twice a week to further accommodate students. The Learning Center is well staffed, having a full-time faculty coordinator, a full-time office manager, a full-time educational specialist, four faculty lab coordinators, ten clerks, and 39 tutors. HKATC is staffed to a lesser degree, having a full-time center manager, a full-time assistant manager, four clerks, and two tutors. As usage of HKATC continues to grow, additional staffing might be considered. To facilitate access to tutoring for off-campus and distance education students, the College offers 24-hour online tutoring services through Smarthinking. This service is free to HawCC students through their MyUH Portal and includes real-time one-on-one tutoring in a wide range of subject areas, including math, anatomy, biology, chemistry, writing, accounting, and Spanish. (II.C.1.c)

In West Hawai'i, the LLC is open from 7:45 a.m. to 4:30 p.m. Monday through Friday. It has one full-time faculty librarian and one full-time learning center coordinator. The College is in the process of creating a second full-time APT position. This position has been staffed by a temporary employee for the past several months. The LLC utilizes student assistants, up to 20 hours per week, and student peer tutors during the spring and fall semesters. As the student population in West Hawaii continues to grow, the campus may need to fill the staff position that has been vacant since 2009 or otherwise provide more staffing to assist with professional level duties that student assistants are not able to perform. The LLC maintains a physical material collection of about 6000 items. Additionally, all students have access to electronic resources, such as databases and electronic books. Students also have access to all the circulating materials in the collections of UH Hilo, UH Manoa, UH West Oahu, and each of the UH community colleges at no charge. Off-campus and distance education students may contact library staff by phone, fax, or email if they are unable to come to campus. (II.C.1.c)

Maintenance and security services at all East Hawai'i locations is provided by UHH Auxiliary Services and HawCC Planning Operation and Maintenance. Security at Mookini Library is enhanced by the use of security gates and cameras. A multi-year renovation of Mookini was completed in 2008. Computer support for all East Hawai'i locations is provided by the Academic Computing Unit. As the LLC in West Hawai'i is in rented facilities, general upkeep is provided by the owners. The College employs a janitor for daily cleaning and maintenance and

contracts with an outside security firm to provide security during open hours and class times. (II.C.1.d)

The self evaluation states that Hawai'i Community College and UH Hilo entered into a Memorandum of Understanding (MOU) for ongoing library services. This MOU sets HawCC library funding amounts for shared resources and services and provides for HawCC access to specified databases, the library system's bibliographic manager, travel funds to send the HawCC librarian to the UH Libraries Information Literacy Committee meetings, Hawai'i Interactive Television System (HITS) classrooms, and salaries for the HawCC librarian and a library technician position. Unfortunately, this MOU has not been reviewed or changed since it was signed in December of 2006. Accordingly, there has been no change in any of the funding levels provided since that time. The team strongly suggests that the College adopt a regular cycle of review and evaluation for the Memorandum of Understanding between UH Hilo and Hawai'i regarding ongoing library services. (II.C.1.e)

The College also participates in the larger UHCC agreement with the UH Manoa Hamilton Library. Under this agreement, students enjoy access to Voyager, the integrated management system that provides library access throughout the entire system.   (II.C.1.e)

All locations participate in the annual and five year comprehensive review cycle of the College. The College libraries and learning resource centers also conduct annual user satisfaction surveys for both student and faculty. The Self Evaluation states that Mookini Library has developed outcomes in accordance with the ACRL Information Literacy Competency Standards for Higher Education but further research revealed that this is not the case. Currently, the library only has the UHCC Common Student Learning Outcomes, which include that "the student will evaluate information and its sources critically." Currently, the library staff uses the annual faculty survey to assess the above learning outcome and the HawCC librarian has recently created an online worksheet for students that will allow assessment of this outcome as well. How the assessment data and results will be used for planning and improvement has not been identified. (II.C.2)

Additionally, the library staff states that the Library Information Literacy tutorials, available through Laulima, is used by most English 100 and English 102 students; and LILO is used to assess information literacy. Although data from the Laulima pre- and post-tests are reviewed annually and used to improve instruction, the LLC has not identified a student learning outcome associated with this instruction. Likewise, there is no outcome or assessment associated with LILO. (II.C.2)

The Learning Center (TLC) established two SLOs in 2009. It has now run two cycles of outcome assessment. Data provided in the Self Evaluation is supported by their annual review. These assessment results have been shared with the faculty coordinators for the four labs (reading, writing, ESL, and math) who, in turn, have shared the information with discipline faculty, who are encouraged to refer students to tutoring. Currently, Hale Kea Advancement Testing Center (HKATC) has no specific student learning outcomes identified or being assessed. However, HKATC uses common systemwide survey questions to assess the effectiveness of testing services, and to make the necessary changes to meet identified student needs. (II.C.2)

The Library and Learning Center at West Hawai'i just began using the shared UHCC common learning outcome, utilizing the annual library survey for assessment. This was first done in the Spring 2012. Again, no plans have been made for the use of the assessment data. (II.C.2)

Although the college has made progress, in order to fully meet the standards, the team recommends that the College complete the identification and assessment of student learning outcomes for the Information and Learning Resources, and to utilize the data for making improvements. (II.C.2)

Conclusions

The College meets the standard. Students at Hawai'i Community College have a wealth of library and learning support services available to them. Due to shared library resources with UH Hilo, students have access to a much larger collection of resources and services, both on and off campus, than most community college students. Of particular note is the access students have to tutoring through Smarthinking. This service provides 24-hour one-on-one tutoring online and is free for students. Also of note is the commitment, dedication, and enthusiasm with which service and instruction is provided to these students by faculty and staff in these areas.

However, as noted below, the team strongly urges the College to identify and assess student learning outcomes at all levels, and to utilize the data for instituting improvements.

Commendation

Commendation #5

The College is commended for the depth and variety of library and learning support services and the dedication and commitment to excellence of the faculty and staff in these areas in providing support and assistance to all students, regardless of their location. (II.C)

Recommendation

See Recommendation #2.

Standard III – Resources
Standard IIIA – Human Resources

Findings and Evidence:

All positions are established with specified minimum qualifications. The UHCC approves minimum qualifications for executive positions and the College follows UH systems in establishing minimum qualifications for faculty members. APT position qualifications are set by agreement with both the human resources and the appropriate supervisor/administrator. Clerical and custodial position qualifications are set at the state level through the Department of Human Resources.

In addition, the College follows University of Hawaii (UH) policies in advertising positions, following Equal Employment Opportunity (EEO)/Affirmative Action (AA) requirements and adheres to collective bargaining agreements. Administrative policies and collective bargaining agreements provide evidence of these policies.

The College's self-evaluation cites UH, State Department of Human Resources, and Board of Regent (BOR) policies and Equal Employment Opportunity/Affirmative Action (EEO/AA) guidelines for advertising positions, treating all applicants equitably, ensuring that minimum qualifications are met, and for fair evaluation of applicants. The College has an EEO/AA coordinator who oversees the employment process.

Job openings are posted on the UH website, in a major statewide newspaper, and in local newspapers. An administrator and an EEO/AA coordinator meet with the screening committee, which may include students, faculty, staff, and community representatives, to review hiring procedures, provide oversight of the hiring process and to ensure that applicants are qualified. The supervisor or administrator contacts references and verifies applicant's qualifications. Degrees from non-US institutions are recognized if determined as equivalent to those offered through UH Manoa.

Five of eight leadership/managerial positions are currently held by interim appointees. While interim positions allow for the provision of adequate leadership, the proportion of interim positions is a concern. The team suggests that the College fill the interim leadership positions as soon as reasonably possible, with personnel from competitive searches, to provide stability and continuity to the institution.

From interviews and review of policies and procedures, it appears that the College adheres to a written state Code of Ethics which governs all College employees. (III.A.1.a, III.A.1.d)

The College adheres to the UH evaluation procedures for faculty and executive/managerial employees. BOR policy requires that every appointee to an executive or managerial position be evaluated annually for performance and that the results of the evaluation are the basis for reappointment.

BOR policy also requires evaluation of faculty members at least once every five years. Performance measures are reviewed during the evaluations providing the opportunity to discuss

effectiveness and areas of improvement. The purposes of faculty evaluations are to improve instruction and evaluate faculty member's work performance. Based on evaluation results, professional development opportunities may be planned for faculty members.

From interviews and review of policies and procedures, it is determined that the College follows Community College's Contract Renewal Suggested Guidelines and Guidelines for Tenure and Promotion. Faculty members submit self-evaluations and dossiers at defined intervals. HAW Policy 9.204 describes the process for student evaluations for probationary and non-probationary faculty members, and lecturers. HAW 9.205 addresses Peer Evaluation of Instructors and Lecturers. Peer evaluations reports though varied by department/unit, include assessments of teaching effectiveness.

Non-tenured faculty members submit dossiers which include peer and student feedback, evaluation of performance of job duties, and participation in college and community activities. All non-tenured faculty members are required by policy to participate in the student course evaluation process.

In addition, tenured faculty members applying for promotion participate in both peer and student evaluations.

In 2010, the College Academic Senate approved 15 standard eCAFE (University of Hawaii Electronic Course and Faculty Evaluation system) questions and required probationary and non-probationary instructors, and all lecturers, to use eCAFE as the instrument to gather student evaluations for both face to face and on-line classes. Published eCAFE results are released on the eCAFE web page one month after the student evaluation period ends.

Tenured faculty members who are not applying for promotion, though required to participate in a post tenure review, may opt out of participating in the peer and student evaluation process. Such tenured faculty members submit a post-tenure review self-evaluation document every five years which addresses contributions to areas of responsibilities, and are encouraged, but not required, to participate in peer review and the student course evaluation process.

With regard to the evaluation of Administrative, Professional, and Technical (APT) and civil service employees, the College has not been adhering systematically to the UH evaluation procedures as described in the University of Hawai'i Systems Performance Evaluation of Administrative, Professional, and Technical (APT) Personnel and the State of Hawai'i Performance Appraisal System. Evaluations for at least some of these employees have not followed defined, regular schedules of evaluation. The team suggests that the College should ensure that all APT and Civil Service employees are evaluated systematically at stated intervals.

The University of Hawaii Community Colleges Faculty Classification Plan includes a requirement to participate in assessment activities. However, from interviews and review of employee evaluation processes and policies and forms (including peer evaluation documents) it appears that the College does not specifically include effectiveness in producing student learning outcomes as a component of faculty members and others who are directly responsible for student progress toward achieving stated SLOs. (III.A.1.c)

The College reports a total of 220 authorized positions including 118 faulty positions, 36 APT staff and 58 civil service positions. The College also reports 120 lecturers who are hired on an as-needed basis. CERC reviews all requests to fill positions and submits recommendations for personnel to the chancellor for inclusion in the budget.

The College presented a description of policies and procedures that provide a clear set of guidelines for the fair and impartial treatment of faculty, administrators and staff. These policies ensure fair treatment of employees in hiring, promotions, and disciplinary actions, among other areas. The College's Human Resources Office keeps all employee personnel records in a secure location and employees have access to their records in accordance with law. (III.A.2, III.A.3.a, III.A.3.b)

The College demonstrates an understanding of, and concern for, equity and diversity through a number of policies and initiatives. The College has an Equal Employment Opportunity /Affirmative Action coordinator who oversees an employment process that supports equity and promotes diversity. In addition, the College provides a variety of programs that support employees from diverse backgrounds. These include Black History Month, Earth Day, Filipino-American Heritage Month, and the Hawaiian Protocols Program, among other activities and programs.

Professional development for diverse personnel is provided in support of a range of activities (III.A.5.a, III.A.5.b) and is institutionalized and supported by the College. A faculty/staff member serves as Faculty and Staff Development Coordinator. This coordinator also oversees the Faculty and Staff Development Committee and the offering of professional and personal development programs on campus. Recent surveys indicated the success of professional development activities with over 80 percent of faculty, staff, and administrators agreeing that they keep current in their field by attending workshops/conferences. Evaluation forms are collected for all faculty and staff development workshops and assessment results are used to plan future workshops and make improvements where needed. Although the College provides and evaluates its professional development programs, it has not assessed whether these activities are sufficient to meet the needs of its entire workforce.

The College assesses its record in employment equity and diversity consistent with its mission to serving all segments of their Hawai'i Island community. The College has demonstrated a commitment to treating its students and employees with integrity.

Complaints and grievances are investigated and treated seriously. The College also demonstrated a work environment that promotes respect for and fair treatment of others. (III.A.4.a, III.A.4.b, III.A.4.c)

The College integrates human resource planning with the program and unit review process to ensure that decisions about human resources are aligned with program and unit needs. The College Effectiveness Review Committee coordinates the planning process, and evaluates and prioritizes such requests for inclusion of positions in requests made to the UH System. (III.A.5.a, III.A.5.b, III.A.6)

Conclusion

Based on the evidence examined, the College substantially meets Standard IIIA. The self-evaluation for this standard has ten Actionable Improvement Plans for the Human Resources area, seven of which describe continuing current practices. The remaining three are:

> A.1.b.: to pursue funding to fill civil service staff openings;

> A.3.b.: to research encryption software as an option to keeping records secure;

> A.4.a.: to survey faculty and staff to assess the need for additional programs to support college personnel.

These plans are noteworthy actions for improving the security and confidentiality of personnel records, fully staffing services, and providing sufficient programs and services to meet the needs of the College's diverse employee population.

Not included among the College's improvement action plans, but required to meet the Standard, is the inclusion of effectiveness in producing student learning outcomes as a component of faculty members and others who are directly responsible for student progress toward achieving stated SLOs. (III.A.1.c).

Recommendation

See UHCC Recommendation 3

Standard III – Resources
Standard IIIB– Physical Resources

General Observations

Hawai'i Community College is located on the island of Hawai'i and has three primary campuses. Two campuses are on the east side of the island in Hilo; the third campus is on the west side of the island in the town of Kealakekua. In Hilo, the Manono campus consists of 20.7 acres with 26 buildings. The College has facilities on the 115-acre UH Hilo campus, located a half mile from the Hilo site. The College's west-side campus, the UH Center, West Hawai'i (UHCWH), consists of approximately 14,973 square feet of leased space within five buildings that are part of the Central Kona Center business complex.

To improve physical resources management, the College was granted funding from the state Legislature in 2006-2007. The College later established its own Office of Planning, Operations, and Maintenance (POM) to help with resource management, including a number of projects and renovations, primarily on the Manono campus. The buildings on campus are more than fifty years old; there is interest in consolidating the two East campus sites into a single site. Since 1996, the College has seen five Long Range Development Plans (LDRPs) created for a consolidated Hilo campus. In 2002 and then again in 2006 LRDPs were approved for relocating the Monono campus to a different site. The College is in the process of approving a new LRDP for relocating the campus to the Komohana site adjacent to the UH Hilo campus.

Findings and Evidence

The College takes a number of steps to provide safe and sufficient physical resources. These include scheduling annual UH System inspections and involving faculty and staff in comprehensive program and unit reviews. In the face of record enrollment, the College has managed to provide adequate classroom space at the Hilo campuses, but it has been challenged to find facilities to support needed class offerings at its UHCWH campus. This is evident in the 2011 Annual Survey, where 50.7 percent of respondents indicated they agree or strongly agree there is adequate classroom space in Hilo, while only 35.7 percent of respondents so indicated for the West Hawai'i campus. The issue stems from the fact that the Manono campus consists mainly of buildings constructed in the 1950s and have needed several renovation projects. Also, the split between campus sites in Hilo creates problems for students and faculty who have to travel back and forth. The College's development plan for Hilo is to consolidate campuses at one location that provides improved facilities. In West Hawai'i the leased UHCWH site has not been sufficient to keep up with enrollment growth. The College has successfully obtained funding for a new campus, Hawai'i Community College Pālamanui, in West Hawai'i to open in fall 2014. The vice chancellor for administrative affairs provides oversight of the Office of Planning, Operations, and Management (POM) and is responsible for prioritizing projects based on health, safety, and regulatory requirements. Input is gathered from program and unit reviews and budget requests for projects are reviewed and prioritized. Since the last evaluation, the College has received funding for computerized management systems, which has enabled the College to regularly evaluate facilities. The College should continue its process of establishing a Resources Master Plan to further assure that physical resources systematically support the needs of programs and services. (III.B, III.B.1.a)

The College ensures that sites where courses, programs, and services are offered are accessible, safe, and healthy in accordance with federal regulation and UH System policies. The College

follows regulations established by the federal Americans with Disabilities Act (ADA). The vice chancellor for administrative affairs, through the Office of POM, maintains accessible facilities through input from governing bodies and the program and unit review processes. The West Hawai'i campus is ADA compliant, except for one office for faculty members. To address this, meetings with students are held in the library or classrooms. Regarding safety, the College conforms to requirements established by the federal Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act. Also, UHCC policy 11.600 guides continual development and implementation of safety and security matters. Through interviews with campus personnel and upon visual inspection of the Manono and West Hawai'i campuses, the team noted that the College has either implemented or has plans to implement a variety of measures to ensure the safety of the campus community. Examples include blue emergency lights, new fire alarms, automatic emergency defibrillators, an emergency messaging system, and video camera surveillance. At Hilo's Manono campus and at UHCWH, contracted security guard services are provided. College personnel generally agree that the workplace is safe in Hilo, but less so in West Hawai'i. This is an indication of the College outgrowing the present UHCWH facility. To address this, plans for the new Pālamanui campus in West Hawai'i have been finalized and approved. The UHCC provides inspections and training services through the Environmental Health and Safety Specialist, including emphasis on the importance of Material and Safety Data Sheets. (III.B.1.b)

The College evaluates its facilities and equipment on a regular basis through UH System and College review processes. However, the College recognizes that is does not have a formalized process for evaluating and planning for its physical resources. Through conversations with campus personnel, the team discovered that the UH System and College review processes need to be better coordinated in order to be regular and effective for planning purposes. (III.B.2)

The College currently has two long-range capital development plans, one for the Hilo campus and one for the West Hawai'i campus. Since 1996, the College has seen five LRDPs created for a consolidated Hilo campus, and the current plan to expand the Manono site does not reflect administrative and faculty preferences. In fall 2010, the Academic Senate approved a resolution recommending review of the Komohana site. On February 4, 2011 the UH president and the UH Hilo chancellor toured the site, and a revised site plan is now being considered for the College's permanent Hilo campus. After visiting the Komohana site, the team noted that the area could accommodate improved facilities as well as growth in enrollment. Presently the College recognizes the need to update the current LRDP as well as the ongoing uncertainty of securing the necessary state appropriations to realize this plan. (III.B.2.a)

Through the program and unit review processes, the College focuses on ensuring that physical resources are regularly assessed and uses the results of the evaluation as the basis for improvements. However the College recognizes that planning for physical resources could be better integrated with institutional planning. (III.B.2.b)

Conclusions

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The College partially meets this standard. It is clear, based on the evidence examined, that there is great need to update and expand the facilities of the Manono campus and the West Hawai'i campus to accommodate enrollment growth and to better serve the needs of the faculty, staff, and students. In order to improve the systematic assessment and improvement of its physical resources, the College should develop and systematically implement a plan for physical resources.

Commendations

Commendation #4

The College is commended for its attentiveness to safety and for the measures it has taken to improve the safety of the campus community. The installation of blue emergency lights, security cameras, automatic emergency defibrillators, lock systems, emergency alert and fire alarm systems have resulted in a safer and more secure environment for students, faculty, and staff. (III.B, III.B.1.b)

Commendation #6

Students, faculty, and staff are commended on their ability to overcome challenges in facilities and space to create a positive, supportive, and student-centered campus environment that exemplifies the inclusive spirit of ohana.

Recommendation

See Recommendation #1

Standard III – Resources
Standard IIIC – Technology Resources

General Observations

The College's Academic Computing Unit (ACU) was created in 2000 under the vice chancellor for academic affairs to consist of three areas: Computer Services/IT Support, Media Services, and Web Development. However, due to budget challenges, the College was unable to hire an administrator to oversee this unit, and the ACU plan was not fully realized. Computer Services/IT Support, Media Services, and the Web Developer work independently to provide a range of technology support services designed to meet the needs of faculty, students, and staff. The College is lacking a comprehensive technology plan to systematically coordinate technology support and to link it with college-wide planning and resource allocation.

Findings and Evidence

The College assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems. Computer/IT Support provides services to support all aspects of computing and network infrastructure at all sites were instruction is delivered. Media Services provides support for distance-education technology, multimedia and audio technology, including videoconferencing, and training for faculty and staff. The College's web developer was hired in May 2010 and is responsible for the design, development, and administration of the Colleges' website. The College launched a redesigned website on February 11, 2011. The web developer continues to improve the function of the College website. The College supports technology resources in its two libraries, two learning centers, and Testing Center. To address ADA needs, the Hawai'i Kokua Program provides assistive and adaptive technologies along with other resources. Classrooms and labs are equipped with technology according to instructional needs. The College supports technology for distance education, including videoconferencing hardware and the UH online course system, Laulima. The College also supports technology for placement testing in math, reading, and writing. The 2006 self-evaluation, as well as program and unit reviews, has indicated the need for coordinating the College's various technology support services. An examination of the organizational structure, as well as interviews, suggested that the infrastructure for technology support is inadequate in terms of its roles and purposes relative to the college mission. In spring 2012, the College hired consultants to draft a Technology Master Plan to address this need. (III.C.1)

The College focuses on ensuring that technology services are designed to enhance operations and institutional effectiveness. The Computer Services/IT Support and Media Services units coordinate and maintain technology purchases with input from department recommendations. Survey results from the 2010 program review for the ACU show that faculty and staff are satisfied with the level of technology support services provided by the College. The College has identified the need to increase support services for the Apple Macintosh platform, particularly from the Hawai'i Life Styles and Digital Media Arts programs. Interviews with College personnel also reflect the lack of a coordinated technology plan to address the workload impact generated by the acquisition of new equipment (III.C.1.a)

The College provides training to personnel and students in the effective application of its information technology. The College provides group training and one-on-one instruction and support of standard hardware/software and media equipment based on faculty and staff requests.

The Faculty and Staff Development Committee offers a variety of technology-related workshops and presentations, on topics including Laulima, classroom instructional technology, and web-based instructional resources. The 2010 Faculty, Staff, Administrators Annual Survey indicated that technology training needed improvement. To support the College's goal of increasing satisfaction with technology training, in fall 2011, the College created the Instructional Technology Support Office (ITSO) to provide ongoing support for distance education faculty. This includes evaluating online courses and working with faculty to develop universal online course design. As a result, the 2011 Survey reflects an increase in satisfaction related to technology training. The UH System's Information Technology Services (ITS) provides support for Laulima. ITS also provides a faculty development program called TALENT (Teaching and Learning with Electronic Networked Technologies), which provides instructional sessions and resources for faculty and staff. The UH Hilo Media Center staff and the Hawai'i CC Media Services department conduct one-on-one training for instructors using interactive television equipment. For students, the learning centers in Hilo and West Hawai'i provide technology support. ITSO also manages a website for Hawai'iCC DE students, which includes an instructional guide for Laulima. The College continues to rely heavily on technology support, particularly for students, provided by UH Hilo, UH Manoa, and the UH System. (III.C.1.b)

The College acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet program needs. In response to needs identified in the 2005 comprehensive program and unit review process, the College developed a regular replacement schedule for computer hardware. The Computer Services/IT Support maintains the privacy and security of data exchanged on its campuses by students, faculty, and staff. The College's Media Services unit works to ensure that multimedia equipment in adequately maintained. However, the College recognizes that to mitigate disruption due to equipment breakdown, a replacement schedule for media equipment should be created. College personnel indicated they are waiting for a technology master plan to provide direction for systematically maintaining and replacing computer hardware and media equipment. (III.C.1.c)

The College's distribution and utilization of technology resources supports and enhances programs and services. In spring 2011, the College passed the Integrated Planning for Instructional Effectiveness Policy, which specifies the creation of an Academic Master Plan, a Technology Master Plan, and a Resources Master Plan. While the College appears to effectively use technology tools to support programs and services, there has been lack of assessment and evaluation to determine whether needs are being fully met. (III.C.1.d)

The College's Technology Advisory Committee was established to advise the administration on policies and budget priorities, yet this group has not met in several years. Technology planning appears to be integrated with institutional planning through coordination by the CERC, which reviews and prioritizes technology requests for inclusion in the College's budget. However, there is a need for coordinated College-wide technology planning to be formally integrated with institutional planning. This was initiated in spring 2012, with the process of drafting a Technology Master Plan. (III.C.2)

Conclusions

The College partially meets this standard. It appears that College personnel are committed to serving the technology needs of the institution. The College has made strides to improve technology support, such as establishing the ITSO to support distance education. However, these efforts are isolated measures to improve discrete aspects of technology support. The institution is lacking a comprehensive infrastructure to support IT, learning technology, and web services needs and for integrating coordinated technology planning with institutional planning for advancing teaching and learning.

Recommendations

See Major Recommendation #1

See Major Recommendation # 3

Standard III – Resources
Standard IIID – Financial Resources

General Observations

The College manages its finances well in order to support its mission and goals. Operational funding sources include state general fund appropriations, student tuition and fees, and miscellaneous allocations. State appropriations from the legislature fund the entire University of Hawai'i system. The allocation to the community college system is distributed among the colleges and is combined with student fees and other resources to allocate at the College through a process of program and unit reviews.

Resources are reliable and adequate to provide stable funding for operations. Over the last five years, operating revenue has improved from $22 million to $31 million. A large part of the increase was the allocation from the UH Foundation of $5 million in FY 2012 towards the construction of the new UHCWH campus at Pālamanui. Although the state funding has fluctuated, including a 10 percent reduction in 2010, the College's personnel expenses have remained below 80 percent of the operating expenditures.

Findings and Evidence

The College has developed an integrated planning model where budget planning is focused on the mission statement and strategic plans. Comprehensive and annual program and unit reviews are conducted and used to identify budget requests. Requests must be justified and tied to the college mission or institutional goals. The College Effectiveness Review Committee (CERC) is a well-represented shared governance forum that evaluates requests and makes recommendations to the administration for funding. The College is still in the process of completing the technology, facilities, and resource plans which are needed to fully integrate financial planning with institutional planning. (III.D.1.a)

The majority of funding comes from state through the UH System appropriations. Although there have been reductions in these appropriations in recent years, the total operating funding has remained stable due to an increase in student tuition and fees. Student fee rates are set years in advance to permit revenue forecasting as well as predictable expense estimating for students. Fixed costs are planned for in the budget including payroll, overhead and reserves. Payroll expenditures for FY 12 are 75 percent of operating expenses which allows for some flexibility within the budget. Funding for capital improvements are allocated from the state through the UH System. There is currently $17 million set aside for phase I of the UHCWH campus. (III.D.1.b)

As part of the larger UHCC system, the College cannot incur its own long-term debt. Items such as other post-employment medical benefits (OPEB) and capital improvement debt financing are managed through the State of Hawai'i. Normal costs for retiree benefits are included in the overall benefit costs funded by the state. The revised UHCC Policy #8.201 sets the target reserve between 5 percent and 10 percent of unrestricted funds expenditures. The College has maintained the required reserves within this range or higher for financial stability. (II.D.1.c)

CERC is the committee charged with setting the planning and budget priorities for the College. The operating guidelines clearly state the role and function of the committee which is to prioritize budget requests for recommendation to the Chancellor and administration. The membership is large and represents all areas of the College. The minutes of the meetings are posted on the website as well as documentation and resources. Each program/unit of the College completes a comprehensive review every five years and annual reviews which include goals,

staffing, quantitative data, SLOs and budget requests. Comprehensive reviews feed the CERC budget process and annual reviews requests are submitted to the system office. College employees are informed about budget planning through the College Council. (III.D.1.d)

The allocation of financial resources as presented in the budget is based on justified requests and is assessed through regular program review. The budget is maintained and distributed by the business office through the UH financial system and does not currently provide funds availability checking to prevent over-expenditures. The annual audit of the College financials is part of the UH System audit and does not break out the individual colleges. The audit reports for the last several years reflect improving revenues and fund balances for the community college system and no audit findings for Hawai'i CC. The lack of findings indicates strong fiscal operations and internal controls which are validated by the absence of needed audits by the UH Office of Internal Audit. (III.D.2.a, III.D.2.b, III.D.2.e)

The UH System recently updated the financial accounting system to provide better access to information and reporting tools. Budget and financial information is provided by the UH System office and is available on-line to the college business office. Reports are provided to the departments and can also be requested. Security for financial records is still being reviewed and direct access for departments is being considered for the future. There is no evidence of college level financial information available on the college website. The extramural funds financial information is accessible through the research corporation financial system. (III.D.2.c)

The UH System and UHCC provide oversight of the financial operations the College. The UH Foundation manages all fundraising efforts and the UH Office of Research Services (ORS) oversees grants and contracts. The College does not have resources from short-term or long-term debt except those provided by the state. The College has its own system of review and oversight of all fiscal transactions to ensure they adhere to relevant policies and procedures and stay within allocated budgets. (III.D.2.d, III.D.3.b)

The College maintains reserves sufficient to provide positive cash flow and to respond to unforeseen expenditures or revenue shortfalls. The UHCC fund balances, as well as Hawai'i CC fund balances, have increased each of the last few years. Risk management is handled by the State of Hawai'i through their self-insurance program and is not the responsibility of individual institutions. (III.D.3.a)

The College does not incur its own long-term debt as capital expenditures and OPEB liabilities obligations are the responsibility of the UH System and the State of Hawai'i. An actuarial valuation is done to determine the OPEB liability. It should be noted that the UH System audit report reflects no funding set aside for the actuarial accrued liability for OPEB and the liability is growing. The College complies with policies regarding maximum vacation balances, however funds are not allocated in the budget for this purpose. The audit report for the UHCC reflects a liability for accrued vacation. (III.D.3.c,d,e)

The College manages all federal funds to ensure compliance with federal requirements. The UH ORS oversees grants and contracts and the college processes provide appropriate oversight to track expenditures and assets. (III.D.3.f)

Contractual agreements have several levels of approvals that may include the chancellor in order to confirm they meet the needs of the College. Most contracts also go through a legal review at the system office. Financial and compliance audits are conducted each year and reflect no findings on the financial records or compliance. (III.D.3.g)

The College has reviewed the CERC process and made adjustments to the program review template from the prior year to improve the process. The financial management system has been evaluated and updated over the years to meet the needs of the College including the addition of web-based programs. Internal audits may also be conducted and provide the basis for improvements. The UH System recently converted to a new financial information system as a result of identified needs. (III.D.3.h)

The process for program and unit reviews has a built in assessment as it spans over the years. Accomplishments are reviewed and results of prior funded activities are evaluated. Internal and external audits as well as specialty accreditations provide an opportunity to analyze practices and test the accuracy of recordkeeping. (III.D.4)

In response to the Commission's memo of October 6, 2011, the College has provided the required evidentiary documents for financial review. All of the documents were provided as supplement to the self-evaluation with the exception of integrated planning documents that are still being developed.

Conclusion

The College significantly meets this standard. The financial resources are managed well and sufficient to support student programs and services. Appropriate reserves are maintained to provide fiscal stability and revenues and expenditures are budgeted appropriately. The process for allocation of funds is well defined, includes wide participation, and provides an avenue for improvement. The completion of the various planning documents will provide the final pieces of the integrated planning process. Expanded access to financial information would assist in financial management and provide transparency.

Recommendation

See Recommendation #1

Standard IV – Leadership and Governance
Standard IVA – Decision-Making Roles and Processes

General Observations

Hawai'i Community College has a policy that identifies the roles and responsibilities of various key bodies such as the College Council, the Academic Senate, and the Associated Students of Hawai'i CC. As the team met with representatives of the Associated Students of Hawai'i CC, they were impressed by the enthusiastic comments made by students regarding their level of participation and their appreciation for Hawai'i CC's programs. The Accreditation 2011Faculty, Staff, Administrators Survey indicates that the College has created an organizational structure that assures inclusive discussion, planning, and implementation. While the effectiveness of these bodies has been evaluated to improve communication and collaboration between the constituent groups and the chancellor, the accreditation survey showed that understanding of the constituent group's roles in planning and resource allocation is not as clearly understood. Despite this fact, the College leadership has focused on articulation of goals and transparency. The 2011 Accreditation survey showed that employees feel that the college leadership has provided an environment of institutional excellence, innovation, and engagement.

The College Council is an advisory group to the chancellor. The College Council has aligned the institutional learning outcomes with the mission and vision statements. Topics covered by the College Council include budget, strategic planning, facilities planning, community relations, accreditation, and coordination of the Committee on Committees. This group also gets updates regarding the System's Strategic Plan and the System's performance indicators. While members of the College Council understand the System's performance indicators, there is not widespread dialogue and understanding of the System's performance indicators college-wide. The College Effectiveness Review Committee (CERC) evaluates program reviews and unit plans and links five-year comprehensive program and unit review recommendations to planning and resource allocation. More importantly, resource requests are prioritized at CERC committee meetings. Simultaneously, CERC sends response letters to all units advising them on how to improve their submissions. CERC members use a rubric to prioritize resource requests which are then submitted to the administrative team and the Chancellor for final approval. Budget requests are approved based on availability of funding. The vice chancellor for academic affairs keeps a tally of previous years' resource requests. CERC priorities are presented to the College Council via the chancellor.   CERC also incorporates an annual process evaluation in order to increase the effectiveness and transparency of the CERC process.

The College relies on the faculty for academic and professional matters. Of particular significance is the ad hoc Assessment Committee which oversees learning outcomes assessment at the course, program, and institutional levels. This committee still has an ad hoc designation as it considers whether the committee will report directly to the Academic Senate or the College Council. The College has established committee structures for participation by constituent groups, including faculty, administrators, Administrative Professional Technicians (APT,) and clerical representatives. While opportunities to participate on committees are available to all personnel, staff perception that their participation may lead to responsibilities for taking minutes during meetings may have previously hindered their full participation. The College has taken steps to alleviate this perceived barrier by assigning official note takers to committee meetings.

The College has developed policies and clarified roles in response to the 2006 visiting team recommendations. The College recognizes the need to evaluate the effectiveness of the governance structure, and it is suggested that the College accelerate its efforts to develop a systematic evaluation of its governance structure.

Ongoing accreditation training and reports submitted to the Accrediting Commission for Community and Junior College (ACCJC) show that the College demonstrates honesty and integrity in its relationship with all external agencies and with ACCJC.

Findings and Evidence

Based on review of documents and the results from the College's Faculty, Staff, and Administrators Annual Survey, the College has set an environment for empowerment, innovation, and institutional excellence with responses of "agree" or "strongly agree" of 74 percent, 69 percent, and 74 percent respectively. (Standard IV.A.1). Primarily through the College Council and the College Effectiveness Review Committee (CERC), college constituent groups review and implement plans. The Accreditation Survey shows that constituent groups believe the governance processes facilitate effective communication among faculty, staff, and students with 10.7 percent strongly agreeing and 52.7 percent agreeing. While the College Council and the CERC have attempted to increase communication, survey results demonstrate low rates of agreement in constituent groups' understanding planning and budget processes. (Standard IV.A.2).

The College's Academic Senate has continued to evaluate its effectiveness in particular as a result of the 2006 visiting team's recommendation. Based on interviews with the Academic Senate, the team validated that the Senate plays a key role in addressing academic matters, especially through the work of committees: the Curriculum Review Committee, the Educational Policy Committee, and the Faculty Policy Committee. While faculty members are involved with assessment through program review and the work of the ad hoc Assessment Committee, the team noted that assessment recommendations are not fully integrated into the college's planning process. Based on interviews, the team learned that the College is debating whether the Assessment Committee would report to the Academic Senate or the College Council. The Accreditation Survey showed that 93.1 percent of faculty members understand their role in assessment and program review processes. (Standard IV.A.2.b)

Hawai'i CC continues to improve its communication channels and provides evidence of having developed a policy to clarify the roles of the various constituent groups (for example, the College Council, the Academic Senate, the Associated Students). Nonetheless, the Accreditation Survey showed that only 55.6 percent of respondents understand the role of the College Council in governance and decision-making and only 52.9 percent of respondents understand the role of CERC in governance and decision-making. The survey results also illustrated that only 21 percent of college groups have participated or attended a meeting of the College Council. (Standard IV.A.3)

The HawCC self- evaluation report states that the "College acts in a timely manner to ensure Commission requirements are met." The College adheres to the Commission requirements and submits all required reports in a timely manner. The College moves expeditiously to respond to Commission recommendations. In terms of Recommendation 6 in 2006, the College has indeed showed progress in the clarification and evaluation of the governance structure. (Standard IV.A.4)

In terms of the linkage between planning and budget, the CERC has undergone six cycles of recommending resource allocations to the chancellor based on planning recommendations from program reviews and unit plans. Emphasis on evaluation is ongoing as described in the College Status Report on Student Learning Outcomes implementation. The report states that resource requests are reviewed based on the following rubric: (1) strengths and weaknesses of student performance resulting from learning outcomes assessment; (2) data related to demand and efficiency as determined by the System's Office plans; (3) evidence of industry validation; (4) achievement of goals and data-driven planning; and (5) alignment to institutional learning outcomes. An area of concern is that constituent groups not participating in CERC's deliberations may not have a real grasp of planning and resource allocation processes. (Standard IV.A.5). As well, the student learning outcomes assessment is not yet fully implemented, especially at the course and institutional levels. The connections between course level outcomes to program level outcomes, to institutional level outcomes are not easily transparent nor clearly evident.

Overall the leadership team, including the chancellor, received positive response rates in terms of their ability to create an environment of empowerment, academic excellence, and innovation. Compared to the 2006 Accreditation Survey, faculty and staff's responses regarding administrators' effectiveness in 2011 show some percentage changes ranging from -11.3 percent, -5.7 percent, and .4 percent. These variations could be partially the result of the number of interim administrative positions. Moreover, survey results indicate that there seems to be no consistent understanding among constituent groups of the role that leadership plays in addressing college needs. These results led to an actionable improvement plan of the need for college leadership to clarify their roles. (Standard IV).

More importantly, there is insufficient documentation on how the assessment of learning outcomes is used to communicate educational quality and document institutional improvement. The team confirmed through interviews and reviews of documents that the college is in its early stages of assessing learning outcomes and folding this assessment into its planning process. In this context, the team recommends that the results of evaluation and learning outcomes assessment be widely disseminated as a vehicle for institutional improvement. (Standard IV.A.5)

Conclusion

The College partially meets the Standard. Hawai'i CC has taken important steps in developing an atmosphere of empowerment, innovation, and institutional excellence even though it appears some college faculty and staff members are not fully aware of planning and resource allocation processes and outcomes.

The team encourages the College to provide evidence of integration between program reviews, unit plans, assessment results, strategic plan goals, and resource allocation. Dissemination of strategies and communication regarding the advancement of the System's performance indicators should be a high priority at the college level. The team also recommends that the ad hoc Assessment Committee document how institutional improvement plans emerge from the assessment of institutional learning outcomes.

While current interim administrators have familiarity with the System and Hawai'i CC and have provided continuity, it is suggested that the college, as a high priority, continue its efforts in filling these interim positions. As enrollment grows, it is imperative for the College to strengthen its administrative capacity and attain continuity in leadership.

Recommendation

See Recommendation #1

Standard IV – Leadership and Governance
Standard IVB – Board and Administrative Organization

General Observations

The Board of Regents (BOR) is an independent policy-making body that is selected by the Governor and confirmed by the state Senate. While there is a standing BOR Committee on Community Colleges, community college actions are acted upon by the full BOR. The Board of Regents is responsible for setting administrative policies and procedures. Implementation of Board policies is the responsibility of the University of Hawai'i president.

The Board of Regents adopted the University of Hawai'i's Community Colleges Strategic Plan 2002-2010. The components of the plan focused on access, work force development, personal development, community development, and diversity. The plan was updated in 2008 and included Strategic Outcomes and Performance Measures. The Community College Strategic Council, comprised of chancellors, academic senate presidents, and student body representatives, oversees the System's strategic planning process.

According to the self-evaluation, each community college integrates its strategic plans with the System's office. However, there may be insufficient understanding at the college level of the integration between the System's plans and the College's plans.

The Board sets standards of educational quality as well as benchmarks and numeric goals for the execution and implementation of the System's strategic plan. In turn, the community colleges, including Hawai'i CC, set their goals based on program review data and unit plans.

The chancellor for HawCC has a dual reporting line to the University's president as well as to the vice president for community colleges. In addition, the chancellor has responsibility for carrying out the implementation of the strategic plans for both the System and the College. Processes designed to measure progress toward attainment of the System's goals have been communicated to the college chancellor and are incorporated in the chancellor's evaluation; however, the System's plans and performance measures have not been fully institutionalized into Hawai'i CC's planning process. The UH vice president for community colleges monitors progress toward performance outcomes attainment and allocates 3 percent of additional funding to ensure progress toward these outcome measures. Although the UH vice president for community colleges conducts campus visits every semester and presents progress on attainment of performance measures, it is suggested that college constituencies become better informed about their roles in improving these measures, and collectively work toward accomplishment of these goals.

While the college reduced expenditures by 10 percent in 2010 across the board for all college units and not the result of strategic planning, communication related to reductions was discussed at the unit level. A key component of the UH Strategic Plan is a focus on increases in the graduation numbers such as the overall degrees and certificates; increases in Native Hawaiian graduation; Science, Technology, Engineering, and Math (STEM) graduates; enrollment of low-income students (Pell recipients); and student transfer. The Act 188 Task Force links provision of funds to actual performance outcomes related to measures identified above. Two other key initiatives related to graduation are Achieving the Dream which focuses on Native Hawaiian student success as well as developmental course progress and transfer to the university system, and the State P-20 Initiative designed to work with K-12 partners to improve college readiness.

Besides performance-based funding, the college receives additional funding for enrollment growth. One area of concern is the intense competition to receive additional funding for capital improvements among the UH system, the community colleges, and K-12. The slow progress in securing funds for facilities planning, new construction, or renovation negatively impacts Hawai'i CC.

Findings and Evidence

The Board of Regents (BOR), a fifteen-member board selected by the governor and confirmed by the state Senate, establishes by-laws and policies including establishing the general mission of the System; adopting academic and facilities planning documents; appointing and evaluating the president; establishing the administrative structure; approving new academic programs; and approving long-range financial plans for state funding. The full BOR selects one chairperson and two vice-chairpersons annually. The vice president for community colleges is the principal liaison with the full BOR as well as with the BOR Committee on Community Colleges. (IV.B.1, IV.B.1.a)

Board policies assure the educational quality, legal matters, and financial integrity of the system. BOR policies are implemented through administrative procedures. (IV.B.1.b, IV.B.1.d)

In 2002, the BOR adopted the University of Hawai'i Community Colleges (UHCC) Strategic Plan 2002-2010 with a special mission to focus on (1) broadening access to postsecondary education in Hawai'i; (2) specializing in effective teaching; (3) providing opportunities for personal development and enrichment; (4) stimulating the cultural and intellectual life of the community; and (5) embracing diversity and a multi-cultural environment. Interviews with students confirmed that diversity is embraced throughout the institution. In 2008, the UHCC developed Strategic Outcomes and Performance Measures 2008-2015.

The BOR has responsibility for educational quality, legal matters, and financial integrity. Allocation of financial resources is systemwide and follows legislative appropriations. The UHCC Strategic Planning Council (SPC) oversees the budget process. (IV.B.1.c)

During 2010 and 2011, the Board completed a review of BOR policies. However, based on interviews and review of documents there is no calendar for timely BOR policy reviews. While some of the policy revisions resulted in "delegation of authority to enhance operational efficiency and effectiveness," other policies have not been recently reviewed. Therefore, the team recommends that the UH regularly evaluate its policies and practices and revise them as necessary. (IV.B.1.e)

BOR Policy Chapter 2, Policy on Board Self Evaluation, requires that the BOR conduct a self-evaluation every two years. (IV.B.1.g) In fall 2008, the BOR conducted a self-evaluation. In 2012, the BOR retained the services of the Association of Governing Boards of Universities and Colleges' Senior Fellow Dr. Terrance MacTaggart to initiate another BOR self-evaluation. Because the BOR has not conducted a self-evaluation of the full BOR in more than two years, the team recommends that the BOR conduct self-evaluations every two years consistent with its published Board policy. (IV.B.1.g) The BOR has an explicit policy related to processes used for dealing with ethical violations. (IV.B.1.h)

The Board also has an annual briefing on best practices for all regents as part of an annual Board orientation. The bylaws also stipulate that there is a mandatory orientation for new members. (IV. B.1.f) There is evidence of training by the Western Association of Schools and Colleges (WASC) in regard to the accreditation process. (IV. B.1.i)

The BOR approves the appointment and evaluates the president of the University of Hawai'i. However, the BOR does not have any policies with respect to the hiring and evaluating of the vice president for community colleges and college chancellors (IV.B.1.j) Nonetheless, interviews with the UH president confirmed that the vice president for community colleges is evaluated by the UH president. Similarly, the vice president for community colleges affirmed that he evaluates all community college chancellors. The president of the University of Hawai'i System has responsibility and authority for execution of policies authorized by the BOR.

The Chancellor plans, oversees, and evaluates the administrative structure of Hawai'i CC. The Chancellor has oversight of an administrative structure designed to fulfill the System's Strategic Plans and the College's mission and plans. In terms of planning at the college level, the team observed a bifurcated approach to planning with the College Council serving as an advisory body to the Chancellor for all college matters and the CERC responsible for the linkage between comprehensive five-year program reviews and budget requests. Annual program review plans and recommendations do not undergo the CERC process and are forwarded directly to the respective administrative units. In this context, resource allocation is again dependent on fund availability. (IV.B.2.a, IV.B.2.b)

In terms of planning, the team confirmed that several planning components are still at the development stage. For example, the Academic Master Plan is still in its fifth draft and has not been formally adopted. In terms of the Technology Master Plan, a consultant is in the process of preparing an analysis of technology needs. The Resource Plan has not yet been initiated even though there is a policy that speaks to the integration of human and physical resources through a Resource Plan. While the chancellor guides efforts toward institutional improvement, systematic evaluation of the college's planning processes has not occurred. (IV.B.2.b)

The chancellor supports the teaching and learning environment through planning activities that include annual and comprehensive five-year plans. Moreover, planning priorities emanating from five-year comprehensive reviews are identified by CERC. The ad hoc Assessment Committee has supported activities toward the institutionalization of learning outcomes assessment. The chancellor also assures the implementation of statutes and regulations. She ensures that there is compliance with the UH System policies and procedures. (IV.B.2.c)

While the self-evaluation report indicates that the chancellor tracks expenditures and the vice chancellor of administrative services provides monthly financial projections, communication and transparency related to resource allocations need to be strengthened so that resource allocation decisions are effectively communicated throughout the college community. (IV.B.2.d)

The chancellor serves on a number of community boards and supports the work of program advisory councils. Some innovative community collaborations and partnerships deserve a special recognition such as the Model Home Project which includes four college programs and the

Department of Hawaiian Home Lands and the Kamoleao Community Resource Center. (IV. B.2.e)

The office of the UH vice president for community colleges provides primary direction in setting expectations of educational excellence and integrity throughout the UHCC. The vice president for community colleges delegates appropriate authority to the chancellor to advance policies and plans. The UHCC Campus-System Functions map clarifies the locus of responsibility among campus, UHCC, UH System, BOR, and State. (IV.B.3.a)

The team validated that the office of the vice president for community colleges, the office of the associate vice president for community colleges academic affairs, and the office of the associate vice president for community colleges administrative services provide assistance and coordination to Hawai'i CC. Based on interviews with the UH president and the vice president for community colleges, there is an informal mechanism whereby community college chancellors and university chancellors can raise issues/concerns through regular meetings of the Council of Chancellors, or issues can be directly conveyed to the vice president for community colleges. However, there is no formal evaluative tool used to assess how well the UHCC System Office supports the colleges in their missions and functions. (IV.B.3.b) It is suggested that a more formal and interactive evaluation instrument be designed to gauge UHCC System support from the colleges' perspective.

The UHCC Office coordinates the budget development process, and as stated in the College's self evaluation, resource allocation is "grounded in the Strategic Plans of the University of Hawai'i System, the UHCC System, and each college." The CC Strategic Planning Council (SPC) has appropriate representation in the planning process. The SPC includes college chancellors and academic senate president chairs. Budget requests must support the advancement of the System's strategic goals. More importantly, budget allocations are dependent on the advancement of performance measures. Interviews with Hawai'i CC's Chancellor revealed that the System resource allocation is fair. (IV.B.3.c)

The vice president also has responsibility for providing a fair distribution of resources. In terms of budget, 90 percent of the UHCC general fund allocation is devoted to personnel. The UHCC has allocated $3.5 million to community colleges as an incentive for Colleges to meet the Strategic Outcomes and Performance Measures related to graduation, Native Hawaiian graduation, Science, Technology, Engineering and Math (STEM) graduation, enrollment of low-income students, and student transfer. An allocation of $1.5 million was also provided for community college enrollment growth. An additional $2 million was identified systemwide to expand financial aid programs.

The vice president for community colleges has functional responsibility for ensuring that the UHCC effectively controls its expenditures. (IV.B.3.d) The Budget Level Summary system provides college administrators with relevant data to manage resources, and it also serves as a reporting mechanism to inform the UHCC Office and the BOR. To improve efficiency and budgetary decision making, the newly adopted Kuali Financial System is intended to provide improvements in the monitoring and control of financial resources.

The vice president delegates appropriate authority to the chancellor and holds the chancellor accountable for the operation of the college. The chancellor is evaluated by the vice president for community colleges and that evaluation is also reviewed by the president of the System. (IV.B.3.e)

The vice president for community colleges acts as liaison between the community and the Board of Regents. (IV.B.3.f) The vice president also convenes regular meetings of the community college chancellors. The vice president also visits the community colleges at least twice each year.

The UHCC reviews its policies on a regular basis and assesses its practices to ensure that practices support student success. As part of ongoing assessment, the System surveys the chancellors and vice chancellors as well as Academic Senate chairs, and student leaders to determine the System's effectiveness in assisting the colleges. Even though assessment results are disseminated among participants, the team did not find evidence of any evaluative tool designed to support improvements to the SPC. (IV.B.3.g)

Conclusion

The College partially meets the Standard. Both the UHCC System Office and Hawai'i CC need to strengthen efforts to clarify the linkage between the UHCC strategic goals and the college's goal. Ongoing assessment is desirable to ensure that a formal assessment reveals how the UHCC System Office supports the community colleges.

In terms of a full integrated planning process at the college level, it is essential that the Academic Plan, the Technology Plan, and The Resource Plan be completed and implemented. It is also suggested that improved communication among college constituent groups take place regarding the alignment of educational planning with resource planning and distribution. Equally important, the team recommends that institutional planning and implementation efforts be evaluated on an ongoing and systematic manner.

Commendation

See Commendation #2

College Recommendations

See Recommendation #1

See Recommendation #2

ACCREDITATION EVALUATION REPORT

University of Hawai'i Community College System

2444 Dole Street
Honolulu, HI

A Confidential Report Prepared for the Accrediting Commission
for Community and Junior Colleges

This report represents the findings of the evaluation team that visited
University of Hawai'i Community College System
October 14-18, 2012

Dr. Helen Benjamin, Chair
System Evaluation Team

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SUMMARY OF THE EVALUATION REPORT

Institution: UHCC System Office

Date of Visit: October 14-18, 2012

Team Chair: Dr. Helen Benjamin
                      Chancellor, Contra Costa Community College

Accreditation teams visited the six community colleges and the System Office of the community colleges that comprise the University of Hawai'i Community College System (UHCC) during the week of October 14-18 for the purposes of determining whether and how well each institution continues to meet Accreditation Standards, evaluating how well the college is achieving its stated purposes, and providing recommendations for quality assurance and institutional improvement.

A different approach was taken in evaluating the UHCC. The 2006 visiting team recommended to the Accrediting Commission for Community and Junior Colleges (ACCJC, Commission) that a separate team be formed to conduct the UHCC visit rather than have one of the college team chairs serve in that capacity while simultaneously coordinating a college visit. As a result, the Commission appointed two additional persons to lead a UHCC evaluation. This team was augmented by one member from each of the college teams, forming the nine-member System Evaluation Team (SET) with the responsibility to coordinate all aspects of the UHCC evaluation, work closely with the college evaluation team chairs on system issues and write the SET report.

A few changes occurred in the University of Hawai'i (UH) since the 2006 comprehensive visit. Maui Community College (MCC) was included in the 2006 comprehensive visit. However, effective August 2009, the accreditation of MCC was transferred from ACCJC, Western Association of Schools and Colleges (WASC) to the WASC Accrediting Commission for Senior Colleges and Universities and renamed University of Hawai'i Maui College. Despite the change in accrediting bodies for MCC, the college remains part of UHCC for administration, organizational reporting and funding. The number of members of the Board of Regents (BOR) increased from 11 to 15. The BOR Committee on Community Colleges was re-established in 2005 as part of the reorganization that recreated the community college system. The BOR policy related to the Committee on Community Colleges was modified in 2011 as part of a comprehensive review of BOR policies.

In preparation for the visit, the chair of the SET conducted a telephonic pre-visit with the vice president for community colleges (VPCC) to arrange the details of the visit. SET members reviewed the college evaluation reports and information contained on the college and UHCC websites. The team was well prepared for the visit.

Three activities, coordinated by the SET, were held at Kapi'olani Community College on the afternoon of Sunday, October 14. The first activity was a meeting led by the VPCC, who provided team members with a verbal update on the progress made on previous

recommendations from 2006. The second and third meetings provided an orientation and reception, respectively, for the SET, college team chairs, their assistants and one additional member from each college team. The orientation, provided by Dr. Morton, gave an insightful and thorough presentation on how UHCC functions, the challenges and opportunities facing UHCC, its major accomplishments, and how it differs from the California community colleges. In attendance at the orientation and reception were four members of the BOR, the UH president, the six community college chancellors, the UH executive vice president for academic affairs/provost, the UHCC associate vice president for administrative affairs (AVPCC), and other UH, UHCC, and college employees.

On Monday, October 15, selected team members met with staff members from the UH and the Office of the VPCC to ask questions and have discussions on UHCC matters related to the Accreditation Standards. Each session was scheduled for 30 minutes in length. Meetings were held with four members of the BOR; the system president; the VPCC; representatives from academic affairs, information technology, budget and finance, research, and facilities; and members of the Council of Faculty Senate Chairs. Following the final session, the VPCC conducted another meeting to share progress made on the 2006 recommendations. After the sessions, all of the college team members departed for their assigned colleges to begin their visits. The SET began their work at the UHCC offices.

SET members had several opportunities to observe the UHCC in action through one-on-one and group interviews; attendance at a portion of the October 18 BOR meeting; and interactions with the regents, the UH president and other administrators. The three members of the SET made visits to each of the colleges located on O'ahu and planned and implemented both audio and video conversations among the team chairs, UHCC administrators and members of the SET. On Wednesday, October 17, three such meetings were conducted: one with all team chairs and the SET; another with UHCC staff and team members at any college location, providing the opportunity for teams to get additional information; and another with the entire SET. On Thursday, October 18, the SET members attended one hour of the BOR meeting, and, at the end of the day, gave the UHCC exit interview.

The UHCC Office cooperated with the team in the completion of its work prior to and during the visit. UHCC personnel were extremely professional, courteous and helpful in meeting the variety of requests and needs of the team. The SET found UHCC to be seriously committed to the success of students in word and deed. It is against this backdrop that the following commendations and recommendations are made.

Commendations
UHCC employees are engaged in a variety of activities that distinguish UHCC and contribute to student success. The following listing represents only a few of those activities for which UHCC is commended:

- dedicating efforts to support the success and achievement of Native Hawaiian students and the preservation and study of Native Hawaiian culture;
- establishing a fund to support innovation in support of student success and for preserving this fund in the face of serious fiscal challenges;
- encouraging and supporting a spirit of "ohana" throughout UHCC;
- adopting a tuition increase schedule for 2012-17 in order to provide stability and predictability; and
- using a common student database to transition students to four-year institutions, improving articulation, and awarding Associate of Arts (AA) degrees back to students based on their coursework at four-year colleges.

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.
- 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 (ER 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).

<u>UH Recommendation 4: Resources</u>
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).

<u>UH Recommendation 5: Board and Administrative Organization</u>
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).

INTRODUCTION

The ACCJC evaluates multi-college systems as part of the comprehensive evaluation of accredited colleges. The UHCC is a multi-college system providing services and functions that enable the seven University of Hawai'i Community Colleges to operate and meet Accreditation Standards. The Commission recognizes the important role a system plays in the ability of colleges to meet the Accreditation Standards and has established guidelines for visits to districts/systems. UHCC is not only a multi-college system, but a system embedded in the larger UH. In meeting the requirements set forth in the Commission Policy and Procedures for the Evaluation of Institutions in Multi-College/Multi-Unit Districts or Systems, the Commission appointed a separate team for the sole purpose of determining the extent to which the UHCC meets the Accreditation Standards established by the Commission for multi-college systems.

The UH was established in 1907 and developed into a system in the 1960s and 1970s, with the first community college becoming part of the system in 1964. The UH currently includes six community colleges accredited by ACCJC and one accredited by WASC and three four-year universities, one each at Manoa, Hilo, and West O'ahu. The UHCC Office, led by the VPCC, is located at the UH Mānoa campus on O'ahu.

In 2005, a major change occurred in the organizational structure of the UHCC. The BOR approved reorganization of the community colleges to include a vice president who reported to the president of the UH and provided leadership for all the community colleges in the UHCC. Responsibilities of the position include executive leadership, policy decision-making, resource allocation, development of appropriate support services for the seven community colleges, and the re-consolidation of the academic and administrative support units for the community colleges. The position and responsibilities are codified in the University of Hawai'i Board of Regents Reference Guide. The community college chancellors serve in a dual reporting role to the VPCC for leadership and coordination of community college matters and to the UH president for system wide policymaking and decisions related to the individual colleges. The community college chancellors maintain responsibility for the daily operations of the colleges. The community college chancellors, as well as the chancellors for the UH campuses, serve on the Council of Chancellors to advise the president on strategic planning, program development and other areas. The community college chancellors meet as the Council of Community College Chancellors to provide advice to the president and VPCC on community college policy issues and other matters of community college interest.

Since the last comprehensive visit in 2006, the UHCC has made considerable progress by: dramatically increasing enrollment; moving to outcomes-based funding; enhancing its mission with a focus on student support leading to increased success for Native Hawaiian people and an emphasis on the preservation of Hawaiian language, history and culture; and becoming involved with two national programs for increasing student success, Achieving the Dream and Complete College America.

Recent Accreditation History

The last comprehensive visit to the UHCC was conducted from October 22-28, 2006, as part of the comprehensive evaluation of the seven community colleges then comprising UHCC. A Special Report focusing on one of the three recommendations given to the UHCC was to be submitted by October 15, 2007, followed by a visit. A two-person team representing the Commission made a visit to the UHCC on November 14, 2007, for the purpose of validating the Special Report on the progress of the UHCC in addressing the details required in Recommendation 1 of the 2006 report and visit. At its meeting in January 2008, the Commission took action to accept the report and commended UHCC for its work. The letter also reminded UHCC that each college was to submit its Midterm Report by October 15, 2009, requiring resolution of any team recommendations and other information. In 2009, UHCC submitted a separate Special Midterm Report responding again to Recommendation 1. The Commission accepted the report in its January 2010 meeting.

2012 Self Evaluation Document

As it had in 2006, the UHCC established a committee representing all six colleges for the purpose of responding to Standard IV.B., Board and Administrative Organization, Nos.1 and 3. The UHCC provided coordination of the effort and established the project as having two stages: the first, for the committee to write the descriptive summaries for each query; the second, for each college to complete the Self Evaluation and Actionable Improvement Plans sections. Honolulu Community College provided a brief self evaluation for most of the IV.B.1 and IV.B.3 components, but none of the other five colleges provided any self evaluation with the exception of a Standard sentence for IV.B.3.g. The Windward Community College report did not include descriptive summaries for all of the Standards.

The effort resulted in a common response that did not provide any self evaluation comments, other than a simple declaration of "meeting the Standard." The descriptive summary, self evaluation and actionable improvement plans should have been more focused and precisely supported with appropriate evidence and documentation. More analysis would have improved the overall quality of the responses. In addition, some of the descriptive summaries provided a statement with a link to a board policy or some other reference without any description or explanatory response to the query. As a result, it was difficult to evaluate the appropriateness of the evidence referenced when reading. The document appeared to have been developed without the opportunity for dialogue that would have allowed for self reflection with an understanding of the UHCC, thereby yielding more cohesive and thoughtful responses. The development of thoughtful self evaluation responses might have resulted in actionable improvement plans where needed. The collaborative work on the report does appear to have been somewhat effective in providing college staff an opportunity to more fully understand the board and administrative structures that affect the UHCC.

Despite the weaknesses in the report and the accompanying evidence, the team was able to verify the degree to which the colleges and the UHCC meet the requirements for accreditation by the Commission. In addition, the SET was able to validate progress since the 2009 Midterm Report on the three previous recommendations based on a verbal report given on the first day of the visit.

RESPONSE TO RECOMMENDATIONS OF THE PREVIOUS VISITING TEAM
OCTOBER 22-28, 2006

The previous visit to UHCC occurred October 22-28, 2006. That visiting team made three recommendations to which the UHCC needed to respond in the intervening six years.

2006 Recommendation 1

It is recommended that the Office of the President and the Vice President of the UH for Community Colleges conduct a systematic evaluation process to determine the effectiveness of the new community college organization and governance structure between—and among—the UHCC and its community colleges in the areas concerning:

> a. **Strategic Planning processes (Standard I.B.3)**
> b. **Program review and assessment practices (Standards I.B.1, II.A.1.c, II.A.2.a,e,f, II.B.1, II.B.3.a, and II.b.4)**
> c. **The allocation of resources (Standards I.B.6, III.D.1.a,d, IV.B.3.c**
> d. **Facilities management, including deferred maintenance (Standards III.B.1.a,b, IIIB.2.b)**
> e. **Board and administrative leadership (Standard IV.B.3.a)**

The UHCC should implement the improvements/changes that result from the review and widely communicate those outcomes (Standards I.B.3.g, IV.B.3.b, and f).

2012 Visiting Team Response

As written, Recommendation 1 was satisfied in 2008 with the completion of a systematic evaluation that included all the referenced elements, and the results of that evaluation were disseminated widely. The 2009 Midterm Report also brought current the UHCC activities regarding Recommendation 1. Since that time, however, the organizational and governance structures of the UHCC have continued to evolve. The descriptions below capture the current situation at the UHCC level and provide an updated opinion on the status of the recommendation in terms of it meeting the Standards.

> a. **Strategic Planning processes**
>
> The Strategic Planning Council (SPC) oversees strategic planning for the UHCC. Members of the SPC include the college chancellors, faculty senate chairs, student body president and the VPCC and AVPCC. The VPCC convened the SPC in spring 2007 to update the UHCC Strategic Plan. The goal of this effort was to align the plans of UH, UHCC, and the individual community colleges. The outcome of the review was to establish clear and measurable outcomes to assess performance and progress. The UH administration developed, and the BOR approved, the University of Hawai'i System Strategic Outcomes and Performance Measures, 2008-2015. The UH established ten measurable outcomes from which the UHCC adopted five

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measurable goals with targets for 2008 through 2015. The five outcome-based funding goals are number of graduates, Native Hawaiian graduates, Science, Technology, Engineering, and Mathematics (STEM) graduates, Pell grant recipients and transfers to UH baccalaureate programs. Each goal was weighted according to the UHCC priority. Since 2008, the colleges have met or, in most cases, exceeded the targets for their goals. The STEM goal, while marginally met, is beginning to show greater progress.

The 2009 Special Midterm Report indicates that the VPCC held meetings at all the community colleges to help establish college-specific goals and to explain the planning process. The report also states, "This process will be repeated annually." While difficult to find on the UH website, there is evidence of biannual meetings of the SPC where the VPCC can provide an overview of the UHCC planning process and progress. Evaluation of the planning process includes distribution of the community college inventory to SPC members and other college leaders.

Elements of the strategic planning system require further attention with: stronger integration of strategic planning and resource allocations; aligning program review data with strategic planning; and using data collected in the annual evaluation of the process for improvement. In essence, a more formalized evaluation process is now required for the planning process to take full advantage of evaluation data to improve the UHCC and its colleges.

This portion of the recommendation is partially satisfied.

b. **Program review and assessment practices**

The templates used for program review were developed by the UHCC, with input from the colleges, and are common across the colleges. The templates continue to be refined with additional benchmarks and further aligned with budget requests in the colleges. The most developed area of program review is instruction, which is overseen by the Instructional Program Review Council (IPRC). The council has developed Standard data, benchmarks and scoring rubrics to assess the health of instructional programs. The UHCC requires annual program reviews every year along with comprehensive reviews at least every five years. As of the Midterm Report, there was evidence of evaluation of the program review process. Evidence gained through interviews and review of minutes suggests that within and across colleges there is not a universal understanding of how to use the data or how results of the data are to be integrated into planning and resource allocation.

The assessment aspect within the program review process has lagged in development. The colleges have not uniformly assessed student learning and used the data on learning to make improvements at the appropriate level to meet Accreditation Standards. In addition, the results of Student Learning Outcomes (SLOs) assessment have not been integrated into the program review process on a systematic basis. The UHCC role in providing assessment templates is noted, but the UHCC should explore

other means by which the colleges can be supported in meeting Accreditation Standards in assessment.

Because of the current level of assessment practices and the use of that data in improvement of the program review process, this recommendation is partially satisfied.

c. Allocation of Resources

The UH Strategic Plan establishes the framework for the UHCC. The UH Strategic Plan, adopted by the Board of Regents in 2002, was updated by the UH community and the public in the 2007-08 academic year, and those participating in the review broadly affirmed the strategic goals and values underlying the goals.

The UHCC SPC coordinates with the colleges in developing their strategic plans to align with the UH plan and outcomes. The strategic plan provides direction for budget development. Strategic planning and budget development are closely linked processes. The colleges, through their annual program review process, evaluate assessment results and prepare prioritized lists of resources and budget requests for the improvement of college services and programs.

The president sets the budget directions for the UHCC, and the colleges develop their budget requests based on this direction. Resource allocations are based on the strategic planning goals, attainment of strategic planning outcomes, and the results of the annual program review process. The SPC works with the colleges throughout the budget process and is responsible to submit the budget document to the VPCC for inclusion in the UH budget for discussions and decisionmaking.

By basing the allocation of resources on strategic goals and on measurable outcomes established and understood system wide, the allocation is equitable and fair and based on measurable, assessed data. Competing needs of the UHCC and the three universities are discussed and prioritized through meetings with the UH vice president, the UHCC president, and the Council of Community College Chancellors. Priorities campus wide are vetted and the group agrees to what will be funded based on the resources available.

The UH-level reorganization of the community colleges in 2005 accomplishes the need to retain the integrity of the individually accredited colleges with a VPCC to coordinate the community colleges. In addition, the Council of Community College Chancellors has a direct reporting line to the UH president for system wide policymaking and decisions impacting their colleges. The reorganization has provided the colleges a structure to collaborate and communicate in a transparent manner with each other and with the president and administrative staff at the UH level. In the reorganization, the SPC serves as the mechanism for setting benchmarks and goals for the colleges, and then the individual colleges establish individual goals and budgets to meet the overall goals set by the SPC.

Implementation of the 2005 reorganization, along with creation of the SPC, has allowed the institution to make progress in strategic planning and to drive budget development with transparent goals and measurable data. Communication and collaboration between the UH president, the VPCC, and the Council of Chancellors is positive, strong, and effective.

This portion of the recommendation continues to be satisfied.

d. Facilities management (including deferred maintenance)

UHCC has responded decisively to this element of Recommendation 1 since 2006. In 2010-11, the UHCC instituted and institutionalized facilities master planning through the Long Range Development Plan (LRDP). The UHCC developed a comprehensive maintenance and operations program under the leadership of the Facilities Planning and Services Division. Priority was placed on repair, renewal and replacement of facilities and equipment beginning in 2009. The UHCC introduced a new component in the planning process based upon "Resource and Stewardship" aimed to reduce deferred maintenance costs in the future. This addition resulted in significant resource allocation in capital improvement budgets from 2009-11. The colleges have implemented program review to assess the adequacy of facilities for education programs, and these are integrated into the budget and in the LRDP. The colleges demonstrate adequate and appropriate linkage of facilities with institutional goals. The LRDP clearly links educational programs and facility needs.

This portion of the recommendation continues to be satisfied.

e. Board and Administrative Leadership

The 2005 reorganization reestablished the UHCC within the UH under a new position of VPCC. The new organizational structure retained the dual reporting structure of the chancellors to both the UH president and the VPCC. In addition, to provide clear direction and communication, the BOR established its Committee on Community Colleges. All evidence has shown that these board and administrative structures continue to provide the appropriate level of focused attention to community college issues and serve to further the goals of the community colleges.

This recommendation required that the delineation of functions of the new organization should be described and communicated. Such a chart has been posted on the website and widely distributed. In addition, the University of Hawai'i Board of Regents Reference Guide describes the administrative structure in detail and is posted on the website as well.

This recommendation continues to be satisfied.

2006 Recommendation 2

It is recommended that the University of Hawai'i Community College System ensure that the financial reporting system is integrated and transparent throughout the System. (Standards III.D.2.a.b.g, III.D.3)

2012 Visiting Team Response

The UH and its community colleges are working toward common goals that are supported by transparent guidelines and financial infrastructure. The UHCC implements financial and budget directives from the UH through its strategic planning and budget development procedures. By visiting the UHCC Budget Planning and Finance website, it is possible to review budget development resources, consolidated audited financial statements, enrollment growth reports, repair and maintenance plans, state apportionments to the UHCC, tuition and fee history, annual program reviews, college inventory comparisons, and numerous other budget and financial reports.

In addition to the financial and budget reports, the website contains administrative policies and procedures covering procurement, contract management, risk management, debt service plans, general fund reserve policies, and delegation of authority policies. The fiscal biennium budgets are also available on the UH website.

The 2006 recommendation was focused on the development and utilization of the new integrated financial reporting system just begun the year before the 2006 visit. UHCC became a member of the Kauli financial management project in 2005 to design an integrated financial reporting system. In the 2006 report to the Commission, the UHCC reported that the development of the project had been slow and uneven. During the following five years, the project languished due to changes in personnel and varying commitments to making the implementation a priority. In 2011, the project was once again made a high priority.

A priority was placed on meeting the internal implementation deadline of July 1, 2012, for the Kauli financial management system; that deadline was met. The implementation is significant to the business operations and financial management and reporting systems of the UH. Basic software was implemented, which means the software will be modified to meet institutional needs. The process will be on-going to adjust the software to the specific needs of the UHCC. While still a work-in-progress, the UH vice president for administrative services reported that the financial management system is operating to effectively support the financial management and reporting requirements of the community colleges. Staff training continues to be a need and is also ongoing.

The recommendation has been met.

2006 Recommendation 3

It is recommended that the Board of Regents adopt a regular evaluation schedule of its policies and practices and revise them as necessary. (Standard IV.B.1.g)

2012 Visiting Team Response

In the college self evaluations, it is consistently reported that the BOR initiated and completed a review and revision of its policies in 2010-11. The SET team verified that this occurred. There was a review and revision of all BOR policies which included UHCC input. UHCC reports that the evaluation and revision of policies has continued routinely to the present time. In addition, the former Community College Memoranda that guided UHCC prior to the 2002 reorganization are being converted into UH Community College Policies (UHCCP). The 2006 Recommendation 3 also required a regular evaluation schedule; this element does not currently exist. Adoption of a regular evaluation schedule will assure a timely and thorough review of all BOR policies and assure appropriate development and placement of new policies. In addition, the conversion of Community College Memoranda into BOR policies must be completed.

Based on the evidence, this recommendation has been partially met.

STANDARD I
Institutional Mission and Effectiveness

A.   **Mission**

General Observations

Colleges within the UHCC have mission statements that are tied to the UH mission and strategic plan. Each college uniquely defines its purpose and intended student population, though there is a UHCC emphasis on supporting the educational attainment of Native Hawaiian peoples. There is evidence in the college self evaluations that college missions are tied to institutional planning and priorities.

Findings and Evidence

The UHCC has developed and published a mission statement for the UHCC that identifies the broad educational purpose of the UHCC's collective six community colleges, identifies various student populations the UHCC is intending to serve, and conveys a commitment to achieving high levels of student learning. The programs offered by the colleges support the varied populations and geographic areas defined in the mission statement. The UHCC has expanded its distance education offerings in an effort to reach geographically remote populations and to expand offerings of high demand courses that are constrained by space during certain times of the day. These strategies align with the intent of the UHCC to provide open-access education to the people of Hawai'i. Individual college mission statements place a particular emphasis on promoting the educational attainment of the native people of Hawai'i (I.A.1).

The UHCC has established a routine of assessment and review of its mission that occurs every seven to eight years. The most recent revision occurred in 2010 and was orchestrated and managed by the SPC which includes as members administrative, faculty and student representation from each community college in the UHCC. The SPC was the primary venue for receiving feedback from each of the colleges, through their committee representatives, regarding the effectiveness, accuracy and quality of the mission statement. Feedback on the UHCC mission statement was captured from the individual colleges and minor changes were worked into multiple revisions of the draft until a final version was agreed upon and approved by the SPC. The colleges in the UHCC recently reviewed and revised their mission statements. In some instances, this update was prompted by the effort of the UH to update the UHCC strategic plan (I.A.2, I.A.3).

Concurrent to the development of the UHCC mission statement was the creation of an updated version of the UHCC strategic plan titled *The UHCC Strategic Outcomes and Performance Measures, 2008-2015*. The measures embedded within the UHCC strategic plan align rather closely with the UHCC mission and play a key role in establishing a foundation for institutional planning at the UHCC and at each of the individual colleges (1.A.4).

The Office of the VPCC has conducted assessments of the strategic planning process to achieve the strategic planning goal of "developing and sustaining an institutional environment that promotes transparency and a culture of evidence that links institutional assessment, planning, resource acquisition and resource allocation." The 2009 survey was adapted from the one conducted two years prior to capture the level of satisfaction faculty and staff at the colleges have regarding the UHCC strategic planning processes. Findings from the community college inventory survey were made available on the UHCC web page and were reviewed by the SPC (1.A).

Conclusion

While the evaluation team finds the UHCC to be in compliance with Standard 1.A, there are opportunities for the UHCC to improve upon the process of review and assessment of the UHCC mission and strategic planning processes. The UHCC conducts a community college inventory survey that examines, in part, satisfaction with the UHCC mission and strategic planning process. However, there is no evidence that the UHCC collects feedback or engages in dialogue with the colleges to identify strategies for improving the processes that underlie the review the UHCC mission and UHCC strategic planning. Some of the satisfaction scores from the 2009 community college inventory survey indicate a need to broaden the engagement that the UHCC has with the colleges regarding planning and priority-setting and further indicate some concern that the UHCC continues to engage in practices that are off-mission. The VPCC has acknowledged that these concerns need to be addressed and is intent on making changes to improve transparency.

The UHCC meets Standard I.A.

Recommendation

None

B.   Improving Institutional Effectiveness

General Observations

The UHCC provides evidence that planning is data driven with specific benchmarks tied to college allocations. UHCC and college goals consistent with the mission and purpose of the UHCC have been established in key areas. Goals are defined in measurable terms, and college chancellors understand the goals and fiscal impact to their college. Colleges are expected to respond to the UHCC goals and develop local processes for systematic evaluation and resource allocation to support the UHCC goals. The system-developed program review data and processes have provided a direction and focus for colleges to use program data and evaluation for improvement. To date, program review processes have not included student learning outcomes data. Thus, at the UHCC level, there has not been an emphasis on evidence of achievement of student learning, though at each college, SLOs assessment is at various stages of development. There is no indication that assessment of student learning is systematically tied to resource allocation across the UHCC.

Findings and Evidence

Within the last five years, the UHCC has made substantive changes to its strategic planning processes. In 2007, the UHCC embarked on a strategy to improve the institutional effectiveness of the community college system by providing greater strategic direction to each of the colleges. Under the leadership of the Office of the VPCC, the UHCC implemented a strategic planning process that includes an identification of specific goals related to student achievement outcomes and institutional performance that aligned with the UHCC stated mission. A review of actual performance against these goals is conducted annually by both the UHCC and at the individual colleges. Funding allocations from the UHCC to the college are determined, in part, by the degree to which each individual college meets or surpasses the stated goals in the strategic plan (1.B).

With the creation of the UHCC Strategic Outcomes and Performance Measures, 2008-15 report, the Office of the VPCC established a set of outcome goals for the UHCC and each of the individual colleges. Assessment of progress against the goals is conducted every year, both at the UHCC and the college levels. Each college is asked to demonstrate that it has met all five of the overarching goals highlighted in the report to be eligible to capture performance funding dollars, which, at its full value, comprises roughly 3 percent of the UHCC budget. These planning goals are broadly disseminated and largely quantitative, allowing for systematic tracking of performance and assessment of the degree to which the UHCC and each of the colleges have achieved the strategic planning goals. The Office of the VPCC also provides program review templates that include data on department demand, efficiency and effectiveness to each of the instructional departments at the colleges. The templates also provide an analytically driven assessment of the health of the department in each of the three domains, using one of the following designations: Healthy, Cautionary or Unhealthy (1.B.2, 1.B.3).

The UHCC Office evaluates the strategic planning process using a survey instrument administered to the SPC, a group that provides oversight to the UHCC planning process. Formally established in policy, the SPC is the primary body for assuring system wide participation in the UHCC strategic planning process. Responses to the community college inventory indicate varying levels of satisfaction with the process and some concern whether "resources are consistently allocated to address the priorities identified throughout the planning process." Survey participants also indicate that there exist opportunities to broaden the depth of awareness and understanding of these department-level goals, how they were determined, how they are used to inform decision-making and how faculty, staff and administrators at the colleges can provide feedback that leads to improvements in both the template and the process. The Office of the VPCC has acknowledged that there are opportunities to improve transparency and make resource allocation processes more visibly linked to planning processes and is undertaking efforts to make improvements in these areas. Dialogue about processes at the UHCC level appears to be primarily around UHCC and college performance goals and the concomitant resources attached to the recently developed performance-based funding allocations available to the colleges. UHCC and college goals reflect the direction and purpose of the UH. These actions should be of high priority, along with efforts to sustain and expand upon current evaluation processes intended to provide reflective feedback on how to make improvements to planning processes. There is no formal process for capturing input from faculty and staff at each of the colleges at the UHCC level into the evaluation and assessment of student learning. Reflection on institutional processes is essentially conducted at the institution/college level (1.B.1, 1.B.3-4).

As noted in the general observations covering Standard 1.A, there are some important limitations to the information captured by UHCC Office from the colleges in areas related to planning. First, the inventory is primarily a satisfaction and perception survey of a small group of UHCC-level planners and college administrators. While feedback from this group is important and should be collected, it captures the perspective of one very small and biased group that has particularly close proximity to UHCC planning decisions and conversations. Second, there doesn't appear to be a system wide evaluation tool or survey that provides faculty and staff and other end-users of the UHCC planning products at the colleges opportunities to provide feedback on how to make improvements to either the content of the information provided or the processes that determine how they are used and distributed. Absent this feedback loop, it will be difficult for the UHCC Office to capture the information needed to assure they are providing real value to the colleges and that each college is being given the information it needs and requires to achieve sustainable, continuous quality improvement with regard to institutional effectiveness (I.B.1, I.B.2).

There is dialogue at the UHCC level, including a rich array of data, regarding progress toward achieving goals. Colleges not attaining predetermined benchmarks have the performance funding incentive to make relevant improvements; however, improvements are made absent a formal feedback loop whereby the colleges can coordinate with UHCC to develop approaches that speak to challenges specific to individual colleges. Integration of planning is not apparent as the discussion of college-level performance

measures and resource needs pertaining to physical and human resources are not connected. Evaluation of outcomes uses both qualitative data (college inventory) and quantitative data (performance outcomes) (I.B.3).

Input into the UHCC planning and resource allocation process, including program review, is limited. Qualitative input is limited to a few representatives from each institution. The planning cycle is modified at times, yet it is not apparent such moves are driven from analysis of the planning and resource allocation process. The UHCC does report out on major college initiatives. While the Office of the VPCC does capture feedback to support a limited evaluation of the SPC, an expansion of the evaluation mechanisms to include broader coverage of the SPC and to possibly expand it to include the Institutional Research Cadre, would provide a more complete picture of the breadth and quality of the engagement with the colleges regarding planning and resource allocation processes and decisions (I.B.4, I.B.5, I.B.6).

Given the number of planning processes that connect the UHCC with the individual colleges and the many planning processes and structures requiring routine evaluation, the UHCC may be relying too heavily on a single survey to capture feedback intended to be helpful in guiding improvements across so many domains. The UHCC would benefit from a systematic and thoughtful expansion of existing evaluation mechanisms that includes a more in-depth assessment of process that better captures feedback beyond simple satisfaction and that includes a more comprehensive evaluation of processes and procedures in place at various planning bodies, including, but not limited to, the UHCC SPC.

Conclusion

There appears to be an unclear link between resource allocation and planning. Assessment of student learning outcomes has started, but is not fully implemented across all programs. To a large extent, the planning process is a work-in-progress, and the impact and effectiveness are not fully determined.

The UHCC does not fully meet Standard I.B.

Recommendation

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.

- 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).

STANDARD II
Student Learning Programs and Services

General Observations

Colleges within the UHCC maintain strong and transparent communication regarding instructional and services goals and efforts. The individual colleges maintain critical independence in the development of course offerings and a schedule of services unique to the needs of community members. Nevertheless, the UHCC Office provides the colleges a breath of organizational and infrastructure support meant to simplify and ease transfer within the UHCC, coordinates program outcomes, and ensures a measure of uniformity of skills developed in career and technical education programs.

A.   **Instructional Programs**

        Findings and Evidence

        The UHCC coordinates efforts that allow the colleges to meet student goals in their various academic programs in a manner consistent with that necessary to address the preparatory needs of a diverse and vibrant community. The UHCC has coordinated a variety of essential support efforts meant to provide for the improvement and uniformity of programs, including: the Placement Advisory Work Group designed to improve student assessment outcomes; the Math Summit Groups designed to improve both remedial and transfer-level course outcomes; the Writing Intensive Course Committee designed to coordinate a university and community college wide initiative meant to improve writing skills and competencies; and the Developmental Education Committee designed to align expectations and outcomes to ensure that courses continue to be of high quality and are in sync across the UHCC (II.A.1, II.A.1.a-c).

        The UHCC has promoted, through its strategic plan: the inclusion of the goals and outcomes of the Achieving the Dream Initiative, including a turn to data-driven, outcome-based decision-making; a focus on enhanced recruitment, retention and success of Native Hawaiian students; improved remedial and developmental course outcomes; and increased transfer success. Measurement of the colleges' participation and success in meeting these objectives has been codified in an annual program review process. The colleges are using student achievement data/outcomes but are not using learning outcomes data in program reviews. Within this process, the UHCC Office provides the colleges with data about student achievement outcomes which fuels campus planning and is the foundation of an outcomes-based funding initiative. This funding, along with that available through support of innovative projects, is tied to meeting benchmarks established by the UHCC in five primary categories: number of graduates, number of Native Hawaiian graduates, STEM-related field graduates, Pell grant recipients, and baccalaureate transfers to UH campuses (II.A.2, II.A.2.a, II.A.2.b).

        In an effort to ensure uniformity, the UHCC Office has established processes and guidance for proper implementation and assessment of SLOs for all colleges based on a

standard meant to promote continuous quality improvement in the area of SLOs development and assessment. In addition, the UHCC has promoted the development of a process in which campus annual program reviews are analyzed and scored. The UHCC has also established general education requirements that serve to define program requirements for the Associate of Arts, the Associate of Science, the Associate of Applied Science (AAS), and the General Education degrees. The colleges have all effectively aligned their curriculum and degrees with these criteria in an effort to provide students with a uniformly accessible academic experience. In an effort to promote direct and relevant career training, the UHCC has aided four of the colleges in developing the Associate of Applied Arts degrees. The desire to offer students more narrowly targeted career training through this degree is a creative alternative that is clearly both appealing and relevant to students. However, the visiting team is concerned that the rigor of this curriculum may be undermined by the fact that the math and English degree requirements are below college level and not consistent with the general education requirements as outlined by the UHCC itself (II.A.1, II.A.2.c, II.A.2.f-h, II.A.2.1, II.A.3, II.A.3.a-c, II.A.4).

The UHCC has also established policies that address key Accreditation Standard issues such as academic honesty, an interdisciplinary core, career technical education program and course alignment and directives on instructional objectivity.

Conclusion

The UHCC partially meets Standard II.A.

Recommendation

<u>UHCC Recommendation 2: Student Learning Programs and Services</u>
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 (ER 11, Standards II.A.3, II.A.3.b).

B.   **Student Support Services**

Findings and Evidence

The UHCC priorities include the recruitment of students from diverse backgrounds, ranging from high school students, home schooled students, Native Hawaiian students and from the general service area community. The UHCC promotes accessible services for all, regardless of location, and recruits and admits students with diverse backgrounds who can benefit from the courses and programs offered by its colleges. Students are guaranteed opportunities for enrollment and access to college programs without deference. The UHCC assures that colleges have the resources to assess math and English placement using COMPASS. Testing, admissions, counseling and financial assistance services are available across every UHCC campus (II.B.1, II.B.3.e).

The UHCC provides guidance for colleges to address the needs of high risk students and ensures specialized support services and accommodations for students with disabilities through targeted and accessible programs. The UHCC and its institutions have a clear commitment to improve learning support for instructional programs linked to state wide initiatives meant to improve student performance and retention (II.B.3, II.B.3.a, II.B.3.d, II.B.4).

The UHCC supports an environment which encourages uniformity and accessibility for students regardless of which institution they attend. Efforts to develop a common UHCC application and financial aid process have positively reduced confusion and duplication. Additionally, UHCC-inspired recruitment, retention, and success goals to expand Native Hawaiian participation in higher education have been well coordinated and widely disseminated (II.B.3, II.B.3.d).

The UHCC has provided direction and assistance in training faculty in assessment techniques for student support services student learning outcomes. There have been UHCC-sponsored trainings and workshops. The UHCC Office has disseminated information regarding ACCJC expectations of institutions being at the level of continuous quality improvement for SLOs production and assessment (II.B.4).

Conclusion

The UHCC meets Standard II.B.

Recommendation

None

C.   Library and Learning Support Services

Findings and Evidence

The college libraries support the information needs of students throughout the UHCC. UHCC libraries provide print, on-line, and data-base resources for students throughout the state through interlibrary loan or through computer access. Unique collections are housed on individual campuses and are made available to both the college community and the public at large (II.C.1, II.C.1.a).

College libraries all provide resources and meet the goal of the UHCC information literacy competency standard for higher education and a common library student learning outcome which requires that individual students must learn to "evaluate information and its sources critically." In addition, the community college libraries participate in a UHCC-led agreement with University of Hawai'i, Manoa's Hamilton Library for Voyager program access and an integrated management system that provides students with system wide library resource access (II.C.1.b, c.1.e, II.C.2).

Conclusion

The UHCC meets Standard II.C.

Recommendations

None

STANDARD III
Resources

A. **Human Resources**

General Observations

The Board of Regents of the UH is the governing authority that establishes policy pertaining to all faculty and staff. Policies can be found on the university web site. The UHCC is embedded in the UH. The chancellors of the community colleges have a dual reporting relationship to the president of the UH and the VPCC. Hiring authority for campus personnel lies with the chancellor of each campus with the exception of the chancellor and those who report directly to the chancellor. The VPCC has hiring authority for those who report to the chancellor as well as for direct reports with the Office of the Vice President for Community Colleges. The VPCC and the UH president recommend the appointment of the chancellors to the Board of Regents who has final hiring authority for the chancellors. The responsibility of evaluation for the college chancellors is also two-fold. Both the VPCC and the president of the UH participate in the evaluation of the college chancellors. The evaluations are based in part on the performance measures of the college as set forth in the strategic plan and the performance funding measures. The five measures that drive the performance funding outcomes are the number of graduates, Native Hawaiian graduates, STEM graduates, Pell grant recipients, and transfers to UH baccalaureate program.

The UH president evaluates the VPCC. There are three components to the evaluation of the VPCC: comprehensive evaluation, a self evaluation, and a meeting with the president to discuss both of the above and to set goals and budget strategy. The relationship between the president and the VPCC is positive and strong as evidenced by discussions with administrators and staff.

Qualification requirements and compensation for academic positions serving in the executive and managerial classifications are established in UH Executive Policies. System wide administrative procedures for classified and administrative, professional, and technical (APT) personnel, and for civil service personnel are codified as well. There are UH wide administrative procedures for recruitment and selection of faculty, APT, and executive personnel. The UHCC is responsible to set the guidelines for contract renewal, tenure and promotion, and evaluation of faculty and staff. The BOR evaluates the UH president.

The UH is responsible to establish the statements on nondiscrimination and affirmative action as well as the statement of professional ethics. The colleges of the UHCC are obliged to operate under the policies established by the UH. The colleges have the authority to create the procedures to implement the UH policies.

Findings and Evidence

The policies and practices in place throughout the UHCC for recruitment, employment, and evaluation are numerous. Staff development opportunities with accompanying funding are embraced and encouraged starting at the UH level and passed on throughout the UHCC. The UH supports programs and activities for its diverse population of both students and staff through various policies and, in some cases, funding.

Separate evaluation processes are in place for the evaluation of faculty, APT, Civil Service and executive personnel. The current faculty evaluation process does not include the evaluation of student learning outcomes but relies on faculty assessment results and institutional performance measures. The UH BOR sets policy and procedures for the UHCC Faculty Classification Plan which sets forth the principles and goals of the UHCC assessment and evaluation of student learning. The UHCC administration and faculty adhere to the evaluation process by assessing and evaluating student learning as defined in the Faculty Classification Plan for tenure track and nontenure track faculty as authorized by the UH BOR. Once tenured, faculty members have no continuing requirement to assess student learning as part of their evaluation.

Through the strategic planning and budget development processes, along with the annual program review process, staffing needs in all areas are addressed and prioritized. Through the SPC and the Council of Chancellors, the staffing needs and prioritization are presented to the UH president. Full-time employees are approved through these processes. Some positions are funded; others rely on reallocation of existing funds depending on the situation (III.A.1-6).

Conclusion

The UHCC is strong in the area of human resources and in using its employees to meet its broad educational program. In the case of the faculty evaluation procedure serving to improve effectiveness, the UHCC utilizes a process which contains two different evaluation methods. The process of faculty tenure and promotion includes analysis of SLOs as part of the evaluation which can occur up to three times during a faculty member's career.   Evaluations for promotion occur post-tenure and include student learning outcome analysis. Once the faculty member has completed the promotion activities or elects not to submit a promotion application, that faculty member is then subject to a different evaluation procedure not requiring a detailed analysis of student learning outcomes and occurring every five years. Thus, a tenured faculty member who does not request promotion, or a faculty member who has completed all requirements of tenure and promotion, does not have the same requirement to analyze student learning outcomes for improvement of effectiveness.
While UHCC meets Standard III.A.C.1 for some faculty, it does not hold the same standard for all faculty members to analyze SLOs for effectiveness and improvement.

While the UHCC meets other portions of Standard III.A, it does not meet Standard III.A.C.1. For that reason, the UHCC partially meets Standard III.A.

Recommendation

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).

B. **Physical Resources**

General Observations

The UHCC and the colleges have placed a high priority on facilities management since the 2006 comprehensive visit. The *Evaluation Report of the University of Hawai'i Community College System (2006)* noted several issues with the lack of a "well-crafted facilities plan" and that the amount of money awarded to the UHCC is in the control of the government. The planning processes now include a component based on resource and stewardship which resulted in significant resource allocation in capital improvement budgets from 2009-11. Legislative funding was provided and campus master plans were released in fall of 2009 and have been widely reviewed as part of the Long Range Development Plan (LRDP).

Findings and Evidence

The UHCC has institutionalized facilities master planning through the LRDP. It provides a roadmap for UHCC requests to the State Legislature to ensure alignment of funding with the campus master plans. The UHCC plans, builds, maintains, and updates its physical resources to effectively utilize its resources as well as provide support to academic programs and services (III.B.1.a). The LRDP includes the unique student learning programs and services for each college and is integrated into institutional planning (III.B).

The UHCC has developed a comprehensive maintenance and operations program under the leadership of the Facilities Planning and Services Division (III.B.1.a). Priority was placed on the repair, renewal and replacement of facilities and equipment beginning in fiscal year 2009. The UHCC Office emphasized resource and stewardship in order to reduce deferred maintenance costs in the future. The UH allocated $107 million for capital renewal and deferred maintenance in fiscal year 2010 and $62 million in fiscal year 2011. The State Legislature has provided support to the UHCC by allocating significant funding for repairs and maintenance, although not enough to address the $65 million identified, deferred repairs and maintenance as well as $68 million for modernization and renovation for UHCC.

Through programs that deal with the Americans with Disabilities Act, the UHCC emergency evacuation procedures, and the Police Services, units of the colleges have developed appropriate risk management and safety measures for providing a safe learning and working environment (III.B.1.b.). Overall, the UHCC is meeting Standard III. B through consistent facilities planning and implementation through the LRDP and continued evaluation of its facility needs as it relates to the educational master plans of the colleges.

Conclusion

The UHCC meets Standard III.B.

Recommendations

None

C.   **Technology Resources**

General Observations

The UHCC places a strong emphasis on the effective use of technology in the support of instruction and student and administrative services, evidenced by the investment made in those areas. The UH Information Technology Services (ITS) works in conjunction with the UHCC Office and the colleges in making technology decisions. Overall, the technology for both the UHCC and the colleges operates at high capacity with a ten gigabit-per-second network to the colleges.

Findings and Evidence

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Each college provides its own local area network support and computing services. At the system wide level, UH ITS provides services for all colleges in wide-area networking, videoconferencing, help desk, site licensing, and enterprise administrative, academic, and infrastructure IT services.

The UH is part of the Kuali Foundation Project (Foundation), which pools resources to develop and sustain many of the software systems needed for higher education. The Foundation was established to "reduce costs and get systems that better fit college needs." Licenses are procured through the UH Office along with the system help desk to provide employee and student support. Ground has been broken for construction of a new Information Technology Center, which will house enterprise information and communications technology systems and services that support modern teaching, administration and research for all ten UH campuses (III.C.1.c-d).

The Sakai open-source, course management system supports online learning for campus-based and distance learning for all ten campuses and is fully integrated into the Banner student information and the UHCC portal. ITS also operates a system wide IT Help Desk and supports a ten gigabit-per-second connection to all ten college sites, as well as a Voice Over Internet Protocol telephone system (III.C.1.a). The system-level focus on the wide-area network (WAN), enterprise resources systems, and video network operates at an effective and efficient level as evidenced in minor issues and general satisfaction at the community colleges. The colleges focus on the more localized services which appear to work well for both the UHCC and the colleges.

The college provides technology training for its faculty, staff, and students. ITS provides for the operation of a system wide-area network and Help Desk functions for all the colleges (III.C.1.b). The UH has not developed an overall plan to address UH responsibilities as delineated in the Functions Map (III.C.1). The colleges systematically plan, acquire, maintain, and upgrade the local technology infrastructure and equipment and integrate technology planning into the college planning.
Although the UH is providing excellent technology services for the colleges, the UH has not updated its technology master plan since 2000. Therefore, technology planning is not

current, documented, nor integrated with overall institutional planning (III.C). While the UH has done an outstanding job of upgrading the network to ten gigabytes, how planning occurs between the colleges and the UH is not clearly evident. The vice president for information technology/information technology officer meets with the chancellors in the UH Council and discusses systems priorities. This appears to be the only linkage between the colleges and the UH Office for technology planning purposes (III.C.2).

Conclusion

Considerable progress has been made at the system wide level in technology services to support student learning and institutional effectiveness. While forward-thinking decisions are made in technology, it is done without formal planning structures in this area. The colleges are dependent on major technology services provided by the UH; therefore, these services need to be integrated into overall institutional planning.

The UHCC partially meets Standard III.C.

Recommendation

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).

D.   Financial Resources

General Observations

The UHCC is responsible for the fiscal biennium budget preparation process. The fiscal biennium budget compiles all components of the UH. The BOR sets the policy guidance for the preparation of the fiscal, biennial budget policy paper and budget which is submitted to the Governor and the State Legislature by the UH president. The SPC, made up of the chancellors, faculty senate chairs, student body presidents from each college, and the VPCC and AVPCC for the UHCC, oversees the UHCC budget process. SPC members set goals and benchmarks and review prioritized staffing and other funding requests. The UHCC budget development process is transparent and inclusive. Once the budget requests are reviewed and prioritized, the proposed budgets are forwarded to the UH president for final review and decision making and then forwarded simultaneously to the Governor and the State Legislature. Once appropriations are made to the UH and the UHCC, the president and VPCC make the allocations to the colleges. The annual program review process and data drive much of the prioritization for the colleges.

The UH BOR adopted a six-year tuition increase plan for the UH which includes the UHCC, expiring spring of 2012. On October 26, 2011, the BOR approved another six-year UH and UHCC tuition increase schedule to commence fall of 2012 and end spring 2017. These schedules provide stability and predictability for the students of the UH and the UHCC. The increased tuition, along with a surge in enrollment growth, has provided the UHCC some relief from the State of Hawai'i budget cuts. The UHCC enrollments grew 30.22 percent over a five-year period while the UH enrollment grew 19.50 percent overall. UHCC enrollment growth has continued through the sluggish economy.

The UH appropriation was reduced by $205 million or 23 percent over two years, 2009-10 and 2010-11. The $57.8 million in revenue from the increase in tuition and fees during that same period has somewhat sheltered the UH from the large state revenue reductions. The fiscal biennium 2011-13 UHCC operating budget restores $12,256,561 to fiscal year 2012-13 from prior-year, legislative cuts.

Through the strategic planning processes, annual program review, college inventory comparisons, and college efficiency reports, the UHCC is provided data and assessment information to establish funding priorities. General fund allocations, including requests for new funds from the State Legislature, are reviewed at multiple levels within the UH system. The Office of the VPCC also works with the Community College Council of Chancellors to review the allocations and make adjustments as appropriate, particularly during times of budget reductions. Budget decisions are carried out by the Board of Regents Finance Committee and the Board of Regents as a whole.

Findings and Evidence

Evidence exists to validate that the financial resources of the UHCC are sufficient to support student learning programs and services and to improve institutional effectiveness. The UH and the UHCC have made much progress in this area since the 2006 accreditation visit. The UH final reorganization approved by the BOR in 2005 provides a clear line of authority within the UH and between the UH and the UHCC. The Council of Chancellors provides continuous opportunities for discussion, program prioritization and funding prioritization. The UHCC Strategic Plan and the UH strategic outcomes and performance measures outlined with each fiscal biennium budget, provide clear direction to the UHCC to follow as they create their college budgets and program and staffing priorities.

Measurable student achievement outcomes and comparison data from the college inventories support and validate the prioritization of needs. Collaboration through the work of the SPC provides the UHCC with reliable and defendable data. Improvement in many areas is evidenced by the results of the comparative college inventories over time (III.D.1.a-d).

The external audit reports are positive and without material findings. The Management Discussion and Analysis (MDA) section of the audit is detailed and communicates clearly the financial position of the UH. The UH positive working capital of $287.6 million is a good measure of both the UH efficiency and financial health. The UH endowment and other investments have increased substantially over the last two years with a balance of $719.6 million at June 30, 2011. The repayment of debt is clearly outlined with a debt-service, line-item budget in place. Long-term liabilities have been addressed and other post-employee benefits (OPEB) are being funded based on actuarial studies made at the State of Hawai'i level. The audit also validates the strong financial position of the UH in the current fiscally challenging economic environment at the state level (III.D.2.a-e). The external audit report addresses UHCC capital projects and debt if it is specific to a particular college within the UHCC. The financial statements do not separate the transactions for the UHCC from the UH. The MDA and narrative also aggregate the data and corresponding narrative for the UH, including the UHCC. There are no comments which focus directly on the operations of the UHCC separately.

Discussion of OPEB and other long-term debt, salary settlements, benefit costs and cash reserves are addressed in aggregate at the UH level. Cash reserves are strong and available should unanticipated revenue shortfalls occur or unanticipated expenditures arise. The state continues to uphold a strong commitment to maintain and upgrade the UH core facilities. Fiscal policies and procedures are in place for the UH which establish sound financial practices and infrastructure. General obligation, bond-funded, capital improvement program appropriations for the fiscal biennium 2009-11 were approximately $350 million as compared to $308 million for the fiscal biennium 2007-09. The UH issued over $292 million in revenue bonds for the purpose of funding the costs of university projects.

Conclusion

The UHCC meets Standard III.D.

Recommendation

None

STANDARD IV
Leadership and Governance

B.   **Board and Administration Organization**

General Observations

The UH is an integrated higher education system consisting of a research university at Manoa, two baccalaureate-granting institutions at Hilo and West O'ahu and seven community colleges (including Maui). The community colleges are embedded in the UH and are led by a VPCC and referred to as the UHCC. The UHCC Office is located at the UH Manoa campus on O'ahu. Community college chancellors have a dual reporting relationship to both the VPCC and the UH president. The UHCC is governed by the fifteen-member UH BOR appointed by the Governor and confirmed by the State Senate.

The BOR for the UH sets policy; the UH president is responsible for the execution of policies and procedures. Roles and responsibilities of the BOR, the UH president, VPCC, and the college chancellors are clearly defined in the University of Hawai'i Board of Regents Reference Guide, job descriptions, and BOR policies and procedures. These delineations provide for the smooth operation of the UHCC.

The UHCC is a multi-college system integrated with a university system. The UH/UHCC was restructured in 2005 with the UH president providing educational leadership and administration for the ten campuses in the entire system and a VPCC, reporting directly to the president. Under the structure, the community college chancellors report to both the VPCC and the president. In practice, the VPCC works most closely with the UHCC chancellors and serves as an appropriate liaison to the president and the BOR. The president meets monthly with the Council of Chancellors for the purpose of providing an exchange of views and information among all chief executive officers of the UH and the UHCC.

B. 1:   Governing Boards

Findings and Evidence

Two sets of documents codify the roles and responsibilities of the BOR and the UH administrative leadership: The University of Hawai'i Board of Regents Reference Guide and the BOR bylaws, policies and procedures. All are easily accessible on the UH website.

The college self evaluation reports did not address the independence of the BOR as required by the Standard, that is, whether the BOR acts as a whole once a decision is reached or the manner in which the BOR advocates and defends the system as a whole. The expectation that the BOR is to act as a whole is clearly stated in Section II.A.7 of the University of Hawai'i Board of Regents Reference Guide. The team found evidence through interviews and minutes that the board

does, in fact, meet this requirement. The BOR is protective of the UHCC as demonstrated in the formation of the BOR Committee on Community Colleges and its focus on the success of the UHCC. As stated in the BOR bylaws, the functions of the Committee on Community Colleges are the following:

- review proposals relative to policies pertaining to community colleges and make recommendations to the full board;
- review and evaluate the academic and vocational aims, objectives and activities of the community colleges;
- review, study and make recommendations to the board relative to the State Plan for Vocational Education; and
- review, study and make recommendations to the board relative to the evaluation report of the State Advisory Council on Vocational Education.

Further, the commitment of the BOR to the success of all students, especially those of Hawaiian descent, is seen as well in its advocacy and support of the Innovation Fund and the addition of the emphasis on incorporating student achievement metrics.

The BOR is responsible for establishing policies that assure the quality and effectiveness of student learning and services as provided by state law. The BOR establishes policies consistent with the mission of the UHCC as evidenced by the adoption of the UHCC System Strategic Plan (2002) and the updated Appendices A and B (2008). Agendas and minutes of BOR meetings clearly indicate that the regents have ultimate responsibility for education, legal, and financial matters for the UH and the UHCC. The BOR works directly with the State Legislature; the latter determines the appropriation to the UH once the BOR submits its budget. Community college allocations are determined in a process that is overseen by the VPCC. Meeting minutes documenting the fulfillment of these roles and responsibilities are available online. The BOR bylaws and policies clearly delineate membership and organization and BOR operating procedures. The size, duties, and responsibilities of the BOR are contained in the University of Hawai'i Board of Regents Reference Guide. With 15 members, the current BOR reflects the membership, organization and structure as detailed in its policy (IV.B.1.a-d).

There is evidence that the UHCC acts in a manner consistent with its policies and bylaws for the most part and that there is a process for updating policies. Part of this process is "policy conversion" which is detailed in the UHCC Policy Conversion Analysis chart, dated October 15, 2008. No update to this chart was provided, although interviews indicated that general policy review and revision are under way. However, there is no evidence of a regular manner in which this evaluation takes place. There are annual workshops, since 2010, in which "best practices" in general have been reviewed; however, during interviews with the VPCC and staff, there was no articulation of a mechanism to provide for and assure a regular, consistent means of reviewing and revising as appropriate BOR policies. For example, the SET discovered that the UHCC does not have a policy

addressing the Commission's requirement in its Policy on Institutional Integrity and Ethics (June 2011), Section 7, for a complaint policy "regarding questionable accounting practices, operational activity which is a violation of applicable law, rules and regulations, or questionable activities which may indicate potential fraud, waste and/or abuse." Conducting a regular review of policies would serve to prevent such oversights (IV.B.1.e).

The BOR has a board development program, as witnessed by the SET in attendance at the October 18, 2012, board meeting. Staggered terms of office are codified and followed. The BOR Policy Sections 2-4 detail the BOR self evaluation process. However, the team found in meeting with BOR members that not all members were aware of the self evaluation process. Policy Sections 2-4 dictate a self evaluation workshop every two years which must be announced at least three months in advance and must be dedicated solely to reviewing the work of the BOR. BOR agendas and minutes indicate a self evaluation workshop was held July 2008, but not in 2010. Additionally, explicit actions as an outcome of the workshop must be provided to all BOR members in writing within a reasonable time following the workshop (IV.B.1.f-g).

Regarding the Commission's requirement that the governing board have and adhere to a code of ethics, the BOR is bound by Chapter 84-31 of the Hawai'i Revised Statutes: Ethics Guide for Elected Officials, Employees, Members of Boards and Commissions. The statute contains a provision for dealing with violations of the code. The BOR participates in accreditation training and is well informed about UHCC issues involving same. The BOR participated in an accreditation training session facilitated by the ACCJC President on April 1, 2010. The BOR Committee on Community Colleges reviewed the 2012 self evaluation reports for each of the six community colleges, and the full board approved the reports on July 19, 2012, according to the minutes from that meeting (IV.B.1.h-i).

The BOR Policy Chapter 2, Section 2, provides a detailed description of the duties of the president as well as the method of evaluation which is conducted annually. BOR agendas indicate that the president's annual goal review takes place each January. BOR Policy, Sections 9-12, delineates the process for the evaluation of managers at the executive or managerial level which includes the VPCC and the community college chancellors. Interviews indicated that these administrators are evaluated annually. The BOR participates in the hiring and evaluation of the UH president and delegates operational authority to the system president for the hiring and evaluation of the VPCC. The system president and the VPCC hire and evaluate the six community college chancellors (IV.B.1.j).

B.3: **Multi-college Systems**

Findings and Evidence

The UHCC Campus-System Function Map was developed in 2006 and most recently revised in January of 2012. The map distinguishes the locus of responsibility of functions between each UHCC campus, the UHCC, the UH, the BOR, and the state. The UHCC Office is working to update and revise policies. This is an ongoing process with no specifically defined cycle. The last "conversion" table is dated 2008. There is no document that gives an update on the status of revised, new, or converted policies. It is reported that a significant revision process began in 2011 which, in part, resulted in an update in January 2012 of the functional map (IV.B.3.a.g).

The UHCC provides services, fair distribution of resources, and effectively controls its own expenditures. The VPCC ensures implementation and administration of BOR policies by the community college chancellors at their respective colleges and serves as a liaison to and among the colleges. The VPCC has been particularly effective in making the reorganization of 2005 work for the UHCC, in particular, and the UH in general. Colleges report that they are represented, and evidence from meeting agendas and minutes of the BOR corroborates this (IV.B.3.b-c).

The budget is developed for the UHCC as a whole following state statute and is then coordinated by the UHCC Office. The VPCC, in consultation with the Council of Community College Chancellors, differentially allocates funds among the six community colleges in accordance with strategic goals of each college (IV.B.3.d).

An action taken by the BOR on June 21, 2005, established the classification of the VPCC in which the position was described as providing "executive leadership work in directing the overall community college system and its affairs." The document delegates supervisorial responsibility of the chancellors of the community colleges to the position as well. The University of Hawai'i Board of Regents Reference Guide states that coordination of the community colleges is managed by designated associate vice chancellors under the direction of the VPCC. Stated further is that the chancellor at each campus serves as the CEO and vice chancellors and other administrators have the responsibility of administering various programs and services at each college. The VPCC assures that the UHCC chancellors have full authority and responsibility to implement and administer BOR policies at their colleges, with the chancellors reporting that this delegation is, in fact, working in practice. Additionally, the VPCC visits each college twice per year to discuss UHCC goals, individual college performance and to provide a comparison of the six colleges. Faculty and staff are invited to engage in dialogue with the VPCC. These visits are well received at the colleges, with faculty and

staff reporting that they feel they are receiving necessary information from a system level as well as being heard by the VPCC (IV.B.3.e).

The UHCC has begun to regularly conduct a survey of leadership (chancellors, vice chancellors, faculty senate chairs, and student leaders– the members of the SPC). This survey was conducted in 2009 and in 2011 with plans to continue to administer it every other year. Titled the "Community College Inventory Survey," the results of the survey have been made public and are used by the SPC to evaluate strategic planning. This process is not codified in a formal manner but seems to be proceeding as described. This survey is the primary means by which the UHCC seeks to meet the regular evaluation and communication of evaluation results of role delineation and governance (IV.B.3.f).

Conclusion

The evidence indicates that the UHCC largely meets the Standard and functions effectively and appropriately, particularly given the fact that this is not just a multi-college system, but rather an integrated system of higher education. However, two areas require improvement if UHCC is to meet the Standard.

The UHCC partially meets Standard IV.B.

Recommendation

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).

February 11, 2013

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

HawCC

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Office Of The Chancellor
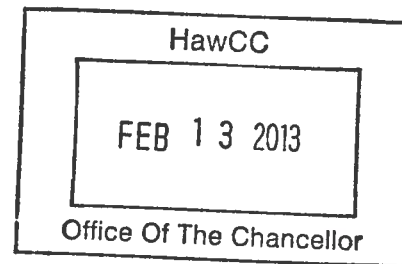
Dear Chancellor Yamane:

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 Report**[1] 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)

Ms. Noreen Yamane
Hawai'i Community College
February 11, 2013

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.

Ms. Noreen Yamane
Hawai'i Community College
February 11, 2013

- 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.

Ms. Noreen Yamane
Hawai'i Community College
February 11, 2013

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

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[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).

TECHNOLOGY MASTER PLAN
2013 – 2015

Endorsed by
Hawai'i Community College's
College Council
On August 30, 2013

Information Technology Strategic Plan 2013-2015

Prepared by
Willie Pritchard & Gene Spencer,
Higher Education Technology Consultants
on behalf of the many participants in the process

December 7, 2012

HAWAII COMMUNITY COLLEGE
INFORMATION TECHNOLOGY STRATEGIC PLAN
2013 - 2015

Introduction: The Context for Information Technology Planning
Hawaii Community College (HawCC), with the main campus located in Hilo, Hawaii, and an educational center in West Hawaii, found itself in need of an analysis of its technology use and implementation in the fall of 2011. With an accreditation visit scheduled for the next calendar year, the college wanted outside experts to provide an analysis so that it could better understand how its technology equipment, implementation, and support currently meets the needs of the college and how it could improve in this critical area. The analysis was conducted in April 2012 and a final report was issued on May 9, 2012.

One of the key recommendations from the analysis was that the college needed to become more strategic about technology and follow through to develop a master plan which would guide it in the utilization and implementation of technology. Subsequently, consultants were also retained to provide guidance in the creation of a strategic plan for technology. During the fall term of the 2012-13 academic year, they guided participants, made up of a representative group of faculty, staff, and managers from the college community, through a process of identifying their mission, vision, assumptions, goals and strategies for technology. Fundamental to the planning process was the goal of developing a strategic plan that aligned with the mission, vision, and culture of the College, as a whole.

The analysis report also pointed out that the challenge for those responsible for providing, managing and supporting technology is how to be astute about the needs of the college, intelligent about its priorities, and shrewd with available resources in order to deliver quality service and support that satisfies the constituent users. This planning document responds to that challenge by defining changes to structures, approaches, policies, processes and procedures that can lead to a more cohesive and well-planned technology environment.

This document is a result of that planning process and is intended to serve as the blueprint or road map for the college's use of technology during the next three years. It is deliberately designed to be a strategic plan, not a tactical plan (in which each step is carefully laid out for implementation). The plan recognizes that technology changes, often quickly, while institutions do not adapt as quickly. And although this plan lays out specific goals and strategies it also recognizes that three years is often a lifetime (or more!) for some technologies; therefore, some of the recommendations within the plan should be viewed as malleable over the course of the three years, and not carved in stone.

The planning process encouraged, and, to be effective, required, widespread participation and representation from many different constituencies within the college. HawCC sought to encourage widespread participation, but probably had an

overrepresentation of technical and administrative staff and an underrepresentation of faculty and senior managers. Every effort was made to correct these imbalances, but the deviation from the desired milieu must be acknowledged because some interests within the college may not find their needs fully met within this planning document. For this reason and others, the plan must be seen as a living document that must be able to shift in response to changing campus needs.

The planning approach required the following steps:

- Develop a "future state" vision of how the use of information technology, in its broadest definition, should add value in support of the College's vision, mission and goals.
- Develop guiding principles that should govern the decisions and actions of the organization.
- Develop planning assumptions describing the environment in which the College currently exists.
- Develop goals and strategies to enable the College to move forward toward the desired "future state" in accordance with the guiding principles.
- Identify dependent factors that may be required to fully and effectively implement the plan.
- Assign responsible parties who will effectively accomplish the specific goals and strategies outlined in the plan.

The planning process ran through the fall term of the 2012-2013 academic year. At three separate day-long sessions during this time period, specific activities related to development of the plan took place. Planning team members were asked to share the process and development of the plan with others. Participants were also asked to contribute to discussions via a discussion board set up in Laulima (the college's course management system) specifically for discussion and communication between meetings to provide more information, edit proposed mission and vision statements or propose various wordings for strategies. In total twenty-five (25) members of the HawCC community took part, including some faculty, a large number of staff, and a few administrators. The consultants guided the process, but members of the HawCC provided the content and direction of the plan.

This plan would not be possible without the thoughtful input and hours of effort by those who participated during its development, as well as those who provided guidance to them as the process moved forward. A list of those who participated in the development of this plan can be found in the Appendix to this document.

The Strategic Planning Process
The purpose of effective information technology strategic planning is to connect institutional priorities with technology trends and goals. This approach looks at strategic planning as a process that seeks to clarify what the institution is, what it wants to be and how it can successfully make the transition. The focus of this planning process is on the needs of the various stakeholders of the institution, particularly students, faculty, staff,

and management rather than on technology itself or the information technology organization. The goal of the planning process is to align the plans for technology with the College's vision, mission and goals, and focus on what the College needs to do with technology rather than on what technology the College needs to acquire. This technology plan seeks to provide directions and a management strategy within the context of changing internal and external environments, while it sets the philosophy and direction for the use of information technology within the larger College context.

The planning process used for the development of this strategic plan is based on the methodology used at Foothill-De Anza Community College District, as designed and developed by Jan Baltzer of Baltzer-Sutton Associates, and located in the South San Francisco Bay Area in California, often referred to as Silicon Valley. That plan was a modification of the methodology described in Organizational Transition, 2nd edition, by Beckhard and Harris and is based upon the principle that:

> ". . . a core dilemma for executives and leaders is how to maintain stability in their organizations and, at the same time, provide creative adaptation to outside forces; stimulate innovation; and change assumptions, technology, working methods, roles and responsibilities, and the culture of the organization itself." (Organizational Transitions, p. 1)

The planning approach that was adapted for use, from the methodology proposed by Beckhard and Harris, requires the following steps:

- Develop a "future state" vision of how the use of information technology, in its broadest definition, should add value in support of the College's vision, mission and goals.
- Develop guiding principles that should govern the decisions and actions of the organization.
- Develop planning assumptions describing the environment in which the College currently exists.
- Develop goals and strategies to enable the College to move forward toward the desired "future state" in accordance with the guiding principles.

The planning process took place over the fall term of the 2012-2013 academic year. At three separate, day-long sessions during this time period specific activities related to development of the plan took place. Planning team members were asked to share the process and development of the plan with others. Participants were also asked to contribute in discussions via a discussion board set up in Laulima (the college's course management system) specifically for discussion and communication between meetings to provide more information, edit proposed mission and vision statements or propose various wordings for strategies. In total twenty-five (25) members of the HawCC community took part, including faculty, staff, and administrators.

Our information Technology Vision
The first step in the planning process was to develop a vision of the future state of technology utilization for the college. The Planning Team spent considerable time during the first session envisioning the future of technology at HawCC, working to develop their view of the future.

The team broke up into small groups to each develop a vision statement, which were then blended into a single statement that all could agree upon. During discussions about their vision, and as the planning process unfolded, the Planning Team saw many common elements to the future of technology at HawCC. Among those were the general beliefs that (in no prioritized order):

- student learning was paramount vis-à-vis technology use in the college
- a wide range of the HawCC community needed access to effective, efficient, and current technology
- the HawCC community had broadly diverse skill-sets related to use of technology
- technology should be widely available and universally accessible
- planning for technology should be focused, coordinated, thoughtful and effective
- the HawCC community should have the skills to use the technology effectively and efficiently
- technology would continue to evolve and improve, facilitating even more universal and sophisticated use within the college, while at the same time providing new challenges

The value of a vision statement in this context is that it provides a clear idea of what the future technology and its service should be. It also provides a common understanding of what the goal is for technology in the college and help guide future decisions about technology. Conversely, such a vision statement also helps identify efforts and projects that don't lead to the vision; they should not be considered for implementation.

With this future scenario in mind, the Planning Group's vision for how information technology can be used to add value to the College, in support of the College's mission and goals, was expressed as follows:

OUR TECHNOLOGY VISION STATEMENT
In the spirit of "E 'Imi Pono" (Seeking Excellence) and to provide educational opportunities island-wide, Hawaii CC will embrace the effective and appropriate use of existing and emerging technologies to support student success and enhance college functions.

This vision statement can be challenging for the College. Progress towards this vision will be made as the College begins to implement the goals and strategies contained in this strategic plan and in the operational plans that will follow. There will be challenges ahead. However, the Planning Team committed to this vision as the college moves into the future with technology.

There were other beliefs that were common across the planning group. In general, they believed that the technology available on the campus should focus on supporting student success as its primary mission.

They also envisioned a future environment in which technology would continue to be current and acquired in a planned, open, and collaborative way.

They recognized that this vision would consume time, energy, and resources, but that a dedicated and unified budget for technology, frequently reviewed and revised as needed, would facilitate the attainment of their vision.

Finally, the planning group realized that this vision can only be effectively implemented if there is a strong commitment by the college to innovative approaches to resolving the many challenges it currently faces.

Our Information Technology Guiding Principles
If the College is to be successful in achieving its information technology vision and accomplishing its strategic objectives, it would not be sufficient simply to do things right; the College must do the right things. A useful technique for being certain that individuals responsible for IT organizations are "doing the right thing," is to establish a set of guiding principles, with "principles" being defined as "simple, direct statements that describe what is determined to be good practice." These principles should describe the fundamental values or criteria against which the institution is prepared to make decisions regarding the acquisition and use of information technology.

Guiding Principles should clearly articulate the following:

- What the college values
- How technology supports those values

The following is a list of Guiding Principles for the use of Information Technology at HawCC, as developed by the Planning Team during this planning process. These principles are based on the vision statement developed by the Planning Team and are intended to provide direction in overseeing the decisions and actions of the IT organization as it pursues the acquisition and implementation of information technology. Following each principle is a word or phrase to encapsulate the concept of that principle.

The College:
- promotes and supports greater access to technology and digital resources island-wide; *(Island-wide Access)*
- believes in the values of shared governance that facilitate decision-making, evaluation, and implementation of technology planning; *(Technology Decision-Making and Governance)*

- values a continuous process of evaluation and college-wide feedback that ensures the effective use of technology resources; *(Ongoing Feedback/ Evaluation and Assessment)*
- recognizes the need for ongoing and effective training and support in the use of current and emerging technology; *(Training and Support)*
- supports active research and development to support new and emerging technologies; *(Emerging/Innovative Technology – R&D)*
- understands that adequate resources are important for the effective use, development, maintenance, and support of core technologies and that it needs to seek opportunities to fund emerging and innovative technologies; *(Funding)*
- recognizes its role in the community and that it needs to encourage access to technology within the community; *(Community Partnerships)*
- knows that quality use of technology depends upon a high level of technical support in all levels and areas of the college; *(Quality Outcomes through Technology)*
- acknowledges the importance of distance learning with technology and seeks quality opportunities to educate students through those technologies *(Distance Learning)*

Our Planning Assumptions
The following is a list of planning assumptions about the environment in which HawCC exists. These assumptions are based upon the observations and opinions of the Planning Team, as a reflection of the roles and responsibilities they represent, and are intended to reflect the current factors that have a bearing on the development and implementation of this information technology strategic plan. As assumptions change, resulting goals, strategies and objectives will need to be reviewed and possibly modified as well.

The Planning Team sees this occurring through an annual review process of the College's Information Technology Strategic Plan. Please note that there is no priority attributed to the order in which the assumptions are listed.

Assumptions about our Students
- A growing number of students would like more learning options using technology, including distance education.
- Not all students have access to consistent and reliable technology which may be due to affordability issues and could have an adverse impact on student learning.
- Many students could benefit from basic computer application skills training.
- Many students lack, or don't use, critical thinking skills.
- Many students have portable or mobile devices and are more likely to use mobile communication and social media to supplement face-to-face communication.
- Many students tend to have short attention spans.
- There is a greater expectation for faster results and instant gratification.
- Students have diverse modes of learning.
- A large number of students use technology differently than faculty and staff.

- Some courses need to include a prerequisite that students have basic computer-related knowledge and skills because lack of this knowledge will likely have an adverse impact on student learning and productivity.
- Instructor use and expectations of technology in the classroom may differ from that of students.
- Some students may overestimate their technology-related skills, abilities and understanding, and may not seek help when necessary.

Assumptions about our Faculty
- Faculty are diverse in their use of technology and should have regular training opportunities to identify and use (new/emerging) technology in the classroom.
- Faculty must be conversant with the technology used in their classes and should provide resources and assistance for students.
- Faculty may incorrectly assume that students will have basic technological skills and will know where to seek help when needed.
- Faculty are increasingly using technology for instruction, testing, organizing, archiving, communicating, researching, etc. that results in a desire for greater access to technology resources.
- Many faculty believe that technology makes it easier for students to plagiarize or to let someone else to do the work.
- Some faculty may not have the skills necessary to use technology effectively in the classroom.

Assumptions about our Staff and Administrators
- Administrators and staff rely on technology to provide information for making decisions, communicating, and measuring progress.
- Staff and administrators have diverse technological skill levels.
- Training and technical support expectations are very high.
- Administrators and staff have misunderstandings about support responsibilities.
- Staff and administrators frequently expect immediate resolution of technology problems and issues.
- Administration recognizes the importance of technology in education.
- Staff would like to increase the use of technology to automate office processes to manage workflow and increase efficiency.
- Staff and administrators need more training and support with new and existing technology.
- Staff and administrators are not clear about where to get assistance with the effective use of technology.
- Staff needs access to new and emerging technology in a timely manner.
- There needs to be better communication with other colleges and the UH System in relation to technology.

Assumptions about our Culture
- Technology can enable, support and preserve Hawaiian culture and its initiatives.
- Our culture supports a diverse population, large geographic area and wide range of programs.

- The college has a strong sense of community that may impact how the technology is used, or not used.
- The UH System drives many decisions about technology.
- In general, the college has been reactive rather than proactive vis-à-vis technology.
- Technology permeates many aspects of the college function, culture and processes.
- Technology can be used to advance the mission and culture of the college.
- Teaching and learning is a central part of the college culture.

Assumptions Related to Technology
- Technology is always evolving; there is a continual need for updating equipment and software, support, servicing, and troubleshooting for which technology staff must be consulted.
- Up-to-date technology is key to the college remaining competitive.
- Technology helps us increase our island-wide and world-wide access and to expand programs currently being offered.
- Technology can increase college efficiency and effectiveness if it is well implemented, appropriately used, and supported with necessary resources and training.
- The effective use of technology requires a commitment to building skills for both those who use it and support it.
- The college attempts to standardize hardware and software.
- Technology can enhance and support instruction.
- Technology can improve learning.

Assumptions about our Budget
- The budget influences what, and how much, technology can be acquired.
- The technology budget may need to include additional funding for staff and technological resources.
- Technology funding is incorporated into the overall college budget in various line items.
- There may be an over-reliance on grants to acquire technology-related resources at times.
- Communication about technology funding needs to be improved and be more transparent.
- There is a perceived lack of cooperation and communication between units about their technology needs.
- There is a need for proactive planning and prioritization for when unspent funds might become available for technology initiatives and acquisitions.
- There needs to be better communication between grant writers and those who will be affected (including technology staff and other appropriate stakeholders).

Our Information Technology Goals

The following is a list of the Information Technology Strategic goals and strategies (for reaching those goals) for the three-year period from 2012-2015. The goals are intended to be longer-term, major targets or end results related to the survival, value, and growth of the College. These goal statements were developed by the planning team during the third day of the planning sessions and were based on the information technology vision, guiding principles and the implications of the planning assumptions for the College. All goals are derived from a Guiding Principle (as stated along with each Goal).

Goal 1: Expand the availability and enhance the quality of distance learning across communities to increase access to remote educational opportunities and learning success.

Guiding Principle: The College promotes and supports greater access to technology and digital resources island-wide. (*Topic:* Island-Wide Access)

Strategies
1.1 Expand DE support staff.
1.2 Provide resources for ongoing training of DE staff.
1.3 Provide additional opportunities for training of faculty, staff, and students in the appropriate and effective use of technology for their work in the College.
1.4 Update equipment as needed to stay abreast with technological and user demands/ needs.
1.5 Increase DE course offerings.
1.6 Annually assess for effectiveness.

Goal 2: Create and maintain a formal technology governance structure that will comprehensively guide decision-making for HawCC.

Guiding Principle: The College believes in the values of shared governance that facilitate decision-making, evaluation, and implementation of technology planning**.** (*Topic:* Technology Decision-Making and Governance)

Strategies
2.1 Reconvene Technical Task Force.
2.2 Formalize a single Technology Department.
2.3 Establish a Technical Director.
2.4 Tighten controls over grants involving technology.
2.5 Establish greater communication with UH System and within the college.
2.6 Establish a timely and responsive process for implementing technical purchase priorities.
2.7 Establish a process for requesting and receiving training.

Goal 3: Develop an ongoing process of feedback and evaluation to determine effective use of technology and help prioritize future initiatives.

Guiding Principle: The College values a continuous process of evaluation and college-wide feedback that ensures the effective use of technology resources**.** (*Topic:* Ongoing Feedback and Evaluation)

Strategies
3.1 Identify measurable outcomes for review.
3.2 Measure the selected outcomes.
3.3 Evaluate the results.
3.4 Develop a plan to implement desired changes per evaluation results: keep as is, modify, replace, or remove.
3.5 Redefine the outcome if necessary.
3.6 Return to "Improve Outcomes" and repeat for re-evaluation.

Goal 4: Provide technology training to faculty, staff, and managers.

Guiding Principle: The College recognizes the need for ongoing and effective training and support in the use of current and emerging technology. (*Topic:* Training and Support)

Strategies
4.1: Conduct survey of campus faculty & staff needs for tech training. Establish a baseline of training needs.
4.2: Prioritize training needs and determine if support can be supplied in-house, contracted, or online.
4.3: Develop expected outcomes of training and assessment process for the effectiveness of training.
4.4: Develop on-going needs assessment and training framework for new hires, and existing faculty/staff learning new technologies.
4.5: Review and evaluate organizational structure of current IT staff & consider reorganization into a single group.
4.6 Provide technical staff with training, as needed, so that they can maintain current and relevant skills.

Goal 5: Provide resources for research and evaluation of emerging and innovative technology for use at HawCC.

Guiding Principle: The College supports active research and development to support new and emerging technologies. (*Topic:* Emerging and innovative technology)

Strategies
5.1 Establish advisory groups (R&D committees) to provide guidance and organization on determining and using emerging and innovative technology.
5.2 Survey HawCC, the Community (including business sector), other schools and entities to assess needs and identify areas of research and areas of emerging/innovative technologies. If needed, additional subcommittees can be created to conduct research, etc.
5.3 Conduct research, collaborate with other entities and individuals to share information to pool research efforts.
5.4 Acquire technology solution in small test amounts, e.g. 1 or 2 units. Conduct real-world tests. Evaluate results.
5.5 If technology solution is viable, make a small environment deployment of the technology, e.g. a single classroom or office deployment. Run real-world tests. Evaluate.
5.6 If technology solution is successful, deploy to wide group of users. Create and conduct training for users. Continue to evaluate.
5.7 Maintain the technology solution. Adjust, adapt and refine the appropriate use of the technology solution. Continue to evaluate.

Goal 6: Create an ongoing process to articulate, plan, and prioritize college technology needs to determine optimal funding.

Guiding Principle: The College understands that adequate resources are important for the effective use, development, maintenance, and support of core technologies and that it needs to seek opportunities to fund emerging and innovative technologies. (*Topic:* Funding)

Strategies
6.1 Convene regular meetings.
6.2 Submit technology requests in program reviews.
6.3 Convene technology committee.
6.4 Communicate proper channels for technology related requests.

Goal 7: Collaborate and partner with leaders in the Hawaii Island Community to provide resources, learning opportunities, and professional expertise.

Guiding Principle: The College recognizes its role in the community and that it needs to encourage access to technology within the community. (*Topic:* Community Partnerships)

Strategies
7.1 Identify areas of need to determine candidates for advisory board.
7.2 Develop advisory board composed of community partners.
7.3 Solicit board members for ideas and recommendations pertaining to technology.
7.4 Annually assess for effectiveness.

Goal 8: Improve the outcomes of the college community thru the effective use of existing and evolving technologies.

Guiding Principle: The College knows that quality use of technology depends upon a high level of technical support in all levels and areas of the college. (*Topic:* Quality Outcomes through Technology)

Strategies
8.1 Define an outcome for measurement.
8.2 For each outcome measurement: Develop a plan to acquire measurable values related to the defined outcome.
8.3 Implement feedback and evaluation cycle.

Goal 9: Improve the technology portfolio to satisfy all educational needs with appropriate and diverse solutions.

Guiding Principle: The College acknowledges the importance of distance learning with technology and seeks quality opportunities to educate students through those technologies. (*Topic:* Learning with Technology)

Strategies
9.1 Assess the current technology portfolio to identify strengths, weaknesses, and opportunities for improvement.
9.2: Determine what types of technologies faculty and staff would like to deliver (not just computer related, can be new equipment, tools, etc).
9.3 Investigate and explore distance education and online delivery options that are available (programs, vidcon, freeware, etc.)
9.4 Survey HawCC students and community members to determine demand and potential for enrollment in online, remote, vidcon classes.
9.5 Provide train-the-trainer sessions for faculty & staff interested in offering classes online.
9.6 Provide support & training to students who need help accessing/navigating online or distance classes.
9.7 Acquire equipment and programs identified as important for instruction and delivery of courses.

Alignment with College Strategic Plan and the UH-Community College System
In order for this plan to be an effective tool for directing the acquisition and use of information technology within the College, it must be aligned with the overall strategic planning efforts of the College and the UH-Community College System. This section of the planning document illustrated the alignment of the Information Technology Plan with the College Strategic Plan and the UH-Community College System Plan.

Alignment with the HawCC Mission Statement
As demonstrated in the table below, the HawCC IT Vision is aligned with the College Mission, in committing to the spirit of E 'Imi Pono, as well as providing educational opportunities island-wide and promoting student success and enhancing college functions.

HawCC Mission Statement	HawCC IT Vision Statement
Hawai'i Community College promotes student learning by embracing our unique Hawai'i Island culture and inspiring growth in the spirit of E 'Imi Pono. Aligned with the UH Community Colleges system's mission, we are committed to serving all segments of our Hawai'i island community.	In the spirit of "E 'Imi Pono" (Seeking Excellence) and to provide educational opportunities island-wide, Hawaii CC will embrace the effective and appropriate use of existing and emerging technologies to support student success and enhance college functions.

Alignment with the UH-Community College System Goals
The UH-Community College goals and those of the HawCC Technology Plan should also correlate. There is also significant overlap between the college's IT goals and the UH-Community College System goals. The table on the next page lists the goals of both, and a summary of the correlation is as follows:

- UH-CC System Goal A is addressed in HawCC Goals 1, 3, 4, 5, 7 & 9
- UH-CC System Goal B is addressed in HawCC Goal 2, 7
- UH-CC System Goal C is addressed in HawCC Goals 1, 7, 9
- UH-CC System Goal D is addressed in HawCC Goals 2, 4
- UH-CC System Goal E is addressed in HawCC Goals 1, 3, 5, 9

UH-CC Goals	HawCC IT Goals
A. Promote Learning & Teaching for Student Success B. Functions as a Seamless State System C. Promote Workforce and Economic Development D. Develop our Human Resources: Recruitment/Retention/ Renewal E. Develop Sustainable Infrastructure for Student Learning	1. Expand the availability and enhance the quality of distance learning across communities to increase access to remote educational opportunities and learning success. 2. Create and maintain a formal technology governance structure that will comprehensively guide decision-making for Hawaii Community College. 3. Develop an ongoing process of feedback and evaluation to determine effective use of technology and help prioritize future initiatives. 4. Provide technology training to faculty, staff, and managers 5. Provide resources for research and evaluation of emerging and innovative technology for use at HawCC 6. Create an ongoing process to articulate, plan, and prioritize college technology needs to determine optimal funding. 7. Collaborate and partner with leaders in the Hawaii Island Community to provide resources, learning opportunities, and professional expertise. 8. Improve the outcomes of the college community thru the effective use of existing and evolving technologies. 9. Improve the technology portfolio to satisfy all educational needs with appropriate and diverse solutions.

Critical Efforts

This IT Strategic Plan focuses on providing a roadmap for HawCC to use technology to help the College achieve its mission and goals. Each technology goal and its accompanying strategies provide clear direction for appropriate departments and divisions within the College.

All nine of the Guiding Principles and their related goals in this plan are important, as are all of the strategies identified for each goal. However, not all goals can be reached simultaneously; some necessarily have priority over others, some are dependent on

others before they can be acted upon, some can, or should, be prioritized for later. Thus, it is incumbent upon any planning process to set priorities for what needs to be done when (based on a schedule).

To this end, the list of strategies (as associated with their goals) were presented to the Planning Team (via a poll at surveymonkey.com) to gather input on what strategies were most important to them for implementation. Altogether there were 50 strategies that could be implemented within the nine goals the planning team established. Participants were asked to vote no more than ten times for strategies they thought were most important to implement early. They could vote for a single strategy twice if they thought it was critical, but were told not to cast more than a total of ten votes.

The goals that were identified as most critical by the Planning Team were Funding, Governance, and Training/Support. These goals match the conversations that occurred throughout the assessment and the strategic planning phases of this process, as individuals of the HawCC community expressed concerns about the ways that the College allocates resources to the use of technology and how decisions are made. Improvements made in these areas will have a multiplier effect for the entire technology environment. In addition, most involved in the process also understood that improvements to training and support would be critical to helping members of the HawCC community maximize those investments that the College was able to make in technology.

At the strategy-level, the individual strategies of formalizing a Technology Department and providing it with effective leadership (by a Technical Director) were among the highest-rated strategies (3rd and 1st respectively). It is also important to note that attempts to bring technology staff together as an organization has not been effective in the past (although everyone seemed to agree that it was the right thing to do), and that providing full-time leadership for it will be critical for to its overall success. In addition, individual strategies surrounding training for the technical staff and conducting a survey of overall campus training needs rounded out the strategies that were listed as the highest four priorities.

This information is provided as guidance for the decision-making process about technology implementation as the college moves forward. And the findings of the survey roughly parallel the findings of the consultants during the spring term, 2012. It is important to note that the results of the survey strongly parallel the overall opinions of the consultants who have experienced the entire assessment and strategic planning processes along with the members of the College community who have chosen to be involved.

However, it is critical to point out that these data are skewed by the fact that participants in the process do not represent the full spectrum of interests within the college – in particular, faculty rarely participated. Those who did participate did so primarily online. So the faculty voice was not well represented in the three planning sessions or the resulting survey of priorities. As a result, the technical staff may have been

disproportionally represented in the survey, with the results skewed toward the technical end of the spectrum. This was a concern expressed multiple times during the planning process to the lead administrator and our primary contact.

That said, significant opportunities were available for full participation by all interests within the college and, for whatever reason, the key members did not choose to participate at levels we expected (and have seen elsewhere). This same concern was also voiced in the analysis project conducted last spring.

The full articulation of this strategic plan and the survey of priorities is a starting place for the College's future changes to its technology environment. It is most critical, in our opinion, to carefully define the Technology Advisory Committee with members who are interested in the broad use of technology at the College (what outcomes does the College need to affect), and augment the committee with key technical people who can help explore best practices and effective uses. The advisory committee needs to focus on how technology is used at HawCC, and it will be critical to populate it with members who can understand the College's larger goals and make College-wide decisions.   With the appropriate membership, the Technology Advisory Committee can help adjust priorities and compensate for any limitations that might result from the lack of participation by key College stakeholders.

This section of the planning document is labeled "Critical Efforts," and its intent is to identify projects resulting from the planning process that can have immediate positive impact for the college. It is clear that the Planning Team sees formalizing a Technology Department and providing it with strong leadership as an important first project. That should be the focus of the first initiative. But of equal importance is the effective utilization of a technology advisory committee, made up of a representative group of faculty, staff, administrators, and students to provide policy guidance to the college on technology. That should be the second "critical effort."

Information Technology Governance
The Planning Team was created to move the college forward with its technology planning and implementation with a single charge to create a plan and this planning document. Its membership consists of representatives from many different constituency groups in the college, but was "light" on faculty, with very few faculty participating. There also was no student participation.

The following characteristics are emblematic of the Planning Team:
  · They had a clearly defined mission.
  · Members understood that they should review everything in light of what is best for the College; personal or special interest agendas were left outside the meetings.
  · The team met consistently at regularly scheduled times and locations, with a pre-determined agenda.
  · The team membership was dedicated, worked very well together, and understood the mission of the committee.

The Planning Team believes that the success of this plan will be measured by how well it is communicated to the larger College community. Therefore each Planning Team member should share the plan, and the values developed during the planning process, with others in the college.

Additionally, for the plan to be effective it cannot be a "shelf document." It should be referred to frequently and used as a guide for action. There are specific job titles called out within this document which will have responsibility for implementation of certain parts of the plan.

To ensure success, several entities at the College should take an overarching responsibility for success of this plan. The technology governance group should be responsible for setting the higher level goals and modifying them, as necessary. It is up to the senior managers, however, to take the lead in ensuring the implementation of the strategies, assigning resources (including staff) to each, and evaluating the effectiveness upon their implementation. Finally, someone will need to take overarching responsibility in managing the work of the technology organization (whether that is a new position or conceived as a role of someone currently at the College).

The College should carefully consider the composition and mission of the Technology Advisory Committee required to move this strategic plan forward and to continually update it in response to changing needs. The former "Technical Task Force" was useful on some level, but became inactive; an attempt to reconvene it provided limited benefit. The consultants want to underscore the importance of this group in providing firm guidance about policies and priorities for technology, negotiating with the senior staff for the allocation of necessary resources, and providing some level of oversight to technology plans and services. The technology organization should have representation on this group (perhaps in an ex officio role), but the committee should be seen as a College committee that considers technology issues from the perspective of serving the College's needs. The conversations should be about the application of technology as a tool to accomplish campus goals, rather than about the technologies themselves.

Next Steps
This plan provides the strategic vision for technology that the College should follow as it moves forward with technology. As illustrated above, it is based on the mission and goals of the College. The participants in the planning process developed this plan with the belief that the College will make a good faith effort to follow its recommendations. However, they also recognize that the College faces challenges that may compromise or alter the recommendations contained herein. It is therefore recommended that this plan be reviewed annually and be closely linked to the budgeting process so that it is clear what resources are required for successful completion of the plan.

The Implementation Grid that is included below was developed working closely with the Planning Team. It contains a column indicating the individuals or groups that have

major responsibility for implementation of each of the IT strategies identified during this planning process. It will be the responsibility of these individuals or groups to develop the appropriate policies, budget requests, and annual operating plans for each of the assigned strategies. The technology governance group should take the lead on policy; the HawCC senior managers and leadership team need to take the lead in creating the culture for success and putting in place the operational plans, as well as initiating budget lines for approval through the normal budgetary processes.

On a regular basis, the College, through its governance groups and processes, should also revisit the planning assumptions and the College's accomplishments against the strategic plan, and update or modify this strategic action plan as required by the continuously evolving College environment. It is recommended that this review process occur on an annual basis.

Implementation Grid

For each of the goals and strategies identified in this technology Strategic Plan, an individual or group in the College has been identified as the responsible party to ensure that the strategies are appropriately implemented. For the responsible party to be successful in completing the strategy, the matrix also proposes certain events and/or conditions (Dependencies) that need to be accomplished before the strategy can be successfully completed.

Topic: *Island-Wide Access*
Goal 1:   Expand the availability and enhance the quality of distance learning across communities to increase access to remote educational opportunities and learning success.

Strategies	Dependencies	Responsible Parties
1.1 Expand DE support staff.	Dependent on available funding.	Deans, Directors, VC Academic Affairs
1.2 Provide resources for ongoing training of DE staff.	Dependent on available funding.	Staff Development Coordinator, Deans, Directors, VC Academic Affairs
1.3 Increase training opportunities for faculty, staff, and students. (This was questioned previously so changes noted may not be appropriate.)	Dependent on available funding.	Staff Development Coordinator, Deans, Directors, VC Academic Affairs

Strategies	Dependencies	Responsible Parties
1.4 Update equipment as needed to stay abreast with technological and user demands/needs.	Dependent on creating a complete equipment replacement cycle and reconciling it with available funding.	Chancellor's Senior Staff
1.5 Increase DE course offerings.	Dependent on creating efficiencies in approach or adjusting staff.	VC Academic Affairs
1.6 Annually assess DE for effectiveness.	Include technology questions in DE survey.	Institutional Researcher, Assessment Coordinator, DE Coordinator

Topic: *Technology Decision-Making and Governance*
Goal 2: Create and maintain a formal technology governance structure that will comprehensively guide decision-making for Hawaii Community College.

Strategies	Dependencies	Responsible Parties
2.1 Appoint a Technology Advisory Committee to serve as the governance group for technology policy and priorities.	Develop high-level mission statement for the group and consider appropriate membership.	Chancellor's Senior Staff, College Council?
2.2 Reorganize tech staff into a single Technology Department	Requires definition of leadership role and assignment of reporting responsibilities.	Chancellor and Senior Staff
2.3 Establish a Technical Director	Dependent on available funding and/or position line.	Chancellor and Senior Staff
2.4 Develop policy and procedures for grant-writing involving technology	Policy needs to be created by Technology Advisory Committee.	Chancellor's Senior Staff
2.5 Establish greater communication with UH System and within the college	Empower an individual (preferably the Technical Director) to act on the College's behalf	Chancellor and Senior Staff
2.6 Establish a timely and responsive process for implementing technical purchase priorities	Policy should be defined by Technology Advisory Committee and process improved by Technology Department	Chancellor's Senior Staff
2.7 Establish a process for requesting and receiving training	Designate a person/position responsible for coordinating technology training	Staff Development Coordinator, VC Academic Affairs

Topic: *Ongoing Feedback and Evaluation*
Goal 3: Develop an ongoing process of feedback and evaluation to determine effective use of technology and help prioritize future initiatives.

Strategies	Dependencies	Responsible Parties
3.1 Identify measurable outcomes for review	Identification of an individual to take responsibility for this strategy	Institutional Research (lead) and Technology Director (support), Assessment Coordinator
3.2 Measure the selected outcomes	Will vary depending on selected methodology	Institutional Research, Assessment Coordinator
3.3 Evaluate the results	Survey created and distributed	Institutional Research, Assessment Coordinator
3.4 Develop a plan to implement desired changes per evaluation results: keep as is, modify, replace, or remove	Survey results completed and analyzed	Institutional Research (lead) and Technology Director (support)
3.5 Redefine the outcome if necessary	Survey results completed and analyzed	Institutional Research (lead) and Technology Director (support)
3.6 Return to "Improve Outcomes" and repeat for re-evaluation	Survey results completed and analyzed	Institutional Research (lead) and Technology Director (support)

Topic: *Training and Support*
Goal 4:   Provide technology training to faculty, staff, and managers

Strategies	Dependencies	Responsible Parties
4.1: Conduct survey of campus faculty & staff needs for tech training. Establish a baseline of training needs.	Survey created	Institutional Research and Technology Director
4.2: Prioritize training needs and determine if support can be supplied in-house, contracted, or online.	Dependent on available funding, if required.	Staff Development Coordinator, VC Academic Affairs
4.3: Develop expected outcomes of training and assessment process for the effectiveness of training.	Completion of survey	Institutional Research and Technology Director, Assessment Coordinator
4.4: Develop on-going needs assessment and training framework for new hires and existing faculty/staff.	Approval by senior managers, designation of responsible party	Institutional Research and Technology Director, Staff Development Coordinator
4.5: Review and evaluate organizational structure of current IT staff & consider reorganization into a single group.	Approval by senior managers, designation of responsible party	Technology Director and VC Academic Affairs
4.6 Provide technical staff with training, as needed, so that they can maintain current and relevant skills	Dependent on available funding for training	Technology Director and VC Academic Affairs, Staff Development Coordinator

Topic: *Emerging and innovative technology*
Goal 5: Provide resources for research and evaluation of emerging and innovative technology for use at HawCC

Strategies	Dependencies	Responsible Parties
5.1 Establish advisory groups (perhaps an R&D committee) to provide guidance and organization on determining and using emerging and innovative technology	Dependent on available funding. Available and willing HawCC individuals to populate such committees. Full support from administration and departments.	Chancellor, and Chancellor's Senior Staff. Also interested individuals and "Stakeholders" - individual benefactors of tech solution. (R&D committee members drawn from all departments.)
5.2 Survey HawCC, the Community (including business sector), other schools and entities to assess needs and identify areas of research and areas of emerging/innovative technologies.	Available & cooperative individuals and entities of: HawCC, the community, business, other schools, and other organizations. Funds to conduct surveys and research. HawCC support in terms of facilities for meetings, communication, research, data collection and analysis. Full support from administration and departments.	R&D committee, with backing of administration (including Chancellor's office), and departments. Administration entity monitors progress of R&D committee. Institutional Researcher
5.3 Conduct research, collaborate with other entities and individuals to share information to pool research efforts.	Same as 5.2.	Same as 5.2

Strategies	Dependencies	Responsible Parties
5.4 Acquire technology solution in small test amounts, e.g. 1 or 2 units. Conduct real-world tests. Evaluate results.	Active & collaborative R&D committee, active & collaborative HawCC target group (benefactors of technology solution), adequate HawCC R&D funding to acquire technology solution. HawCC support in terms of facilities for testing, communication, research, data collection and analysis.	R&D committee, with full support of administration and departments (support includes funding).
5.5 If technology solution is viable, make a small environment deployment of the technology, e.g. a single classroom or office deployment. Run real-world tests. Evaluate.	Same as 5.4	Same as 5.4
5.6 If technology solution is successful, deploy to wide group of users. Create and conduct training for users. Continue to evaluate.	Same as 5.4	Same as 5.4
5.7 Maintain the technology solution. Adjust, adapt and refine the appropriate use of the technology solution. Continue to evaluate.	Same as 5.4	Target group (for training), HawCC technical support units (for maintenance). R&D committee provides or directs long term evaluation. Administration provides full support.

Topic: *Funding*

Goal 6: Create an ongoing process to articulate, plan, and prioritize college technology needs to determine optimal funding.

Strategies	Dependencies	Responsible Parties
6.1 Convene regular meetings of the technology advisory committee to discuss & prioritize budgetary needs of technology in the college	Creation of Technology Advisory Committee able to meet on a regular basis.	Chancellor and Senior Staff
6.2 Submit technology requests in program reviews	Department/Division Chairs would need to identify departmental needs then communicate technology implementation requests to College Deans, Directors and VC's as well as document within their respective program reviews.	Deans/Directors/Vice Chancellors
6.3 Convene technology assessment committee	Identification of key personnel within various departments who are able to collaborate, provide ongoing assessment, vision, and direction with regard to current implementation as well as future planning with regard to technology and training.	Department/Division Chairs, Deans, Directors/Vice Chancellors Technology Advisory Committee
6.4 Communicate proper channels for technology related requests	Improve communication between departments and college administration regarding request process. Possible training should be offered for those unfamiliar with the process.	Department/Division Chairs, Deans, Directors/Vice Chancellors Technology Advisory Committee

Topic: *Community Partnerships*

Goal 7: Collaborate and partner with leaders in the Hawaii Island Community to provide technology-related resources, learning opportunities, and professional expertise.

Strategies	Dependencies	Responsible Parties
7.1 Identify areas of need to determine candidates for advisory board.	Designate who will solicit nominees for the advisory board.	Public Relations Coordinator.
7.2 Develop advisory board composed of community partners.	Develop mission, structure, and policies. Hold walaau (talk story) sessions. Develop nomination forms.	Administration, one of the college governing bodies, and/or the HawCC ohana.
7.3 Solicit board members for ideas and recommendations pertaining to technology.	Dependent on the knowledge and resources of the board	Advisory board and coordinator.
7.4 Annually assess for effectiveness.	Create procedure and assessment instrument to assess the board recommendations.	Coordinator, Assessment Coordinator

Topic: *Quality Outcomes through Technology*
Goal 8: Improve the outcomes of the college community thru the effective use of existing and evolving technologies.

Strategies	Dependencies	Responsible Parties
8.1 Define a technology outcome for measurement	Institutional Research available	Institutional Research and Technology Director, Assessment Coordinator
8.2 Develop a plan to acquire measurable values related to the defined outcome for each outcome measurement.	Will vary depending on outcome/value identified	Institutional Research, Assessment Coordinator
8.3 Implement feedback and evaluation cycle	See ongoing feedback and evaluation	See ongoing feedback and evaluation

Topic: *Learning with Technology*
Goal 9: Improve the technology portfolio to satisfy all educational needs with appropriate and diverse solutions.

Strategies	Dependencies	Responsible Parties
9.1 Assess the current technology portfolio to identify strengths, weaknesses, and opportunities for improvement	Agreement on participants and approach.	Technology Advisory Committee and/or Technology Director, ITSO
9.2: Determine what types of technologies faculty and staff need to have (not just computer related, can be new equipment, tools, etc).	Technology Advisory Committee and Technology Director available	Technology Advisory Committee and/or Technology Director
9.3 Investigate and explore distance education and online delivery options that are available (programs, vidcon, freeware, etc.)	Faculty willingness and availability, tech support staff assigned to provide assistance	Interested faculty, Technology Director and technology staff, ITSO
9.4 Survey HawCC students and community members to determine demand and potential for enrollment in online, remote, Polycom classes.	Institutional Research	DE coordinator, Institutional Researcher
9.5 Provide train-the-trainer sessions for faculty & staff interested in offering classes online.	Faculty willingness and availability	DE coordinator, Staff Development Coordinator
9.6 Provide support & training to students who need help accessing/ navigating online or distance classes.	Staff time to develop training materials; availability of computer labs for training	DE coordinator, Staff Development Coordinator

Strategies	Dependencies	Responsible Parties
9.7 Acquire equipment and programs identified as important for instruction and delivery of courses.	Availability of funding and technology support	DE coordinator, VC Academic Affairs

Appendix

Members of the Technology Strategic Planning Team

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Session Attendees and Discussion Board Participants
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Dates of Planning Sessions
October 5, 2012
October 26, 2012
November 16, 2012

Hawaii Community College
Five Year Comprehensive Assessment Plan 2013-2018

Assessment Activities	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
Annual Assessments	Programs/Units Develop 2013-14 Annual Assessment Plan by 10/1		Programs/Units Develop 2014-15 Annual Assessment Plan		Programs/Units Develop 2015-16 Annual Assessment Plan		Programs/Units Develop 2016-17 Annual Assessment Plan		Programs/Units Develop 2017-18 Annual Assessment Plan	
	Implement 2013-14 Assessment Plans		Implement 2014-15 Assessment Plans		Implement 2015-16 Assessment Plans		Implement 2016-17 Assessment Plans		Implement 2017-18 Assessment Plans	
	Programs Develop Comprehensive Five Year Assessment Plan based on course student learning outcomes by 12/18		Implement Action Plan from 2013-2014 Assessment	Complete 20% Course Review	Implement Action Plan from 2014-2015 Assessment	Complete 20% Course Review	Implement Action Plan from 2015-2016 Assessment	Complete 20% Course Review	Implement Action Plan from 2016-2017 Assessment	Complete 20% Course Review
		Complete 20% Course Review		Update Five Year SLO Assessment Plan and assessment database with updates from Course Review	Report Results from 2013-2014 Action Plan implementation	Update Five Year SLO Assessment Plan and assessment database with updates from Course Review	Report Results from 2014-2015 Action Plan implementation	Update Five Year SLO Assessment Plan and assessment database with updates from Course Review	Report Results from 2015-2016 Action Plan implementation	Update Five Year SLO Assessment Plan and assessment database with updates from Course Review
Comprehensive Review	Submit ARPD information		Submit ARPD information		Submit ARPD information		Submit ARPD information		Submit ARPD information	
	Training for Comprehensive Program/Unit Reviews		Training for Comprehensive Program/Unit Reviews		Training for Comprehensive Program/Unit Reviews		Training for Comprehensive Program/Unit Reviews		Training for Comprehensive Program/Unit Reviews	
	Develop and Submit Comprehensive Program/Unit Reviews		Develop and Submit Comprehensive Program/Unit Reviews		Develop and Submit Comprehensive Program/Unit Reviews		Develop and Submit Comprehensive Program/Unit Reviews		Develop and Submit Comprehensive Program/Unit Reviews	
		CERC Reviews comprehensive reviews and reports to Programs/Units		CERC Reviews comprehensive reviews and reports to Programs/Units		CERC Reviews comprehensive reviews and reports to Programs/Units		CERC Reviews comprehensive reviews and reports to Programs/Units		CERC Reviews comprehensive reviews and reports to Programs/Units

Document 4

Hawaii Community College
Five Year Comprehensive Assessment Plan 2013-2018

Assessment Activities	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
General Education*	Review/evaluate assessments for proposed General Education certified courses		Implement 2014-2015 GE assessment plan		Implement 2015-2016 GE assessment plan		Implement 2016-2017 GE assessment plan		Implement 2017-2018 GE assessment plan	
	Develop comprehensive General Education assessment plan		Review/evaluate assessments for proposed General Education certified courses		Report 2014-2015 GE assessment results	Implement Action Plan from 2014-2015 GE assessment results	Report 2015-2016 GE assessment results	Implement Action Plan from 2015-2016 GE assessment results	Report 2015-2016 GE assessment results	Implement Action Plan from 2014-15 GE Action Plan and 2015-2016 GE assessment results
		Develop 2014-15 GE assessment plan		Develop 2015-16 GE assessment plan	Develop GE Action Plan based on 2014-15 GE assessment results		Develop GE Action Plan based on 2015-16 GE assessment results		Report 2014-2015 GE Action Plan results	
					Review/evaluate assessments for proposed General Education certified courses		Review/evaluate assessments for proposed General Education certified courses		Develop GE Action Plan based on 2014-15 GE Action Plan and 2015-2016 GE assessment results	
									Review/evaluate assessments for proposed General Education certified courses	
Institutional Learning Outcomes	Develop comprehensive ILO assessment plan	Implement ILO Assessment 2013-2014		Implement ILO Assessment 2014-2015		Implement ILO Assessment 2015-2016		Implement ILO Assessment 2016-2017		Implement ILO Assessment 2017-2018
			Report ILO Assessment 2013-2014 results to College Council	Implement ILO Action Plan from 2013-2014 assessment results	Report ILO Assessment 2014-2015 results to College Council	Report ILO Action Plan 2013-2014 results to College Council	Report ILO Assessment 2015-2016 results to College Council	Report ILO Action Plan 2014-2015 results to College Council	Report ILO Assessment 2016-2017 results to College Council	Report ILO Action Plan 2015-2016 results to College Council
			Based on College Council resommendations to ILO Assessment 2013-14 results, develop ILO Action Plan		Based on College Council resommendations to ILO Assessment 2014-15 results, develop ILO Action Plan	Implement ILO Action Plan from 2014-2015 assessment results	Based on College Council resommendations to ILO Assessment 2015-16 results, develop ILO Action Plan	Implement ILO Action Plan from 2015-2016 assessment results	Based on College Council resommendations to ILO Assessment 2016-17 results, develop ILO Action Plan	Implement ILO Action Plan from 2016-2017 assessment results
			Develop 2014-2015 assessment plan with College Council's recommendations		Develop 2015-2016 assessment plan with College Council's recommendations		Develop 2016-2017 assessment plan with College Council's recommendations		Develop 2017-2018 assessment plan with College Council's recommendations	

Document 4

Hawaii Community College
Five Year Comprehensive Assessment Plan 2013-2018

Assessment Activities	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
Professional Development	Faculty/Staff Orientation	Interpreting and aggregating assessment data	Faculty/Staff Orientation		Faculty/Staff Orientation		Faculty/Staff Orientation		Faculty/Staff Orientation	
	Course Learning Outcomes/Curriculum Mapping	Classroom assessment techniques	Workshop: Assessment Basic Training		Workshop: Assessment Basic Training		Workshop: Assessment Basic Training		Workshop: Assessment Basic Training	
	Developing Rubrics and Authentic Assessments	WAGS								
	Developing & Implementing Assessment Plans									
	WAGS									

* DRAFT, not approved by General Education Committee or Academic Senate

Hawaiʻi Community College

Institutional Learning Outcomes /
Program Learning Outcomes Alignment

Institutional Learning Outcome 1: *Our graduates will be able to communicate effectively in a variety of situations*

Program: Accounting

- In a work environment demonstrate effective self-management through efficient use of time and personal commitments.
- Participate effectively in individual and group decision making.

Program: Administration of Justice

- Develop and initiate career plans to obtain jobs or continue AJ degree or related field at 4-year institution of higher learning.

Program: Agriculture

- Design gardens that demonstrate the aesthetic principles of unity, repetition, balance, color, and texture congruent with the customers' desires.
- Set-up and manage a business enterprise.
- Interact with customers and co-workers in ways that effectively supports the work to be accomplished.

Program: Architectural Engineering and CAD Technologies

- Take pride in the quality of projects and performance, possess responsible work ethics and standards, and model attitudes of professionalism and appearance.

Program: Auto Body Repair and Painting

- Demonstrate structural panel repair techniques and advanced welding skills.
- Demonstrate competence in refinish procedures.
- Utilize research, communication and problem solving skills to evaluate and operationalize repair tasks.
- Model professional conduct and practice desirable work habits and attitudes for successful employment in the auto repair industry.

Program: Automotive Mechanics Technology

- Demonstrate access and use of online repair manuals.

Program: Business Technology

Hawaiʻi Community College
Institutional Learning Outcomes /
Program Learning Outcomes Alignment

- Work as a responsible member of a team to meet an organization's objectives.
- Demonstrate professionalism in work quality, appearance, attitude, and workplace behavior as required in a diverse business environment.
- Communicate clearly and effectively through oral and written interactions, complying with standard office etiquette.
- Apply appropriate strategies to secure employment, retain a job, and advance in a career.

Program: Culinary Arts

- Demonstrate proper work attitudes and work habits.
- Demonstrate general knowledge of culinary departmental functions and their relationship
- Demonstrate an understanding of the culinary industry business operations.
- Choose an appropriate career path based on industry knowledge or requirements.
- Demonstrate skills necessary for acquiring a job in the culinary field.

Program: Diesel Mechanics

- Demonstrate ability to communicate effectively to gather and convey information.
- Work collaboratively with others as well as independently.

Program: Digital Media Arts

- Use technology effectively to create visual artworks.
- Present a digital portfolio in a professional manner.
- Work effectively as a member of a project team.

Program: Early Childhood Education

- Use knowledge of child development and of individual children to create healthy, challenging learning environments and experiences.
- Use knowledge of child development and of individual children to create healthy, challenging learning environments and experiences.
- Communicate effectively and appropriately with children and adults from all backgrounds to build respectful, reciprocal, relationships; use appropriate guidance practices with children.
- Participate actively in planning and decision-making concerning the educational, physical, fiscal and human resources in classrooms and programs for children.
- Base decisions and actions on ethical and other professional standards.
  Advocate for children and their families in the classroom and the program.

Program: Electrical Installation and Maintenance Technology

Hawaiʻi Community College
Institutional Learning Outcomes /
Program Learning Outcomes Alignment

- Accurately demonstrate entry-level skills in residential, commercial, and industrial electrical installation and maintenance.
- Produce take-off lists, perform layout and install new materials for existing and new projects.
- Demonstrate the qualities of an apprentice electrician: positive attitude and behavior, discipline, promptness and attendance, ability to work alone or with others, with cultural awareness and good communication skills.

Program: Electronics Technology

- The student will have effective written, interpersonal, presentation, and team building skills.
- The student will have the necessary leadership and management skills to effectively complete a project.
- The student will have a well-developed sense of work ethics and personal discipline to succeed in their chosen profession.
- The student will have attitudes, abilities, and skills required to adapt to rapidly changing technologies and a desire for life-long learning.

Program: Fire Science

- Utilize the Incident Command System to manage a wide variety of planned and un-planned incidents
- Apply the principles of interpersonal communication, cooperative teamwork, supervision and management for leadership in the fire service.

Program: Hawaii Life Styles

- Kahoeuli - Connections - Articulate personal connections and interactions with people, communities, and environments to establish one's place, responsibilities, and purpose in the world.

Program: Hospitality and Tourism

- Explain general knowledge of hotel departmental functions and their relationship.
- Explain general knowledge of the structure, function, and operation of hospitality and tourism industry enterprises.

Program: Human Services

- Malama a paʻa pono - Utilize communication skills and implementation strategies to assess the multiple causes of social issues and concerns.

Program: Information Technology

Hawaiʻi Community College

Institutional Learning Outcomes /
Program Learning Outcomes Alignment

- Productivity: Work independently and cooperatively to deliver reports, programs, projects, and other deliverables that document a business organization's information technology requirements.

Program: Liberal Arts

- Communication – Speak and write to communicate information and ideas in professional, academic and personal settings.
- Ethics - Behave in an informed and principled manner.

Program: Machine, Welding and Industrial Mechanics Technologies

- Demonstrate mechanical reasoning; form perception & spatial relations; numerical reasoning and communication skills as a part of the basic entry-level skills and knowledge to gain employment in the machining, welding, industrial mechanics or related fields.
- Demonstrate the attributes of a good employee; good safety practices; positive work ethics; working collaboratively or independently under supervision; an awareness of hazardous materials and a responsibility for the orderliness and cleanliness of the workplace.

Program: Marketing

- Devise marketing campaigns/presentations in diverse formats that are adaptable to different target markets and stakeholders.
- Use customer relationship management strategies within any business or retail organization.
- Use management and organizational behavior principles and skills for any marketing occupation.
- Develop the ability to think strategically as an individual and effective team member.
- Demonstrate work attitude and appearance consistent with professional practices.

Program: Nursing Associate Degree

- The graduate will demonstrate compassion and caring by developing and maintaining therapeutic relationships based upon mutuality and respect for the health and healing practices, beliefs and values of the individual and community.
- The graduate will demonstrate the ability to function and communicate in a collaborative manner as a member of a multidisciplinary health care team to effectively manage care for individuals, families, and groups of individuals in a variety of settings.
- The graduate will demonstrate the ability to plan and deliver effective health education as an integral part of promotion, maintenance and restoration of health, management of chronic conditions, and end of life care.

Program: Substance Abuse Counseling

Hawaiʻi Community College

Institutional Learning Outcomes /
Program Learning Outcomes Alignment

- Identify and articulate medical, social and/or psychological aspects of addiction.
- Apply the Twelve Core Functions of the Alcohol and Drug Abuse Counselor, and practice within the legal and ethical parameter of the substance abuse counseling profession .
- Perform basic individual or group counseling and interviewing/facilitation skills, and reflect on personal values, and issues that may enhance or interfere with effectiveness as a counselor
- Develop career plans for entry-level positions in substance abuse, criminal justice, and human services organizations that service substance abusing populations, or transfer to 4-year college to continue education in SUBS related field.

Program: Tropical Forest Ecosystem and Agroforestry Management

- Use knowledge of applicable laws and regulations to make decisions about managing ecosystems.
- Apply effective interpersonal and communication skills.
- Recognize collect and interpret field data.

Hawaiʻi Community College
Institutional Learning Outcomes /
Program Learning Outcomes Alignment

Institutional Learning Outcome 2: Our graduates will be able to gather, evaluate and analyze ideas and information to use in overcoming challenges, solving problems and making decisions.

Program: Accounting

- Perform basic accounting tasks and business math skills to maintain accurate accounting systems in for-profit organizations.
  Perform basic office functions using standard and emerging technologies.
- Use critical thinking skills to make decisions that reflect legal and ethical standards of the accounting profession.

Program: Administration of Justice

- Express a foundational understanding of the three components (law enforcement, courts and corrections) of the administration of justice system and how they interrelate and affect individuals and society.
- Use technology to access, synthesize, and communicate information and effectively in written and oral reports.

Program: Agriculture

- Plan and manage projects and cultivate horticultural crops using legal; sustainable; safe; ecologically, biologically, and technologically sound practices.
- Operate and maintain tools and equipment.

Program: Architectural Engineering and CAD Technologies

- Demonstrate entry-level skills for accuracy in drawing geometric shapes, axonometric pictorials, orthographic projections, and identify the relationship of features to demonstrate visualization proficiency.
- Identify or describe the characteristics and uses of construction materials, building products and systems, and research these materials for use based on a prescribed design project requirement.
- Use with reasonable competence our two-dimensional and three-dimensional CAD programs to create architectural and engineering drawing documents for use in the Construction Technology Capstone DHHL Model Home Project site.
- Formulate, design, revise, and construct projects of knowledge and comprehension based on design criteria requiring recall of past courses/experiences and be able to defend, explain, and discuss designs.

Hawaiʻi Community College

Institutional Learning Outcomes /
Program Learning Outcomes Alignment

- Demonstrate computation, communication, critical thinking, research, and problem-solving skills as well as an appreciation for the diversity of cultures, community, and the environment.

Program: Auto Body Repair and Painting

- Demonstrate entry-level knowledge and skills required for the safe operation of tools and equipment necessary to perform repairs on modern automobiles.
- Apply proper safety procedures and regulated compliance standards applicable to the auto collision and refinish industry.
- Employ industry standard operating procedures and repair techniques.

Program: Automotive Mechanics Technology

- Apply safety measures at all times.
- Diagnose and repair typical problems encountered by owners of vehicles.
- Perform routine maintenance functions on vehicles.

Program: Business Technology

- Use current and emerging technologies effectively to create and manage documents and handle multiple priorities.
- Use research and decision-making skills to make informed choices consistent with personal and organizational goals.

Program: Carpentry

- Use appropriate tools, materials and current technology to complete project.
- Practice quality workmanship while maintaining industry safety standards in a safe manner.
- Interpret, understand and apply current building codes.
- Use appropriate materials, tools equipment and procedures to construct a residential home.

Program: Culinary Arts

- Demonstrate entry-level proficiency in technical skills required in the culinary industry according to the American Culinary Federation.
- Apply nutritional concerns to the creation of menus.

Program: Diesel Mechanics

- Function safely in a heavy equipment shop environment.
- Apply theory and principles for proper diagnosis, repair, and maintenance in the heavy-duty truck equipment industry.

Hawaiʻi Community College

Institutional Learning Outcomes /
Program Learning Outcomes Alignment

- Practice the minimum essential mental, physical, and behavioral skills necessary to maintain professional proficiency.

Program: Digital Media Arts

- Gather, analyze and evaluate information visually and/or critically.

Program: Early Childhood Education

- Demonstrate collaboration, critical thinking and reflection.

Program: Electrical Installation and Maintenance Technology

- Practice safety on the job and recognize potential hazards.
- Interpret and comply with the National Electrical Code NFPA 70 book and local codes.
- Read and interpret all sections of blueprints and draft electrical circuits.
- Integrate carpentry, masonry, plumbing, and HVACR systems with electrical installation and maintenance.
- Think critically, do research, calculate minimum requirements, and solve problems.

Program: Electronics Technology

- The student will be able to specify, design, build, install, program, operate, troubleshoot, analyze, and modify electronics systems, automated test, and manufacturing control systems.
- The student will also be able to specify, install, program, operate, troubleshoot , and modify computer systems.

Program: Fire Science

- Demonstrate knowledge of modern fire service strategies, tactics, and management for both structural and wildland fire incidents.
- Apply the theoretical principles of the chemistry of fire, and hydraulics to solve water supply problems.

Program: Hawaii Life Styles

- Kaʻipono – Excellence – Foster a life-long desire.

Program: Hospitality and Tourism

- Develop an appropriate career path based on industry knowledge or requirements.

Hawaiʻi Community College
Institutional Learning Outcomes /
Program Learning Outcomes Alignment

Program: Information Technology

- Information Systems: Plan, develop, and implement the hardware, software, and procedural components of a data processing system in a business environment.
- Networking: Plan, develop, and implement the hardware, software, and procedural components of a data communications system in a business environment.
- Programming: Plan, develop, implement, and document computer programs that meet the data processing requirements of a business organization.
- Legal/Ethical/Professional: Base decisions and actions on the legal, ethical, and professional guidelines and practices of the information technology field.
- Explore: Demonstrate the ability to search, analyze, and synthesize current information and solutions in the rapidly changing information technology profession.

Program: Liberal Arts

- Critical Reading – Read critically to synthesize information to gain understanding.
- Critical Thinking – Make informed decisions through analyzing and evaluating information.
- Information Competency – Retrieve, evaluate and utilize information.
- Technological Competency – Employ computer technology to perform academic and professional tasks.
- Quantitative Reasoning – Apply mathematical concepts, methods, and problem-solving strategies to analyze, synthesize, and evaluate real-world problems in quantitative terms.
- Areas of Knowledge – Utilize methods, perspectives, and content of selected disciplines in the natural sciences, social sciences, and humanities.

Program: Machine, Welding and Industrial Mechanics Technologies

- Demonstrate eye and hand coordination and dexterity in the proper set-up and use of the basic machine tools and equipment; metalworking equipment; the common welding & cutting processes; industrial mechanics equipment; material handling equipment and related machinery.
- Demonstrate form perception and spatial relations in the applications of geometric construction; the three common methods of pattern development; industrial practices in framing and structural fabrication; practices in welding joint design & joint preparation and the common machine shop operations & practices.
- Demonstrate the skills of a life-long learner; the ability to read blueprints; knowledge of metals and the common materials & supplies; the ability to do the work related math; the ability to communicate and read technical materials; and the ability to use available technical resources.

Program: Marketing

- Synthesize principles and concepts of marketing in developing a marketing plan.

Hawaiʻi Community College
Institutional Learning Outcomes /
Program Learning Outcomes Alignment

- Develop current technology skills and the ability to utilize those skills in real world situations.
- Develop an understanding of evolutionary globalization and the technological advancements associated with the dynamic business environment.

Program: Nursing Associate Degree

- The graduate will retrieve, integrate and apply relevant and reliable information, concepts from multiple disciplines and standards of nursing as the basis for evidenced based nursing care.
- The graduate will utilize the nursing process as an ongoing framework for critical thinking to asses, plan, prioritize, implement and evaluate safe and effective nursing care for healthy individuals and individuals with complex disorders who need the expert care of a professional nurse.
- The graduate will demonstrate professional behaviors and practice within the legal and ethical framework of professional nursing.
- The graduate will utilize self-reflection to analyze personal practice and experiences for ongoing learning and professional growth.

Program: Tropical Forest Ecosystem and Agroforestry Management

- Apply basic ecosystem concepts to natural resource management.
- Use an understanding of general scientific concepts in design of forestry systems.
- Apply effective management practices to commercial or conservation efforts.

Hawaiʻi Community College

Institutional Learning Outcomes /
Program Learning Outcomes Alignment

Institutional Learning Outcome 3: Our graduates will develop the knowledge, skills and values to make contributions to our community in a manner that respects diversity and Hawaiian culture.

Program: Accounting

- Communicate with stakeholders in a manner that reflects organizational culture and sensitivity to diverse customer and community needs.

Program: Administration of Justice

- Work independently and interdependently with diverse populations to produce personal, professional, and community outcomes.

Program: Automotive Mechanics Technology

- Identify and demonstrate proper work readiness skills and respect for cultural differences.

Program: Culinary Arts

- Integrate their knowledge of Hawaii's culture and food into cuisine.

Program: Digital Media Arts

- Contribute and apply knowledge of aesthetics to the needs of the community.
- Prepare students for the workforce.

Program: Hawaii Life Styles

- Ka'iewe – Sense of Place – Reflectively evaluate a sense of place and an awareness of the delicate balance necessary to maintain healthy life systems for generations to come.
- Ka'imo'o – Sustainability – Actively engage in the maintenance, preservation and conservation of Hawai'i's and other global communities' landscapes and resources.
- Ka'imaka – Perspective – Demonstrate multi-sensory perspectives in natural, cultural and social environments to interact appropriately.
- Ka'ikoi – Identity – Apply cultural knowledge, practices, career skills, and experiences to strengthen and sustain one's lifestyle and identity.
- Kaimua - Leadership - Advance leadership skills towards sound and creative decision-making that inspires balance in mind, body, spirit and environment.

Program: Hospitality and Tourism

Hawaiʻi Community College
Institutional Learning Outcomes /
Program Learning Outcomes Alignment

- Practice the ethics and values in the hospitality and tourism industry.
- Integrate their knowledge of Hawaii's history and culture into hospitality and tourism industry operations.

Program: Human Services

- E hoʻala hou a paʻa pono - Through reflection of values and self-awareness portrays a respectful attitude harmonizing with place, culture and diverse perspectives.
- Ike - Evaluate employment and educational opportunities through a comprehensive awareness of the function of Human Services in the community.

Program: Liberal Arts

- Self and Community – Engage in activities demonstrating understanding of one's relationship with one's communities and environment.

- Cultural Diversity – Articulate and demonstrate and awareness and sensitivity to cultural diversity.

M E M O R A N D U M

Date: May 31, 2013

To: Annie Brown (At Large, BEaT)
               Denise D'Haenens-Luker (MATH)
               Kenoa Dela Cruz (GSSS)
               Robyn Gartner (ENG)
               Lucy Jones (SSCI)
               Donala Kawaʻauhau (At Large, BEaT)
               Charleen Marlow (HUM)
               Orlo Steele (Natural Sciences) (serves until December 31, 2013)
               Francis-Dean Uchima (Academic Senate Executive Committee)
               Mai Wong (Public Services)

From: Ellen Okuma, co-Chair, Academic Senate ad hoc General Education Committee
               Lou Zitnik, co-Chair, Academic Senate ad hoc General Education Committee

Subject: Appointment to the Academic Senate ad hoc General Education Committee

Mahalo for your willingness to serve on this important committee of the Academic Senate. As you may be aware, the Academic Senate began working on General Education (GE) in 2010 through various efforts of faculty and ad hoc committees. It is critical that these efforts continue in a timely manner. To meet the needs of our students, VCAA Joni Onishi has agreed to recognize previously designated GE courses through Academic Year 2013-2014. At the end of that period, unless new procedures have been developed to identify GE courses, the College will be without GE offerings. The goal of the ad hoc General Education Committee is to prevent that situation.

What follows is specific information on the Committee's membership and its charge. This information was developed in consultation with VCAA Joni Onishi, Academic Senate Chair Helen Nishimoto, and the Executive Committee of the Academic Senate.

<u>Membership</u>
The voting membership of the ad hoc General Education Committee of the Academic Senate is determined by the two co-chairs who will not have a vote unless a tie needs to be broken. Tenure is not a determining factor but BOR faculty appointment is--i.e., a lecturer cannot serve. A department or division chair is ineligible to serve as a voting member. Unless otherwise stipulated, the term of service shall be one year. The ten (10) voting members include:
- 1 member from each of the following areas: Social Sciences, English, Humanities, Math, Natural Sciences, and Public Services (6)
- 2 at-Large members (2)
- 1 General Student Services Support (GSSS) member (1)
- 1 member of the Academic Senate Executive member (1)

Charge for ad hoc GE Committee

In order to address ACCJC recommendations to the College regarding General Education, to identify courses that will assist HawCC students to meet UH System General Education Core Requirements, and to bring closure on previous work the Academic Senate has done on General Education, the ad hoc GE Committee is charged by the Academic Senate Chair and the Executive Committee to revise, finalize and forward to the Academic Senate Chair for Senate consideration and approval the following:

- Benchmarks for General Education Learning Outcomes (GELO): These will be based on the previously developed "descriptors," "criteria" and suggestions submitted in May 2013 by disciplines in response to a request for review by VCAA Onishi.
- ad hoc GE Committee Operating Procedures
- GE course designation process: The process will be based upon recommendations agreed to at the March 27, 2013 meeting of concerned faculty, the VCAA, Deans of Liberal Arts and CTE, and the Chair of the Academic Senate. Please Appendix 1 for details.
- Rubrics or checklists developed by the Academic Senate Chair as requested at the March 27, 2013 meeting
- Forms and other documents necessary to implement the GE course designation process

Proposed Timeline:

In early August, the co-chairs will send Committee members the proposed operating procedures, draft application forms, and revised GELO benchmarks for review.

The Committee will meet Monday, August 19, 2013, 10-noon in 379, 6B (Manono Campus) to review the proposed materials, confirm those that meet Committee expectations, and consider appropriate actions to meet the Committee's goals for AY 2013-2014.

Possible Action: The Committee will submit its approved materials to the Academic Senate Executive Committee for its Friday, August 23, meeting, and the Executive Committee will submit materials to a full meeting of the Senate on Friday, August 30, 2013.

Senators will have until September 13 to submit suggestions for revision to the ad hoc GE Committee, and the ad hoc Committee will make appropriate revisions and submit to the Academic Senate Executive Committee (Sept. 20) and to the Academic Senate for final approval (Sept. 27).

After approval by the VCAA, the Committee will call for submissions beginning October 1, 2013.

Again, mahalo for your time and effort on this important committee that will impact our students in many positive ways. If you have any questions, please contact either of us: Ellen (okuma@hawaii.edu), Lou (zitnik@hawaii.edu). We look forward to working with you!

c:Helen Nishimoto, Academic Senate Chair, Joni Onishi, Vice Chancellor for Academic Affairs & Kalani Flores, Accreditation Liaison Officer (LZ, created 5/31/13)

Appendix A: To ad hoc Committee Gen Education Committee Charge

Date: May 31, 2013

Purpose: This appendix notes additional agreements in principle that were reached during a series of meetings held in the spring of 2013 for the purpose of developing a General Education course designation process that could be implemented during the 2013-2014 academic year. This series included two formal meetings of administrators, faculty leadership and concerned faculty (March 16 & 27), as well as subsequent meetings with VCAA Onishi, Academic Senate Chair Helen Nishimoto, and ad hoc Committee chairs Ellen Okuma and Lou Zitnik.

- A GE course designation process will include these steps:
    1. The VCAA, in consultation with the department chairs (DC) and the ad hoc GE co-chairs, will contact disciplines to identify the priority of courses to be submitted for review.
    2. The proposer and the DC will complete a course assessment plan form, to be developed by the Assessment coordinator, and submit it to the Assessment Coordinator for approval.
    3. The proposer and the DC will complete the GE Course Designation Form (to be developed by the ad hoc GE Committee) for a 100+ level credit course, sign and submit it with the Assessment Coordinator's proof of approval and a current Course Outline of Record to one of the ad hoc GE Committee co-chairs.
    4. The GE Course Designation Form will require evidence that indicates how specific assignments or activities support all of the benchmarks in the General Education Learning Outcome being sought as the primary designation.
    5. The GE Course Designation Form will require evidence of how the course seeking designation meets one of the Critical Thinking General Education Learning Outcome Benchmarks.
    6. The GE Course Designation Form will include the course's current articulation status in the University of Hawaiʻi System.
    7. The GE ad hoc co-chairs and committee members will facilitate, assist, and support discipline faculty through the GE designation process.
    8. The co-chairs will distribute the application package to the ad hoc GE Committee for review, and upon approval, both co-chairs will sign the form.

9. The co-chairs will submit a request to the Academic Senate Chair to place the GE designated course on the next Academic Senate agenda for Senate endorsement.
10. The Academic Senate Chair signs the GE designated course form once the Senate endorses the course as being GE designated.
11. The Academic Senate Chair sends the form to the VCAA for approval.
12. The VCAA sends the form to Chancellor for approval.
13. Once the Chancellor has approved a GE designated course, a notice will be sent from the Chancellor's Office to the campus regarding the approved status of the course.
14. The VCAA will seek a MOU with each UH campus to ensure transferability of the course in General Education, and the VCAA will oversee inclusion of the GE designated course in the next HawCC catalog.
15. Archives of general education designation applications will be stored by the VCAA.

LZ: Draft 3, 5/31/2013

History of Various Academic Senate ad hoc GE committees:
their members and charges
(in chronological order)
From Ellen's Notes and Evidence found, March 13, 2013 (rev.1)

A. Academic Senate ad hoc Committee to Revise Proposed General Education Student Learning Outcomes (GE SLOs were adopted by Assessment Committee on 4-2-09 and subsequently sent to the Academic Senate for endorsement)

- Senate established ad hoc Committee on 8-28-2009
- Senate motion unanimously passed: "to establish an ad hoc committee to amend the learning outcomes for General Education to include Hawaiian and global cross-cultural perspectives and consider consolidating the list of learning outcomes and that will report back to the Senate at the next scheduled meeting."
- *Noe Noe Wong-Wilson (Chair), Sam Giordanengo, Sherri Fujita, Mai Wong*
- GE Student Learning Outcomes for General Education to be reviewed:

    1. **Critical Reading and Thinking**—Use critical reading and thinking skills to synthesize information, pose questions, and solve problems.
    2. **Information Retrieval**—Retrieve, evaluate, and use print and current electronic media in a logical and ethical manner.
    3. **Oral Communication**—Use listening, critical thinking, and speaking skills to identify, organize, communicate, and evaluate information, values, and policies with a variety of audiences.
    4. **Quantitative Reasoning**—Use mathematical concepts, methods, and logical problem-solving skills to analyze, synthesize, and evaluate ideas in quantitative terms.
    5. **Written Communication**—Use reading, critical thinking, and writing skills to explore, develop, and communicate information and ideas in writing to a variety of audiences.
    6. **Understanding Self and Community**—Collaborate with diverse individuals to examine and demonstrate one's relationship with the community and the environment.
    7. **Integration and Application of Knowledge**—Use information and concepts from studies in multiple disciplines in one's intellectual, professional, and community life.
    8. **Values and Ethics**—Make informed and principled judgments with respect to individual conduct, citizenship, and aesthetics.

- Ad hoc Committee reported to Academic Senate on Sept. 25, 2009; it was disbanded as the charge was complete.
- Newly revised and amended Student Learning Outcomes for General Education, approved unanimously by the Academic Senate, Sept. 25, 2009:

1. **Communication, Critical Reading and Thinking (formerly 1,3,5)--**Use listening, speaking, critical reading and critical thinking skills to explore, develop and communicate information and ideas in written and oral forms, to identify, organize, evaluate and synthesize information and to pose questions and solve problems to a variety of audiences.
2. **Information Retrieval, Integration and Application of Knowledge (formerly 2,7)--**Retrieve, evaluate, and use information and concepts from studies in multiple disciplines, print, and current electronic media in a logical and ethical manner, in one's intellectual, professional and community life.
3. **Quantitative Reasoning (formerly 4)--**Use mathematical concepts, methods, and logical problem-solving skills to analyze, synthesize, and evaluate ideas in quantitative terms.
4. **Understanding Self and Community (formerly 6, 8)--**Examine and demonstrate one's relationship with place through an understanding of Hawai'i Island's communities and its environments. Make informed and principled judgments with respect to individual and group conduct, citizenship and critical reflection of art, culture, and nature.
5. **Hawaiian, Cross-Cultural and Global Perspective (New)--**Demonstrate an understanding of Hawaiian and other cross-cultural values, perspectives, social issues, arts, and histories. Engage in activities that link one's life with those of people throughout Hawai'i and the world.

B. Academic Senate ad hoc General Education Committee
- Senate established this ad hoc committee on March 19, 2010
- Minutes and agenda found at http://hawaii.hawaii.edu/gened/auth/gecert.php
- *Kate Sims (chair), Jill Savage, Joel Tanabe, Kekuhi Keali'ikanaka'ole, Mai Wong, Ellen Okuma, Trina Nahm-Mijo, Franics-Dean Uchima, Joni Onishi, Beth Sanders, Guy Kimura*
- Senate unanimously passed resolution to establish the committee "for the purpose of reporting back and presenting to the Academic Senate:

1. a statement of general education philosophy that is appropriate for inclusion in the Catalog;
2. based on an approved general education philosophy, a review of the approved GE Learning Outcomes (9-25-09) and comparison of them to the ACCJC accreditation requirements for completeness, omissions, clarity and assessability;
3. if necessary, a revision of GE Learning Outcomes that is succinct, understandable, easily assessable and aligned with ACCJC requirements and relevant University of Hawai'i System requirements;
4. a recommendation that the curriculum review process have criteria to address each course's learning outcomes to determine whether the course should be included in the general education curriculum;

5. a recommendation to assign responsibility for the oversight of the general education curriculum to an official body."

- [Sept. 23, 2011](#) (after 2 readings on April 29 & May 6, 2011)--Committee submitted resolution with 8 recommendations, which Senate approved (vote: #1—20 aye, 1 nay; #2—20 aye, 1 nay; #3—17 aye, 4 nay; #4—18 aye, 3 nay; #5—20 aye, 1 nay; #6—20 aye, 1 nay; #7—17 aye, 4 nay; #8—20 aye, 1 nay)
- Sept. 23, 2011—Committee brings 10 pages of GE Student Learning Outcome Descriptors to Senate; descriptors passed unanimously as amended (see http://hawaii.hawaii.edu/gened/descriptors.pdf)
- Sept. 23, 2011—Committee presents Resolution on Establishing Criteria for Certifying General Education Courses; passed unanimously as amended
- This committee was disbanded on Sept. 23, 2011 by the Senate as it had met its charges.
- Chancellor Yamane approved the 3 Senate actions (of Sept. 23, 2011) on October 19, 2011.

C. [Post Academic Senate ad hoc GE Committee](#) meetings (Oct. 24, 2011 & Oct. 31 & Nov. 1, 2011; click for hyperlinked minutes)
- *Joni Onishi (convener), Kate Sims, Ellen Okuma, Joel Tanabe, Mai Wong, Jill Savage, Joyce Hamasaki (Senate Chair at the time)*
- Charge: Joni—(Oct. 24, 2011) "purpose of meeting is to figure out how to continue the momentum of developing and implementing the new GE certification process."

D. HawCC General Education (GE) Certification Transitional Taskforce (GECTT)
- Joint appointment made by Academic Senate Chair (Joyce Hamasaki) and Interim VCAA/CAO (Joni Onishi) on November 21, 2011
- *Jill Savage (Chair), Ellen Okuma, Robyn Gartner, Orlo Steele, Mai Wong, Taupouri Tangaro (*Tangarō actually stepped off the committee in mid Spring 2012)
- Meeting Minutes and Agenda found at: http://hawaii.hawaii.edu/gened/auth/gecert.php
- Changed from Transitional Taskforce to ad hoc GE Committee, [August 28, 2012](#)
- Reviewed courses and GE Certified ED 131, as Area of Knowledge (SSCI), which Senate approved, [May 3, 2012](#)

E. Academic Senate ad hoc General Education Committee, Fall 2012
- *Jill Savage (Chair), Robyn Gartner, Sam Giordenango*, *Orlo Steele, Mai Wong* (Sam Giordenango was added in Fall; Ellen was on sabbatical)
- Reviewed MATH 115, MATH 135 & BOT 101 for GE Certification, which were on Senate Agenda for November 30, 2012
- Committee disbanded?

History of Liberal Arts ad hoc General Education Council:
(in chronological order)
From Lou Zitnik's notes and evidence, October 26, 2012 to May 24, 2013 (rev.2)

GEN ED Council

October 2012: When the Academic Senate voted to send the question of General Education in its entirety (Oct. 26, 2012) to the Liberal Arts Program for revision and problem solving, the Liberal Arts chairs with Dean Kimura began a discussion of what could be done to ensure that an adequate number of courses would be certified for the start of the Fall 2013 semester.

November 2012: After the Academic Senate voted to dissolve the ad hoc General Education Committee (Nov. 30, 2012), the Liberal Arts chairs and Dean Kimura met with members of the ad hoc GEC (Dec. 11, 2012). The chairs thanked the committee members for their hard work, confirmed the certification status of three courses that were ready for Senate approval on Nov. 30, 2012 (Math 115, 135, Botany 101), and invited the ad hoc GEC members to participate in the revision process.

December 2012: Due to time constraints and faculty concerns with the previous process, the LA chairs formed the General Education Council composed of volunteers from the LA chairs and previous members of the ad hoc GEC, to revise the certification process, meet the Fall 2013 deadline for implementation, and clarify its governing structure.

The GenEd Council consisted of Marilyn Bader (Math and Natural Sciences chair), Robyn Gartner (English, ad hoc GEC), Sam Giordanengo (History, ad hoc GEC), James Kiley (Assessment Coordinator), Trina Nahm-Mijo (Social Science chair); Mai Wong (Early Childhood Education, ad hoc GEC), and Lou Zitnik (English chair).

A working group, consisting of Trina Nahm-Mijo, Kames Kiley, and Lou Zitnik, met Tuesday, Dec. 18, 27 and 28 during the holiday break to discuss a revised process and action plan that would be discussed with Council members at the first meeting of full membership. The working group established a website, developed committee procedures, reviewed criteria and descriptors, developed an application process, and published its minutes.

January 2013: The full Council met regularly on Tuesdays to confirm procedures, revise application forms, consider input from departments concerning descriptors/criteria, consider timeline for return to Senate, and plan for accepting applications on February 1.

February 2013: In response to request from the VCAA, the Council met with VCAA Onishi and Chancellor Yamane to discuss the status of the project and to assess the possibility of designating courses by the end of the semester. VCAA Onishi gave the Council permission to begin accepting applications for GE designation.

March 2013: At a special meeting of the Academic Senate meeting (March 8), the senators confirmed Math 115, 135, Botany 101 as General Education courses, and the Academic GenEd Council presented a report of its activities and operating principles:

1. To not duplicate the duties of the Curriculum Review Committee in the General Education process

2. To be flexible and open to innovation and new ideas

3. To keep the pilot process simple, time effective, and user friendly

4. To concentrate on learning outcomes rather than course content

5. To have a pilot process in place by the end of the spring semester

6. To function as a working group

7. To build on the hard work done by the ad hoc GEC and GECTT

8. To realize that whatever we did, change is inevitable and new ideas and changing conditions would create the need to improve the process

Changes the Council made to the previous application process:

1. Dropped all application requirements for prerequisites, including the reading component, and left content and prerequisite requirements that to departments working with CRC and Senate

2. Based GenEd designation process on learning outcomes assessment report and critical thinking component

3. Moved from primary, secondary and tertiary designations to designation for a primary GELO only.

4. Created easy to use application forms intended to support busy faculty and committee members while supporting student success

Special meetings:

In response to the special Academic Senate meeting held March 8 and a request from the Curriculum Review Committee (CRC) chair and the Academic Senate Chair, members of the General Education Council met with members of the previous GEC (GEC, GECTT), CRC, division chairs, concerned faculty members, and administrators on Saturday, March 16, and Wednesday, March 27.

A number of compromises from all groups opened the way for the Senate Chair, following the Senate Charter, to appoint a new ad hoc General Education Committee and to direct the new committee to design a designation process based on an assessment plan, course outline of record, alignment with a primary General Education outcome, and inclusion of an element of critical thinking.

The VCAA will leave all currently articulated courses in place for one more year so that departments will have time to apply. "After that, all courses that have not been designated as GE courses and endorsed by the Academic Senate, by the previous or this new system, will no longer satisfy the GenEd requirements."

April/May 2013: The Academic Senate Chair appointed Ellen Okuma and Lou Zitnik to co-chair the new ad hoc General Education Committee. The co-chairs met with VCAA Onishi and Academic Senate Chair Nishimoto to develop a committee charge, elicit committee membership, and develop an application process for GenEd designation based on the two previous models and agreements reached at recent special meetings.

LZ: Draft 2, May 30, 2013