UNIVERSITY of HAWAI'I®

HAWAI'I
COMMUNITY COLLEGE

MIDTERM REPORT
2015

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, 2015

MIDTERM REPORT 2015 – 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.
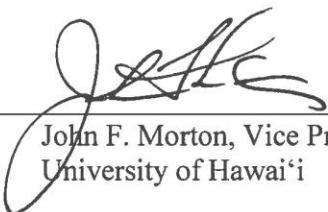
Signatures:

_____   Sept 22, 2015
Noreen Yamane, Chancellor   Date
Hawai'i Community College

_____   9/27/15
John F. Morton, Vice President for Community Colleges   Date
University of Hawai'i

_____   9/30/15
David Lassner, President   Date
University of Hawai'i

Signatures (continued):

Randolph G. Moore, Chair   10/1/15
University of Hawai'i Board of Regents   Date

TABLE OF CONTENTS

I. REPORT PREPARATION

Background

Hawaiʻi Community College (College/HawCC) submitted its Self Evaluation of Educational Quality and Institutional Effectiveness Report in 2012 to Accrediting Commission for Community and Junior Colleges (Commission/ACCJC) resulting in a comprehensive review by an external evaluation team on October 14-18, 2012 and External Evaluation Report (12/14/12).

Through the ACCJC action letter (2/11/13), the Commission notified HawCC that it took action to reaffirm accreditation with a requirement that the College complete a Follow-Up Report, to be followed by a visit of Commission representatives to address four College and five University of Hawaiʻi Community Colleges/University of Hawaiʻi (UHCC/UH) System recommendations.

HawCC submitted its Follow-Up Report 2013 along with Supplemental Evidence to address these recommendations. Subsequently, the External Evaluation Report (12/5/13) was submitted by the external evaluation team that visited November 18, 2013.

Through the ACCJC action letter (2/7/14), the Commission notified the College it was required to address particular aspects of College Recommendations 1, 2, & 3, UH System Recommendations 4 & 5, and one Commission requirement. HawCC submitted its Follow-Up Report 2014 to address these recommendations and requirement.

Through the ACCJC action letter (2/6/15), the Commission affirmed that the College addressed the recommendations and fully resolved deficiencies in College and UH system policies, procedures, and practices as well as addressed the commission requirement.

Given that the Follow-Up Reports 2013 and 2014 provide detailed documentation and evidence of the College's actions taken to met ACCJC's recommendations and requirement since the Self Evaluation Report 2012, this Midterm Report focuses upon the College's progress and ongoing actions to sustain compliance. In addition, the College provides a matrix of the status of self-identified issues listed in the Self Evaluation Report.

Process of Report Preparation

The compilation and preparation of the Midterm 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, liberal arts (LA) dean, career and technical education (CTE) dean, Office of Continuing Education and Training (OCET) director, and UH Center at West Hawaiʻi (UHCWH)/HawCC – Palāmanui director], faculty, and staff.

Narratives, data, and documents for the College were prepared by the administrative team, College Council, institutional assessment coordinator (IAC), and Instructional Technology Support Office (ITSO) staff.

Narratives, data, and documents for the UHCC System were prepared by the Office of the Vice President for Community Colleges (VPCC).

Review and Approval of Report

Prior to submission to the Commission by October 15, 2015, a draft of the Midterm Report was posted on the College's intranet at the beginning of the fall 2015 semester 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 meeting and via email to encourage broad participation by the campus community.

This Midterm Report was submitted via the VPCC to the University President for submission to the University of Hawaiʻi 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 Midterm Report.

II. COLLEGE COMMENDATIONS

HawCC's diligent work towards meeting eligibility requirements and accreditation standards was acknowledged in the External Evaluation Report (12/14/12) with the following six 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.

III. COLLEGE RECOMMENDATIONS

Subsequent to the Self Evaluation Report 2012 and external evaluation team visit in October 2012, External Evaluation Report (12/14/12) and ACCJC action letter (2/11/13) identified the following four college recommendations. HawCC submitted Follow-Up Report 2013 and Supplemental Evidence that outlined and detailed the actions taken by the College to meet these 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)

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.

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)

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.

Subsequent to the Follow-Up Report 2013 and external evaluation team visit in November 2013, External Evaluation Report (12/5/13) and ACCJC action letter (2/7/14) identified the following three college recommendations and one commission requirement. HawCC submitted Follow-Up Report 2014 that outlined and detailed the actions taken by the College to meet these recommendations and requirement.

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)

Conclusion of Evaluation Follow-up Report 2013: *Hawaii Community College has made significant progress towards this recommendation as stated in the Follow-Up Report, however implementation has not been completed and assessment for effectiveness is not complete. The recommendation is partially addressed and the Standards are partially met.*

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)

<u>**Conclusion of Evaluation Follow-up Report 2013**</u>: *Hawaii Community College has improved documentation of implementation and assessment at the course level, although pervasive assessment of and dialogue on course outcomes is not yet evident. The College has developed a draft plan for assessment of institutional learning outcomes, but has not yet engaged in a full cycle of assessment. The recommendation is partially addressed, and the Standards are partially met.*

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)

<u>**Conclusion of Evaluation Follow-up Report 2013**</u>: *By creating and beginning implementation of a Technology Master Plan that includes resource allocation and supports distance education, Hawaii Community College has partially addressed the recommendation. The college must now fully integrate the plan into their Integrated Planning Model and use it for resource allocation. The recommendation is partially addressed and the Standards are partially met.*

Commission Requirement

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

ACCJC action letter (2/6/15) affirmed that the College addressed the recommendations and fully resolved deficiencies in College and UH system policies, procedures, and practices as well as addressed the Commission requirement. This letter included the following comment that is discussed further in this Midterm Report.

While the College has addressed the Commission Requirement concerning Standard III.A.1.c, the Commission is concerned that implementation of and adherence to the UH Policy is inconsistent as to ensuring faculty (full-time and part-time) evaluations include

the component of effectiveness in producing learning outcomes. The College should demonstrate consistent adherence to UH Policies in this regard in its Midterm Report.

Follow-Up Reports 2013 and 2014 are referenced in this Midterm Report as the relevant documents for review in providing summaries, detailed descriptions, and evidence of the actions and activities taken by the College to met ACCJC's recommendations and requirement following the Self Evaluation Report 2012.

IV. COLLEGE PROGRESS & ONGOING ACTIONS

As noted in the most recent ACCJC action letter (2/6/15), HawCC fully resolved deficiencies to meet Eligibility Requirements, Accreditation Standards, and Commission policies. Therefore, this section of the Midterm Report focuses upon the College's progress and ongoing actions to sustain compliance since the Follow-Up Report 2014.

Integrated Planning for Institutional Effectiveness

In alignment with HawCC's Integrated Planning for Institutional Effectiveness (HAW 4.201) policy, the College continues with the execution of the Hawaiʻi CC Strategic Plan: 2008-2015, the Academic Master Plan (AMP) 2013-2018, the Resources Master Plan (RMP), and the Technology Master Plan (TMP) 2013-2015 through the following actions:

- The priority actions of the AMP are updated annually by the vice chancellor for academic affairs through its review processes and evaluations, in consultation with the division and department chairs and administrative team, to identify initiatives taken on specific projects, modifications needed, new initiatives to be added, and any projects that have been or should be discontinued. The implementation of the AMP goes through a comprehensive review process that also includes a review by the Academic Senate. In addition, priority actions are updated, revised, and/or added to the list through the Program and Unit Review Process. Subsequently, a draft list of new priority actions are reviewed by the department and division chairs, Academic Senate, Academic Support Unit, and faculty for accuracy and relevance to the programs and units. Based upon program and unit recommendations and feedback, the AMP is updated annually. The updated AMP, including revisions to the priority actions and strategies, are identified in the AMP Appendix as the AMP Priority Actions.

- The goals and strategies of the implementation grid of the TMP are updated regularly by the ad hoc Technology Advisory Committee as needed and are included in the TMP Appendix.

- The budget priorities of the College identified in the RMP are updated annually in

RMP Appendix through the administrative team as the result of the integrated planning process. These budget priorities are organized by goals in the HawaiʻiCC Strategic Plan, budget requests identified by programs/units through their review processes and evaluations, sector priorities, AMP priority actions, and RMP priority categories.

Program and Unit Review Process

A significant part of the Integrated Planning for Institutional Effectiveness at HawCC is the Program and Unit Review Process. Program and unit review at the College is a process of identifying and planning for actions and resources needed to support a vibrant college that responds to the educational needs of Hawaiʻi Island. It is a two-part process, with college-wide involvement.

The first part of the process is an annual review by programs and units that is used to update the College's master plans, including the AMP, RMP, and TMP. The second part of program review is a three-year comprehensive review that includes information from the annual review and is used to demonstrate the value of the instructional program or service unit to the college.

Annual Review and Budget Process

The goal of the Annual Review and Budget Process (ARBP) is to identify and plan for actions and resources needed to sustain and improve the College's programs and units. The College developed a timeline for this review and budget process. Responsibility for initiating annual reviews and budget reports rests with the College's lead administrators, including the vice chancellors and directors. The administrative team is responsible for writing an overall Annual Review and Budget Report (ARBR) based on individual program/unit submittals through the Annual Review/Unit Review Process. Using the Budget Planning Rubric as an instrument to aide in the development of division/unit priorities, the ARBR provides a summary of all reports within the sector as well as identify the budget and non-budget priorities. The ARBP also provides for the updating of the College's AMP, TMP, and RMP.

Annual Review and Budget Reports

Essential components of the Annual Review and Budget Report (ARBR) for the instructional programs 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 and course learning outcomes;
3. alignment with the College's Mission, ILOs, Strategic Plan goals, and AMP.

Program reports serve to analyze demand, effectiveness, and efficiency; identify needed

improvements; determine necessary actions; and request needed resources required based on demonstrated evidence.

Essential components of the ARBR for the service units include the following:
1. analysis of the Annual Review of Program Data (ARPD), when available;
2. assessment of unit outcomes;
3. alignment with the College's Mission, ILOs, and Strategic Plan goals.

Unit reports assist in improving effectiveness and efficiency in service delivery; identify needed improvements; determine necessary actions; and request needed resources required based on demonstrated evidence.

Annual Budget and Action Plan Report

Based on program and unit reports, the administrator for each of the College's five administrative sectors writes an overall Annual Review and Budget Report which is sent to the College Council and/or Academic Senate for review. These reports are forwarded to the administrative team, which includes the chancellor, three vice chancellors, two deans, and two directors. The team develops institutional initiatives, sets priorities, and writes the Annual Budget and Action Plan Report. This report, published college-wide and sent for review to the College Council and Academic Senate, informs the updating of the College's AMP, TMP, and RMP.

The Comprehensive Program/Unit Review Process

A significant action resulting from the implementation of this Integrated Planning Process included the change in the comprehensive program and unit review cycle from a five-year to a three-year review so that programs and units could be more responsive and timely in addressing their overall program/unit quality and resource needs. Thus, every three years, following a rotating schedule, each instructional program and service unit writes a summative report analyzing their effectiveness in addressing program or unit outcomes, Institutional Learning Outcomes, and the College's Strategic Plan goals. Responsibility for initiating the comprehensive review process rests with the College's administrators, including the vice chancellors and directors.

Program and unit faculty and staff write a Comprehensive Program/Unit Review summarizing data from the prior annual program reviews. Programs also look at current trends, anticipating changes three years forward. Reports include a summary of the following:
1. program/unit health indicators;
2. program effectiveness related to the College Mission and ILOs; alignment with the AMP and the Strategic Plan; improvements implemented and goals achieved; strengths and weaknesses; learning outcome assessment; and trends;

3. new goals and plans for achievement;

4. a statement of the program's or unit's value to the College.

The process of writing and reporting comprehensive reviews follows the same structure as the annual reviews and reports. Final reports are sent to the respective vice chancellor or director who submits the report to the webmaster for posting online. Each comprehensive report is then reviewed by the College Effectiveness Review Committee (CERC). The CERC includes extensive College-wide representation and serves to evaluate each program's or unit's value to the College. Each program or unit receives an individualized report from the CERC. Feedback from the CERC is to be included in the program or unit annual review the following year.

The College's Integrated Planning Process ensures a continual cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation to improve institutional effectiveness. At the end of each academic year, the CERC convenes a Closing Meeting to provide an overall evaluation of the processes as part of the Integrated Planning for Institutional Effectiveness. The CERC submits specific recommendations to the chancellor for review and consideration. At the start of the fall semester, the chancellor responds to the evaluation results and the College uses them as the basis for continuous improvement of the institutional effectiveness processes.

These revised review processes are outlined in the HawCC 3-Year Instructional Program Comprehensive Review Schedule and HawCC 3-Year Unit Comprehensive Review Schedule.

Learning Outcomes Assessment

The College is guided by its Assessment Policy 5.202. Implementation of the assessment process at the institutional level includes campus-wide and pervasive dialogue on these outcomes. As a result, plans for the continuous improvement and enhancement of teaching and learning have been identified, scheduled and implemented by the College.

The College has identified learning outcomes for the institution as well as for all programs. Likewise, the College identified student learning outcomes for all active courses. Every course is formally assessed every five years and assessment processes are reported via the College's intranet data-collection and reporting platform, PATH-CARS. Programs and/or faculty responsible for the courses that are scheduled for assessment are required to submit an assessment plan that describes an assessment project, a performance rubric, and expectations for student achievement. Alignment data are verified annually so that assessments at the course level provide data to assess outcomes at the program and institutional levels. At the end of the academic year, program and/or faculty are required to submit assessment results reports for each assessed course that details the assessment process and the extent to which expectations of student learning were met. Based on this, program and/or faculty analyze the data, create an action plan,

and make budget requests as necessary. Action plans for instructional change to improve student learning are implemented the next time courses are taught and follow-up assessment results are recorded through Closing the Loop reports.

The College also has identified service unit outcomes for all administrative and student service units. These unit outcomes are aligned to the institutional outcomes and the College's mission. All service units are assessed annually and are required to submit an assessment plan that includes the assessment strategy, performance rubric, and expectations for achievement of unit outcomes. Units report assessment results annually, develop action plans based on the data, and make budget requests as necessary.

All assessment schedules, plans, and reports from 2009 to spring 2014 can be viewed on the College's assessment website. The implementation and assessment of learning outcomes at the course and program/unit levels have been ongoing and systematically documented through this website through spring 2014. All programs and units submitted assessment schedules, plans, and reports which are uploaded to online for programs and units.

From fall 2014, the College began using an in-house-developed online data-collection and reporting platform known as PATH-CARS (Put All Things Here-College Assessment and Review System) to streamline assessment reporting, make it easier to track and use assessment data to guide instructional improvement, and have assessment results more accessible to faculty, staff, and administrators. Updated assessment schedules and outcomes alignments from the course level up to the institutional level have been inputted into PATH. To ensure currency, PATH receives learning outcome updates directly from Curriculum Central, the UH System's curriculum management platform. During summer and fall 2015, the PATH-CARS system was redesigned and updated to expand functionality and user-friendly features. The PATH-CARS assessment system supports timely and accurate assessment planning and reporting, thus contributing to the programs' and units' ability to effectively use assessment information to make continuous improvements to teaching and learning. From fall 2014, course, program, and unit assessment schedules, plans, results, reports and Closing the Loop reports are required to be filed on PATH-CARS.

The College supports the continuing goals of improving student learning, refining assessment activities, and strengthening professional development opportunities. As part of this goal, all programs and units will review learning and service outcomes regularly; ensure the alignment of course, program or unit outcomes with institutional outcomes annually; and develop ongoing plans for outcomes assessment. The College Council has the primary responsibility for assessing institutional learning outcomes (ILOs).

The College Council established the Assessment Committee in spring 2013 as a permanent standing committee to support an ongoing cycle of authentic assessment. This committee reports to the College Council and is chaired and convened by the IAC. Committee membership includes campus-wide representation and is comprised of

administrators, faculty, and staff from instructional programs and service units. This committee is responsible for execution of the ILO Assessment Plan. The Assessment Committee is also dedicated to advancing student learning through activities, experiences, and results discovered through the assessment process. In AY 2014-15, the Assessment Committee played a significant role in implementing a full cycle of assessment, including collaborating with programs and units on the 2014 ILO Assessment Summit, an assessment resource fair as part of the E 'Imi Pono Day, and on-going support for assessment implementation at the course, program, and unit level.

During the AY 2015-16, the Assessment Committee furthered ongoing assessment of learning outcomes at the course, program, unit, and institutional levels by advising and supporting the IAC. Among the assessment activities implemented in fall was the 2015 ILO Assessment Summit for instructional faculty held during Convocation Week prior to the start of the semester. Also, an Institutional Unit Outcomes (IUO) Assessment Summit for unit staff and non-instructional faculty was scheduled for early October. The committee assisted the IAC with various Summit follow-up targeted discussion events, as well as workshops, trainings, and support sessions for faculty, and staff. The IAC and Assessment Committee members also actively consulted on the development and redesign of the PATH-CARS assessment and review data reporting platform and are currently engaged in intensive professional development training in order to build a broader base across the College of assessment guides for faculty and staff.

In response to enhancing the College's ILO assessment process, the College Council made the recommendation to create a task force with the express charge to oversee the assessment of ILOs. The work of the task force currently is carried out by the IAC and the Assessment Committee. The ILO assessment cycle is ongoing and provides cumulative data for longitudinal studies. The 2014 and 2015 ILO Summits provided faculty the opportunity to engage in pervasive discussions pertaining to assessment and to collectively engage in the alignment of learning outcomes at the course, program, and institutional levels. As part of its evaluation of ILOs, the Assessment Committee collected data from a questionnaire and survey distributed to stakeholders, including graduating students, about the effectiveness and extent of the use of ILOs in instructional programs in spring 2015. This longitudinal data collection effort will be repeated in spring 2016 to be utilized in the Committee's ILOs report to the College Council.

Assessment Activities, Professional Development, & In-Service Training

On August 20, 2015, a mandatory 2015 ILO Assessment Summit was called by the chancellor for all instructional faculty from both West and East Hawai'i to focus on enhancing campus-wide dialogue and documentation on course outcomes, CLO-to-PLO and PLO-to-ILO alignments, and developing good action plans from assessment data for closing the loop assessments. Facilitated by the IAC and Assessment Committee members, this summit was attended by over 100 faculty, instructors, lecturers, and administrators. Specifically, each instructional program engaged in:
   ● reviewing and verifying course and program learning outcomes alignments;

- reviewing and verifying program and institutional learning outcomes alignments;
- conducting a collaborative self-assessment and rating their program on a 9-indicator Quality of Assessment rubric to determine their program's current assessment practices and implementation, and to determine the progress their program has made regarding assessment;
- reflecting on their program's approach to assessment and how they have used assessment results and data to make instructional changes to improve student learning;
- reflecting on barriers and challenges to using assessment data to make positive changes to enhance student learning; and
- proposing procedures for modification of learning outcomes at the course, program, and institutional levels.

Overall, the day proved to be a success and documentation of the dialogue amongst the instructional programs will be detailed in the upcoming assessment summits report to the College Council.

The IAC and Assessment Committee also implemented a similar assessment summit for unit staff and non-instructional faculty in service units on October 2, 2015. In addition to verifying alignments between their unit outcomes and the College's mission, participating staff and non-instructional faculty also used the summit to begin developing Institutional Unit Outcomes (IUOs) that can appropriately align the units' administrative, student support, and academic support services and activities with the College's Mission. These IUOs are intended to be a parallel structure to the ILOs in support of student learning across the campus. During the summit, unit staff and faculty also engaged in:

- conducting a collaborative self-assessment and rating their unit on a 9-indicator Quality of Assessment rubric to determine their unit's current assessment practices and implementation, and to determine the progress their unit has made regarding assessment;
- reflecting on their unit's approach to assessment and how they have used assessment results and data to make service delivery changes to enhance students' learning experiences and opportunities;
- reflecting on barriers and challenges to using assessment data to make positive changes to enhance student learning; and
- proposing procedures for modification of unit outcomes and IUOs.

The IUO Summit provided an excellent opportunity for in-depth discussion and collaborative sharing about assessment and service outcomes. Documentation of the dialogue and discussion results will be detailed in the upcoming assessment summits report to the College Council.

To ensure continuous meaningful discussion about assessment's role to improve instruction, student learning, services, and support – as well as to foster continuous assessment cycles – the College has focused on providing ongoing professional development to all faculty, instructors, lecturers, and unit staff. The College has

designated institutionalized time through the E ʻImi Pono College Development Day, scheduled every fall, as one method for accomplishing these actions. A portion of this regularly scheduled day is dedicated to the review and the update of assessment procedures and materials at the program level, and to activities that promote pervasive dialogue about assessment and learning outcomes. The College's fall 2015 E ʻImi Pono Day was held on September 18, 2015. Liberal Arts (LBRT) faculty met together and focused their discussions on the results of a large multi-disciplinary assessment activity implemented in spring 2015 that assessed students' writing skills relative to the LBRT program learning outcome for written communication. LBRT faculty also continued their discussions regarding revising and reducing the total number of their PLOs. At the same time, CTE and Public Service faculty met together in a different venue to continue the assessment discussions and focused dialogue from the 2015 ILO Assessment Summit the previous month. CTE and Public Service faculty and administrators continued their dialogue with reflections and sharing insights on using assessment results to guide the development and implementation of action plans for instructional change to improve students' achievement of course and program learning outcomes across the skilled-trade and public-service programs. Faculty from both the East and West Hawaiʻi campuses were collaboratively involved in these E ʻImi Pono Day assessment professional development events via the College's polycom system.

In addition, both the IAC and the Institutional Research Office staff provide ongoing in-service activities and training for faculty and staff in the areas of annual and comprehensive reviews, PATH-CARS input, ARPD data review, and assessment reporting. The new IAC has also planned and begun to implement a wide range of on-going trainings and professional development activities that will continue throughout 2015-16. These professional development activities range from "assessment basics" workshops to in-depth sessions on reviewing and using program and course learning outcomes, assessment data collection and analysis, and action planning for instructional and service delivery improvement. These activities are offered to faculty and staff across the College and are targeted to their needs to help each program and unit make substantial and sustainable progress in assessment.

Commission Requirement

In compliance with this Commission requirement, the College updated and revised its policies regarding faculty evaluations so that they are consistent and adhere to UHCC policies. HawCC's policies, HAW 9.203 (Five-year Evaluation of Faculty) and HAW 9.104 (Evaluation of Lecturers) are in alignment respectfully with UHCC's policies UHCCP 9.203 and UHCCP 9.104.

In addition, the college previously revised the following policies, HAW 9.204 Student Evaluation of Instructors and Lecturers and HAW 9.205 Peer Evaluation of Instructors and Lecturers that addresses the effectiveness of instructors and lecturers.

In spring 2015, the VCAA requested the Academic Senate to consider a new question in the eCAFE student evaluation instrument that would further enhance the assessment of this requirement. However, the Faculty Policy Committee of the Academic Senate failed to bring any recommendations to the Senate body regarding this proposal before the end of the academic year. This particular proposal will be submitted to the Academic Senate for reconsideration in fall 2015.

IV. COLLEGE SELF-IDENTIFIED ISSUES

The College provides the following status of self-identified issues listed in the Self Evaluation Report.

Standard I: Institutional Mission and Effectiveness
A. Mission

A.1: The College will continue to respond to the needs of the community it serves by establishing programs and services aligned with its purposes, character and student population.

> **Progress:** With the updating of Hawai'iCC Strategic Plan 2008-2015, the College will reassess the needs of the community it serves.
> **Timeline:** spring 2016   **Responsible Parties:** Administration, College Council

A.3: The College will review its Mission Statement and Vision Statement on a regular cycle.

> **Progress:** The College Council is formally scheduled to review the Mission Statement and Vision Statement in fall 2016. However, the College Council is committed to earlier review if necessary.
> **Timeline:** fall 2016   **Responsible Parties:** College Council

B. Improving Institutional Effectiveness

B.1: The College will continue to encourage participation in and dialogue about continuous improvement of student learning and all institutional processes across the entire College community, including lecturers and non-instructional staff.
> **Progress:** The College incorporates vigorous and persistent dialogue across all levels of the College community as part of the assessment and review processes. Also, the College has implemented mandatory annual assessment summits for faculty, staff, and/or administrators including those that were scheduled in fall 2014 and fall 2015. In addition, the College has scheduled assessment resource fairs, E □Imi Pono Days, that are well-attended by all sectors of the College community.
> **Timeline:** Continuous   **Responsible Parties:** Admin, College Council, IAC, DCs

B.2: The College will continue to work to involve faculty and staff at all levels of the assessment and program review processes.

> **Progress:** Instructional programs and service units college-wide are involved in on-going reviews of course, program, and unit outcomes, as well as program and unit missions and descriptions. Annual reviews and verification of outcome alignments are conducted during the annual assessment summits. Throughout each academic year, instructional programs and divisions have engaged in focused dialogue about assessment and action planning for instructional improvements to enhance student learning. The College's commitment to the assessment and review processes also led to the redefinition and expansion of the job description for the institutional assessment coordinator (IAC), a process in which faculty, staff, and administrators were involved. A new IAC was hired at the assistant professor level in summer 2015. In collaboration with the College's Institutional Research Office (IRO), the IAC conducts trainings for all faculty and staff on the Annual Review and Comprehensive Review processes. Ongoing professional development assessment trainings are conducted regularly by the IAC and IRO for faculty and staff on various assessment and review topics.
> **Timeline:** Continuous   **Responsible Parties:** Admin, College Council, IAC, IRO, DCs

B.3: The institution will review the effectiveness of the five-year assessment plan for programs and units in addition to the Integrated Planning for Institutional Effectiveness policy in order to strengthen assessment and ensure a continual cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation to improve institutional effectiveness.

> **Progress:** A significant action resulting from the implementation of this Integrated Planning Process included the change in the comprehensive program and unit review cycle from a five-year to a three-year review so that programs and units could be more responsive and timely in addressing their resource needs. Thus, every three years, following a rotating schedule, each instructional program and service unit writes a comprehensive summative report analyzing their effectiveness in addressing program or unit outcomes, ILOs, and the College's Strategic Plan goals. Resource implications and budget requests up to three years forward are included in programs' and units' comprehensive review reports. Requests for emergency, health and safety, and legal compliance needs are included in the annual program and unit review reports. Responsibility for initiating the comprehensive review process rests with the College's administrators, including the vice chancellors and directors. CERC reviews all program and unit three-year comprehensive reports and annually provided recommendations based on that review to the chancellor. The chancellor's reponse to CERC's recommendations is forwarded to the College Council that contributes to the Integrated Planning Process.
> **Timeline:** Completed Annually & on a 3-Yr. Cycle   **Responsible Parties:** Admin, CERC, College Council

B.5: The institution will continue to make data available to communicate matters of quality assurance to appropriate constituencies and interested parties.

Progress: From fall 2014, the College began using an in-house-developed online data-collection and reporting platform known as PATH-CARS (College Assessment and Review System) to streamline assessment reporting, make it easier to track and use assessment data to guide instructional improvement, and have assessment results more accessible to faculty, staff, and administrators. Updated assessment schedules and outcomes alignments from the course level up to the institutional level have been documented in PATH. To ensure currency, PATH receives learning outcome updates directly from Curriculum Central, the UH System's curriculum management platform. During the summer and fall of 2015, the system was updated to expand functionality and user-friendly features. The PATH-CARS assessment system supports timely and accurate assessment planning and reporting, thus contributing to the programs' and units' ability to effectively use assessment information to make continuous improvements to teaching and learning.
Timeline: Continuous   **Responsible Parties:** Admin, IAC

B.6: HawaiiCC will continue to review and modify all parts of its planning processes.

Progress: The College's Integrated Planning Process ensures a continual cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation to improve institutional effectiveness. At the end of each academic year, the CERC convenes a Closing Meeting to provide an overall evaluation of the processes as part of the Integrated Planning for Institutional Effectiveness. The CERC submits specific recommendations to the chancellor for review and consideration. At the start of the fall semester, the chancellor responds to the evaluation results and the College uses them as the basis for continuous improvement of the institutional effectiveness processes.
Timeline: Completed Annually   **Responsible Parties:** Admin, CERC

Standard II: Student Learning Programs and Services

A. Instructional Programs

A.1.a: The College will continue to identify and meet student needs by developing programs that are consistent with the educational preparation of students and the characteristics of the community.

Progress: With the updating of HawaiʻiCC Strategic Plan 2008-2015, the College will reassess the needs of the community it serves.
Timeline: spring 2016   **Responsible Parties:** Admin, CERC, College Council,

A.1.b: The College will continue to support assessment activities for all faculty and staff, including adjunct instructors, through in-service training, workshops, and conference attendance.

> **Progress:** The College has focused on providing ongoing professional development to ensure continuous meaningful discussion about assessment's role to improve instruction, student learning, services, and support, as well as to foster continuous assessment cycles. The College has also designated institutionalized time through the annual Assessment Summits and E 'Imi Pono Days, both scheduled every fall, as methods for accomplishing these goals. The Assessment Summits provide faculty and staff dedicated time for focused collaborative dialogue about assessment while the E ☐Imi Pono Day activities are dedicated to the review and update of learning outcomes, assessment procedures, materials, and results. Also, the IAC, Assessment Committee, and the Institutional Research Office staff have provided ongoing in-service professional-development activities, workshops, and training for faculty and staff in the areas of annual and comprehensive reviews of program data, PATH-CARS assessment reporting input, UH-system ARPD data indicators review, and assessment design and implementation. The IAC scheduled a wide range of ongoing trainings and professional development activities throughout AY 2015-16, ranging from "assessment basics" workshops to in-depth sessions on assessment data analysis and action planning. These activities are targeted to the specific needs of faculty, instructors, lecturers, and staff of each program and unit to make substantial and sustainable progress in assessment.
> **Timeline:** Continuous   **Responsible Parties:** Admin, DCs, IAC, IRO, Assessment Committee

A.2: The College will continue to use authentic assessment and meaningful program review processes to assure improvement in all courses, programs, and units.

> **Progress:** The College has implemented a full and ongoing cycle of authentic assessment of learning outcomes through which every course is formally assessed every five years and assessment processes are reported via the College's intranet data-collection and reporting platforms. Unit outcomes are formally assessed and assessment processes also are reported annually via the College's intranet data-collection and reporting platforms. Implementation of the assessment process at the institutional level also includes campus-wide and pervasive dialogue on these outcomes. As a result, plans for the continuous improvement and enhancement of teaching and learning have been identified, scheduled, and implemented by the College. Meaningful annual and comprehensive review processes also ensure continuous quality improvement in all courses, programs, and units. Annual review reports are written by each program and unit and posted to the College's website. These reviews serve to: analyze demand, effectiveness, and efficiency; identify needed improvements; report on assessed course and program learning outcomes; report on assessed unit outcomes; and determine necessary actions for improvement. Every three years, following a rotating schedule, each instructional program and

service unit also writes a summative comprehensive review report analyzing their effectiveness in addressing program or unit outcomes, their support for the College's mission, ILOs, and the College's Strategic Plan goals, and requesting resources for the next three years based on demonstrated evidence.
Timeline: Completed Annually & Continuous   **Responsible Parties:** Admin, DCs, IAC, IRO, Assessment Committee, Faculty and Staff

A.2.a: The College will increase formalized record-keeping to track meetings that occur between PACs and CTE program faculty.

CTE program reviews will systematically include results from PAC meetings.

   Progress: All Career and Technical Education (CTE) programs are annually reviewed for occupational demand, efficiency, and effectiveness, and have Program Advisory Councils (PAC) that provide input on how to best prepare graduates for employment. The comprehensive program review format requires that programs analyze effectiveness in relation to the College's mission and Institutional Learning Outcomes, with the focus on contribution to the workforce and program effectiveness in preparing students for employment.

   Programs continue to meet with their respective advisory councils at least once a year. Programs report the findings of PAC meetings in Annual and Comprehensive Program Reviews as evidence of industry validation. PAC meeting records continue to be archived in the CTE Dean's office.
   Timeline: Completed Annually   **Responsible Parties:** VCAA, CTE Dean, Faculty and Staff

A.2.c: The College will use CCSSE and assessment data to improve course rigor and standards, through communicating results to divisions and departments and initiating assessment that addresses these areas.

   Progress: During AY 2014-15, CCSSE results were presented to multiple groups including administration, division chairs (DCs) and shared governance structures such as College Council.   The newly formed Student Success Committee (SSC) reviewed the data on multiple occasions.   The data isolated faculty-student interaction as an area for improvement and the Student Success Committee designed questions to be used in focus groups based on the data. Focus groups were not conducted in spring 2015. Institutional effectiveness officer (IEO) shared the CCSSE data and prepared a CCSEE action plan and a PowerPoint presentation suitable for widespread dissemination.

   Course and program assessments were conducted routinely and interdisciplinary assessment of the Written Communication PLO for Liberal Arts was conducted for the first time using artifacts of student writing from multiple disciplines including art, history, science and English.   Data from the analysis indicated a need for

improvements in defining writing tasks and assignments and in developing greater consistency around citation of work in reports
Timeline: Continuous   **Responsible Parties:** Admin, SSC, IEO, Faculty, DCs

Faculty will continue to work with UH System colleges to improve rigor and standards through appropriate assessment.

Progress: The College has kept assessment in the forefront of faculty efforts for curriculum and program improvement. In each of the past two years, significant intra and inter-departmental opportunities have been provided to faculty to collaborate with colleagues on assessment of student work and closing the loop to enhance course and program design. Significant program changes have been approved based on an annual review process that provides ARPD reports from the UHCC system as trend data to inform conversation and planning for improvement. In one such example, significant changes to the Hawaiʻi Life Styles Program resulted in the termination of specific AAS degrees that were replaced with AA degree offerings instead.
Timeline: Ongoing   **Responsible Parties:** Admin, Faculty, Staff

A.2.d: The College will continue to provide professional development to faculty members regarding supporting different learning styles and working with students with special needs.

Progress: The College has provided ongoing professional development and support to faculty members. Hāʻawi Kōkua Program staff have worked individually with faculty and offered workshops and presentations to faculty about working with students with special needs. The Media Services and ITSO staff also worked with faculty one on one and offered workshops to faculty teaching distance education classes. The College has also offered various professional development opportunities related to teaching strategies and working with diverse students to faculty through the Faculty/Staff Development Committee. Activities have included in-person and web-based conferences, seminars, and workshops.
Timeline: Continuous   **Responsible Parties:** Hāʻawi Kōkua Program, ITSO, Media Services, Faculty/Staff Development Committee

A.2.e: The College will use its Academic Master Plan (AMP) to guide planning for future instructional needs.

Progress: The priority actions of the AMP are updated annually by the vice chancellor for academic affairs through its review processes and evaluations, in consultation with the division and department chairs and administrative team, to identify initiatives taken on specific projects, modifications needed, new initiatives to be added, and any projects that have been or should be discontinued. The implementation of the AMP goes through a comprehensive review process that also includes a review by the Academic Senate. In addition, priority actions are updated, revised, and/or added to the list through the Program and Unit Review Process. Subsequently, a draft list of new priority actions are reviewed by the department and

division chairs, Academic Senate, Academic Support Unit, and faculty for accuracy and relevance to the programs and units.
Timeline: Completed Annually **Responsible Parties:** VCAA

A.2.h: The College will complete the process of establishing policies that incorporate federal definitions related to college-level credit hour.

Progress: The College continues to award academic credit based on the [UHCC Policy 5.228 Credit Hour](#) policy that incorporates the mandated federal definitions related to college-level credit hour. The College has not felt the necessity to develop a separate companion policy as any College actions pertaining to this matter are reviewed to ensure compliance with this UHCC policy.
Timeline: Completed   **Responsible Parties:** Admin

A.3: The College will ensure that GE-certified courses are consistent with the general education philosophy and meet established standards.

Progress: The college has established a GE Committee that is responsible for the designation of courses as meeting GE standards consistent with its stated philosophy and applicable to the varying degrees offered.   Of particular concern to the GE Committee are those courses required by degrees which transfer to upper-division colleges within the UH system and those offered as parallel to AA and AS degrees at other system two-year campuses.   Such courses are approved based on their applicability to the standards of courses consistent in quality and rigor regardless of the campus are which they originate and meet transferability standards in the UH transfer database. Members of the GE Committee have consistently demonstrated high standards for approval of courses submitted for their consideration with special attention to prerequisite and recommended coursework.
Timeline: Continuous   **Responsible Parties:** Academic Senate, GE Committee

The College will establish a cohort of GE-certified courses by fall 2013.

Progress: The College has established an initial cohort of classes that meet GE designation and the GE Committee continues to review proposed courses for primary and secondary designation on a regular basis. A listing of such approved courses is provided in the college catalog. This process has been arduous but consistent in its demand that GE designation constitutes assurance of college-level work expectations in all such designated courses.
Timeline: Completed   **Responsible Parties:** Academic Senate, GE Committee

The College will review and revise GE requirements as needed for AAS and AS programs so that GE-course requirements are at the appropriate level.

Progress: Considerable conversation has occurred as part of the GE Committee and with academic leadership at the division level regarding GE requirements specifically

for AAS and AS programs. Specific courses are being reviewed for GE designations in these programs.
Timeline: Continuous   **Responsible Parties:** VCAA, Academic Senate, GE Committee

The College will monitor assessment of general education components of all degree programs.

Progress: The College encourages and monitors the assessment of all courses and programs for all degrees with particular attention to the GE components of each program as well as to the technical components and required areas of knowledge most pertinent to the specific degree. This assessment process is scheduled and routinely executed across programs with responsibility for assessment activities residing with individual faculty members and their respective department and division leadership as well as with administration.
Timeline: Continuous   **Responsible Parties:** Academic Senate, GE Committee, Deans, DCs, Facutly

A.3.a The College's GE course-certification process will include courses that address the outcome for major areas of knowledge.

Progress: The GE designation process is ongoing and not yet complete for all major areas of knowledge. Plans call for a more robust movement of courses applying for GE designation through the committee process in the current academic year.
Timeline: spring 2016   **Responsible Parties:** Academic Senate, GE Committee

A.3.b: The College will assign GE certification to courses that provide evidence of addressing the outcomes associated with the standard.

Progress: The General Education committee has been meticulous in its efforts to promote clearly articulated college level expectations for any course seeking GE designation. Evidence of the accessibility of outcomes and the appropriate assignment of prerequisites and recommended preparation is a primary consideration in assuring high standards for GE designated courses.
Timeline: Completed/Continuous   **Responsible Parties:** Academic Senate, GE Committee

A.3.c: The College will assign GE certification to courses that meet student learning outcomes associated with the standard.

Progress: The General Education Committee has met regularly for the past three years to review courses proposed for GE certification. A partial listing of primary designations and secondary designations has resulted and was published in the college catalog each of the past two years. Considerable conversation about which degrees are subject to which aspects of GE certification has occurred with an emphasis on insuring the quality and rigor of transfer degrees including the AA in

Liberal Arts.
Timeline: Completed/Continuous   **Responsible Parties:** Academic Senate, GE
Committee

A.5: The College will continue to pursue opportunities to prepare students for national certification and licensure opportunities.

Progress: The Culinary Arts Program, Registered Nursing Program, and Children's Center continue to maintain accreditation by external organizations to ensure the professional and technical competencies of their graduates.

Numerous programs continue to prepare graduates for certification and licensure. The Cisco Certified Networking Associate (CCNA) series of courses prepares students for the CCENT and CCNA examinations. Fire Science graduates are prepared to meet the minimum requirements of the National Fire Protection Association's Standard 1001, as well as perform as fully qualified wildland firefighters in accordance with National Wildfire Coordinating Group PMS 310-1 standards.   The Registered and Practical Nurse programs prepare graduates to achieve licensure via the National Council Licensure Exams (NCLEX) for Practical Nursing and Registered Nursing. Substance Abuse Counseling graduates are eligible to receive additional studies and/or fieldwork hours that can apply toward obtaining a State Substance Abuse Counseling Certificate as required by the State of Hawaiʻi Department of Health, Alcohol, and Drug Abuse Division; the National Alcoholism and Drug Abuse Counselor Credentialing Board; and the International Certification and Reciprocity Consortium. Students earning the Certificate of Completion in Substance Abuse Counseling and an associate's degree are eligible to receive 2,000 hours toward state Alcohol and Drug Abuse Division Substance Abuse Certification. The Automotive Mechanics Technology Program offers an Automotive Service Excellence (ASE) certification preparation class through the apprenticeship program.
Timeline: Completed/Continuous   **Responsible Parties:** Admin, Faculty & Staff

A.6: The College will continue to provide clear, accurate information about its educational offerings and policies.

Progress: The college has established an excellent repository for information appropriate to a broad audience of students, faculty, staff and the general public through its website and publications.   The website is currently undergoing a significant design change to more closely parallel those of other campuses within the UHCC system and to allow more individuals the authority and capacity to update information pertinent to their respective areas of responsibility, thereby improving the timeliness and accuracy of the website as a source of quality information. The college has implemented a position of External Affairs and Public Relations to oversee the distribution of material about current and planned events and newsworthy items. Additionally, the college has established an Information Center through which publications and other material are routinely available and distributed.

Timeline: Continuous   **Responsible Parties:** External Affairs and Public Relations, Webmaster, Information Center

A.6.c: The College will continue to review all policies, practices, and procedures by establishing a systematic review process.

Progress: The College reviews its policies, practices and procedures and updates them on a regular basis.
Timeline: Continuous   **Responsible Parties:** Admin, Academic Senate, Education Policy Committee

B. Student Support Services

B.1: Student-services offices will continue to survey students to assure the quality of services.

Progress: Units continue to survey students who participate in events or utilize services to assure the quality of services and to inform activities and programming. There is a current discussion on how units can utilize "secret" shopper/mystery students to evaluate the quality of service that students receive.
Timeline: fall 2015   **Responsible Parties:** VCSA, Unit Managers

The College will evaluate the need for a full-time first-year-experience coordinator.

Progress: The College determined a need for first-year-experience coordinator (FYE) and obtained the Title III Native Hawaiian Grant Kulukuluua that provided for a FYE coordinator. The College was approved for a no-cost extension through October 2016.   Unit Assessment points to increased number of orientation participation and favorable evaluation from students. Other activities such as workshops, *welina,* and first year learning communities in collaboration with other programs continue to be implemented and evaluated. These activities continue to point to the need for FYE coordinator.
Timeline: Completed   **Responsible Parties:** chancellor, VCSA, VCAA

B.2: The College will continue to update the catalog and provide precise, accurate, current information.

Progress: The College catalog is updated and published annually. Each spring, the catalog is reviewed and revised to ensure that precise, accurate, and current information is provided. The updated paper-based catalog is distributed each July. In addition, the catalog is available online
Timeline: Completed Annually   **Responsible Parties:** Admin

B.3.a: In order to serve DE students more effectively, OSS is developing real-time internet-based communications, such as Skype, to deliver orientations and communicate with students.

The College will develop a one-stop online student-services resource for DE students.

Progress: HawCC Division of Student Affairs has implemented email contacts for most department, text messaging, and online orientation. Currently, the division is developing online services through live chats and is continuing to revise online orientation for effectiveness.
Timeline: fall 2015   **Responsible Parties:** VCSA

B.3.b: The College will continue to offer opportunities for student involvement that nurtures responsibility and provides intellectual and aesthetic enrichment.

Progress: HawaiiCC provides many opportunities for student engagement in form of course activities, program activities, community services, campus activities, clubs, and others including student advocacy, leadership, and activities.
Timeline: Continuous   **Responsible Parties:** College-wide

Service-learning opportunities will continue to be developed and will be communicated regularly to students in all disciplines.

Progress: The College maintains a release-time appointed Service Learning Coordinator (SLC). This is an institutionalization part-time position from a service learning grant which expired several years ago. Data from the SLC indicate in 2014-15 15 trips were scheduled involving 154 students a dozen instructors and 7 community partners. With a strong emphasis in science, courses from which students participated also included Ag, TEAM, ESL, FAMR and HSER and GEOG.
Timeline: Continuous   **Responsible Parties:** SLC

B.3.d: The College will establish an International Office to support international students, promote study abroad, and facilitate student and faculty exchanges

Progress: The College is exploring the reassignment of resources to create an International Education Office. In the meantime, significant progress has been made in identifying students for ESL and IEP services, and on attempting to bridge gaps between the credit and non-credit programs working with eligible students. Faculty members have met regularly to promote improvements in soliciting ESL eligible students to self-identify and take appropriate assessments to qualify for programs. Faculty have also been involved in significant overseas travel opportunities to promote the internationalization of the student body and study abroad optional. Also, faculty were involved in developing a study abroad faculty led program planning an interdisciplinary course offering in Ireland in summer 2016.   An International Education Committee has been active in celebrating the international backgrounds of a number of students at the college.
Timeline: Continuous   **Responsible Parties:** Admin, ESL & IEP Programs, International Education Committee, Study Abroad Instructors

B.4: The Office of Student Services will continue to carry out unit assessment plans to ensure continuous improvement.

> **Progress:** Units that comprise the Office of Student Services continue to carry out unit assessments, participate in assessment activities, and report unit assessments on an annual basis.
> **Timeline:** Continuous   **Responsible Parties:** VCSA

C. Library and Learning Support Services

C.1.a: The College, in coordination with the UH System, will move forward with the Pālamanui project, developing a new campus in West Hawaiʻi that will adequately support space and equipment needs for library and learning support services.

> **Progress:** The new HawCC - Pālamanui campus was opened for the start of fall 2015 that included dedicated space for the new library and learning support services as part of phase 1.
> **Timeline:** Completed   **Responsible Parties:** OVPCC-UHCC, Admin, Director of HawCC - Pālamanui

C.1.b: Mookini Library will increase outreach to provide additional information about library services that faculty can share with students and increase awareness of the Book-a-Librarian program.

> **Progress:** Mookini Library continues to provide information of library services through emails to the faculty, including information on course reserves and library instruction. Beginning in 2014-15, the library added a research guide specific to the One-To-One-College program. The guide is shared with participating faculty to share with students.   Beginning in 2014-15, the Book-a-Librarian program is introduced to students in library sessions. Information is also shared with new faculty during convocation week activities. Mookini Library's liaison librarian for HawCC is responsible for providing library information and maintaining the research guides. These activities are ongoing
> **Timeline:** Continuous   **Responsible Parties:** LLC

The LLC will adapt online library instruction materials used by Mookini Library for use with West Hawaiʻi instructors and students.

> **Progress:** West Hawaiʻi LLC adapted the Information Competency Unit in Laulima used by Mookini for HawCC students taking classes in West Hawaiʻi and it was implemented in Summer 2012. The unit is also adaptable for any online HawCC class since it is designed to be used without having to go to the Mookini Library at UHH in East Hawaiʻi.
> **Timeline:** Continuous   **Responsible Parties:** LLC

C.1.e: College representatives will meet with UH Hilo administrators to update the Memorandum of Understanding as needed.

> **Progress:** Meetings with UH-Hilo regarding shared library services have been held. Work on updating the agreement is in progress.
> **Timeline:** Ongoing   **Responsible Parties:** Admin, VC Academic Affairs, VC Administrative Affairs

Standard III: Resources

A. Human Resources

A.1: The College will continue to adhere to existing policies and procedures.

A.1.b: The College will pursue funding to fill civil service staff openings.

The Human Resources Office will take steps—including training sessions for supervisors and a tracking system for scheduled reviews—to ensure regular evaluations of APT and civil service employees.

> **Progress:** The College adheres to existing policies and procedures as mandated. Budgeted civil service staff positions are general funded. General funds are appropriated by the state legislature to the University which is further appropriated to each of the ten institutions in the University of Hawai'i system. Any general fund shortfall must be covered with tuition collected.
>
> A number of performance evaluation sessions have been conducted by the Human Resources Office as well as by respective state and University system offices. Reminders to supervisors are sent prior to respective review cutoff dates.
> **Timeline:** Ongoing   **Responsible Parties:** Human Resources Manager

A.1.d: The College will continue to promote professional standards, ethics, and the UH System's code of conduct.

> **Progress:** HawCC continues to adopt and adhere to UH System policies related to professional standards, ethics, and UH System's code of conduct. This year, much attention has been given to Title IX and the Violence Against Women Act. New policies have been adopted by the UH System Office that will have an impact on code of conduct, professional standards, and ethics.
> **Timeline:** AY 205-16   **Responsible Parties:** Admin

A.2: The College will continue to use analysis generated through the program and unit review processes to prioritize funding to maintain a sufficient number of qualified faculty and staff with full-time responsibility to the institution.

The College will pursue Legislative funding for full-time positions.

Progress: Program and unit reviews are taken into consideration when decisions are made about the priority in which vacant positions are to be filled and possible reallocation. Requests for full-time positions are submitted to the UHCC system office for legislative request consideration and/or for reallocation of positions from another institution.
Timeline: Ongoing   **Responsible Parties:** Admin Team

A.3.b: The Human Resources Office will research encryption software as an option to keep electronic records secure.

Progress: The University system has implemented various encrypted online measures to replace hard copy processing of various personnel related documents. For example, hard copy pay stubs are no longer distributed and instead are available online. Likewise, all travel requests, approvals, and completion are done online. Locally retained electronic documents are stored on encrypted drives of servers.
Timeline: Completed   **Responsible Parties:** Human Resources Manager

A.4.a: The College will survey faculty and staff to assess the need for additional programs and services to support personnel of diverse backgrounds.

A.4.b: The College will continue to plan for and maintain ongoing staff development training to encourage an appreciation for diversity and an equitable environment for personnel and students.

Progress: The Faculty and Staff Development Committee collects evaluations from participants at the conclusion of all faculty and staff development workshops. The committee uses evaluation results to make improvements. In addition, the committee regularly solicits input from faculty and staff to assess current professional development needs and to identify future activities.
Timeline: Continuous   **Responsible Parties:** Faculty and Staff Development Committee

A.4.c: The College will continue to treat personnel and students with integrity.

Progress: The College is committed to ensuring integrity in its treatment of all personnel and students. The UH Board of Regents and the UH System have established policies that advocate, support, and ensure the fair treatment of the College's diverse personnel. These policies apply to matters concerning discrimination, anti-harassment, persons with disabilities, equal employment opportunity, a drug-free workplace and campus, nonviolence in the workplace, and gender equity. These policies are available online through the UH Administrative Procedures Information System (APIS). In addition, the College recognizes labor union contracts that cover all UH faculty and staff members, including contracts with the Hawaiʻi Government Employees Association, the United Public Workers, and the University of Hawaiʻi Professional Assembly.

The College also advocates, supports, and ensures the fair treatment of its students. The College catalog includes policies and grievance procedures regarding sexual harassment, nondiscrimination, and EEO/AA. Each year, the College organizes and maintains a Student Grievance Committee and Student Conduct Committee. Each committee is comprised of faculty, staff, and students.
Timeline: Continuous   **Responsible Parties:** Admin

A.5.a: The College will continue to foster faculty and staff development activities to meet personnel needs.

Progress: The College provides regular professional development activities to support personnel needs. The Faculty and Staff Development Committee continues to plan, coordinate and offer professional development activities for College personnel. The committee also works in conjunction with other offices/staff (i.e., IAC, ITSO) to offer specialized training for assessment, technology, etc.
Timeline: Continuous   **Responsible Parties:** Faculty and Staff Development Committee

A.6: The College will continue to refine integrated planning processes to support ongoing improvements to human resources planning.

Progress: The College integrates human resources planning with comprehensive institutional planning for both decisions regarding new hires and providing for the ongoing professional development of personnel.

The College's administration, including the chancellor, vice chancellors, deans, and directors, oversees human resources decisions, relying on the planning processes coordinated by the College Effectiveness Review Committee (CERC). By integrating human resources planning with program and unit review processes, the College ensures that personnel decisions align with program and unit needs, and are linked with assessment activities. Programs and units submit personnel requests in comprehensive program and unit reviews. The CERC evaluates and prioritizes those requests for follow-up administrative action, such as inclusion in budget requests made to the UH System for submission to the Legislature.

In addition, the Faculty and Staff Development Committee plans and coordinates activities with the overall College goals.
Timeline: Continuous   **Responsible Parties:** Admin, CERC, Faculty and Staff Development

B. Physical Resources

B.1: The College will pursue funding for a new campus in Hilo.

Progress: A conceptual plan was presented to the BOR - Community College Committee for review in Spring 2015. The Committee recommended not supporting

the Long Range Develop Plan (LRDP) for Komohana. Thus, the College is not
pursuing funding for a new campus at this time.
Timeline: TBD   **Responsible Parties:** OVPCC-UHCC, Admin

The College will provide sufficient West Hawaiʻi facilities at the Pālamanui campus.

Progress: The new HawCC - Pālamanui campus was opened for the start of fall 2015
as part of phase 1.
Timeline: Completed/Ongoing   **Responsible Parties:** OVPCC-UHCC, Admin,
Director of HawCC - Pālamanui

*The College will continue the process of establishing a Resources Master Plan, which
will further assure that physical resources support the needs of programs and services.*

Progress: The RMP was established in fall 2013 and is updated annually in the RMP
Appendix through the administrative team as the result of the integrated planning
process.
Timeline: Completed Annually   **Responsible Parties:** Admin

*B.1.b: The College will continue to plan and seek improvements regarding all aspects of
access, safety, and security.*

Progress: The College hired a Security Chief and is the process of establishing an
in-house security office with staff instead of contracting security services.
Timeline: fall 2016   **Responsible Parties:** Admin

*The College will establish a new campus in West Hawaiʻi, Hawaiʻi Community College
- Pālamanui.*

Progress: The equipment and furnishings from the former campus, UH Center at
West Hawaiʻi (UHCWH), were relocated to the new Pālamanui campus. At start of
fall 2015, classes began at the Pālamanui campus as part of phase 1.
Timeline: fall 2015   **Responsible Parties:** OVPCC-UHCC, Admin, Director
of HawCC - Pālamanui

*B.2: The College will continue to refine its use of UH System and College review data to
provide for regular, ongoing assessment for facilities planning.*

Progress: The UH system uses Sightlines, a facilities asset management software,
that in combination with college review data assists with making operational,
maintenance, and capital decisions about the campus operations infrastructure. A
review of facilities needs is done annually.
Timeline: Ongoing   **Responsible Parties:** Admin Team, POM Manager

*The College will develop a Resources Master Plan (RMP) that formalizes evaluation and
planning for facilities and equipment.*

Progress: The RMP was finalized and adopted at the start of the fall 2013 semester.
Timeline: Completed   **Responsible Parties:** Admin Team

B.2.a: The College will update the LRDP for the Hilo campus.

Progress: A conceptual plan was presented to the BOR - Community College Committee for review in Spring 2015. The Committee recommended not supporting the Long Range Develop Plan (LRDP) for Komohana. Thus, the College is determining what parts of the LRDP should be updated or not.
Timeline: TBD   **Responsible Parties:** OVPCC-UHCC, Admin

B.2.b: The College will establish a Resources Master Plan to improve the systematic assessment and improvement of physical resources.

Progress: The budget priorities of the College identified in the RMP are updated annually in RMP Appendix through the administrative team as the result of the integrated planning process. These budget priorities are organized by goals in the HawaiʻiCC Strategic Plan, budget requests identified by programs/units through their review processes and evaluations, sector priorities, AMP priority actions, and RMP priority categories.
Timeline: Ongoing   **Responsible Parties:** Admin Team

C. Technology Resources

C.1: The College will establish a Technology Master Plan (TMP) to coordinate technology services.

Progress: The TMP was finalized and adopted at the start of the fall 2013 semester.
Timeline: Completed   **Responsible Parties:** Technology Advisory Committee

C.1.a: The College will provide Apple training to Computer Services/IT Support to increase institutional support for varied platform applications.

Progress: HawCC as a member of the Pacific Center for Advanced Technology Training (PCATT) state consortium participates in advanced technology training to support the staff in the Computer Services/IT unit of the campus. PCATT Consortium funds provide opportunities for professional development activities in cybersecurity, IT project management/program management, data sciences, and Apple training. Other grant funds provide resources to support professional development for Computer Services/IT Support.
Timeline: Continuous   **Responsible Parties:** Admin

C.1.b: The College will continue to offer technology training and DE support through ITSO.

The College will create appropriate training, workshops, and tutoring programs to meet student needs.

Progress: HawCC's [Instructional Technology Support Office](#) (ITSO), which is charged with providing DE support and training, is involved in the analysis and planning processes for the TMP. ITSO supports the mission and goals of the College by providing faculty with instructional design support to increase creativity and the effective use of instructional technology. They are also committed to assisting faculty in the design and development of instructional materials for distance education courses. ITSO details its activities, training sessions, and DE support services provided for faculty and students in its annual End of Year Report. ITSO is part of the Academic Support Unit that reports directly to the vice chancellor for academic affairs.

Timeline: Ongoing   **Responsible Parties:** ITSO, VC Academic Affairs

C.1.c: The College will work to secure funding to support a replacement schedule for classroom multimedia equipment.

Progress: In 2013 the college received funding for PolyCom replacement units via a federal grant. Currently, the college has been awarded a large grant to purchase major upgrades for the entire PolyCom system including servers and a new multi-conference control unit (MCU).

Timeline: Completed   **Responsible Parties:** Admin

The College's Computer Services/IT Support unit will continue to monitor and upgrade technology infrastructure as needed to handle the College's increasing demands.

Progress:, The Computer Services/IT Support unit follows a regular replacement schedule for administration, staff, classroom, and lab computers to ensure student and personnel access to technology.

In accordance with UH System policy, departments and divisions maintain inventory records on technology purchased through their budgets. In addition, Computer Services/IT Support maintains inventory records on all networked computers, and ensures all computer software and peripherals are compatible with existing systems. Classroom, lab, and most administrator and staff computers are purchased with service warranties, and are maintained on a four-year replacement cycle. In addition, departments, divisions, and units identify technology needs. If required, requests are submitted to the appropriate administrator for approval. Computer Services/IT Support coordinates purchases to verify that equipment can be supported and is compatible with existing systems. Similarly, for multimedia equipment purchases, Media Services verifies that requested items meet the needs of the requester, can be supported by Media Services, and will be compatible with existing equipment.

Timeline: Continuous   **Responsible Parties:** Computer Services/IT Support

C.1.d: Through the Technology Master Plan, the College will link assessment of technology needs with effective distribution of resources.

C.2: The College will develop a Technology Master Plan that will provide the framework for integrating coordinated technology planning with institutional planning.

Progress: The TMP addresses these stated needs and planning. The goals and strategies of the implementation grid of the TMP are updated regularly by the ad hoc Technology Advisory Committee as needed and are included in the TMP Appendix.
Timeline: Ongoing   **Responsible Parties:** Technology Advisory Committee

D. Financial Resources

D.1.a: The College will continue to link budget decisions with integrated planning processes.

D.1.d: The College will pursue ways to increase awareness of budget-development processes.

Progress: The College's Annual Review and Budget Process (ARBP) as part of the integrated planning process has brought structure and clarification to the planning and budgeting process. The College continues to use this process which is in it's third year of implementation. All college constituents actively participate in this annual process.
Timeline: Completed   **Responsible Parties:** Admin

D.2.b: The Business Office will pursue using the College website to disseminate financial information.

Progress: The Business Office continues to update and improve the college website, specifically the Business Office information. Information and pdf forms are sent to the college webmaster to edit, update, and correct as needed.

The UHCC Budget and Finance Office continues to develop its website to include posting of various financial information for public viewing.
Timeline: Ongoing   **Responsible Parties:** Business Office Manager

The College will participate in UH System trainings in the use of the new Kuali modular financial system.

D.2.g: The College will convert to the Kuali Financial System.

Progress: The UH system implemented the use of the Kuali Financial System as of July 1, 2012. It is currently being used and users are periodically informed of updates to the system.
Timeline: Completed   **Responsible Parties:** UH Kuali Financial Systems Team

Standard IV: Leadership and Governance

A. Decision-Making Roles and Processes

A.2.a: The College will work to make faculty and staff more aware of institutional organizations and their roles in the budget and planning processes.

> **Progress:** The College's governance is structured to provide substantive and clearly defined roles for faculty and administrators, as well as established processes for student and staff input. Through HawCC's All College meetings, *Wala'au* sessions, website, and administrative team engagement at various meetings, the College keeps the College community informed about these processes.
>
> The chancellor works with the College's administrative officers, including the vice chancellors, directors, and deans. The chancellor also works with College governance bodies, including the College Council, the Academic Senate, and student government, to establish priorities and address strategic concerns. The role of these bodies and the process for their participation has been formalized.
> **Timeline:** Continuous   **Responsible Parties:** Admin

A.3: The College will continue to survey all faculty and staff to assess communication and understanding of governance.

> **Progress:** The College has conducted surveys of faculty and staff to assess these and other aspects pertaining to the College. The next survey is planned for spring 2016.
> **Timeline:** spring 2016   **Responsible Parties:** Admin, IRO

The College will assess the Kauhale model regarding its effectiveness in facilitating communication.

> **Progress:** Due to the nature of the Kauhale model, an appropriate method for the assessment of the activities of Kauhale is pending finalization.
> **Timeline:** fall 2016   **Responsible Parties:** Admin, Kauhale director

The College will take steps to improve communication related to the various governance bodies.

> **Progress:** The College's organization supports collaboration, with coordinated meetings among constituents that provide for ongoing dialogue, as well as with established processes that provide for shared decision making.
> The College Council—which is made up of administrators, program and unit representatives, and a student— assists to improve College-wide communication. The council meets on a monthly basis to review College matters and provides minutes to all faculty and staff. The council also coordinates activities and facilitates collaboration through an annual College-wide meeting calendar, the "College Hour", which specifies a regular schedule for meetings of divisions and departments, the

Academic Senate and College Council, and staff development.

In addition to the College Council, the CERC, the Academic Senate, the ad hoc Assessment Committee, and the ASUH–HawCC student government body support communication among the College's constituencies. The CERC is a representative body that includes administrative, program, unit, and student members. The CERC evaluates program and unit reviews and makes related budget recommendations, ensuring that the various constituencies across the College are engaged in dialogue regarding budget decisions. The Academic Senate includes all faculty members, providing a forum for dialogue regarding academic issues and policies. The ad hoc Assessment Committee—which includes representatives from the administration, College Council, and Academic Senate, as well as all department and unit chairs— fosters inclusive dialogue regarding assessment practices. The ASUH–HawCC student government body facilitates student involvement in College-wide communication, participating in the College Council and CERC.

The College has clearly established channels of communication between faculty and administration. Division and department chairs coordinate regular meetings and participate in bi-weekly forums with the vice chancellor for academic affairs to exchange ideas, addressing topics such as curriculum, programs, and assessment. In addition, the chairs of the four liberal arts divisions—English, humanities, math and natural sciences, and social sciences—meet on a regular basis with the dean of Liberal Arts and Public Services. The chairs of the Nursing and Allied Health, Business Education and Technology, Hospitality, and Applied Technical Education Divisions meet on a regular basis with the dean of Career and Technical Education.

Curricular decisions follow a prescribed process that starts with discipline faculty and moves through department, division, and program approvals to the Academic Senate and, finally, to the VCAA and chancellor.
Timeline: Completed   **Responsible Parties:** College-wide

A.5: The College will establish a regular evaluation schedule for governance bodies. College leadership personnel will clarify their roles in responding to College needs.

Progress: The College regularly evaluates leadership, governance, and decision-making structures. The College Council and Academic Senate both have surveyed constituents with surveys.
Timeline: spring & fall 2016 **Responsible Parties:** Admin, IRO, College Council, Academic Senate

B. Board and Administrative Organization

B.2.B: The chancellor will use the College's master plans to further ensure that integrated planning guides improvements in the teaching and learning environment.

Progress: In alignment with HawCC's Integrated Planning for Institutional Effectiveness (HAW 4.201) policy, the College continues under the leadership of the chancellor to ensure the execution of the HawaiʻiCC Strategic Plan: 2008-2015, the Academic Master Plan (AMP) 2013-2018, the Resources Master Plan (RMP), and the Technology Master Plan (TMP) 2013-2015 along with the Annual Review and Budget Process (ARBP) to identify and plan for actions and resources needed to sustain and improve the College's programs and units.
Timeline: Continuous **Responsible Parties:** chancellor, Admin

VI. SUBSTANTIVE CHANGE PROPOSALS

Since the 2012 Self Evaluation Report, there has been only one Substantive Change Proposal. This proposal pertains to the relocation of the UH Center at West Hawaiʻi to a new campus site and renaming it as Hawaiʻi Community College - Palāmanui. This proposal is presently in progress and is to be submitted for consideration by the Commission at their November 2015 meeting.

VII. ANNUAL & FISCAL REPORTS

The HawCC's annual and fiscal reports have been submitted annually and in a timely manner. Following the 2015 Annual Report, the College received ACCJC's notice (8/17/15) regarding enhanced monitoring. This notice recommended a self evaluation of institution-set standards (ISS) for job placement rates and licensure examination passage rates and to track these rates for CTE program completers. The College reported an ISS for job placement rates of 65% in its Digital Media Arts program and a 20% placement rate. As a result, the Commission recommended the College analyze these results and implement appropriate actions in this program. Likewise, it is recommended the College evaluate its ISS and results for job placement rates in its CTE programs. Therefore, the College has convened a committee to address this recommendation with results to be analyzed by spring 2016 so that appropriate actions could be implemented by fall 2016 or sooner.

VIII. UHCC SYSTEM RECOMMENDATIONS

In conjunction with the 2012 comprehensive visits to the individual campuses, a System Evaluation Team (SET) was formed to examine University of Hawaii Community Colleges (UHCC) system level standards. The SET consisted of a chair, one additional member who was not part of campus teams, and one member each from the six campus teams.

The SET commended the UHCC for:

- 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.

The SET also made five recommendations, all to meet standards, as follows:

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).

While not all of the recommendations applied to all colleges, the system team charged the UHCC System office with ensuring full compliance with the issues associated with these recommendations.

Over the next two years, as documented in follow-up reports and visits, all of the recommendations were implemented and the UHCC was determined to be in compliance with the standards and eligibility criteria cited in the recommendations. This mid-term report summarizes the actions that were taken to come into compliance, the further efforts to sustain compliance, and any future plans for enhancement.

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).

Summary of Previously Reported Activities and Actions

UHCC Strategic Planning Process

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

The process is characterized by:

- Defined metrics and targets over the planning period for key strategic directions;
- Strong alignment in both strategic direction and metrics with the University of Hawaiʻi System strategic directions;
- The use of selected key metrics in system budget allocation, performance funding, managerial evaluation, and targeted use of innovation funding; and
- Regular monitoring and reporting of the progress toward the strategic goals with the broader college and general community.

Per UHCC Policy #4.101 Strategic Academic Planning, the Vice President for Community Colleges (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 System wide engagement and dialogue.

The strategic plan in effect during the comprehensive visit covered the period 2008-2014. In fall 2012, the SPC established a process to begin the revision of the plan for the period 2015-2021. 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 were:

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: Hawaiʻi'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 were charged with reviewing current performance measures, identify which should stay and/or be revised, and identify potential new metrics during spring and summer 2013 meetings. The full SPC discussed and compiled measures at its October 2013 meeting followed by visits by the VPCC to each college for open, systemwide dialogue. Based on the results of those meetings, the measures were refined and work continued to finalize outcomes and performance measures for the 2015 and beyond update.

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 presentation and the direction of the plan were well-received by the BOR CC Committee and the Committee was informed it would be kept apprised of progress in the development of the plan.

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.

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; and
- 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 11 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 11 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.

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.

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

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 to 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 UHCCP 5.202 Review of Established Programs. 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 ARPD 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 was 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.

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 of Hawaiʻi 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 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 State 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.

Sustained Compliance Activity Since the Last Report

Strategic Planning

The major focus during the past two years has been the completion of the UHCC Strategic Plan for the period 2015-2021. The process outlined above continued with active engagement by the Strategic Planning Council (SPC), working groups, public meetings, and Board of Regents briefings. At the same time, the University system was engaged in an update of its strategic directions and concerted efforts were made to align the University plan with the UHCC plan.

The SPC adopted the new plan at its spring 2015 meeting. Notable features of the plan include:

- Graduation targets consistent with the State of Hawaiʻi policy goal of having 55 percent of the working adult population having a college degree by 2025;
- A change in metric for transfer students to include all transfers rather than just within UH transfers, a change based on data suggesting that as many of 35-40 percent of the students are transferring to non-UH baccalaureate institutions;
- A change in metric for STEM graduates to include both community college graduates and baccalaureate STEM graduates who have community college background, a change intending to capture the total community college contribution to the STEM workforce;
- Targets to eliminate all access and success gaps for the following targeted populations:
    - Native Hawaiian,
    - Filipino,
    - Pacific Islander, and
    - Low income (Pell recipients).

    Eliminating the access gap is defined as enrollment at or in excess of population percentages. Eliminating the success gap is defined as having graduation, transfer, and STEM graduation at or in excess of enrollment percentages; and
- Restructuring the developmental education program in both math and English to move from sequentially-based courses to co-requisite models of remediation.

The plan also continues a commitment to the use of performance funding for successful attainment of the targets in five metrics:

- Graduation,
- Native Hawaiian Student Graduation,
- Pell Student Graduation,
- STEM Graduation, and

- Baccalaureate Transfer.

The planning process also identified a structural weakness in the previous strategic plan efforts. The innovation efforts undertaken with the system's innovation fund were perceived to be disconnected from the more traditional academic decision making processes on campuses. While faculty were engaged in piloting positive changes in curriculum and practice, those changes were not impacting practice on a broader scale within the institution. To address this "scaling" problem, a new Student Success Council was added to the strategic planning process. The new committee draws on academic administration (both instructional and student support), institutional researchers, and faculty leadership. While the Strategic Planning Council remains responsible for the overall goals and directions within the plan, the new committee and working groups that it may form is charged with the detailed implementation of the different components of the plan.

Performance Funding

As noted, the UHCC continued its use of performance funding as one of the tools to assure alignment of strategic goals with budget decisions. In spring 2015, the State Legislature included in the University's appropriation an amount of $6,000,000 intended for the University to implement performance funding across the University system. The legislative appropriation charges the University to develop a methodology for the implementation of the performance funding during the 2015-16 academic year with the intention of basing the allocation of the $6,000,000 using that methodology in FY 2017. These funds would add to the pool of performance funding already in place within the UHCC.

Future Plans

Two projects growing out of the strategic planning process are being developed to further enhance the planning and assessment of college programs.

Workforce Sector Modeling Tool

Based on similar work in Colorado, the UHCC's are developing a planning model and tool that examines the key workforce sectors within the State of Hawai'i to better focus workforce development and training efforts. Within each sector, positions are identified and mapped along the following dimensions:

- Employment demand. Demand data will be collected at both state and local levels and be based on historical employment patterns as well as real time job search data. The employment demand will be vetted through industry and government panels to account for anticipated future changes that might not be reflected in historical or even current employment data;

- Wage data for each of the positions;
- Educational attainment required for the position at both the certificates and degree level and the mapping of these credentials to the institutions offering the credential;
- Career ladders within the sector; and
- Student placement into the various positions and sectors.

The intention is to have a tool that can serve multiple purposes:

- Student – Provide the student with accurate and current information about job opportunities, wage potential, advancement potential, and educational opportunity;
- Academic program managers – Provide the program managers with more accurate information for use in program review and in managing both the curriculum and student experience;
- Academic planners – Provide planners with more timely information about significant gaps between available programs and emerging new areas of employment or surging demand. Alternatively, provide better information about employment declines that may require restructuring or elimination of programs; and
- Business and industry leaders – Provide a mechanism for the business community to provide valuable information on trends within the industries that impact program offerings of the colleges.

Plans are to complete the new tool by July 2016.

Academic Program Manager Tool

In assessing the UHCC integrated planning and assessment system, the sense was there was a gap between the student success goals and targets which were being captured and monitored at the institutional level and the data being used by and for program managers of individual academic programs. While the program managers had a rich set of data provided through the annual review of program data and through the program review process, there was not a consistent alignment of that data with the strategic targets nor was the data focused on the dynamic flow of students through the programs and beyond to either transfer or employment.

To address this deficiency, a new academic program manager tool is being developed that would provide program coordinators with a single location to manage students within their programs and to provide analytic data that aligns with the student success metrics. The tool is being designed to adapt the Completion by Design construct so that

information is provided to program managers on several stages of student movement into and through the programs, including:

- Student engagement and recruitment,
- Student enrollment,
- Student progress,
- Student graduation or transfer, and
- Student job placement.

For each of these stages of student progress toward success, program managers would have available information about students, communication tools to reach students, data metrics to monitor both individual student progress and overall retention, completion, and placement data for students. The data would be differentiated by selected characteristics of students to allow analysis by sub-population.

In addition, program managers would be provided planning tools using the UHCC guided pathway registration system to identify the demand for courses within the program so that sufficient sections can be scheduled to assure student progress toward degrees.

By designing the system to be both a practical transaction management tool and a focused analytic tool, the academic program managers will be both more likely and more capable of making program decisions to foster student success.

The goal is to have the academic program planning tool completed by Fall 2016.

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).

Summary of Previously Reported Activities and Actions

At the time of the comprehensive visit in October 2012, the UHCC was aware that four colleges (Hawaiʻi Community College, Honolulu Community College, Kauaʻi Community College, and Leeward Community College) were out of compliance with granting the Associate of Applied Science degree (AAS). The level of English and math courses required for completion of the AAS degree was at or below the developmental education level and should have been higher.

In May 2012, the system policy was revised to comply with the recommendation and was codified in UHCCP #5.200 General Education in All Degree Programs. The four colleges then modified their degree program requirements for math and English to

comply with the new policy, generally by adopting the common expository writing class and the general quantitative mathematics class for all AAS degrees.   The follow-up reports and/or visits conducted in 2013 verified that all colleges were in compliance and the standards and eligibility criteria cited were met.

Sustained Compliance Activity Since the Last Report

Once the degree modifications were completed in 2013, no further curricular or policy actions have been required or implemented. All degree programs remain in full compliance with the recommendation.

Future Plans

As part of the planned restructuring of developmental math and English to move toward a co-requisite remediation model, work has begun on defining the student college level math and English courses and the nature of the co-requisite remedial support needed by the students. A task force of faculty in math and English, along with student support personnel and academic administration leadership, met several times during summer 2015 to develop preliminary plans for sharing with the broader college communities in the 2015-2016 academic year.

Preliminary discussion for math have focused on three distinct pathways – general quantitative reasoning and/or statistics for students in liberal arts fields not requiring calculus; pre-calculus for students seeking degree programs in STEM, business, economics, or other disciplines requiring calculus; and technical math for career and technical education with the technical math class incorporating both general education quantitative reasoning student learning outcomes and program specific math student learning outcomes to ensure students are competent in the mathematics used in their technical program. The resulting remedial co-requisites would likely be different for these different student pathways.

Similar discussions have begun within the English working group about the possibility of having a technical writing course that would be an alternative to the traditional composition course now required of all students. No decision has yet been made on whether to adopt this added alternative.

The agreed upon target for full implementation of the co-requisite remediation support is fall 2016. The 2015-2016 academic year will be used to reach consensus on the design of both English and math pathways, the nature of the co-requisite support (e.g. class, laboratory, tutorial, coaching, etc.), placement or diagnostic tools to support the co-requisite design, and the student support and communication to students to fully implement the program. Any new courses developed as part of this effort would be required to meet all general education student learning outcomes for quantitative reasoning or communication and to be of a level of rigor consistent with the standards associated with this 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).

Summary of Previously Reported Activities and Actions

Within the University of Hawai'i 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 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.

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 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 was required to be formally consulted on the policy change. That consultation was conducted and the updated policy was adopted in September 2013.

The revised policy makes clear that the basis for the evaluation of faculty in the five-year review process is the same classification system and expectations, including assessing student learning outcomes, as for tenure and promotion.

As a part of the revised policy, campuses are also required to maintain and submit records certifying that all faculty members subject to the five-year evaluation have actually completed the evaluation process. See UHCCP_#9.203-Faculty_Five-Year_Review.

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 appointment does not include curriculum development, development of student learning outcomes, college service, or other professional duties expected of regular faculty members. The lecturer is expected to follow the student learning outcomes and assessment methodologies as adopted by the regular faculty for the courses he or she is teaching.

Lecturers 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 was no system evaluation policy for lecturers and there were inconsistencies from campus to campus in the form of evaluation, frequency of evaluation, and monitoring of evaluation. Previously, lecturer evaluations were 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 consistency in the evaluation process for lecturers. Accordingly, the OVPCC, working with the campus academic administrators, developed a new system policy UHCCP #9.104-Lecture _Evaluation. The policy leaves 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. The consultation was conducted and the new system policy on lecturer evaluation was adopted and promulgated in December 2013.

Sustained Compliance Activity Since the Last Report

An online monitoring system has been developed and implemented to track compliance with the faculty evaluation systems. The information in the system includes the last evaluation (whether contract renewal, tenure, promotion, or five-year evaluation) and the next expected evaluation date. The information is available to individual faculty so they can anticipate their next evaluation date and also available for department chairs and academic administrators who are responsible for compliance with the evaluation policies.

A non-substantive change to the faculty evaluation policy was made in December 2014 to adjust the submittal date for faculty members subject to the five-year evaluation but who were candidates for promotion. Since a successful promotion application would negate the need for an additional five-year review, the submittal date for the five-year review was moved to allow the decision on the promotion to occur first.

Future Plans

A joint task force of academic administrators and faculty union representatives has begun the development of an online, ePortfolio based system for creating the evaluation and assessment documents for faculty. The goals of the task force are to create a system that:

1. Creates a template for faculty that includes all required information and a structure to submit the information for evaluation,
2. Automatically loads to the ePortfolio information from the student information system, student evaluation system, and other sources of data for use by the faculty member,
3. Allows the faculty member to add documents and artifacts to the ePortfolio for consideration in the evaluation process in real time rather than waiting until an application is prepared,
4. Continues to grow over time as the faculty member proceeds through his or her professional career, and
5. Allows for secure and confidential sharing of the information to the various faculty review and administrative committees.

A recommendation has been made on a possible technology solution for the ePortfolio. Once it has been determined that the system meets all usability, security, and technical requirements, design of the templates and processes will begin.

While the ePortfolio system is intended to provide faculty with a more convenient means to document their work and prepare their applications, the use of common frameworks will also ensure that key criteria, such as those referenced in this recommendation, will be addressed in the application. Additionally, the digital submittal and processing of the evaluation documents will also improve the monitoring and timeliness of the periodic evaluations.

The full deployment of a system is not expected until 2017.

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).

Summary of Previously Reported Activities and Actions

As noted in the prior follow-up reports and visits, the development of the UH's System technology planning has involved four separate but related activities:

1) UH System Information Technology Planning Website

The UH System Office of Information and Technology Services (ITS) has responsibility for inter-campus technology infrastructure including Internet access, all enterprise applications, and University wide academic applications and tools.

Under the leadership of the Vice President for Information Technology and Chief Information Officer, ITS developed an online site that includes the UH system ITS strategic plan. The site will be continually updated to reflect IT strategies, changes in the technology environment, application development, and timelines of any projects in active development. Colleges will use this site to inform their own technology planning.

The site is available at [UH System ITS Strategic Plan 2015](#)

2) Modification to the UH System Strategic Directions

The UH system strategic plan covering the period 2008 – 2015 underwent revision to address the planning period 2015 – 2021. The broad strategic directions include a goal of becoming a high performing system of higher education and includes the following action items related to distance education:

University of Hawai'i Strategic Directions Report

Action Strategy 2:

UH increases opportunity and success for students through leveraging system resources and capabilities. Integrated academic planning across disciplines, levels and campuses, and collaborative/shared student services prevent unnecessary duplication and efficiently provide students throughout the State with access to educational opportunity and the support they need to succeed

Tactics
• Employ best practices in student-centered distance and online learning using technology and by leveraging University Centers
• Develop degrees and certificates as part of integrated pathways for students enrolled throughout the UH system
• Ensure that transfer and articulation policies are student-centered, transparent, and well communicated in order to support student mobility and success throughout the System.
• Review academic offerings for unnecessary duplication and opportunities for improved collaboration
• Standardize and collaborate to increase consistency for students and improve operating efficiency in student support areas such as (but not limited to) transcript evaluation, financial aid processing, admissions, and monitoring of student progress, early alerts and intervention strategies

• Reduce cost of textbooks and ancillary needs
• Modify financial aid policies and practices to maximize access and success of underserved and underrepresented populations in cost-effective ways.

The UH strategic directions for 2015-2021 can be viewed under the System Priorities and Initiatives section of the System Academic Affairs web site at <u>UH System Strategic Directions.</u>

3) The UH Community College System is also updating its strategic directions for the period 2015 – 2021. One of the major components of that update is the identification of and creation of a strategic use of distance education.

Distance Education has been a significant component of community college delivery of instruction with 1,626 completely on line classes offered in AY 2013-2014 with 28,015 registrations. An additional 481 Distance Education mixed media classes with 4,974 registrations were offered in the same time period. However, the planning group has recognized that much of the current distance education is driven by individual faculty initiative and not as a strategic component of addressing student access to programs and degrees across the state. Given that the geography of Hawaiʻi does not permit easy access to campuses other than on the home island of students, the use of distance technology is essential to ensuring student access.

As part of the planning effort, the community colleges are approaching the development of distance education in several areas.

a) Identifying which courses not currently offered through distance education should be offered to ensure that students on small campuses or in remote sites are able to remain on a degree pathway in a timely fashion. All UH's baccalaureate programs have been mapped to create four-year sequential courses of study. Using these maps, the community colleges have developed an overlay project that examines which courses within the first two years of these pathways are available to students on each of the seven campuses. The mapping project revealed that courses may not be available because upper division courses not offered by the community colleges are identified as being in the first two years, major courses may not be available to students on a particular campus, or student demand for courses may be too small to justify an in-person class. The identification and monitoring of these degree pathways is now automated within the system.

Based on the pathway mapping project, the highest demand courses are being identified for development in a distance delivery format. While this planning is ongoing, the preliminary list of courses to be considered for development includes:

ICS 215 Introduction to Scripting	Required for BS degree in ICS
CEE 271 – Applied Mechanics	Required for BS degree in Engineering
Psy 230 – Introduction to Psychobiology	Required for BA, BS in Psychology
Biol 265 – Ecology and Evolutionary Biology Biol 275 – Cell and Molecular Biology	Required for BS in Biology

The plan will establish the resources, training, and support necessary to assure the student that the pathway is available to the student on a consistent basis.

b) Identifying which degree or certificate programs should be offered, in whole or in part, through distance education and what resources, training, and support systems would be necessary to ensure that programs can be delivered with quality and with student success comparable to on-campus programs. Since populations and employment opportunities on the neighbor islands are often small but critical, the development of a strategy that uses shared resources and distance technology across the seven colleges is essential to meeting the workforce needs. The specific programs to be developed have not yet been identified, but as with the distance education course development, the plan will identify the resources, training, and support to assure the student access to and success in these programs on a consistent basis.

c) Developing and providing a systemwide program of professional development and certification for faculty teaching online or hybrid classes. Review of the seven colleges revealed that all colleges offered, and in some instances, required faculty to participate in training prior to teaching online. One college also required regular continuing education for its distance education faculty.

The professional development programs being offered by the colleges varied considerably in length, content, and method of delivery. Some focused on the technical aspects of teaching online while others included more content on pedagogy and student learning.

As part of the strategic planning effort, a group of instructional developers and experienced online faculty will be creating a professional development program that may include:

i. Minimum set of content that a faculty member must master before teaching online courses;
ii. Additional content focusing on pedagogy and student success in online instruction;
iii. Structured program of continuing education for online instructors;
iv. The development of multiple formats for delivery of the content including online and face-to-face modalities; and

v. Certification for faculty completing the training.

The design of the professional development program is planned to be completed by summer 2015.

4) Adoption of Open Education Resources

The University of Hawaiʻi is planning to move to open educational resources (OER) for as many courses as possible in an effort to reduce textbook costs for students. Textbook costs are a significant part of the student cost of attendance. Eliminating this expenditure could significantly lower the out-of-pocket expenses for students and avoid the negative consequences of students opting not to purchase costly textbooks. Distance education students would especially benefit from OER materials that could be easily delivered via digital technologies.

The OER effort is in the early stages of development with the identification of open education librarians and repositories and the identification of a mechanism to match interested early adopter faculty with available content.

Sustained Compliance Activity Since the Last Report

In the past year since the last reporting on this recommendation, several actions have occurred that reflect continued compliance with the recommendation and the standards.

1. Major update of the UH System ITS Strategic Plan

The System IT strategic plan underwent expansion and revision under the leadership of the new CIO. The site now includes expanded information.

2. Adoption of the UH System Strategic Directions

The revisions to the strategic directions for the period 2015-2021 were adopted by the Board of Regents and are now guiding the overall University system directions. The adopted directions include the previously reported emphasis on distance education are an important mechanism for delivery of courses and programs across the ten-campus UH System.

To help implement the UH System distance education efforts, the BOR included a request to the State Legislature for financial support to coordinate programming across the ten campuses and to provide seed money to develop needed courses. Unfortunately, the Legislature elected not to fund the request. Consideration is still being given to using other funds granted by the Legislature to the University for this purpose.

3. Adoption of the UHCC Strategic Directions

   The UHCC Strategic Directions 2015-2021, including a complimentary emphasis on distance education to that included in the UH System Strategic Directions, was adopted as planned in spring 2015.

4. Adoption of Open Educational Resources (OER)

   A task force of faculty and librarians have begun implementation of OER by identifying sources of available OER texts and instructional materials, developing a repository mechanism for faculty and students to access the OER materials, and conducting two workshops for faculty interested in being early adopters.

Planned Future Actions

With the approval of the UHCC Strategic Directions, implementation activities include:

1. An agenda item at the fall 2015 executive retreat to discuss priorities for the use of innovation funds in support of the distance education efforts; strategy discussions on the staged development of OER materials, and organizational discussions on shared projects and staffing across the seven campuses related to faculty professional development, course development, and increased use of digital technologies in teaching;
2. Development of common training and certification for faculty teaching distance education;
3. Expanded staffing and faculty development resources for the identification and development of OER materials; and
4. Consideration of creation of a lead system distance education coordinator within the OVPCC.

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).

Summary of Previously Reported Activities and Actions

During the period 2012-2014, the BOR was 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 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 continued to use the ATG Phase 2 reports in its assessment of the University structure and its policies. Some policies were 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 UH System was 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.

Sustained Compliance Activity Since the Last Report

The Policy Management System has been fully implemented. All BOR policies are publicly available in a format that includes a header showing the last review date and scheduled next review date. A sample header follows:

BOR Policy System
Viewing Policy RP 5.201

Title
Instructional Programs

Header
Regents Policy Chapter 5, Academic Affairs
Regents Policy RP 5.201, Instructional Programs
Effective Date: Oct. 18, 2002
Prior Dates Amended: Jan. 13, 1966; Feb. 8, 1973; Oct. 20, 1978; May 21, 1982; March 18, 1983; Nov. 22, 1991; Oct. 31, 2014 (recodified)
Review Date: August 2018

During the development of the new Policy Management System, several policies were recodified. While all policies have a required review date, policies also continue to be revised in response to specific policy issues that emerge before the review date.

The Policy Management System has also been extended to the UH Executive Policies and Administrative Procedures that are derivative of the BOR policies. The same software interface and information, including the header with the scheduled next review, is used for the Executive Policies.

The BOR conducted its annual self-evaluation. Among the more notable actions taken as a result of the evaluation was a reconfiguration of the Board committees. The evaluation revealed some concern that the committee structure was not aligned with the UH Strategic Directions and that the Board could better provide oversight on the strategic directions if the committees were more closely focused on the major strategic directions. Specifically, the Board felt that having a committee on academic affairs, a committee on student affairs, and a committee on community colleges did not allow an integrated discussion or understanding of the overall University efforts to reach the student success targets described as the Hawaiʻi Graduation Initiative. The Board agreed to combine these three committees so that one Board committee could provide oversight on student success. Similarly, the University's research agenda was previously included with academic affairs which did not lend itself to oversight of the major Hawaiʻi Innovation research agenda in the strategic plan and so research was moved to a separate committee. These changes are effective with the Academic Year 2015-16.

<u>Future Plans</u>

Other than monitoring continued compliance with the policy management system timelines for policy review and modification and continued engagement by the BOR in regular evaluation as defined by Board policy, no further actions are planned.