# Evaluation Report

**Hawai‘i Community College**

200 West Kāwili Street

Hilo, HI 96720

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

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

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

Loretta P. Adrian, Ph.D.
Chair

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# Summary of the Evaluation Report

INSTITUTION: Hawai’i Community College

DATE OF VISIT: October 15 – 18, 2012

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

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

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

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

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

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

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

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

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

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

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

### Hawai’i Community College Commendations

**Commendation #1**

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

**Commendation #2**

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

**Commendation #3**

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

**Commendation #4**

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

**Commendation #5**

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

**Commendation #6**

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

**Hawai’i Community College Recommendations**

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

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

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

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

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

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

### Recommendation #4: Student Learning, Programs and Services

To meet the Standard, the College should take appropriate actions to ensure that the General Education course certification process is fully implemented and effectively documented, with support and guidance from all responsible campus constituencies. Further, the Team recommends that the college use established processes and engage in ongoing and systematic course reviews such that all curricula are reviewed for currency, relevance, appropriateness, and future needs and plans. (IIA.3.b, IIA.3.c, II.A.2.e, ER11)

**University of Hawai’i Community College System (UHCC) Recommendations**

(A final copy of the UHCC Accreditation Evaluation Report is included as an addendum to this report.)

**UHCC Recommendation 1: Institutional Mission and Effectiveness**

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

* The VPCC and the Chancellors develop broad-based, ongoing, collegial dialogue between and among the UHCC and the colleges to better assess the breadth, quality, and usefulness of UHCC analytical tools (e.g., UHCC Annual Report of Program Data (ARPD)) and planning processes through feedback from college stakeholders. In addition, the UHCC and Chancellors should provide training for the appropriate use of the tools to support on-going improvement and effectiveness.
* The Chancellors provide clear descriptions and training regarding the planning timeline and budgeting process. The information and training should be available to all college constituencies and reviewed regularly to ensure accuracy for resource allocation that leads to program and institutional improvement (Standards I.B.3, I.B.1, II.A.1.c, II.A.2.a, e, f, II.B.1, II.B.3.a, and II.b.4, I.B.1, I.B.4, I.B.6).

**UHCC Recommendation 2: Student Learning Programs and Services**

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

**UHCC Recommendation 3: Student Learning Programs and Services and Resources**

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

**UH Recommendation 4: Resources**

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

**UH Recommendation 5: Board and Administrative Organization**

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

# Introduction

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

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

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

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

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

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

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

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

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

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

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

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

**Evaluation of Institutional Responses to Previous Recommendations**

### Major Recommendation 1

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

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

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

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

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

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

As noted above, the College has developed an updated Strategic Plan with clear goals and measures for institutional effectiveness. In collaboration with the UHCCoffice, data related to these measures are available and are utilized by the College for planning purposes. Communication and dialogue regarding these measures is occurring, but could be enhanced. This recommendation has been met.

### Major Recommendation 2

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

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

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

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

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

This recommendation is significantly met.

### Major Recommendation 3

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

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

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

### Major Recommendation 4

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

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

### Major Recommendation 5

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

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

### Major Recommendation 6

*The College should memorialize governance practices by establishing, publishing, and implementing a comprehensive written policy that defines and delineates the specific roles of faculty, staff, administration, and students in the college’s decision-making processes. In order to ensure the integrity and efficiency of the College’s governance and decision-making processes, roles of governance groups, such as College Council and Academic Senate, should be regularly evaluated and results communicated with college constituent groups.(IV.A.2, IV.A.5)*

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

# Eligibility Requirements

**1. Authority**

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

**2. Mission**

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

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

**3. Governing Board**

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

**4. Chief Executive Officer**

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

**5. Administrative Capacity**

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

**6. Operational Status**

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

**7. Degrees**

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

**8. Educational Programs**

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

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

**9. Academic Credit**

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

**10. Student Learning Achievement**

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

However, the team noted that there is not sufficient evidence to validate the College’s assertion of widespread assessment of course level outcomes, although outcomes have in large part been written at both the course and institutional levels. Program reviews suggest that SLO assessment at the course level may be occurring. However, as noted previously, course level SLO assessment plans, outcomes data, and analysis were not readily available for the team to review. The team recommends that in order to fully meet the accreditation standards related to SLOs, the College complete its implementation of authentic assessment of SLOs at all levels, and accelerate its efforts in this area in order to meet the proficiency level on the SLO rubric.

**11. General Education**

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

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

**12. Academic Freedom**

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

**13. Faculty**

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

**14. Student Services**

Hawai‘i Community College has a comprehensive array of student services that supports students throughout their college experience. These services are detailed on the College Website and in the College Catalog. Each branch of the student services unit conducts assessments and participates in annual and comprehensive Program Review processes. The College meets this eligibility requirement.

**15. Admissions**

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

**16. Information and Learning Resources**

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

**17. Financial Resources**

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

**18. Financial Accountability**

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

**19. Institutional Planning and Evaluation**

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

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

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

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

The College does not fully meet this eligibility requirement.

**20. Public Information**

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

**21. Relations with the Accrediting Commission**

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

**Standard I – Institutional Mission and Effectiveness
Standard IA – Mission**

**General Observations**

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

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

**Findings and Evidence**

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

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

The mission statement was originally approved by the UH Board of Regents at the~~ir~~ July 20-21, 2006 meeting. (I.A.2) On November 4, 2011, College Council approved a five year cycle for review of the mission statement with the next review set for 2016. The approved cycle also allows for earlier review due to unforeseeable circumstances. The College Council, representing all College sectors, provides monthly updates on the Strategic Plan. The Strategic Plan establishes the following priorities: access, learning and teaching, workforce development, personal development, community development and diversity. (I.B.2) Since 2010 the UHCC has tied state budget decisions to Strategic Plan performance (HAW 4.201). At the college level, the College Effectiveness Review Committee (CERC) prioritizes budget requests based upon their alignment with the Strategic Plan. The chancellor and the administrative team use CERC recommendations to make budget plans and decisions. (1.A.3 and 1.A.4)

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

**Conclusion**

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

**Commendation**

**Commendation #3**

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

**Recommendation:** None.

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

**General Observations**

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

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

**Findings and Evidence**

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

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

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

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

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

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

**Conclusion**

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

**Recommendation**

**Recommendation #1**

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

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

**General Observations**

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

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

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

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

**Findings and Evidence**

In response to previous accreditation recommendations, the College has developed a planning process which demonstrates increased use of analytical data. The program review process provides each instructional program with demographic data about the students enrolled in the program and asks each program to analyze relevant trends. The College effectively uses System research that focuses on meeting the needs of its defined student population. Currently, research gathering focuses on community demographics, the transition of Native Hawaiian students into developmental and degree/transfer courses and programs, and methods of recruitment. While this is an important and essential first step in identifying student needs and in assessing the impact of specific services to various student populations, the College needs to consider a more comprehensive approach for analyzing the varied educational needs of its students, including educational preparation and educational objectives to ensure that these needs are addressed at the institutional level. The team acknowledges that a comprehensive process is gradual and that the College seems to be on schedule in developing plans that will be responsive to those needs. However, the College needs to intensify these efforts. (II.A.1.a)

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

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

The College offers flexible schedule options at all three campuses and through its distance education services. However, it is unclear how the College determines what is appropriate to the current and future needs of its students. There does not appear to be an overall plan for these scheduling options as the College lacks any formal distance education plan. Instead, it is left to the individual departments and programs to develop these strategies without the benefit of any unified planning and/or coordination. While this approach may encourage departmental innovation, it interferes with students’ ability to successfully navigate through the curriculum to program completion. Furthermore, that absence of appropriate coordination may drain college resources, introduce inefficiencies, and foster unhealthy competition for both students and resources. (II.A.1.b)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Nevertheless, students are advised about changes that may occur and creates systems, if necessary to ensure that students can complete their program. Changes to program requirement are included in the college catalog, which is published annually. (II.A.6.b)

The College has made significant efforts to improve the quality of information it provides to students. These efforts include: Program Review; regular reviews of policies and practices incident to updates of the College catalog; and maintenance of content on the College website. The website also provides information on student achievement. (II.A.6.c)

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

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

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

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

**Conclusion**

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

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

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

**Commendation**

**Commendation #2**

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

**Recommendations**

See Recommendation #1.

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

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

**Recommendation #3: Student Learning, Programs and Services and Resources**

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

**Recommendation #4: Student Learning, Programs and Services**

To meet the Standard, the College should take appropriate actions to ensure that the General Education course certification process is fully implemented and effectively documented, with support and guidance from all responsible campus constituencies. Further, the Team recommends that the college use established processes and engage in ongoing and systematic course reviews such that all curricula are reviewed for currency, relevance, appropriateness, and future needs and plans. (IIA.3.b, IIA.3.c, II.A.2.e, ER11)

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

**General Observations**

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

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

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

**Findings and Evidence**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Conclusions**

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

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

**Passport to College Success**.

This initiative was instituted for the purpose of ensuring that new students to Hawai’i Community College were personally exposed to services available to them via required attendance in workshops.The presenter of the workshop and/or or the service area representatives stamp the student’s passport to verify the students attendance of visit. The student who completes the Passport to College Success is offered the incentive of priority registration for the following term and a group ceremony to recognize the student’s effort.

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

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

**Commendation**

**Commendation #1**

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

**Recommendation:** None.

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

**General Observations**

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

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

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

**Findings and Evidence**

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

Hawai’i Community College (HawCC) provides an abundance of library and learning support services. Mookini Library, the shared library with the University of Hawai’i Hilo, is open 81.5 hours per week, with additional hours for finals, and provides students with access to a book collection of over 235,000 titles, as well as access to the millions of volumes in the UH system as a whole. Students are provided with access to electronic periodical resources through a series of online databases, most of which are accessible to students remotely, in addition to on-campus access. Students feel comfortable in the library and think highly of the library staff and websites as resources, as evidenced in the yearly surveys conducted by the library. The library has actively sought to increase the number of computers available for student use; currently 100 computers are available for student use in the library. These computers are spread across all floors of the library so students have access no matter where they are. Of the ten full-time librarians at Mookini Library, one is assigned as the HawCC liaison and focuses specifically on college needs. (II.C.1)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Maintenance and security services at all East Hawai’i locations is provided by UHH Auxiliary Services and HawCC Planning Operation and Maintenance. Security at Mookini Library is enhanced by the use of security gates and cameras. A multi-year renovation of Mookini was completed in 2008. Computer support for all East Hawai’i locations is provided by the Academic Computing Unit. As the LLC in West Hawai’i is in rented facilities, general upkeep is provided by the owners. The College employs a janitor for daily cleaning and maintenance and contracts with an outside security firm to provide security during open hours and class times. (II.C.1.d)

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

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

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

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

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

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

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

**Conclusions**

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

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

**Commendation**

**Commendation #5**

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

**Recommendation**

See Recommendation #2.

**Standard III – Resources
Standard IIIA – Human Resources**

**Findings and Evidence:**

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

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

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

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

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

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

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

BOR policy also requires evaluation of faculty members at least once every five years. Performance measures are reviewed during the evaluations providing the opportunity to discuss effectiveness and areas of improvement. The purposes of faculty evaluations are to improve instruction and evaluate faculty member’s work performance. Based on evaluation results, professional development opportunities may be planned for faculty members.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Conclusion**

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

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

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

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

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

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

**Recommendation**

See UHCC Recommendation 3

**Standard III – Resources
Standard IIIB– Physical Resources**

**General Observations**

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

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

**Findings and Evidence**

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

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

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

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

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

**Conclusions**

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

**Commendations**

**Commendation #4**

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

**Commendation #6**

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

**Recommendation**

See Recommendation #1

**Standard III – Resources
Standard IIIC – Technology Resources**

**General Observations**

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

**Findings and Evidence**

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

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

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

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

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

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

**Conclusions**

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

**Recommendations**

See Major Recommendation #1

See Major Recommendation # 3

**Standard III – Resources
Standard IIID – Financial Resources**

**General Observations**

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

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

**Findings and Evidence**

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

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

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

CERC is the committee charged with setting the planning and budget priorities for the College. The operating guidelines clearly state the role and function of the committee which is to prioritize budget requests for recommendation to the Chancellor and administration. The membership is large and represents all areas of the College. The minutes of the meetings are posted on the website as well as documentation and resources. Each program/unit of the College completes a comprehensive review every five years and annual reviews which include goals, staffing, quantitative data, SLOs and budget requests. Comprehensive reviews feed the CERC budget process and annual reviews requests are submitted to the system office. College employees are informed about budget planning through the College Council. (III.D.1.d)

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

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

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

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

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

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

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

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

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

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

**Conclusion**

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

**Recommendation**

See Recommendation #1

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

**General Observations**

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

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

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

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

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

**Findings and Evidence**

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

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

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

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

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

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

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

**Conclusion**

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

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

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

**Recommendation**

See Recommendation #1

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

**General Observations**

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

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

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

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

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

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

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

**Findings and Evidence**

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

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

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

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

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

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

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

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

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

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

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

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

The chancellor serves on a number of community boards and supports the work of program advisory councils. Some innovative community collaborations and partnerships deserve a special recognition such as the Model Home Project which includes four college programs and the Department of Hawaiian Home Lands and the Kamoleao Community Resource Center. (IV. B.2.e)

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

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

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

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

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

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

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

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

**Conclusion**

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

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

**Commendation**

See Commendation #2

**College Recommendations**

See Recommendation #1

See Recommendation #2

**ACCREDITATION EVALUATION REPORT**

**University of Hawai’i Community College System**

2444 Dole Street

Honolulu, HI

A Confidential Report Prepared for the Accrediting Commission

for Community and Junior Colleges

This report represents the findings of the evaluation team that visited

University of Hawai’i Community College System

October 14-18, 2012

Dr. Helen Benjamin, Chair

System Evaluation Team

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**UNIVERSITY OF HAWAI’I COMMUNITY COLLEGE SYSTEM**

**COMPREHENSIVE VISITING TEAM ROSTER**

|  |  |
| --- | --- |
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**SUMMARY OF THE EVALUATION REPORT**

Institution: UHCC System Office

Date of Visit: October 14-18, 2012

Team Chair: Dr. Helen Benjamin

 Chancellor, Contra Costa Community College

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

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

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

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

Three activities, coordinated by the SET, were held at Kapi’olani Community College on the afternoon of Sunday, October 14. The first activity was a meeting led by the VPCC, who provided team members with a verbal update on the progress made on previous recommendations from 2006. The second and third meetings provided an orientation and reception, respectively, for the SET, college team chairs, their assistants and one additional member from each college team. The orientation, provided by Dr. Morton, gave an insightful and thorough presentation on how UHCC functions, the challenges and opportunities facing UHCC, its major accomplishments, and how it differs from the California community colleges. In attendance at the orientation and reception were four members of the BOR, the UH president, the six community college chancellors, the UH executive vice president for academic affairs/provost, the UHCC associate vice president for administrative affairs (AVPCC), and other UH, UHCC, and college employees.

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

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

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

**Commendations**

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

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

**Recommendations**

**UHCC Recommendation 1: Institutional Mission and Effectiveness**

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

* The VPCC and the Chancellors develop broad-based, ongoing, collegial dialogue between and among the UHCC and the colleges to better assess the breadth, quality, and usefulness of UHCC analytical tools (e.g., UHCC Annual Report of Program Data (ARPD)) and planning processes through feedback from college stakeholders. In addition, the UHCC and Chancellors should provide training for the appropriate use of the tools to support on-going improvement and effectiveness.
* The Chancellors provide clear descriptions and training regarding the planning timeline and budgeting process. The information and training should be available to all college constituencies and reviewed regularly to ensure accuracy for resource allocation that leads to program and institutional improvement (Standards I.B.3, I.B.1, II.A.1.c, II.A.2.a, e, f, II.B.1, II.B.3.a, and II.b.4, I.B.1, I.B.4, I.B.6).

**UHCC Recommendation 2: Student Learning Programs and Services**

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

**UHCC Recommendation 3: Student Learning Programs and Services and Resources**

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

**UH Recommendation 4: Resources**

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

**UH Recommendation 5: Board and Administrative Organization**

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

**INTRODUCTION**

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

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

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

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

**Recent Accreditation History**

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

**2012 Self Evaluation Document**

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

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

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

**RESPONSE TO RECOMMENDATIONS OF THE PREVIOUS VISITING TEAM**

**OCTOBER 22-28, 2006**

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

**2006 Recommendation 1**

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

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

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

**2012 Visiting Team Response**

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

1. **Strategic Planning processes**

The Strategic Planning Council (SPC) oversees strategic planning for the UHCC. Members of the SPC include the college chancellors, faculty senate chairs, student body president and the VPCC and AVPCC. The VPCC convened the SPC in spring 2007 to update the UHCC Strategic Plan. The goal of this effort was to align the plans of UH, UHCC, and the individual community colleges. The outcome of the review was to establish clear and measurable outcomes to assess performance and progress. The UH administration developed, and the BOR approved, the University of Hawai’i System Strategic Outcomes and Performance Measures, 2008-2015. The UH established ten measurable outcomes from which the UHCC adopted five measurable goals with targets for 2008 through 2015. The five outcome-based funding goals are number of graduates, Native Hawaiian graduates, Science, Technology, Engineering, and Mathematics (STEM) graduates, Pell grant recipients and transfers to UH baccalaureate programs. Each goal was weighted according to the UHCC priority. Since 2008, the colleges have met or, in most cases, exceeded the targets for their goals. The STEM goal, while marginally met, is beginning to show greater progress.

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

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

This portion of the recommendation is partially satisfied.

**b. Program review and assessment practices**

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

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

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

1. **Allocation of Resources**

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

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

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

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

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

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

This portion of the recommendation continues to be satisfied.

1. **Facilities management (including deferred maintenance)**

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

This portion of the recommendation continues to be satisfied.

1. **Board and Administrative Leadership**

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

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

This recommendation continues to be satisfied.

**2006 Recommendation 2**

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

**2012 Visiting Team Response**

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

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

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

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

The recommendation has been met.

**2006 Recommendation 3**

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

**2012 Visiting Team Response**

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

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

**STANDARD I**

**Institutional Mission and Effectiveness**

1. **Mission**

**General Observations**

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

**Findings and Evidence**

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

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

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

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

**Conclusion**

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

The UHCC meets Standard I.A.

**Recommendation**

None

1. **Improving Institutional Effectiveness**

**General Observations**

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

**Findings and Evidence**

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

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

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

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

There is dialogue at the UHCC level, including a rich array of data, regarding progress toward achieving goals. Colleges not attaining predetermined benchmarks have the performance funding incentive to make relevant improvements; however, improvements are made absent a formal feedback loop whereby the colleges can coordinate with UHCC to develop approaches that speak to challenges specific to individual colleges. Integration of planning is not apparent as the discussion of college-level performance measures and resource needs pertaining to physical and human resources are not connected. Evaluation of outcomes uses both qualitative data (college inventory) and quantitative data (performance outcomes) (I.B.3).

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

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

**Conclusion**

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

The UHCC does not fully meet Standard I.B.

**Recommendation**

**UHCC Recommendation 1: Institutional Mission and Effectiveness**

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

* The VPCC and the Chancellors develop broad-based, ongoing, collegial dialogue between and among the UHCC and the colleges to better assess the breadth, quality, and usefulness of UHCC analytical tools (e.g., UHCC Annual Report of Program Data (ARPD)) and planning processes through feedback from college stakeholders. In addition, the UHCC and Chancellors should provide training for the appropriate use of the tools to support on-going improvement and effectiveness.
* The Chancellors provide clear descriptions and training regarding the planning timeline and budgeting process. The information and training should be available to all college constituencies and reviewed regularly to ensure accuracy for resource allocation that leads to program and institutional improvement (Standards I.B.3, I.B.1, II.A.1.c, II.A.2.a, e, f, II.B.1, II.B.3.a, and II.b.4, I.B.1, I.B.4, I.B.6).

**STANDARD II**

**Student Learning Programs and Services**

**General Observations**

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

1. **Instructional Programs**

**Findings and Evidence**

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

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

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

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

**Conclusion**

The UHCC partially meets Standard II.A.

**Recommendation**

**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).

1. **Student Support Services**

**Findings and Evidence**

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

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

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

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

**Conclusion**

The UHCC meets Standard II.B.

**Recommendation**

None

1. **Library and Learning Support Services**

**Findings and Evidence**

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

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

**Conclusion**

The UHCC meets Standard II.C.

**Recommendations**

None

**STANDARD III**

**Resources**

1. **Human Resources**

**General Observations**

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

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

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

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

**Findings and Evidence**

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

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

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

**Conclusion**

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

While UHCC meets Standard III.A.C.1 for some faculty, it does not hold the same standard for all faculty members to analyze SLOs for effectiveness and improvement.

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

**Recommendation**

**UHCC Recommendation 3: Student Learning Programs and Services and Resources**

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

**B. Physical Resources**

**General Observations**

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

**Findings and Evidence**

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

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

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

**Conclusion**

The UHCC meets Standard III.B.

**Recommendations**

None

**C. Technology Resources**

**General Observations**

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

**Findings and Evidence**

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

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

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

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

Although the UH is providing excellent technology services for the colleges, the UH has not updated its technology master plan since 2000. Therefore, technology planning is not current, documented, nor integrated with overall institutional planning (III.C). While the UH has done an outstanding job of upgrading the network to ten gigabytes, how planning occurs between the colleges and the UH is not clearly evident. The vice president for information technology/information technology officer meets with the chancellors in the UH Council and discusses systems priorities. This appears to be the only linkage between the colleges and the UH Office for technology planning purposes (III.C.2).

**Conclusion**

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

The UHCC partially meets Standard III.C.

**Recommendation**

**UH Recommendation 4: Resources**

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

1. **Financial Resources**

**General Observations**

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

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

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

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

**Findings and Evidence**

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

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

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

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

**Conclusion**

The UHCC meets Standard III.D.

**Recommendation**

None

**STANDARD IV**

**Leadership and Governance**

1. **Board and Administration Organization**

**General Observations**

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

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

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

**B. 1: Governing Boards**

 **Findings and Evidence**

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

The college self evaluation reports did not address the independence of the BOR as required by the Standard, that is, whether the BOR acts as a whole once a decision is reached or the manner in which the BOR advocates and defends the system as a whole. The expectation that the BOR is to act as a whole is clearly stated in Section II.A.7 of the University of Hawai’i Board of Regents Reference Guide. The team found evidence through interviews and minutes that the board does, in fact, meet this requirement. The BOR is protective of the UHCC as demonstrated in the formation of the BOR Committee on Community Colleges and its focus on the success of the UHCC. As stated in the BOR bylaws, the functions of the Committee on Community Colleges are the following:

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

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

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

There is evidence that the UHCC acts in a manner consistent with its policies and bylaws for the most part and that there is a process for updating policies. Part of this process is “policy conversion” which is detailed in the UHCC Policy Conversion Analysis chart, dated October 15, 2008. No update to this chart was provided, although interviews indicated that general policy review and revision are under way. However, there is no evidence of a regular manner in which this evaluation takes place. There are annual workshops, since 2010, in which “best practices” in general have been reviewed; however, during interviews with the VPCC and staff, there was no articulation of a mechanism to provide for and assure a regular, consistent means of reviewing and revising as appropriate BOR policies. For example, the SET discovered that the UHCC does not have a policy addressing the Commission’s requirement in its Policy on Institutional Integrity and Ethics (June 2011), Section 7, for a complaint policy “regarding questionable accounting practices, operational activity which is a violation of applicable law, rules and regulations, or questionable activities which may indicate potential fraud, waste and/or abuse.” Conducting a regular review of policies would serve to prevent such oversights (IV.B.1.e).

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

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

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

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

**Findings and Evidence**

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

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

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

An action taken by the BOR on June 21, 2005, established the classification of the VPCC in which the position was described as providing “executive leadership work in directing the overall community college system and its affairs.” The document delegates supervisorial responsibility of the chancellors of the community colleges to the position as well.The University of Hawai’i Board of Regents Reference Guide states that coordination of the community colleges is managed by designated associate vice chancellors under the direction of the VPCC. Stated further is that the chancellor at each campus serves as the CEO and vice chancellors and other administrators have the responsibility of administering various programs and services at each college. The VPCC assures that the UHCC chancellors have full authority and responsibility to implement and administer BOR policies at their colleges, with the chancellors reporting that this delegation is, in fact, working in practice. Additionally, the VPCC visits each college twice per year to discuss UHCC goals, individual college performance and to provide a comparison of the six colleges. Faculty and staff are invited to engage in dialogue with the VPCC. These visits are well received at the colleges, with faculty and staff reporting that they feel they are receiving necessary information from a system level as well as being heard by the VPCC (IV.B.3.e).

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

**Conclusion**

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

The UHCC partially meets Standard IV.B.

**Recommendation**

**UH Recommendation 5: Board and Administrative Organization**

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