

**Hawai'i Community College - College Council Meeting**  
**Conference Room 6A, WH Admin Conference room B5 (via vidcon)**  
**Friday, October 10, 2014**  
**12:00 to 1:15 p.m.**

**Approved Minutes**

**Members Present:** Grace Funai (Chair), Tiana Koga (Vice Chair), Noreen Yamane, Chris Manaseri, Joni Onishi, Toni Cravens (WH), Garrett Fujioka, Sherri Fujita, Mari Giel, Jeff Newsome, James Shumaker, Cherise Souza, Tangaro Taupouri, Leanne Urasaki, Monica Burnett (for Ho'olulu), Claudia Wilcox-Boucher (for Joel Peralto)

**Excused:** James Yoshida, Jason Cifra, Debbie Shigehara, Joyce Hamasaki, Marty Fletcher

1. **Call to Order:** Grace Funai, Chair, called the meeting to order at 12:02p.m.
2. **Roll Call (Sign-in Sheet)** – Chair Funai determined that a quorum was present.
3. **Review and Approval of Minutes from Sept. 12, 2014.** It was moved and seconded to approve minutes as amended.
4. **Updates from Administration (please refer to attached reports)**
  - **Chancellor's Report – (see attached report)**
    - Correction to date on Chancellor's Report to College Council, from September 12, 2014 to October 10, 2014
    - Question from Council: Has KLRDP set a meeting? Response: No meeting has been set up yet, because they are not finished meeting with the worker's consultants.
    - Question from Council: Dr. David Lassner will be visiting on 10/30 at 1:30p.m. at Kaneikeao? Response: Correct, Dr. Lassner will be meeting with UHH in the morning and will meeting with HawCC in the afternoon followed by a reception with both campuses. We invited people from the community, and encourage faculty and staff to attend.
    - Question from Council: Will Dr. Lassner be visiting West HI also? Response: He will not be visiting West HI this trip, but does want to have a panel discussion in West HI by the end of the semester.
    - Follow-up regarding ACCJC follow-up report that was owed by HawCC. That has been completed, and sent out yesterday to the system office. Next step is we wait, and we'll get a response back in January – February 2015. They'll let us know how well we addressed the recommendations. Question from the Council: So do they come here or do they just send a letter? Response: If they want to have a site visit they'll let us know.

- **Vice Chancellor for Academic Affairs – (see attached report)**
  - Positions noted on report are only positions that come directly under Academic Affairs. List of these positions are for status, information, and tracking purposes.
  - ARPD Update: ARPD is not ready yet. System has identified 10/31 as a target completion date. Shawn Flood’s scheduled training session will be postponed. Program Review deadline may change. Assessment plan due date still 11/30/14.
- **Vice Chancellor for Administrative – (no report)**
  - James Yoshida was not present, and did not have anything new to report. Question from the Council: Is the name of Hale Aloha changing? Response: I think there may be a change to the number on the building to #389, but didn’t hear of any move to change the name.
- **Vice Chancellor for Student Affairs**
  - Successful Kukakuka (discussion with DOE, Private & Charter schools), focus on early college. Waiakea High, Hilo High, Kohala High, and Kealakehe High Schools have received a grant which will fund college courses, books and supplies. Glenn Dee Kuwaye is current working with schools to coordinate which classes will be offered. Question to Council: Who will be over seeing this? Response: Joni and Jason.
- **Director, West Hawaii (see attached report)**
  - Marty Fitcher was not present, no comments or questions from the Council.
- **OCET – (see attached report)**
  - Debbie Shigehara was not present, no comments or questions from the Council.
- **Dean, Liberal Arts – (see attached report)**
  - No comments or questions from the Council.
- **Dean, CTE – (no report available)**
  - Joyce Hamasaki was not present, no comments or questions from the Council.

## 5. Committee Updates

- **Assessment Committee (see attachments)**
  - Sherri drafted and shared with the council a proposal for a revised Assessment Committee, and asked the council to solicit feedback from the college.
- **Committee on Committees (no report)**

## 6. Unfinished Business

- **E ‘Imi Pono Day report (Sherri)**
  - E ‘Imi Pono had a good turnout. People enjoyed meeting with their peers and talk about assessment.

- **College Council orientation – WH**
  - Tentatively scheduled for Wednesday, October 29<sup>th</sup>.
- **ILO Assessment (Sherri/Noe Noe)**
  - At September meeting, a task force was created to review the current ILO assessment plan and make recommendations to ensure that the development, revision and assessment of the ILOs are effective. Still looking for members, and members do NOT need to be members of the Council.
- **Personnel update (Noreen)**
  - OCET Director - We currently have an interim OCET Director. After discussion, it was agreed that Noreen will work with OCET to see what they want/feel and will report back to us.

#### **7. New Business**

- John Morton's visit – Friday, 11/7 from 2-3:30. This conflicts with the scheduled College Council Meeting, so it was agreed that the Council will meet after John Morton's visit from 3:30-4:30p.

#### **8. Announcements**

- Don't forget to include Tiana and Grace on your report out to constituents.
- **Next College Council meeting** is scheduled for Friday, November 7, 2014, 3:30 to 4:30p.m, EH EH Conference Room 6A/WH B5.

#### **9. Meeting was adjourned at 1:40 p.m.**

Submitted by: Kanani Yamada (Notetaker)

Chancellor's Report to the College Council  
September 12, 2014

I. Communication

- Administration Meeting is held every Monday beginning at 8:30 am in Conference Room 6A
- Administration – one to one meetings are held every week with VC Academic Affairs, VC Student Affairs, VC Administrative Affairs, Director of UHCWH, Interim Director of OCET
- College Council – monthly meeting with the College Council Chair
- Academic Senate – monthly meeting with the Academic Chair
- UHCC monthly meetings
- UH System quarterly meetings
- BOR monthly meetings
- Strategic Planning Council semester meetings September 12, 2014
- Kauhale monthly meeting with Tangaro
- AtD/Student Success Committee – September 10, 2014, September 29, 2014

II. Committee Appointments for AY 2014-2015 **Status**

- Academic Grievance **APPOINTED**
- Academic Scholarship – APPOINTED
- Excellence in Teaching Award – APPOINTED
- Faculty & Staff Recognition and Awards – APPOINTED
- International Education Committee – APPOINTED
- Ka Ikoī Leo:Hawaiian Language Culture – APPOINTED
- Kipaepae-Hawai'i Protocols – APPOINTED
- Safety Committee – APPOINTED
- Technology Advisory Committee – pending
- Assessment Committee – APPOINTED, UNDER REVISION
- Committee on Committee – pending
- Faculty & Staff Development – pending
- Financial Aid Appeals – pending
- Graduation Committee – pending
- Student Recognition Ceremony – pending
- Recruitment & Retention – pending
- Student Conduct Code –**APPOINTED**

III. CERC provided me with a Report on the Comprehensive Program/Unit Reviews, AY 2009-2013 that included 9 recommendations. Dated April 8, 2014

- Annual Program/Unit Review and Comprehensive Program/Unit Review will be consolidated into one process for both Annual and Comprehensive Reviews per recommendation by CERC 2014 and feedback from program/unit process improvement survey.

- Provided College Council (August 29, 2014) with a copy of my responses to CERC on their recommendations
- IV. Hawai'i Community College Annual Budget and Action Plan Report, August 2014:
- Report was sent to members of the College Council, August 29, 2014.
  - Posted to the web on the Institution Planning and Assessment web page at [http://hawaii.hawaii.edu/docs/annual\\_budget\\_action\\_plan\\_report\\_2014.pdf](http://hawaii.hawaii.edu/docs/annual_budget_action_plan_report_2014.pdf)
  - Resource Master Plan (RMP) **UPDATED AND POSTED**
  - **Purchases against \$148,000 are in progress**
- V. Komohana Long Range Development Plan (LRDP) In progress
- PBR presented the site plan to Admin, Mike Unebesami, Denise Yoshimura, Maynard Young that reflected the input that was received at several on campus meetings, September 3, 2014
  - Recommendations were made to make the plan “sellable” to the BOR, UH System, and Legislatures for support and funding
  - Phasing of project will be included and estimated costs
  - Next Step: Site Plan will be presented to the groups who participated in providing the feedback; then presented to the College/Community. After the site plan is shared, the College will seek BOR approval for the Komohana Long Range Development Plan (LRDP)
- VI. Hawai'i Community College- Palamanui Academic Master Plan (AMP) Final stages
- VII. 50<sup>th</sup> Community College Anniversary Celebration
- Spring 2014 Governor's Proclamation Maroon Door
  - UHCC Day at the Capitol
  - November 14, 2014 50<sup>th</sup> Gala Event at Dole Canary Ballroom \$50 per person
  - UHCC committee selected 50 finest from across the CC System and a “rising star” from each campus through a nomination process
  - Selectees **ANNOUNCED**
- VIII. 75<sup>th</sup> Anniversary of Hawai'i Community College 2015-2016
- Establish Planning Committee to include culminating event
- IX. Hawai'i Papa O Ke Ao – Campus Plan
- 2013-2014 Planning Year
  - Final Stages
  - **Subcommittee: Noe Noe Wong Wilson, Monica Burnett, Elizabeth Shaver, Kamaka Gunderson, Taupouri Tangaro Oct 3 prepare Draft Report**
  - **UHH HPOKEA Plan completed; endorsed by Hanakahi**
- X. Campus Crisis Management Team (CCMT)

- Members – James Yoshida, Joni Onishi, Jason Cifra, Mari Chang, Thatcher Moats, Robert Duley, Jeff Newsom, Noreen Yamane
- Meets monthly
- Training
  - National Behavioral Intervention Team Association (NaBITA) Conference – April 2013
  - Completed Four Online Federal Emergency Management Agency (FEMA) Courses
    - \**Incident Command System (ICS)*
    - ICS-100 Introduction to the Incident Command System for Higher Education
    - ICS 200 – Single Resources and Initial Action Incident
    - ICS 700a- National Incident Management System (NIMS), An Introduction
    - ICS 800b – National Response Framework, An Introduction
  - NaBITA – BIT Best Practices Training & Certification Course July 2014 WinCC
  - ICS 300 Intermediate ICS for Expanding Incidents July 2014
  - ICS 400 Advanced ICS July 2014

#### XI. CTE Civil Rights Compliance Review

- onsite civil rights review of CTE programs conducted, February 2014
- HawCC received a Letter of Findings, May 2014
- HawCC submitted a Voluntary Compliance Plan (VCP), July 2014
- 2 years to be in compliance

#### XII. Media Training by Lynne Waters

#### XIII. UH Strategic Directions

- Hawai‘i Graduation Initiative (HGI)  
*Goal: Increase the educational capital of the state by increasing the participation and completion of students, particularly Native Hawaiians, low-income students, and those from underserved regions and populations.*
- Hawai‘i Innovation Initiative (HI<sup>2</sup>)  
*Goal: Create more high-quality jobs and diversify Hawai‘i’s economy by leading the development of a \$1-billion innovation, research, education, and training enterprise in Hawai‘i over the next ten years.*
- 21<sup>st</sup> Century Facilities  
*Goal: Eliminate the University’s deferred maintenance backlog and modernize facilities and campus environments to be safe, and supportive of research-based high impact practices, while reducing energy usage and cost, greenhouse gases generation, water usage, and waste generation.*
- High Performance System of Higher Education  
*Goal: Provide our diverse student body throughout Hawai‘i with access to the superb, successful and cost-effective higher education experience need*

*for their personal success and the success of the communities served by UH in accord with the mission of the University.*

#### UH PRODUCTIVITY AND EFFICIENCY MEASURES, 2015-2020

- XIV. UHCC Strategic Outcomes and Performance Measures, 2015-2020
- Will include data collected for Filipino and Pacific Islanders
  - Correlates with County data
  - Identify “gaps”
  - **IMPORTANT:** Dr. John Morton Campus Visit: November 7, 2014 @ 2:00 Cafeteria
- XV. UHCC Strategic Planning Council, September 12, 2014
- Attendees: Noreen, Joel (Academic Senate Chair), Charize Souza (Student Government)
- XVI. UH System signing on to Obama Administration’s Veterans Initiatives
- XVII. Title IX Training – October 20-21
- The workshops will be intense and fast paced, as it covers the myriad of Title IX compliance requirements in the receiving, handling, and resolution of sexual misconduct complaints. The training is community college-specific. Attendees will be certified as Title IX trained.
- Administration: James Yoshida, Marty Fletcher, Noreen Yamane
  - Student Affairs: Robert Duley, Grace Funair, Karen Crowell, Cameron Hee
  - Human Resources: Mari Chang, Shana Kojiro
  - Security: Jeff Newsome
- XVIII. Ho‘olulu Council
- Chair elected: Noe Noe Wong Wilson
  - Vice Chair elected: Kekuhi Kealiikanakaoleohaililani
  - Charter under review
  - Council membership
- XIX. **IMPORTANT:** President David Lassner – Campus Visit October 30, 2014

College Council Meeting  
VCAA Report  
Friday, October 10, 2014

1. The following list shows status of Academic Affairs Positions

Academic Affairs Positions in Recruitment

- Technology Manager – To be created
- Academic Support C3T Farm Coordinator, APT #79688T – will not hire
- Educational/Academic Support Specialist, CULN WH, #77175T – in recruitment
- Instructor Culinary Arts EH, #83973 – **Brian Hirata**, 10-1-2014
- Secretary I HOST Division – SF-1 Submitted 8/14/2013
- Academic Support HLS Media, APT #77747T – offer made, declined, abolishing position
- Academic Support HLS, APT #78748 – in recruitment
- Academic Support HLS, APT #78751 – pending recruitment
- Academic Support HLS Lawaia, APT #79183T, Kulukulua year 5 – in recruitment
- Instructor HLS Mahiai, #87021 – offer made, selectee declined, position swept, request return of position
- Instructor/Coordinator Kulukulua 11 months, #836569T – (?)
- Office Assistant III, ATE Construction Academy, #900375 – Renette Pacheco hired in casual position; potential redescribe and reallocate
- Instructor Construction Academy 1.0 FTE, #74776 – (?)
- Instructor Construction Academy .5 FTE, #74777 – position to be abolished and combined with #86934 for 1.0 FTE
- Instructor ABRP, #83638 – **Colby Koreyasu**
- Academic Support Agriculture 9 months, #77777T – in process of being established
- Academic Support DISL/MWIM, APT #77237T -- on hold due to budget
- Instructor Electronics, #83030 – pending recruitment (?)
- Instructor English, Reading and/or Writing, #87109 – **Sharon Dansereau**
- Instructor English, Reading and/or Writing, #82609 – **Billie Jones**
- Instructor English .5 FTE, #86934 – position to be abolished and combined with #74777
- Instructor Biological Science, #74775 – **Michelle Phillips**
- Instructor Biological Science, #86985 – pending recruitment
- Instructor Math (WH), #86368 – **Toni Cravens**
- Instructor Nursing 9 months (non-tenure track), #83348 – on hold
- Instructor Nursing 11 months, #83741 – changing to 9 mos, **Cheryl Puntil**
- Instructor (WH NLRC Coordinator) 11 months, #74862 – pending recruitment (?)
- Instructor Nursing 9 months, #86571 – pending recruitment (?)
- Instructor Nursing 9 months, #74809 – pending recruitment (?)
- Secretary II Nursing, #26806 – Karla Sibayan TA, pending recruitment (?)
- Instructor (Institutional Assessment Coordinator) 11 months, #84622 – redescribe PD
- Instructor (Librarian) 9 months, #87075 – potential reallocation
- Dean for Career & Technical Education, #89456 -- **Joyce Hamasaki**
- Dean for Liberal Arts & Public Services, #89453 -- **Chris Manaseri**
- Soon to be established:
  - Halaulani – Mokaulele Coordinator
  - Halaulani – Fiscal Assistant



## Halaulani – NH Transfer Counselor

Note: These positions include only those from Academic Affairs. There was a question at the last College Council meeting in regards to the status of the Director for OCET position and whether this position is in recruitment. This position is not under Academic Affairs.

### 2. Policies

- The pilot Fast Track will continue to be in effect until the end of fall 2014 semester. EPC will continue discussion on draft policy and forms.

### 3. Lecturer Evaluations

HawaiiCC has implemented UHCCP #9.104 Lecturer Evaluation. All lecturers have been asked to do a self assessment which is due April 1, 2015.

### 4. Lava Flow

- 47 unduplicated faculty/lecturers responded to the survey asking to identify students who may be potentially affected by lava flow
- 4 faculty/lecturers are potentially affected of which one already is renting a home in Hilo.
- 151 unduplicated students will be potentially affected
- 102 unduplicated courses responded of which 26 had no students potentially affected
- ITSO (Leanne and Helen) have identified several alternative modes of deliveries and will be implemented on a case by case basis as it all depends on course and availability of resources.

### 5. Upcoming Events

- October 28, 2014 CTE ARPD Training – 10:00-11:00 am – Kaneikeao/Admin CR
- October 29, 2014 Units ARPD Training – 2:00-4:00 pm – Kaneikeao/Admin CR
- October 30, 2014 President David Lassner Campus Visit
- October 31, 2014 LA/HWST ARPD Training – 8:00-9:00 am – Kaneikeao/Admin CR
- November 26, 2014 Program-Unit Review Due
- November 30, 2014 Assessment Plans Due

**Hawaii Community College – Manono Campus**  
**System Funded Repair, Maintenance and Renovation Projects**  
**Fiscal Year 2014 – 2015**  
**As of September 26, 2014**

There are a number of repair, maintenance and renovation projects on the Manono Campus that have been completed, are in progress, scheduled to start and/or scheduled to be completed during the 2014-2015 fiscal year.

**Funded Projects:**

<b>Area</b>	<b>Description</b>	<b>Status</b>	<b>Estimated Completion</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
380 Mixed 381 Mixed	Replace ceiling, upgrade electrical, repair termite damage	Complete		\$832,310	UHCC
383 Hale Aloha	Renovation	In Progress	10/31/14	\$9,000,000	UHCC
385B Ceramics	Replace kiln, renovate work area	Pending final county OK		\$190,000	UHCC
Campus	Repair/replace gutters and downspouts	In Progress	12/10/14	\$790,000	UHCC
378 Admin 397 Bus Office	Replace AC and ducts	NTP issued 04/01/14 Scheduled start 08/18/14, but pending completion of after Hale Aloha	05/31/15	\$690,000	UHCC
Campus	Change to high security lock and key system	Start pending December 2014	September 2015	\$631,000	UHCC
PB15 PB16	Termite damage repair	In design stage	TBD	\$200,000	UHCC
Campus	Initial electrical infrastructure upgrade	Bid being reviewed by OPRPM	TBD	\$300,000	UHCC
391 Electricity	Asbestos removal	Design consultant selected 08/08/13	TBD	\$120,000 basic-3 additives \$491,000	UHCC
386B Carpentry	Replace dust collector	Design consultant selected 08/08/13	TBD	\$550,000	UHCC

Total UHCC Estimated Funding: \$13,794,310

**New projects approved for system funding:**

<b>Area</b>	<b>Description</b>	<b>Status</b>	<b>Estimated Cost</b>
394 Art	Repaint	Consultant Selected, 9-10-14	\$395,000
395 Art	Replace AC		\$500,000
387 Hale Kea	Construct addition to replace log cabin and establish a mailroom	Consultant Selected, 9-10-14	\$850,000
Campus	Reassess ADA accessibility routes and remediate	FY 2014-2015	\$260,000
392 ATE	Renovate storage into science lab and classroom	FY 2014-2015	\$900,000
391 EIMT/ET	Renovate	FY 2015-2016	\$1,100,000
386A Ag/Science Lab	Modernize	FY 2017-2018	\$1,068,188

Total UHCC Estimated Funding: \$5,073,188

**Projects pending consideration:**

<b>Area</b>	<b>Description</b>	<b>Category</b>	<b>Estimated Cost</b>
Campus-wide	Paint buildings	Backlog	\$412,000
380 AEC	Renovate darkroom to classroom/computer lab space	Backlog	\$150,000
390 Carpentry	Upgrade toilets and classroom	Backlog	\$550,000
Campus-wide	Renovate restrooms	Backlog	\$560,000
382 Cafeteria	Replace AC system	Backlog	\$115,000
11 Buildings	Replace roll-up and hanging doors	Backlog	\$530,000
386A, 389, 390	Repair/replace metal screens and install fans	Backlog	\$200,000
380, 381 selected rooms excluded in prior project	Ceiling/electrical upgrade	Backlog	?
321, 322, 323, 324	Renovate classrooms	Minor CIP	\$2,746,000
386A-1A	Replace science lab floor (pending inspection report)	Health & Safety	?
380, 381	Asbestos floor abatement	Health & Safety	\$200,000
Campus-wide	Replace window AC's	Campus	\$230,000
322, 323, 324	Replace/repair overhead crane	Campus	\$60,000
392	Remove hydraulic lift and fluids	Campus	\$60,000
Campus-wide	Increase parking spaces	Campus	\$175,000
Campus-wide	Install 2 electric car charging stations	Campus	\$42,000

OCET Update  
October 2014

INTENSIVE ENGLISH PROGRAM

- The government of Mexico is looking to place over 7,500 Mexican learners to study short-term English during fall 2014 in more than 160 institutions within 30 states in the US. The IEP submitted a proposal and will be finding out in early October whether HawCC was selected to host a group of Mexican students to attend the IEP for 4 weeks from October 18-November 22, 2014.

NON-CREDIT

- Kanu o ka `Aina Learning Ohana in Waimea was awarded a 2-year project funded by the Institute of Museum and Library Services effective 10/1/2014. As part of this grant, OCET will be working with staff of Kanu to develop programs targeting Native Hawaiians in helping them to seek additional job skills, nationally recognized certificates, and/or self-employment.
- OCET is partnering with Maui College's Food Innovation Center and the Kohala Center to offer workshops on "Food Product Development" and "Quality Assurance and Food Safety Principles" in Waimea on Oct. 16 and Kailua-Kona on Oct. 17<sup>th</sup>. Two additional modules are offered on-line. The Food Innovation Center has invited HawCC to send a team to attend a statewide food innovation meeting on Oct. 10<sup>th</sup> at KapCC. Chef Betty Saiki, Bobby Yamane, Chris Jacobsen, Joyce Hamasaki and Debbie Shigehara will represent the College.
- Leeward CC will soon be turning over the Motorcycle Safety training to HawCC. OCET is seeking those with riding experience to be trained in the National Motorcycle Safety Foundation's Ride Coach curriculum in early 2015. This training will require 3 weekend long training as well as some volunteer experience. Please contact the OCET office if you know of anyone interested in being a trainer. We are looking to train at least 5 instructors.

## University of Hawai'i Center at West Hawai'i Update

During the September 19<sup>th</sup> E Imi Pono about 20 Lecturers, Faculty and Staff attended. Activities included a Piko Hawai'i sharing activity, providing input toward the new WH Mission Statement, and sharing of ways in which each attendee supports our Assessment ILOs in their teaching and support work.

Based on input from this day, the new mission statement has been developed:

*Hawai'i Community College Palamanui is the University of Hawai'i System gateway, which leverages comprehensive access to higher education by deeply collaborating with West Hawai'i cultural, educational, and employer stakeholders. We innovate wisely to enable a local and global future based upon respect for each other and our environment.*

Two Palamanui Campus site visits by Staff to the new Campus site have taken place, and a third visit will occur on October 8<sup>th</sup>. This photo is from the visit on Oct 2.



The Center provides a monthly column to the Kona-Kohala Chamber of Commerce Newsletter, and this month's edition is at <http://www.kona-kohalanews.com/chamber-news/item/hawaii-community-college-palamanui-update-2.html> .

Report to College Council – for October 10, 2014

Dean of Liberal Arts and Public Services

The Liberal Arts Division has taken steps to reassign faculty advisors to students based on additional information about student educational and vocational interest now available through the student registration process. Previously faculty advisor assignments in liberal arts areas were randomly generated, but faculty members asked for more intentionality based on student areas of interest matched to faculty background and expertise. A new registration screen in MyUH now asks students to update their educational goals as well as some basic demographic information each semester (accurate phone # for example.) That information is now being used to help match AA Liberal Arts students interested in engineering to math faculty, students interested in education to social science faculty, etc. Previously this information was not readily available in a format that could be easily used to make faculty advisor assignments as intentional as possible. While this change requires more planning and manual labor in establishing closer matches, we believe it will be beneficial to students. Special thanks to Lori Medeiros for the meticulous work in checking and re-entering all LBRT student faculty advisor assignments in Banner one at a time.

UHCC MySuccess (aka Starfish) is catching on! No-show and Early Alert surveys were successfully deployed and produced a large number of referrals. Work is underway to include the Learning Center and its tutors in the scheduling environment, the Testing Center, the Career Center, and on making Faculty Advisor assignments visible in the Starfish student page. The hope is to have the faculty advisor listing up in time for spring registration appointments by November. Doing so would provide easier access to faculty advisor contact information for LBRT students, and would encourage faculty to post office hours and students to use the scheduling function. As the system office supports Starfish implementation with temp hires this year, we plan to continue to push for Lualima gradebook integration. That would allow flags to be raised automatically whenever a student's grade falls below a set level. Lualima gradebook integration potential was one of the deciding factors in selecting Starfish as the preferred early alert software for the UHCC system. A campus-based Starfish Implementation Advisory Committee met for the second time last week and will continue to help guide the manner in which we roll-out this software in support of Student Success. Christine Quintana and Mari Giel are our campus functional team and Jason Santos is providing technical support. The system is in use at each of the seven campuses in the UHCC system.

The recommendations of the AA Task Force convened last spring have been codified and were submitted to the Curriculum Review Committee chair as a program modification proposal in time for the September 29 deadline for potential inclusion in the 2015-16 catalog. The modification proposal is making its way through the review process currently. The AA Task Force was convened in April of 2014 and was charged by the VCAA to review AA Liberal Arts degree requirements in order to consider more closely aligning with those of other community colleges within the UH system. Recommendations reduced the number of required core courses, allowing more flexibility and electives. Because of concerns for the manner in which voting on the Task Force recommendations was or was not conducted by the four departments within Liberal Arts last spring, a revote on the recommendations is being conducted currently. Should the revote produce different recommendations the program modification proposal may be withdrawn as is or revised. Should the revote confirm the recommendations, the program modification proposal is expected to continue through the approval process.

Discussions continue in earnest about the means by which we might most appropriately assess the AA in Liberal Arts Program. The LBRT DCs have concluded that our most recent past practice in assessing individual PLOs on a rotational basis one or two per year is not satisfactory. They look forward to working with and on the Assessment Committee in determining an improved process.

The UH system has hired an Interim Director for STEM Education, Dr. John Rand, formerly the STEM Director at Kapi`olani where he coordinated the development of their STEM Center, and most recently a Program Officer with the National Science Foundation, and who visited with faculty and staff at West Hawaii just last month. John convened a STEM Symposium at Manoa attended by VCAA Onishi and me. I have (been) volunteered to serve as the Hawaii CC representative to the system's STEM coordination efforts. At John's suggestion we plan on convening a meeting of Hawaii CC STEM related faculty to explore applying for a planning grant under NSF's Tribal Colleges and Universities Program (TCUP). A similar approach was used to begin the major STEM initiative at Kapi`olani that led to their receipt of several significant grants and the construction of their STEM Center. The number of colleges eligible for the TCUP program is relatively small since it serves only mainland tribal colleges along with Native Alaskan and Native Hawaiian serving institutions. Planning grants may be made for up to \$150,000 over a two year period.

The new Dean of Liberal Arts and Public services reports that he is happily adjusting to his new campus home and to life on the Big Island which is particularly exciting in his Hawaiian Beaches neighborhood these days.

*UNIVERSITY OF HAWAII*  
*COMMUNITY COLLEGES POLICY*

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## **UHCCP #5.200 General Education in All Degree Programs**

May 2012

### **I. Purpose**

This policy addresses the inclusion of a component of general education in all degree programs offered by the institution. It ensures that the institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

### **II. Related University and Regional Accreditation Policies**

- A. Board of Regents Policy, Section 5-13 General Education  
<http://www.hawaii.edu/offices/bor/policy/borpch5.pdf>
- B. Western Association of Schools and Colleges/Accrediting Commission for Community and Junior Colleges (WASC/ACCJC)  
Eligibility Requirements for Accreditation  
[http://www.accjc.org/wp-content/uploads/2010/09/Accreditation-Reference-Handbook\\_20111.pdf](http://www.accjc.org/wp-content/uploads/2010/09/Accreditation-Reference-Handbook_20111.pdf)
- C. WASC/ACCJC  
Accreditation Standard II A.3 Student Learning Programs and Services  
<http://www.accjc.org/wp-content/uploads/2011/07/Standards-Annotated-for-Boards-CQI-and-SLOs.pdf>

### **III. Responsibilities**

It is the responsibility of each chancellor to ensure that a component of general education based on a carefully considered philosophy clearly stated in the college's catalog is included in all degree programs. Each chancellor will:

- A. Ensure that the institution, relying on the expertise of its faculty and the institution's chief academic officer, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.
- B. Ensure that the process includes broad dialogue on how student learning outcomes are used to analyze courses for inclusion as general education.



C. Ensure that the rationale for general education is communicated to all stakeholders.

D. Ensure that the general education philosophy is reflected in the degree requirements.

#### IV. Procedures

A. The institution will require that a component of general education is included in all degree programs.

B. General education has comprehensive learning outcomes for the students who complete it, including the following:

1. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.
2. A capability to be a productive individual and life-long learner. Skills include:
  - a. oral and written communication,
  - b. information competency,
  - c. computer literacy,
  - d. scientific and quantitative reasoning,
  - e. critical analysis/logical thinking, and
  - f. ability to acquire knowledge through a variety of means.
3. A recognition of what is meant to be an ethical human being and effective citizen. Qualities include:
  - a. an appreciation of ethical principles,
  - b. civility and interpersonal skills,
  - c. respect for cultural diversity,
  - d. historical and aesthetic sensitivity, and
  - e. willingness to assume civic, political, and social responsibilities locally, nationally, and globally.
4. Demonstrated competence in writing and computational skills.

D. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

E. In addition to the general education components, students completing career and technical education degrees will have demonstrated technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification as appropriate to the area.

**V. Assessment of the Process for Assuring General Education in Degree Programs**

The chancellor will ensure that through the comprehensive program review process, the faculty and the chief academic officer will review each degree offered by the college for compliance with this policy and revise as appropriate.

*UNIVERSITY OF HAWAII*  
*COMMUNITY COLLEGES POLICY*

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Replaces UHCCP #5.202 dated October 2005

## **UHCCP # 5.202 Review of Established Programs**

May 2012

### **1. Purpose**

Program reviews are intended to provide a regular assessment of the effectiveness of degree programs, of significant non-credit programs, of areas of major curricular emphasis, and of major educational and administrative support functions. Program reviews are conducted by the faculty and staff in the program, based on agreed-upon measures and program plans. Program reviews provide for assessment of student learning, program demand and efficiency, analysis of external factors impacting a program, and assessment of planned program improvements. Program review results shall be used for decisions relating to program improvement, program modification, and/or program termination.

### **II. Related University Policies**

- a. Board of Regents Policy, Section 5-1.b Review of Established Programs  
[www.hawaii.edu/offices/bor/policy/borpch5.pdf](http://www.hawaii.edu/offices/bor/policy/borpch5.pdf)
- b. University of Hawai'i Systemwide Executive Policy, E5.202 Review of Established Programs  
[www.hawaii.edu/apis/ep/e5/e5202.pdf](http://www.hawaii.edu/apis/ep/e5/e5202.pdf)

### **III. Policy Objective**

This policy establishes a coordinated program review process within each College and across the Community College System that meets the requirements of the University Board of Regents and Executive policies, external mandates such as those required by the Federal Carl Perkins Act of 1998, and the standards of good practice established by program and regional accrediting bodies.

### **IV. Required Elements of the Program Review**

All Colleges shall develop program review policies and processes that comply with the following principles:

- A. Each instructional and non-instructional program shall undergo a comprehensive review at least once every five years.

- B. Program reviews shall result in improvement plans that are linked to the College strategic plan.
- C. There shall be an annual report of program data which is analyzed, reviewed, and, where appropriate, reflected in updated action plans.
- D. There shall be an overarching commitment to continuous quality improvement.
- E. The program review process shall be collegial.
- F. Program review information shall be publicly available.
- G. Comparable measures shall be used consistently across Colleges.
- H. Program reviews and resulting plans for improvement shall be used in decisions regarding resource allocation at the College and System level.

#### **V. Programs Subject to Review**

The following programs are subject to the program review policy:

- A. All Board of Regents approved credit degree and certificate granting programs. Program reviews for degree-granting programs should incorporate reviews of all related certificates and non-credit programs, and student service support.
- B. All non-credit programs where the scope of the program is comparable to a credit degree or certificate granting program and where the program is not otherwise incorporated in the review of a degree granting program.
- c. All educational and administrative support programs.
- d. Any cross-curricular emphases or special programs that have been designated by the College as a significant component of the general education or strategic direction of the College.

#### **VI. Frequency of Program Reviews**

All programs shall prepare annual reports documenting performance on agreed-upon outcomes, key benchmarks, critical external factors, and planning improvements. All programs shall complete a comprehensive assessment at least once each five years in accordance with the schedule established by the College. If a program has completed a comprehensive self-assessment for the purposes of program accreditation within two years of the program review cycle, the results of the accreditation self-study may substitute for the comprehensive program review.

## VII. Content of Program Review

Program reviews shall include the following components:

- A. Statement on the mission or purpose of the program, including the target student population;
- B. Information on external factors affecting the program;
- C. Historical trend data on key measures;
- D. Program health indicators with benchmarks to provide a quick view on the overall condition of the program;
- E. Required external measures;
- F. Analysis of the outcomes over the period of the review, including an assessment related to progress in achieving planned improvements;
- G. Recommendations for improvement or action to be incorporated into the unit plan or the College's next strategic plan.

## VIII. Dissemination of Program Reviews

The Office of the Associate Vice President for Academic Affairs shall compile an annual report of program reviews summarizing the reports completed and significant actions or issues identified in the reports. The Vice President for Community Colleges will report the results of the program reviews to the Community College Committee of the Board of Regents.

The program reviews and the annual summary shall be made available to the Community Colleges' community and the general public through a public web site.

## IX. Assessment of the Program Review Process

Under the management of the Community Colleges' Director of Academic Planning, Assessment, and Policy Analysis, the established Community College System deans and/or directors groups are responsible for assessing the effectiveness of the system Program Review Process and to recommend changes to improve the outcomes of the process.

At the conclusion of each year, each established system vice chancellors/deans and/or directors group will review the measures and content of the program review in their respective area to ensure that the review provides the information necessary for program assessment and improvement.

At the conclusion of each program review cycle, each established system vice chancellors/deans and/or directors group will conduct an assessment of the overall program review policy and procedures to determine if improvements are necessary.

#### **X. Annual Program Review Procedures**

Within the principles outlined in Section III, each College shall establish and operate its own program review process, each College is free to supplement the Community Colleges System agreed-upon common set of program review data elements, and each College shall make available to the Community College System, summary data and analysis in a timely manner to facilitate the annual report to the Board of Regents.

Details regarding the common data elements, summary reporting formats, and timetables will be established as separate attachments:

- A. Attachment 1-A: Instructional Annual Report Program Data
- B. Attachment 1-B: Instructional Programs Comprehensive Program Review
- C. Attachment 2: Academic Support Services
- D. Attachment 3: Student Support Services
- E. Attachment 4: Administrative Services Program Review

**UNIVERSITY OF HAWAII COMMUNITY COLLEGES****INSTRUCTIONAL ANNUAL REPORT PROGRAM DATA (ARPD)  
PROCEDURES, COMPONENTS, AND MEASURES****I. PROCEDURES**

The following procedures have been developed to assure more consistent data collection practices in the compilation, analysis, and reporting of the minimum measures, and to use the Annual Report of Program Data in the college planning and resource allocation/reallocation processes:

- I. The Quantitative Measures will use data from UH system sources such as the Operational Data Store (ODS), Management And Planning Support (MAPS), and system designated occupational outlook sources;
- II. The Office of the Vice President for Community Colleges (OVPCC) shall by August 15<sup>th</sup> compile and distribute data to the colleges for the system required minimum set of Quantitative Measures;
- III. The data used shall come from the most recently completed academic year (summer, fall, spring). Quantitative measures for the two prior academic years shall be included with the Annual Report of Program Data (total of three years of data) and;
- IV. Colleges will complete the Annual Report of Program Data by the end of the fall semester and;
- V. Program Health in the categories of overall, demand, efficiency, and effectiveness will be calculated according to the systemwide program health scoring rubric and;
- VI. Completed Annual Reports of Program Data shall be posted on the college web site and;
- VII. Colleges will complete/submit an electronic file (including an overall summary of all instructional programs) to the OVPCC by December 15<sup>th</sup>, in the form and format requested by the Associate Vice President for Academic Affairs.

**II. COMPONENTS AND MEASURES**

At a minimum, each college's Annual Report of Program Data shall consist of the following components and measures. Colleges may use additional components and measures for their internal assessment process.

**Program Mission:** Statement and brief description of the program including a listing of program level Student Learning Outcomes (SLOs).

**Part I. Quantitative Indicators for Annual Report of Program Data**

**Overall Program Health** (calculated using the systemwide scoring rubric which includes scores for Demand, Efficiency, and Effectiveness categories)

**Demand Indicators**

1. Annual New and Replacement Positions – State for Career Technical Education (CTE) programs
2. Annual New and Replacement Positions – County prorated (for CTE programs)
3. Number of majors
  - a. Percent Change Majors from Prior Year for General Pre-Professional (GPP) programs
4. Student Semester Hours (SSH) Program Majors in Program Classes
5. Student Semester Hours (SSH) Non-Majors in program Classes
6. Student Semester Hours (SSH) in all Program Classes
7. FTE Enrollment in Program Classes
8. Total Number of Classes Taught
9. Program Health Demand (Healthy, Cautionary, Unhealthy)

**Efficiency Indicators**

1. Average class size
2. Fill rate
3. FTE BOR Appointed Faculty
4. Majors to FTE BOR Appointed Faculty
5. Majors to Analytic FTE Faculty
6. Overall Program Budget Allocation
  - a. General Funded Budget Allocation
  - b. Special/Federal Funded Budget Allocation
7. Cost per Student Semester Hour (SSH)
8. Number of Low-Enrolled (less than 10 students) Classes Taught
9. Percent of Classes Taught by Lecturers
10. Program Health Efficiency (Healthy, Cautionary, Unhealthy)

**Effectiveness Indicators**

1. Successful Completion (Equivalent C or higher)
2. Withdrawals (Grade = W)
3. Persistence (Fall to Spring)
4. Unduplicated Degrees/Certificates Awarded
  - a. Degrees Awarded
  - b. Certificates of Achievement Awarded
  - c. Academic Subject Certificates awarded (Liberal Arts only)
  - d. Other Certificates Awarded



- e. Difference between Unduplicated Award and Strategic Plan Goal (General Pre-Professional programs)
5. Transfers to UH 4-year institutions
  - a. Transfers with Credential/Degree from Program
  - b. Transfers without Credential/Degree from Program
  - c. Increase by 3% Annual Transfers to UH 4-year Strategic Plan Goal (General Pre Professional Programs)
  - d. Difference Between Transfers and Goal
6. External Qualifying Examinations and Licensing
7. Program Health Effectiveness (Healthy, Cautionary, Unhealthy)

#### Distance Education (Completely On-Line Classes)

1. Number of Distance Education Classes Taught
2. Enrollment Distance Education Classes
3. Fill Rate
4. Successful Completion (Equivalent C or higher)
5. Withdrawals (Grade = W)
6. Persistence (Fall to Spring Not limited to Distance Education Classes)

#### Perkins Core Indicators (CTE Programs Only)

1. 1P1 Technical Skills Attainment
2. 2P1 Completion
3. 3P1 Student Retention or Transfer
4. 4P1 Student Placement
5. 5P1 Nontraditional Participation
6. 5P2 Nontraditional Completion

**Part II.** Analysis of the Program (strengths and weaknesses in terms of demand, efficiency, and effectiveness based on an analysis of the Quantitative Indicators in Part I. CTE programs must include analysis of the Perkins Core indicators for which the program did not meet the performance level. Include Significant Program Actions (new certificates, stop outs, gain/loss of positions, results of prior year's action plan).

#### **Student Learning Outcomes:**

1. List of the Program Student Learning Outcomes
2. Program Student Learning Outcomes that have been assessed in the year of the Annual Review of Program Data.
3. Assessment Results
4. Changes that have been made as a result of the assessments.

**Part III.** Action Plan – Include how the actions within the plan support the college's mission. In addition to the overall action plan for the program, include specific action

plans for any Perkins Core Indicator for which the program did not meet the performance level.

**Part IV.** Resource Implications (physical, human, financial)

**UNIVERSITY HAWAII COMMUNITY COLLEGES**

## INSTRUCTIONAL COMPREHENSIVE PROGRAM REVIEW

## I. PROCEDURES

All programs shall complete a comprehensive assessment at least once each five years in accordance with the schedule established by the college. The college will make public the comprehensive review by posting to the college's website. The following procedures have been developed to assure more consistent data collection practices in the compilation, analysis, and reporting of the minimum measures, and to use the review in the college planning and resource allocation/reallocation processes:

## II. COMPONENTS AND MEASURES

At a minimum, each college's Comprehensive Program Review shall consist of the following components and measures. Colleges may use additional components and measures for their internal assessment process.

**Program Name****Assessment Period: (e.g. 2006-2011)****College Mission Statement**

**Program Mission Statement:** Statement and brief description of the program including a listing of program level student learning outcomes.

**Part I. Executive Summary of Program Status**

Response to previous program review recommendations

**Part II. Program Description**

History

Program goals/Occupations for which this program prepares students

Program Student Learning Outcomes (SLO)

Admission requirements

Credentials, licensures offered

Faculty and staff

Resources

Articulation agreements

Community connections, advisory committees, Internships, Coops, DOE connections

Distance delivered/off campus programs, if applicable

### **Part III. Quantitative Indicators for Program Review**

Overall Program Health (calculated using the systemwide scoring rubric which includes scores for Demand, Efficiency, and Effectiveness categories)

#### Demand Indicators

1. Annual New and Replacement Positions – State for Career Technical Education (CTE) programs
2. Annual New and Replacement Positions – County prorated (for CTE programs)
3. Number of majors
  - a. Percent Change Majors from Prior Year (General Pre-Professional (GPP) programs)
4. Student Semester Hours (SSH) Program Majors in Program Classes
5. Student Semester Hours (SSH) Non-Majors in program Classes
6. Student Semester Hours (SSH) in all Program Classes
7. FTE Enrollment in Program Classes
8. Total Number of Classes Taught
9. Program Health Demand (Healthy, Cautionary, Unhealthy)

#### Efficiency Indicators

1. Average class size
2. Fill rate
3. FTE BOR Appointed Faculty
4. Majors to FTE BOR Appointed Faculty
5. Majors to Analytic FTE Faculty
6. Overall Program Budget Allocation
  - a. General Funded Budget Allocation
  - b. Special/Federal Funded Budget Allocation
7. Cost per Student Semester Hour (SSH)
8. Number of Low-Enrolled (10) Classes Taught
9. Percent of classes taught by lecturers
10. Program Health Efficiency (Healthy, Cautionary, Unhealthy)

#### Effectiveness Indicators

1. Successful Completion (Equivalent C or higher)
2. Withdrawals (Grade = W)
3. Persistence (fall to Spring)
4. Unduplicated Degrees/Certificates Awarded

- a. Degrees Awarded
- b. Certificates of Achievement Awarded
- c. Academic Subject Certificates awarded (Liberal Arts only)
- d. Other Certificates Awarded
- e. Difference between Unduplicated award and Strategic Plan Goal (General Pre-Professional programs)
5. Transfers to UH 4-year institutions
  - a. Transfers with credential/degree from program
  - b. Transfers without credential/degree from program
  - c. Increase by 3% Annual Transfers to UH 4-year Strategic Plan Goal (General Pre Professional Programs)
  - d. Difference Between Transfers and Goal
6. External Qualifying Examinations and Licensing
7. Program Health Effectiveness (Healthy, Cautionary, Unhealthy)

#### Distance Education (Completely On-Line Classes)

1. Number of Distance Education Classes Taught
2. Enrollment Distance Education Classes
3. Fill Rate
4. Successful Completion (Equivalent C or higher)
5. Withdrawals (Grade = W)
6. Persistence (Fall to Spring Not limited to Distance Education Classes)

#### Perkins Core Indicators (CTE Programs Only)

1. 1P1 Technical Skills Attainment
2. 2P1 Completion
3. 3P1 Student Retention or Transfer
4. 4P1 Student Placement
5. 5P1 Nontraditional Participation
6. 5P2 Nontraditional Completion

**Part IV.** Analysis of the Program (strengths and weaknesses in terms of demand, efficiency, and effectiveness based on an analysis of the Quantitative Indicators in Part I. CTE programs must include analysis of the Perkins Core indicators for which the program has not met the performance level.

Assessment Results for Program SLOs. The college will develop a schedule for SLO assessment that coincides with the years covered in the comprehensive program review so that within the review period, all SLOs will have been assessed.

1. List of the Program Student Learning Outcomes and the date assessed
2. Assessment findings
3. Changes that have been made as a result of the assessment findings

**Part V. Curriculum Revision and Review**

Minimum of 20% of existing courses is to be reviewed each year so that within the timeframe of the comprehensive program review, all courses have been reviewed and revised as appropriate.

**Part VI. Survey results**

1. Student satisfaction
2. Occupational placement in jobs (for CTE programs)
3. Employer satisfaction (for CTE programs)
4. Graduate/Leaver

**Part VII. Analysis of Program**

Alignment with mission  
Strengths and weaknesses based on analysis of data  
Evidence of quality  
Evidence of student learning  
Resource sufficiency  
Recommendations for improving outcomes

**Part VIII. Action Plan****Part IX. Resource and Budget Implications**

Attachment 2

**UNIVERSITY OF HAWAI'I COMMUNITY COLLEGES****ACADEMIC SUPPORT SERVICES**

Academic Support Services shall complete a comprehensive program review at least once each five years in accordance with the schedule established by the college. The college will make public the comprehensive review by posting to the college's website.

Academic Support Services shall complete an Annual Report of Program Data (ARPD).

**I. PROCEDURES**

The following procedures have been developed to assure more consistent data collection practices in the compilation, analysis, and reporting of the minimum measures, and to use the Comprehensive Program Review and the ARPD in the college planning and resource allocation/reallocation processes.

- A. The data used shall come from the most recently completed academic year (summer, fall, spring). Quantitative measures for the two prior academic years shall be included with the Annual Report of Program Data (total of three years of data) and;
- B. For ARPD, Program Health in the categories of overall, demand, efficiency, and effectiveness will be calculated according to the systemwide program health scoring rubric and;
- C. Completed Comprehensive Program Reviews and Annual Reports of Program Data shall be posted on the college web site and;
- D. Colleges will complete their ARPD (including an overall summary) by December 15<sup>th</sup>, in the form and format requested by the Associate Vice President for Academic Affairs.

## II. COMPONENTS AND MEASURES

At a minimum, each college shall report the following components and measures.

Colleges may use additional components and measures for their internal assessment process.

### **Assessment Period (e.g. 2006 – 2011)**

### **College Mission Statement**

**Program Mission:** Statement and brief description of the program including a listing of program level Student Learning Outcomes (SLOs).

#### **Part I. Executive Summary of Program Status** Response to previous recommendations

#### **Part II. Program Description** History Program Student Learning Outcomes (SLOs) Faculty and Staff Resources Community connections, advisory committees, etc.

#### **Part III. Quantitative Indicators**

- A. **Overall Academic Support Services Program Health:** A single, overall program health call based on Demand, Efficiency, and Effectiveness indicators for all Academic Support Services sub units.

**B. Demand Indicators:****Library Demand**

1. Number of informational and reference questions per student and faculty FTE
2. Number of Students Attending presentation sessions per student FTE
3. Number of circulations, electronic books used, full-text journal articles downloaded per student and faculty FTE
4. Number of web accessible computers per student FTE
5. Library Demand Health

**Tutoring Demand**

1. Number of students tutored per student FTE
2. Number of students who placed into Remedial/Developmental levels through COMPAS per student FTE
3. Tutoring Demand Health

**Testing Services Demand**

1. Number of placement tests administered per year per student FTE
2. Number of Distance Learning tests administered per year per student FTE
3. Local campus tests proctored per year per student FTE
4. Testing Services Demand Health

**Technology Resources Demand**

1. Number of on-line courses per year per total number of courses (live and online)
2. Number of student, faculty, and staff computers per IT desktop support staff
3. Number of technology workshops for faculty, staff, and students per faculty FTE, staff FTE, and student FTE
4. Testing Technology Resources Demand Health

**Program Health Demand (Healthy, Cautionary, Unhealthy)****C. Efficiency Indicators:****Library Efficiency**

1. Number of informational and reference questions answered by FTE librarian
2. Number of book volumes per student FTE
3. Total materials expenditures per student FTE
4. Total library expenditures per student and faculty FTE
5. Library Efficiency Health



**Tutoring Efficiency**

1. Tutor contact hours per tutor paid hours
2. Student contact hours per tutor paid hours
3. Number of sessions per tutor paid hours
4. Tutoring budget per student contact hours
5. Tutoring Efficiency Health

**Testing Services Efficiency**

1. Testing seats per student FTE
2. Testing seats per total number of tests
3. Total number of tests per Testing Services Budget
4. Testing Services Efficiency Health

**Technology Resources Efficiency**

1. Average response time for Help Desk calls
2. Average processing time for work orders
3. Total number of computers per Computer Services Budget
4. Technology Resources Efficiency Health

**Program Health Efficiency (Healthy, Cautionary, Unhealthy)****D. Effectiveness Indicators:****Library Effectiveness**

1. Student and faculty satisfaction measurements using common survey questions.
2. Common Student Learning Outcome: The student will evaluate information and its sources critically
3. Library Effectiveness Health

**Tutoring Effectiveness**

1. Common Student Learning Outcome: Students who received tutoring will pass their tutored course.
2. CCSSE Indicator 4.h Tutored or taught other students (paid or voluntary)
  - a. Frequency
  - b. Satisfaction
  - c. Importance
3. CCSSE Indicator 13.d Peer or other tutoring frequency
  - a. Frequency
  - b. Satisfaction
  - c. Importance

4. CCSSE Indicator 13.e Skills Labs (writing, math, etc)
  - a. Frequency
  - b. Satisfaction
  - c. Importance
5. Tutoring Effectiveness Health

### **Testing Services Effectiveness**

1. Satisfaction measurements using common survey questions
2. Testing Services Effectiveness Health

### **Technology Resources Effectiveness**

1. Common Survey Questions
  - a. I am satisfied with the customer service of the Help Desk/computer services staff
  - b. I am satisfied with the response time of the Help Desk/computer services staff
  - c. The computers on campus meet my needs
  - d. I am satisfied with the quality of work of the instructional design faculty and staff
2. CCSSE Indicator 4.j Used the internet or instant messaging to work on an assignment
3. CCSSE Indicator 9.g Using computers in academic work
4. 12.g Using computing and information technology
5. 13.h Computer Lab
  - a. Frequency
  - b. Satisfaction
  - c. Importance
6. Technology Resources Effectiveness Health

### **Program Health Effectiveness (Healthy, Cautionary, Unhealthy)**

**Part IV.** Analysis of the Program (strengths and weaknesses in terms of demand, efficiency, and effectiveness based on an analysis of the Quantitative Indicators and surveys reported in Part III. Analysis for subunits may be included; however, an overall analysis for Academic Support Services must be included.

Assessment results for program SLOs. The college will develop a schedule for SLO assessment that coincides with the years covered in the comprehensive program review so that within the review period, all SLOs have been assessed.

### **Student Learning Outcomes:**

1. List of the Program Student Learning Outcomes
2. Program Student Learning Outcomes that have been assessed

3. Assessment Results

4. Changes that have been made as a result of the assessments

**Part V.** Action Plan – Include how the actions within the plan support the college's mission. Action plans for subunits may be included; however, an overall action plan for Academic Support Services must be included.

**Part VI.** Resource Implications (physical, human, financial) Resource implications for subunits may be included; however, overall resource implications for Academic Support Services must be included.

**UNIVERSITY OF HAWAI'I COMMUNITY COLLEGES****STUDENT SUPPORT SERVICES**

Student Support Services shall complete a comprehensive program review at least once each five years in accordance with the schedule established by the college. The college will make public the comprehensive review by posting to the college's website.

Student Support Services shall complete an Annual Report of Program Data (ARPD).

**I. PROCEDURES**

The following procedures have been developed to assure more consistent data collection practices in the compilation, analysis, and reporting of the minimum measures, and to use the Comprehensive Program Review and the ARPD in the college planning and resource allocation/reallocation processes.

- A. The Quantitative Measures will use data from UH system sources such as the Operational Data Store (ODS), and Management And Planning Support (MAPS) and;
- B. The Office of the Vice President for Community Colleges (OVPCC) shall by August 15<sup>th</sup> compile and distribute data to the colleges for the system required minimum set of Quantitative Measures and;
- C. The data used shall come from the most recently completed academic year (summer, fall, spring). Quantitative measures for the two prior academic years shall be included with the Annual Report of Program Data (total of three years of data) and;
- D. For ARPD, Program Health in the categories of Overall, Demand, Efficiency, and Effectiveness will be calculated according to the systemwide program health scoring rubric and;
- E. Completed Comprehensive Program Reviews and Annual Reports of Program Data shall be posted on the college web site and;
- F. Colleges will complete the ARPD (including an overall summary of Student Support Services programs) to the OVPCC by December 15<sup>th</sup>, in the form and format requested by the Associate Vice President for Academic Affairs.

**II. COMPONENTS AND MEASURES**

At a minimum, each college shall report the following components and measures. Colleges may use additional components and measures for their internal assessment process.

**Assessment Period (e.g. 2006 – 2011)**

## College Mission Statement

**Program Mission:** Statement and brief description of the program including a listing of Program-Level Student Learning Outcomes (SLOs).

**Part I.** Executive Summary of Program Status  
Response to previous recommendations

**Part II.** Program Description  
History  
Program Student Learning Outcomes (SLOs)  
Faculty and Staff  
Resources  
Community connections, advisory committees, etc.

**Part III.** Quantitative Indicators

**A. Overall Student Support Services Program Health:** A single, overall program health call based on Demand, Efficiency, and Effectiveness indicators for Student Support Services.

**B. Demand Indicators:**

1. Annual Headcount All Students
2. Annual headcount Native Hawaiian Students
  - a. Actual Percent Change from Prior Year All Students
  - b. Actual Percent Change from Prior Year Native Hawaiian Students
3. Annual Headcount of Recent Hawaii High School Graduates
  - a. Percent of Service Area's Recent High School Graduates
4. Annual Headcount of Students 25-49 Years Old
5. Annual Headcount from Underserved Regions
6. Annual Headcount In Science, Technology, Engineering, and Math (STEM) Programs
7. Fall Semester Registration Status:
  - a. New Students
  - b. Transfer Students
  - c. Continuing Students
  - d. Returning Students
  - e. Home Campus Other
8. Spring Semester Registration Status:
  - a. New Students
  - b. Transfer Students
  - c. Continuing Students
  - d. Returning Students
  - e. Home Campus Other

9. Program Health Demand (Healthy, Cautionary, Unhealthy)

**C. Efficiency Indicators:**

1. Pell Participation Rate All Students
2. Pell Participation Rate Native Hawaiian Students
3. Number All Students Receiving Pell
4. Number Native Hawaiian Students Receiving Pell
5. Total Pell Disbursed All Students
6. Total Pell Disbursed Native Hawaiian Students
7. Full Time All Students Achieving the Dream (AtD) Cohort completing 20 or more credits within the first year.
8. Full Time Native Hawaiian Students Achieving the Dream (AtD) completing 20 or more credits within the first year.
9. Part Time All Students Achieving the Dream (AtD) Cohort completing 12 or more credits within the first year.
10. Part Time Native Hawaiian Students Achieving the Dream (AtD) completing 12 or more credits within the first year.
11. Overall Student Support Services Budget Allocation
  - a. General Funded Budget Allocation
  - b. Special/Federal Budget Allocation
12. Cost per Student
13. Program Health Efficiency (Healthy, Cautionary, Unhealthy)

**D. Effectiveness Indicators:**

1. Persistence Fall to Spring All Students
2. Persistence Fall to Spring Native Hawaiian Students
3. Degrees and Certificates Awarded All Students
4. Degrees and Certificates Awarded Native Hawaiian Students
5. Degrees and Certificates awarded in STEM All Students
6. Degrees and Certificates awarded in STEM Native Hawaiian Students
7. Transfers to UH 4-year institutions All Students
8. Transfers to UH 4-year institutions Native Hawaiian Students
9. CCSSE Support for Learners Benchmark (Percentile)
10. CCSE Survey Frequency, Satisfaction, and Importance for:
  - a. Academic Advising
  - b. Career Counseling
  - c. Job Placement Assistance
  - d. Financial Aid Advising
  - e. Student Organizations
  - f. Transfer Credit Assistance
  - g. Services for People with Disabilities
11. Program Health Effectiveness (Healthy, Cautionary, Unhealthy)

**Part IV.** Analysis of the Program (strengths and weaknesses in terms of demand, efficiency, and effectiveness based on an analysis of the Quantitative Indicators and surveys reported in Part III.

Assessment results for program SLOs. The college will develop a schedule for SLO assessment that coincides with the years covered in the comprehensive program review so that within the review period, all SLOs have been assessed.

**Student Learning Outcomes:**

1. List of the Program Student Learning Outcomes
2. Program Student Learning Outcomes that have been assessed
3. Assessment Results
4. Changes that have been made as a result of the assessments

**Part V.** Action Plan – Include how the actions within the plan support the college's mission.

**Part VI.** Resource Implications (physical, human, financial)

**UNIVERSITY OF HAWAI'I COMMUNITY COLLEGES****ADMINISTRATIVE SERVICES PROGRAM REVIEW****I. Administrative Services Mission Statement**

Administrative support services at each campus provide campus-wide executive leadership, budgetary and financial management, personnel administration, procurement and property management, facilities and grounds maintenance, security, physical facilities planning of both repairs and maintenance and capital improvement projects, and auxiliary services. Under the direction of the Vice President for Community Colleges, the University of Hawai'i Community College systemwide administrative affairs unit directly coordinates, supports, and assists the community college campuses in policy formulation; budgeting, planning and coordination; budget execution and the effective use of available resources; organizational management and position control; human resources; facilities planning; and other administrative, logistical and technical services.

The campus and systemwide administrative services units support the primary program objectives of the Community Colleges, which are to develop eligible individuals to higher levels of intellectual, personal, social, and vocational competency by providing formal vocational and technical training and general academic instruction for certificates or degrees, or in preparation for the baccalaureate; and by offering adult continuing education for both personal and vocational purposes. The administrative services units directly support the academic mission of providing quality educational and related services to the students and the communities.

**II. Strategic Plan Goals and Objectives & Campus Program Review Relationships****III. Program Review of Individual Administrative Services Units**

- Description
- Analysis:  
Measurements/Outcomes/Surveys  
Workload/Efficiency
- Future Direction - Plan of Action

Data on the following comparable measures for the Administrative Services program review will be collected at the end of each fiscal year. These measures were selected to assist administrators in analyzing, monitoring, and improving the delivery of administrative services. It is not intended that each measure be individually analyzed as administrators will use their discretion in the collective use of the data,



in conjunction with data and findings gathered in surveys, to appropriately analyze performance and to provide direction for improvements in Administrative Services operations.

A. Budget & Planning measurements (Standard, comparable measures across campuses):

1. Fall and Spring Credit Headcount Enrollment
2. Fall and Spring Credit FTE Enrollment
3. Fall and Spring Credit Student Semester Hours (SSH)
4. General Fund + Tuition and Fee Special Fund (TFSF) Expenditure & Encumbrances (E&E) (fiscal year)
5. Ratio of General Fund + TFSF E&E (fiscal year) per Credit Headcount Enrollment (Fall)
6. Ratio of General Fund + TFSF E&E (fiscal year) per Credit FTE Enrollment (Fall)
7. Ratio of GF + TFSF E&E (fiscal year) per Credit Student Semester Hours (Fall and Spring)
8. General Fund Appropriation + Collective Bargaining and TFSF Revenue (fiscal year)
9. Ratio of General Fund Appropriation + collective bargaining (fiscal year) per Credit Headcount Enrollment (Fall)
10. Ratio of General Fund Appropriation + collective bargaining (fiscal year) per Credit FTE enrollment (Fall)
11. Ratio of General Fund Appropriation + Collective Bargaining (fiscal year) per Credit Student Semester Hours (Fall and Spring)
12. Expenditure & Encumbrances (E&E) (fiscal year) for all Appropriated funds (General, Federal, Special, Revolving)
13. Legislative Appropriations (fiscal year) for all Appropriated funds (General, Federal, Special, Revolving)
14. Tuition and Fee Special Fund (TFSF) Revenue (fiscal year)
15. Ratio of Tuition and Fee Special Fund (TFSF) Revenue (fiscal year) per Credit FTE Enrollment (Fall)
16. Ratio of Tuition and Fee Special Fund (TFSF) Revenue (fiscal year) per Credit Student Semester Hours (Fall and Spring)
17. BLS Reports – 3 year Comparisons
18. Quarterly BLS Reports
19. BLS Reserve Status Report

B. Business Office measurements (Standard, comparable measures across campuses):

1. Number of UH Purchase Orders issued (fiscal year)
- \*2. Average number of work days required to issue UH Purchase Order

- \*3. Average number of work days required to submit PO payment documents to UH Disbursing Office
4. Number of RCUH Purchase Orders issued (fiscal year)
5. Number of UH P-Card transactions processed (fiscal year)
6. Number of UH FMIS AFP documents issued (fiscal year)
7. Number of RCUH Direct Payment documents issued (fiscal year)
8. Number of UH Departmental Checks issued (fiscal year)
- \*9. Average number of work days required to issue UH Dept Checks
10. Number of UH Payroll Journal Vouchers processed (fiscal year)
11. Number of RCUH Payroll Journal Vouchers processed (fiscal year)
12. Number of UH Non-Payroll Journal Vouchers processed (fiscal year)
13. Number of RCUH Non-Payroll Journal Vouchers processed (fiscal year)
14. Number of UH Inter-Island Travel Completion Reports processed (fiscal year)
15. Number of RCUH Inter-Island Travel Completion Reports processed (fiscal year)
16. Number of UH Out-of-State Travel Completion Reports processed (fiscal year)
17. Number of RCUH Out-of-State Travel Completion Reports processed (fiscal year)
18. Number of UH invoices outstanding and total dollar value of UH Accounts Receivables at fiscal year end
- \*19. Business Office staff FTE (Civil Service, APT)

\* Campus compiled data

C. Operations and Maintenance measurements (Standard, comparable measures across campuses):

- \*1. Number of work orders completed (fiscal year)
- \*2. Janitor FTE
3. Ratio of Building gross square feet per Janitor FTE
- \*4. Groundskeeper/Laborer FTE
5. Ratio of Campus acres of land per Groundskeeper/Laborer FTE
- \*6. Building Maintenance FTE
- \*7. Security FTE

\* Campus compiled data

D. Human Resources measurements (Standard, comparable measures across campuses):

1. Number of PNF Transactions processed (fiscal year)
2. Number of New Appointments processed (fiscal year)
3. Number of Lecturer PNF documents processed (fiscal year)
- \*4. Number of Form 6 Transactions processed (fiscal year)
5. Number of Leave Cards processed (fiscal year)
- \*6a. Average number of work days required for SF-1 to be approved (APT positions)
- \*6b. Average number of workdays for position description to be approved (APT positions)
- \*7. Average number of work days to recruit faculty/APT positions
- \*8. Number of Grievances/Investigations filed (fiscal year)
- \*9. Human Resources FTE
10. Faculty/Staff Headcount
- \*11a. Number of existing Workers' Compensation claims as of beginning of fiscal year
- \*11b. Number of new/reopened Workers' Compensation claims filed (fiscal year)
- \*12a. Number of existing Temporary Disability Benefits (TDB) claims as of beginning of fiscal year
- \*12b. Number of new Temporary Disability Benefits (TDB) claims filed (fiscal year)

\* Campus compiled data

E. EEO/AA measurements (Standard, comparable measures across campuses):

- \*1. Number of Training and workshops presented on campus (fiscal year)
- \*2. Number of EEO related Training and workshop sessions attended (fiscal year)
3. Utilization analysis and numeric hiring goals
- \*4. Number of EEO complaints formally filed (fiscal year)
- \*5. Number of campus EEO investigations, including campus initiated investigations (fiscal year)
- \*6. Number of campus EEO officers

\* Campus compiled data

F. Research, Training, Auxiliary Enterprises & Emergency Management  
(Standard, comparable measures across campuses):

- \*1. Yearly Number of Affiliation, Sponsored/Sheltered Class Agreements
- \*2. Number of "Agreements & Contracts" training classes conducted each year.
3. Ratio of the number of Affiliation, Sponsored/Sheltered Class agreements reviewed and found to be in compliance as part of the post-audit review process.
4. Number of Auxiliary Services/Enterprises related consultations for improvement of programs
5. Number of Commercial Enterprises consultations for the establishment of new ventures
6. Number of requests for assistance to create technical specifications for the procurement of services related to auxiliary and commercial enterprises
- \*7. Number of security training classes attended by Campus Security Officers and administrators (excluding Contract Guard Services)
- \*8. Number of campus administrators ICS/NIMS certified in emergency preparedness
- \*9. Number of campus exercises conducted to support campus emergency readiness efforts
- \*10. Number of workshops attended in developing and implementing policies and procedures for emergency preparedness/readiness
- \*11. Number of Cleary Act report revisions and improvements made to disseminate accurate and concise information related to security on campus
- \*12. Number of state vehicle registrations processed
- \*13. Number of state vehicles reported to DAGS as disposed/new/transferred/or changed in insurance coverage

\* Campus reported and CCRTAEEM compiled data

G. Marketing and Communications

1. Fall Credit Headcount Enrollment
2. Fall Credit FTE Enrollment
3. Average Fall Credit Student Semester Hours (SSH) of full-time students
4. Average Fall Credit Student Semester Hours (SSH) of part-time students
5. Fall Going rates of high school students
6. Fall Credit Headcount of Entering Students
- \*7. Number of staff members in Marketing, Public Relations and Online Communications

- \*8. Number of online communication vehicles
- \*9. Total number of visitors to your website
- \*10. Number of the types of marketing and communications services provided

\* Campus compiled data

H. Surveys – Campus determined structure and content

IV. Summary of Issues and Direction for Administrative Services

## ASSESSMENT

### Definition:

Assessment is the process of gathering information/data on student learning and services for the purposes of evaluating and improving the learning environment.

### Purpose:

The purpose of this policy is to establish that assessment is the responsibility of everyone employed by Hawai'i Community College. Oversight for specific levels of assessment belongs to individual components within the college.

### Background:

The Chancellor formed an ad hoc Assessment Committee in April 2004 to develop the process for the assessment of student learning outcomes and the submission of program reviews. An Assessment Coordinator, who reports directly to the Chancellor, was appointed to chair the committee. The committee established a 5-year cycle to integrate biennium and supplemental budget planning with assessment through comprehensive program reviews. An annual program review process, required by the UH System, was also initiated and monitored by the committee. The following UH System policies determine program review:

- **Review of Established Programs:** UHCCP #5.202 (October 2005)  
<http://www.hawaii.edu/offices/cc/docs/policies/5.202.pdf>
- **Review of Established Programs:** Board of Regents Policy, Section 5-1.b,  
[www.hawaii.edu/offices/bor/policy/borpch5.pdf](http://www.hawaii.edu/offices/bor/policy/borpch5.pdf)
- **Review of Established Programs:** University of Hawai'i Systemwide Executive Policy, E5.202, [www.hawaii.edu/apis/ep/e5/e5202.pdf](http://www.hawaii.edu/apis/ep/e5/e5202.pdf)

In addition, standards and criteria from the Accrediting Commission for Community and Junior Colleges (ACCJC), as well as accrediting bodies providing oversight for career and technical education programs, serve as the overall guidelines within which the college establishes and revises its assessment activities.

The ad hoc Assessment Committee has led college efforts to institutionalize assessment activities, including instructional program reviews and non-instructional unit reviews. An assessment website (<http://www.hawcc.hawaii.edu/assessment/>) archives these efforts with the assistance of the college's institutional researcher. An Institutional Assessment Coordinator position for the college was approved in Spring 2010.

The policy was reviewed and approved by the ad hoc Assessment Committee (final approval, September 16, 2010) and the College Council (approved, October 8, 2010). The

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<sup>1</sup> Supercedes HAW 5.202, October 11, 2010

Academic Senate's Educational Policy Committee reviewed the policy, which was approved by the Academic Senate on November 12, 2010. The ad hoc Assessment Committee revised *Unit Learning Outcomes* to *Unit Outcomes* on November 18, 2010.

**Responsibilities:**

**Outcomes:**

1. Because the primary responsibility for curriculum rests with the faculty, the development, revision and assessment of *course learning outcomes*, including alignment of such outcomes with program learning outcomes and institutional learning outcomes, belong with the discipline faculty, with the ultimate responsibility resting with the department chairs and/or division chairs (HAW 5.250). Discipline faculty coordinate lecturers' involvement in assessing outcomes as appropriate.
2. The development, revision and assessment of *program learning outcomes*, including alignment with other learning outcomes, belong with program faculty and staff.
3. Non-instructional units in the college include Academic Support, Administrative Services, the Office of Continuing Education and Training, and Student Services. The development, revision and assessment of *unit outcomes*, including alignment with other learning outcomes, belong with unit faculty and staff.
4. The development and revision of *general education learning outcomes*, including alignment with other learning outcomes, belong with the Academic Senate. Assessment of *general education learning outcomes* belongs with program faculty.
5. The development, revision and assessment of *institutional learning outcomes* belong with the College Council.

**Program Review:**

1. The Vice Chancellor for Academic Affairs (VCAA) has oversight for the comprehensive program/unit review process, which is currently on a 5-year cycle:  
[http://www.hawcc.hawaii.edu/assessment/Program%20Reviews/2009%20Program%20Review/General%20Documentation/ComprehensiveProgram-Unit%20Review%20Process\\_apprAC\\_10-22-09.doc](http://www.hawcc.hawaii.edu/assessment/Program%20Reviews/2009%20Program%20Review/General%20Documentation/ComprehensiveProgram-Unit%20Review%20Process_apprAC_10-22-09.doc) .
2. Instructional programs and non-instructional units are responsible for submitting Annual Reports using data provided by the UH System via the college's institutional researcher.

**Resources:**

**Student Learning Outcome Instructional Guidelines:**

<http://hawaii.hawaii.edu/assessment/Resources/Student%20Learning%20Outcome%20Instructional%20Guidelines.pdf>

**COMMITTEE NAME:** Assessment Committee

**RESPONSIBLE AREA:**  Academic Senate  Administration  College Council  
 Staff Development  Student Success

**MEMBERSHIP:**  ELECTED  APPOINTED  VOLUNTEER  
 PART-TIME  FULL-TIME  TENURED

**COMPOSITION:**

1. CTE Dean
2. LBRT Dean
3. Academic Senate Chair or Designee
4. College Council Chair or Designee
5. West Hawaii Center Director
6. Liberal Arts Department/Division Chairs or Designee
7. CTE Department/Division Chairs or Designee
8. VCSA or Designee
9. OCET Director or Designee
10. VC of Administrative Affairs or designee
11. Institutional Assessment Coordinator (Chair)

The Assessment Committee is dedicated to advancing student learning and institutional effectiveness through activities, experiences and results discovered through the assessment process. The Hawai'i Community College Assessment Committee reports to the College Council. The committee is chaired and convened by the Institutional Assessment Coordinator. Committee membership is comprised of administrators, faculty, and staff from academic and service units.

The Assessment Committee will:

1. Provide guidance and support for the continuous development of the Hawai'i Community College assessment process according to [UHCCP 5.200](#), [UHCCP 5.202](#), and [HAW 5.202](#)
2. Oversee and ensure the overall quality of outcome statements, plans, rubrics, reports and other related documents
3. Create and steer the working assessment groups to facilitate and support instructional and unit assessment activities
4. Review and approve assessment plans and reports for courses applying for or maintaining General Education designation
5. Oversee the assessment of Institutional Learning Outcomes on behalf of the College Council including but not limited to the actions stated in the [College's ILO Assessment Plan](#)
6. Recommend, develop, and facilitate professional development activities related to assessment including E 'Imi Pono Development Day activities and develop other college assessment events

**MEETING DATES/TIMES:**

The committee will meet bi- monthly during the academic year unless otherwise noted.

**APPOINTMENT TERM:**

Committee members serve for two years (renewable) except for designated administrators who serve without a term limit.



Alpha	Number	Title	ILO 1	benchmark	Meet/Exceed %
ESL	20W	College Writing	1	70	55
HOST	154	Food and Bev Op	1	70	50
MKT	185	Principles of E-Marketing	1	70	87
AG	175L	Forest Ecosystem Management Lab	1	75	72
CULN	112	Sanitation and Safety	1	75	85
ACC	124	Principles of Accounting I	1	80	88
ACC	150	Using Computers in Accounting	1	80	100
AEC	117	Intro to Surveying	1	80	100
GEOG	170	Forest Ecosystem Surveying	1	80	100
CARP	42	Finishing	1	85	100
ABRP	30	Preparation/Refinish and Painting	1	90	90
ABRP	31	Refinish Equip/Preparation	1	90	90
ABRP	32	Refinish Applc/Color Matching	1	90	90
ABRP	33	Paint Problems	1	90	90
ABRP	34	Color Blending	1	90	90
ABRP	35	Plastic Repair and Finishing	1	90	90
ABRP	50	Structural Damage Analysis	1	90	90
ABRP	51	Straightening Strc Cmpnts	1	90	90
ABRP	52	Structural Replacement	1	90	90
ABRP	53	Steering and Painting	1	90	90
ABRP	54	Heating and Cooling System	1	90	90
EIMT	20	Interior Wiring	1	85	100
			<b>Average</b>	<b>84</b>	<b>88</b>

Alpha	Number	Title	ILO 2	benchmark	Meet/Exceed %
HOST	154	Food and Bev Op	2	70	50
MKT	185	Principles of E-Marketing	2	70	87
AG	175L	Forest Ecosystem Management Lab	2	75	72
CULN	112	Sanitation and Safety	2	75	85
AG	175	Forest Ecosystem Management	2	75	92
SCI	124	Intro to Environmental Science	2	75	76
ACC	124	Principles of Accounting I	2	80	88
ACC	150	Using Computers in Accounting	2	80	100
AEC	117	Intro to Surveying	2	80	100
GEOG	170	Forest Ecosystem Surveying	2	80	100
GEOG	170L	Forest Ecosystem Surveying Lab	2	80	70
MATH	100	Survey of Mathematics	2	80	74
MATH	115	Statistics	2	80	90
CARP	42	Finishing	2	85	100
EIMT	20	Interior Wiring	2	85	100
ABRP	32	Refinish Applc/Color Matching	2	90	90

ABRP	33	Paint Problems	2	90	90
ABRP	34	Color Blending	2	90	90
ABRP	35	Plastic Repair and Finishing	2	90	90
ABRP	50	Structural Damage Analysis	2	90	90
ABRP	51	Straightening Strc Cmpnts	2	90	90
ABRP	52	Structural Replacement	2	90	90
ABRP	53	Steering and Painting	2	90	90
ABRP	54	Heating and Cooling System	2	90	90
CARP	22	Concrete Form	2	95	72
			<b>Average</b>	<b>83</b>	<b>87</b>

<b>Alpha</b>	<b>Number</b>	<b>Title</b>	<b>ILO 3</b>	<b>benchmark</b>	<b>Meet/Exceed %</b>
HOST	154	Food and Bev Op	3	70	50
CULN	112	Sanitation and Safety	3	75	85
PHIL	101W	Introduction to Philosophy: Morals and Society	3	75	88
CARP	42	Finishing	3	85	100
CARP	22	Concrete Form	3	95	72
			<b>Average</b>	<b>80</b>	<b>79</b>

<b>ILO Assessment</b>	<b>Number</b>	<b>Benchmark</b>	<b>Meet/Exceed %</b>
ILO 1	11	77	85
ILO 2	16	79	85
ILO 3	5	80	79

Alpha	Number	Title	ILO 1	benchmark	Meet/Exceed %
ESL	20W	College Writing	1	70	55
HOST	154	Food and Bev Op	1	70	50
MKT	185	Principles of E-Marketing	1	70	87
AG	175L	Forest Ecosystem Management Lab	1	75	72
CULN	112	Sanitation and Safety	1	75	85
ACC	124	Principles of Accounting I	1	80	88
ACC	150	Using Computers in Accounting	1	80	100
AEC	117	Intro to Surveying	1	80	100
GEOG	170	Forest Ecoystem Surveying	1	80	100
CARP	42	Finishing	1	85	100
ABRP	30	Preparation/Refinish and Painting	1	90	90
ABRP	31	Refinish Equip/Prepartion	1	90	90
ABRP	32	Refinish Applc/Color Matching	1	90	90
ABRP	33	Paint Problems	1	90	90
ABRP	34	Color Blending	1	90	90
ABRP	35	Plastic Repair and Finishing	1	90	90
ABRP	50	Structural Damage Analysis	1	90	90
ABRP	51	Straightening Strc Cmpnts	1	90	90

ABRP	52	Structural Replacement	1	90	90
ABRP	53	Steering and Painting	1	90	90
ABRP	54	Heating and Cooling System	1	90	90
EIMT	20	Interior Wiring	1	85	100
			<b>Average</b>	<b>84</b>	<b>88</b>

Alpha	Number	Title	ILO 2	benchmark	Meet/Exceed %
HOST	154	Food and Bev Op	2	70	50
MKT	185	Principles of E-Marketing	2	70	87
AG	175L	Forest Ecosystem Management Lab	2	75	72
CULN	112	Sanitation and Safety	2	75	85
AG	175	Forest Ecosystem Management	2	75	92
SCI	124	Intro to Environmental Science	2	75	76
ACC	124	Principles of Accounting I	2	80	88
ACC	150	Using Computers in Accounting	2	80	100
AEC	117	Intro to Surveying	2	80	100
GEOG	170	Forest Ecoystem Surveying	2	80	100
GEOG	170L	Forest Ecoystem Surveying Lab	2	80	70
MATH	100	Survey of Mathematics	2	80	74
MATH	115	Statistics	2	80	90
CARP	42	Finishing	2	85	100
EIMT	20	Interior Wiring	2	85	100
ABRP	32	Refinish Applc/Color Matching	2	90	90
ABRP	33	Paint Problems	2	90	90
ABRP	34	Color Blending	2	90	90

ABRP	35	Plastic Repair and Finishing	2	90	90
ABRP	50	Structural Damage Analysis	2	90	90
ABRP	51	Straightening Strc Cmpnts	2	90	90
ABRP	52	Structural Replacement	2	90	90
ABRP	53	Steering and Painting	2	90	90
ABRP	54	Heating and Cooling System	2	90	90
EIMT	20	Interior Wiring	2	85	100
CARP	22	Concrete Form	2	95	72
			<b>Average</b>	<b>83</b>	<b>87</b>

Alpha	Number	Title	ILO 3	benchmark	Meet/Exceed %
HOST	154	Food and Bev Op	3	70	50
CULN	112	Sanitation and Safety	3	75	85
PHIL	101W	Introduction to Philosophy: Morals and Society	3	75	88
CARP	42	Finishing	3	85	100
CARP	22	Concrete Form	3	95	72
<b>Average</b>				<b>80</b>	<b>79</b>



Alpha	Number	Title	ILO 1	ILO 2	ILO 3	benchmark	Meet/Exceed %
ESL	20W	College Writing	1			70	55
HOST	154	Food and Bev Op	1	2	3	70	50
MKT	185	Principles of E-Marketing	1	2		70	87
AG	175L	Forest Ecosystem Management Lab	1	2		75	72
CULN	112	Sanitation and Safety	1	2	3	75	85
AG	175	Forest Ecosystem Management		2		75	92
PHIL	101W	Introduction to Philosophy: Morals and Society			3	75	88
SCI	124	Intro to Environmental Science		2		75	76
ACC	124	Principles of Accounting I	1	2		80	88
ACC	150	Using Computers in Accounting	1	2		80	100
AEC	117	Intro to Surveying	1	2		80	100
GEOG	170	Forest Ecoystem Surveying	1	2		80	100
GEOG	170L	Forest Ecoystem Surveying Lab		2		80	70
MATH	100	Survey of Mathematics		2		80	74
MATH	115	Statistics		2		80	90
CARP	42	Finishing	1	2	3	85	100
EIMT	20	Interior Wiring	1	2		85	100
CARP	22	Concrete Form		2	3	95	72

CARP	21A	Basic Carpentry II	1	2		85	
ABRP	30	Preparation/Refinish and Painting	1	2		90	90
ABRP	31	Refinish Equip/Prepartion	1	2		90	90
ABRP	32	Refinish Applc/Color Matching	1	2		90	90
ABRP	33	Paint Problems	1	2		90	90
ABRP	34	Color Blending	1	2		90	90
ABRP	35	Plastic Repair and Finishing	1	2		90	90
ABRP	50	Structural Damage Analysis	1	2		90	90
ABRP	51	Straightening Strc Cmpnts	1	2		90	90
ABRP	52	Structural Replacement	1	2		90	90
ABRP	53	Steering and Painting	1	2		90	90
ABRP	54	Heating and Cooling System	1	2		90	90



Alpha	Number	Title	ILO 1	ILO 2	ILO 3	Notes
AEC	120	Intro to Construction Drawings	1	2		Complete
AEC	133	Basic Arch Studio A	1	2		Complete
AEC	117	Intro to Surveying	1	2		Complete
AG	31	Farm Equipment, Mach, Power	1	2		Complete
AG	54a	Tropical Ag Production I		2		Complete
CARP	20A	Basic Carpentry		2		Complete
CARP	21A	Basic Carpentry II		2		Complete
CARP	41	Rough Framing/Ext Finish	1	2	3	Complete
EIMT	20	Interior Wiring	1	2		Did not use form, missing information
ACC	124	Principles of Accounting I	1	2	1,2	Complete
ACC	150	Using Computers in Accounting	1	2	1,2	Complete
ACC	155	Accounting		2		Complete
MKT	185	Principles of E-Marketing	1	2		Complete
CULN	112	Sanitation and Safety	1	2	3	Complete
HOST	154	Food and Bev Op	1	2	3	Complete





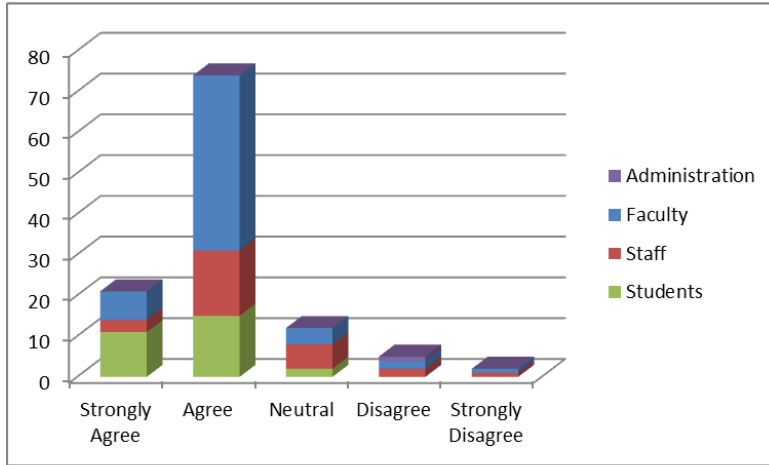
Hawai'i Community College  
ILO Assessment Survey Data [DRAFT]

Date prepared: 5/8/2014

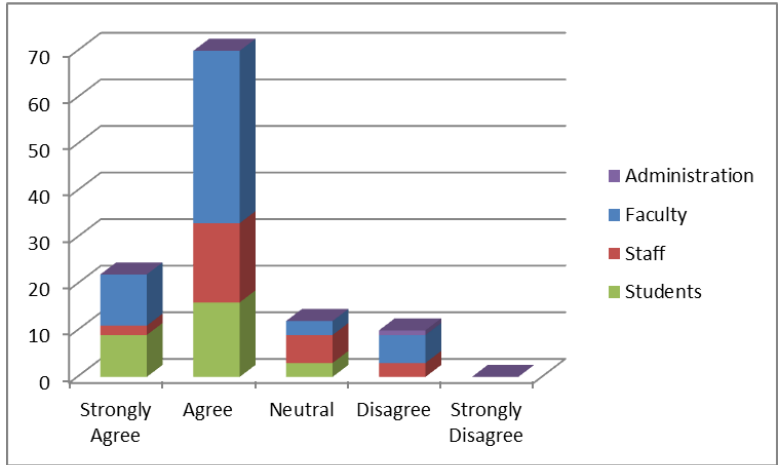
<b>Total Responses</b>		<b>Communicate effectively in a variety of situations</b>	<b>Evaluate and analyze ideas and information</b>	<b>Overcome challenges, solve problems and make decisions</b>	<b>Make contributions to our community</b>	<b>Respect diversity and Hawaiian culture</b>	
<b>Faculty</b>	114						
<b>Staff</b>	57						
<b>Administration</b>	28						
<b>Students</b>	1						
<b>Total</b>	28	Strongly Agree	21	22	29	41	41
		Agree	74	70	63	61	60
		Neutral	12	12	15	12	12
		Disagree	5	10	7	0	1
		Strongly Disagree	2	0	0	0	0
<b>Faculty</b>		Strongly Agree	7	11	13	23	21
		Agree	43	37	35	30	32
		Neutral	4	3	5	4	3
		Disagree	2	6	4	0	1
		Strongly Disagree	1	0	0	0	0
<b>Staff</b>		Strongly Agree	3	2	3	5	6
		Agree	16	17	15	18	17
		Neutral	6	6	8	5	5
		Disagree	2	3	2	0	0
		Strongly Disagree	1	0	0	0	0
<b>Administration</b>		Strongly Agree	0	0	0	0	0
		Agree	0	0	1	1	1
		Neutral	0	0	0	0	0
		Disagree	1	1	0	0	0
		Strongly Disagree	0	0	0	0	0
<b>Students</b>		Strongly Agree	11	9	13	13	14
		Agree	15	16	12	12	10
		Neutral	2	3	2	3	4
		Disagree	0	0	1	0	0
		Strongly Disagree	0	0	0	0	0

# Hawai'i Community College Institutional Learning Outcome Survey Summary [DRAFT]

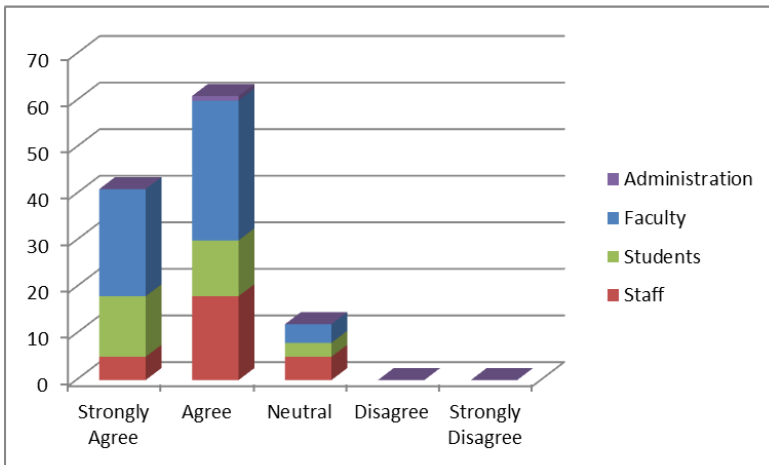
**Communicate effectively in a variety of situations**



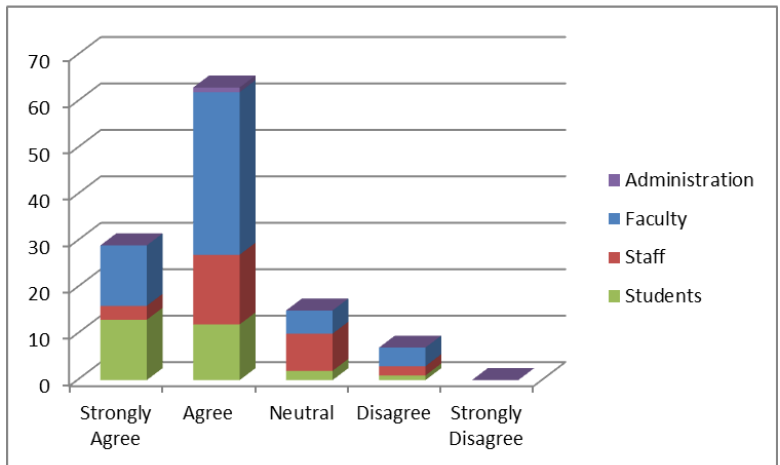
**Gather, evaluate and analyze ideas and information**



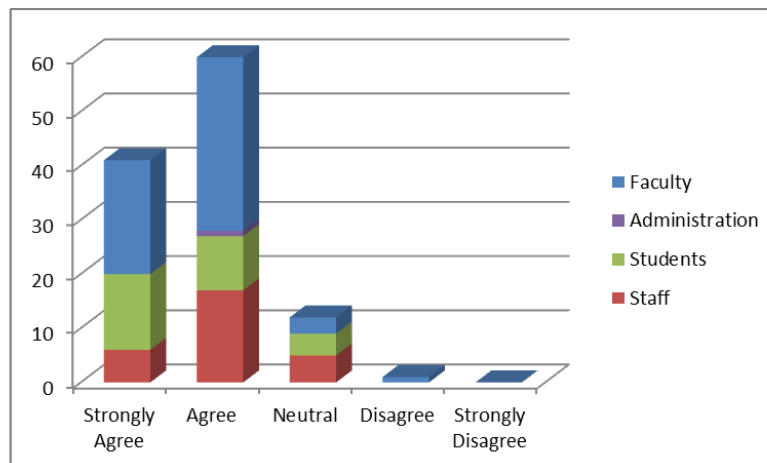
**Make contributions to our community**



**Overcome challenges, solve problems and make decisions**



**Respect diversity and Hawaiian culture**





## **Hawaii Community College Institutional Learning Outcomes Assessment Report 2013-2014**

### **I. Introduction**

The Institutional Learning Outcome assessment process gathers and evaluates data to determine how well the Institutional Learning Outcomes are understood and practiced by the college community.

#### **Hawaii Community College Institutional Learning Outcomes (ILOs)**

1. Our graduates will be able to communicate effectively in a variety of situations.
2. Our graduates will be able to gather, evaluate and analyze ideas and information to use in overcoming challenges, solving problems and making decisions.
3. Our graduates will develop the knowledge, skills and values to make contributions to our community in a manner that respects diversity and Hawaiian culture.

#### **Process**

The ILO Assessment Plan for Hawaii Community College was reviewed by the College Council and finalized by the Assessment Committee in February 2014.

For the academic year of 2013-2014, data is generated from three processes:

1. Survey of Hawaii CC faculty, staff, and administrators
2. Survey of Hawaii CC Graduates
3. Results extracted from assessment reports which align to the ILOs

This report is made up of three sections. The first section describes the survey and assessment methods. The second section is an analysis of the data with conclusions which can be drawn from the data. The final section contains recommendations for future assessments and for changes that should be considered by the campus to improve results.

October 6, 2014

II. Survey and Assessment Methods

1. Survey of Hawaii CC Faculty, Staff, and Administrators

In November 2013, the Assessment Committee began developing an “Institutional Learning Outcome Stakeholder Survey” to be administered online to Hawaii Community College faculty, lecturers, staff and administrators. The survey was finalized and distributed online on the faculty and staff listserv on April 21, 2014 with a closing date of May 1, 2014. The survey was designed to support the indirect assessment of Institutional Learning Outcomes.

The survey was completed by 57 faculty, 28 staff, and 1 administrator. Respondants were asked to rate their level of agreement with the 3 ILO statements and to provide a written comment to support their selection. Five choices were given to rate agreement.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

The survey summary (Table 1) was created by combining the “strongly agree” and “agree” responses, and the “disagree” and “strongly disagree” responses. A more detailed look at the survey responses can be seen in the appendix.

**Table 1: HawCC Hawaii CC Faculty, Staff, and Administrators Survey Summary 2014\***

<b>I think Hawai'i Community College graduates are prepared to:</b>	<b>% Agree</b>	<b>% Disagree</b>
1 communicate effectively in a variety of situations	80%	8%
2 gather, evaluate and analyze ideas and information	78%	12%
3 overcome challenges, solve problems and make decisions	78%	7%
4 make contributions to our community	90%	0%
5 respect diversity and Hawaiian culture	90%	1%

\*neutral responses are not displayed

## Hawaii Community College Institutional Learning Outcomes Assessment Report 2013-2014

### 2. Survey of Hawaii CC Graduates

The Assessment Committee collaborated with Student Services to insert the same ILO-based questions in the Graduate Survey for students applying for graduation in May 2014.

The survey was completed by 28 students who were applying for graduation. Respondants were asked to rate their level of agreement with the 3 ILO statements and to provide a written comment to support their selection. Five choices were given to rate agreement.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

The survey summary (Table 2) was created by combining the “strongly agree” and “agree” responses, and the “disagree” and “strongly disagree” responses. A more detailed look at the survey responses can be seen in the appendix.

**Table 2: HawCC Graduate Survey Summary May 2014\***

<b>I think Hawai'i Community College graduates are prepared to:</b>	<b>% Agree</b>	<b>% Disagree</b>
1 communicate effectively in a variety of situations	93%	0%
2 gather, evaluate and analyze ideas and information	89%	0%
3 overcome challenges, solve problems and make decisions	89%	4%
4 make contributions to our community	89%	0%
5 respect diversity and Hawaiian culture	86%	0%

\*neutral responses are not displayed

October 6, 2014

## Hawaii Community College Institutional Learning Outcomes Assessment Report 2013-2014

### 3. Results extracted from assessment reports which align to the ILOs

Assessment reports for 30 courses which align to the ILOs were selected at the end of the 2013-2014 academic year. These courses align with one, two, or all three of the ILOs.

Benchmarks and assessment results were pulled from each report to measure the extent to which the course's outcomes met or exceeded expectations. Depending on the course, benchmarks ranged from 70% to 90%. A summary of the results can be seen in Table 3, which is a more detailed version in the appendix of this report.

**Table 3: HawCC ILO Assessment Summary 2013-2014**

ILO	Number of courses	Benchmark Average	Meet/Exceed Average
ILO 1	11	77%	85%
ILO 2	16	79%	85%
ILO 3	5	80%	79%

### III. Data Analysis

#### Key points

- ILO 3 had the least number of courses aligned
- Faculty and staff rated ILO2 the lowest, (and then ILO1) but this was a view not shared by students
- The number of respondents was not high, especially from our graduates
- We need a better way to ensure that our alignment is valid

### IV. Recommendations

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Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	% Strongly agree	%Agree	Percent Strongly Agree or Agree	%Neutral	%Disagree	%Strongly Disagree
Rate your level of agreement. Select only ONE response. [I feel I gained information and skills that could help improve my effectiveness at HawaiiCC.]	8	8	4	2	0	22	36%	36%	73%	18%	9%	0%
Rate your level of agreement. Select only ONE response. [The presenters were effective.]	12	7	2	1	0	22	55%	32%	86%	9%	5%	0%
Rate your level of agreement. Select only ONE response. [Overall, I feel this session was valuable and informative.]	12	8	1	1	0	22	55%	36%	91%	5%	5%	0%

Which activities did you participate in?	No
PATH Training	5
General discussion on assessment with colleagues	14
Workshop with coach	1
Curriculum Central rep meeting	1
<b>Total</b>	<b>21</b>

<b>What did you like about E 'Imi Pono Day?</b>	<p>The lunch menu was awesome!! Mahalo Chef O!! Mahalo Staff Dev committee for funding.</p> <p>I liked the collaboration and Pilina building with the faculty.</p> <p>I like the informal and supportive style of the event. I appreciate the quality food that was offered. It was nice to hear what other faculty are doing with their assessments. I also liked the computer lab section.</p> <p>The chance to dialogue about assessment</p> <p>Being able to sit down with colleagues to discuss my assessment and get feedback from them.</p> <p>sitting next to (name omitted)</p> <p>meeting with others</p> <p>relaxed atmosphere, small groups that were informal</p> <p>The food was the high lite of the event. All the technical support staff were very helpful. The hand-outs.</p> <p>The general information presented by Sherr.</p> <p>Becoming aware of the PATH development and looking forward to working in this new environment...as compared to the past forms, which I, as well as others, had difficulty with last year.</p> <p>In addition to "talking assessment" I enjoyed the comraderie and the great food. That was an excellent strategy to get people to participate.</p> <p>Mahalo to Chef O for his great food and Sherrie and her team for planning this event.</p> <p>The event was well organized. I appreciated the strategy of pairing confident people with not so confident people.</p> <p>I enjoyed the casual atmosphere where we could talk and discuss issues with others, but also that there were coaches available for specific needs.</p>
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<b>What are you still confused about?</b>	<p>There are many courses that we still need to collaborate on an agreed assessment piece.</p> <p>Not confused, but worried about getting everything accomplished. As a one-person unit, there is no division of labor for assessment and annual reports.</p> <p>due dates</p> <p>Seems that we were asked in the last week or two what are assessment schedules were. Then today we learned that there are actually some expected due dates that may not correspond with what I had originally set out to do. Probably would have been better to set the due dates first, then ask everyone to submit their schedules based on the hard due dates.</p> <p>everything...</p> <p>but no blame towards anyone</p> <p>timelines, always seem to forget</p> <p>Nothing so far.</p> <p>Not so much confused, but fearing the amount of work all of this takes away from being effective in the classroom is daunting.</p> <p>Nothing.</p> <p>I feel pretty clear now.</p> <p>Where were all the department chairs?????</p>
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<p><b>What are your suggestions for improvement?</b></p>	<p>Keep up the positive and supportive vibe. It really helps...its like" the spoon full of sugar helps the medicine go down..."</p> <p>None</p> <p>N/A, food was great - many thanks to hosts and Chef O.</p> <p>I think that Sherri is doing a wonderful job trying to get her arms around this in a very short period of time. Hecklers in the audience do not make her job easier. Perhaps Sherri could reach out to the hecklers and offer to swing by their department to ensure that they have their questions answered. I didn't get the feel that some of the questions coming from the audience were what I would call genuine.</p> <p>It was also nice that there were not many administrators in the room. The conversation changes drastically when the admin team are present. We don't need that right now.</p> <p>none ... more tasty dessert! I only got to have one!!</p> <p>None</p> <p>None</p> <p>None at this time.</p> <p>This kind of one-on-one coaching could be valuable to have on a semi-regular basis.</p> <p>I think it is important for program/unit leaders and department chairs to be present. I am not a department chair and it will be very difficult to implement strategies without support from the top.</p>
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