UNIVERSITY *of* HAWAI'I®

HAWAI'I
COMMUNITY COLLEGE

2022 Midterm Report

Submitted by:
Hawai'i Community College
1175 Manono Street
Hilo, HI 96720
www.hawaii.hawaii.edu

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

Date Submitted:
October 7, 2022

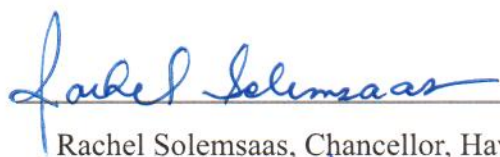# Hawai'i Community College - 2022 Midterm Report

College Certification Page

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

From: Dr. Rachel Solemsaas, Chancellor
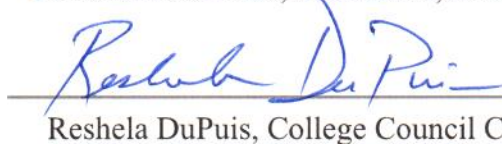Hawai'i Community College
1175 Manono Street
Hilo, HI 96720

I certify there was broad participation/review by the campus community and believe this report accurately reflects the nature and substance of this institution.

Signatures:

_____   May 18, 2022

Rachel Solemsaas, Chancellor, Hawai'i Community College   Date

_____   May 19, 2022

Reshela DuPuis, College Council Chair, Hawai'i Community College   Date
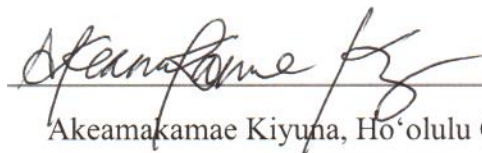
David Tsugawa   Document e-signed by David Tsugawa
Signature Date: 2022-05-27 - 8:42:33 AM GMT - Time Source: server- IP address: 72.234.66.240   May 26, 2022

David Tsugawa, Faculty Senate Chair, Hawai'i Community College   Date

_____   May 25, 2022

Akeamakamae Kiyuna, Hoʻolulu Council Chair, Hawai'i Community College Date

Jeff Yamauchi   Document e-signed by Jeff Yamauchi
Signature Date: 2022-06-09 - 5:56:35 PM GMT - Time Source: server- IP address: 66.91.174.15   June 9, 2022

Jeff Yamauchi, Student Government President, Hawai'i Community College   Date

E. Kalani Flores   Document e-signed by E. Kalani Flores
Signature Date: 2022-06-10 - 4:45:31 AM GMT - Time Source: server- IP address: 98.151.120.208   June 10, 2022

E. Kalani Flores, Accreditation Liaison Officer, Hawai'i Community College Date

Hawai'i Community College - 2022 Midterm Report

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

From: Dr. Rachel Solemsaas, Chancellor
        Hawai'i Community College
        1175 Manono Street
        Hilo, HI 96720

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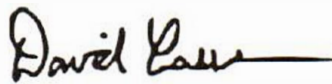
Signatures:

_____   8/1/22

Erika Lacro, Vice President for Community Colleges   Date

Digitally signed by David Lassner
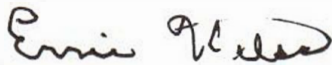Date: 2022.08.01 15:17:00 -10'00'

_____   8/1/2022

David Lassner, President, University of Hawai'i   Date

_____   8/18/2022

Ernest Wilson, Chair, Committee on Academic and Student Affairs   Date

_____   8/18/2022

Randolph Moore, Chair, UH Board of Regents   Date

Hawai'i Community College - 2022 Midterm Report

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I. REPORT PREPARATION

Background

Hawaiʻi Community College (Hawaiʻi CC/College) submitted its <u>2018 Institutional Self Evaluation Report (ISER)</u>, <u>2018 Addendum for Hawaiʻi CC ISER</u>, and <u>2018 Addendum for UHCC ISER</u> to the Accrediting Commission for Community and Junior Colleges (ACCJC/Commission). Subsequently, the <u>2018 External Evaluation Team Report</u> was submitted by the peer review team that conducted its onsite visit October 15-18, 2018.

Through the <u>ACCJC action letter</u>, dated January 25, 2019, ACCJC notified Hawaiʻi CC that it took action to reaffirm its accreditation for seven years. Hawaiʻi CC's Kauhale was notified soon afterwards.[1] Hawaiʻi CC was also informed that its next report would be the Midterm Report due on October 17, 2022.

Process of Report Preparation

The compilation and preparation of the Midterm Report was assigned to the accreditation liaison officer (ALO) who worked in conjunction with members of the College's administrative team (the chancellor, interim vice chancellor for academic affairs, vice chancellor for administrative affairs, interim vice chancellor for student affairs, interim dean of career technical education, and interim director of Hawaiʻi CC - Pālamanui, director Kō Education Center) as well as the Accreditation Steering Committee.

Narratives, data, and documents for this report were also prepared and/or reviewed by the administrative team, College Council, institutional assessment coordinator (IAC), institutional research staff, and QFE chairs.

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[1] ***Kauhale*** - Unique to Hawaiʻi CC is the academic celebration of the indigenous, host culture by embracing the concept of *Kauhale,* which traditionally means the Hawaiian village. *Kauhale* is an *ʻohana* (family) of administrators, faculty, staff, students, their families, and the Hawaiʻi Island community that contributes measurably to the success of our college's mission and outcomes. *Kauhale* maximizes the "community" in our mission through dialogue, planning, innovation, and assessment across traditional college divisions and units. *Kauhale* enables all members of the college *ʻohana* to recognize and celebrate our own individual skills, knowledge, and experiences as well as the skills, knowledge, and experiences of others. *Kauhale* unites all components of Hawaiʻi CC into an "academic village without walls" for the overall success of our learners, the learners' communities and their families, in the spirit of *E ʻImi Pono* (seeking excellence).

In addition, narratives, data, and documents for the University of Hawai'i Community Colleges (UHCC) System were prepared by the Office of the Vice President for Community Colleges (VPCC).

Review and Approval of Report

Prior to submission to ACCJC by the October 17, 2022 deadline, a draft of the Midterm Report was circulated to College's campus community during the spring 2022 semester to allow for a general campus review and to provide the opportunity for Hawai'i CC's Kauhale to submit comments. The ALO informed the College faculty, staff, administrators, and students of the review process through presentations, All-College meetings and via email to encourage broad participation by the campus community.

Comments from the campus community were compiled and taken into consideration for inclusion in the final report, which was submitted via the Vice President for Community Colleges to the University President for submission to the University of Hawai'i (UH) Board of Regents (BOR) for their review and approval.

The signatures on the certification pages of this Midterm Report certify there was broad participation/review by the campus community and that this report accurately reflects the nature and substance of this institution.

II. COMMENDATIONS

Hawai'i CC and UHCC's diligent work towards meeting eligibility requirements and accreditation standards was acknowledged in the 2018 External Evaluation Team Report with the following commendations.

Commendation 1

The Evaluation Team commends Hawai'i Community College for defining and advising students on clear pathways to complete degrees, certificate and transfer goals. (11.C.6)

Commendation 2

The Evaluation Team commends Hawai'i Community College for the implementation, evaluation, and continuous improvement of its professional development programs that support faculty, staff, and administrators. (III.A.14)

Commendation 3

The Evaluation Team commends Hawai'i Community College for the incorporation of the concept of "Kauhale" to align the institution's programs and services with the college's mission by engaging administrators, faculty, and staff participation in the decision-making processes. (IV.A.2)

System Commendation

The University of Hawai'i Community College System is commended for its island-centered mission in identifying new programs, and for its successful system-wide implementation of technology across the system to support program planning and tracking in clarification of students' academic pathways. (IV.D.5)

III. PLANS ARISING FROM THE SELF-EVALUATION PROCESS

The following matrix provides an update as to the progress of plans identified in the 2018 self-evaluation process.

Action	Standard	Responsible Party(ies)	Timeline	Expected Outcome
Schedule of data updates to reflect current information (transparency)	I.B.3	Institutional Research, Institutional Assessment Coordinator	2018-2019 (upon approval of campus reorganization and creation of Office of Kauhale Analytics and Intelligence)	Increase access to campus data needed for evaluation and planning
Status: COMPLETED				

Campus data is posted online in the Hawaiʻi CC FactBook which is updated regularly. The website now links directly to UH IRAPO, Hawaiʻi County Census data. As these sites are updated, the information regarding the campus is also updated.

Determine how assessment management system and assessment design can enable disaggregation of assessment results	I.B.6	Vice Chancellor for Academic Affairs, Institutional Assessment Coordinator	Begin fall 2018	Disaggregation of learning outcomes data

Status: COMPLETED

Hawaiʻi CC's assessment management system (AMS), "Campus Labs Outcomes," provided by third-party vendor Anthology-Campus Labs, allows disaggregation of course-level student learning assessment data (I.B.6-1) by programs and the institution. This can include, for example, disaggregation of student data by first-year cohort(s) enrolled in the new QFE #2 - First Year Experience: Kaʻao Initiative courses.

Assessment design practices and principles embedded in our assessment policy (Haw 4.202 Assessment Policy) and technical support resources available on the Hawaiʻi CC's Assessment webpage, (e.g., Steps in the Course Assessment Process), provide guidance to strengthen assessment design aimed at improvements in learning for all students, including identified disaggregated student cohorts. Note: One of the responsible parties, Institutional Research, was removed from this particular plan.

Review and revise the integrated planning process (including evaluation of master plans)	I.B.9, III.B.2, III.C.1, III.D.2	(Related to QFE Project #1)

Status: IN PROGRESS Anticipated proposal changes to be submitted to College Council in spring 2022 for their review/approval. (See QFE Project #1 section below for more details.)				
Creation of a systematic formalized process and annual schedule and timeline for website content review and updating	I.C.1	Web Developer, Vice Chancellor for Administrative Services	Started spring 2018	Website content is reviewed annually for accuracy and updated in a timely manner
Status: COMPLETED Academic program website updates are performed once the college catalog is confirmed. Divisions, units, and departments are contacted during the summer session. Beginning fall 2022, an online form will be used to acknowledge review and to track their status. Note: One of the responsible parties, vice chancellor for administrative services, has been changed to vice chancellor for academic affairs.				
Hawaiʻi CC HAW 1.001 Policy was updated to include a policy review schedule	I.C.5, IV.A.4 IV.A.7	Administrative Team	Completed spring 2018	Systematic, regular review of College policies and procedures
Status: COMPLETED Hawaiʻi CC updated this policy in May 2018, clarifying the roles of the Office of the Chancellor and Administrative Services. Although the policy provides for a three-year review of each policy, members of the Admin Team have been reviewing the Policy Review List annually.				

Language related to the objective presentation of instructional content was included in the syllabus guidelines	I.C.9	Vice Chancellor for Academic Affairs, Deans, Division and Department Chairs	Completed and posted on the College website fall 2017	Increased awareness of expectations related to the presentation of instructional content

Status: COMPLETED

The language and expectations related to the presentation of instructional content to be included in course syllabi were created and are posted on Hawaiʻi CC's website in *Teaching Resources* at [Resources for Faculty & Staff](#).

Review and revise the Program/Unit Review Process	II.A.2, II.A.16	(Related to QFE Project #1)		

Status: IN PROGRESS

Anticipated proposal changes to be submitted to College Council in spring 2022 for their review/approval. (See QFE Project #1 section below for more details.)

College-wide guidelines and general expectations for course syllabi were created	II.A.3	Vice Chancellor for Academic Affairs, Deans, Division and Department Chairs	Completed and posted on the website fall 2017	Increased consistency in course syllabi content across departments

Status: COMPLETED

College-wide guidelines and general expectations for course syllabi were created and are posted on Hawaiʻi CC's website in *Teaching Resources* at [Resources for Faculty & Staff](#).

Review of Liberal Arts course sequencing and prerequisites	II.A.5	Liberal Arts Dean and Department Chairs	Started fall 2017; ongoing	Improve sequencing and effectiveness of learning in 100-level courses before moving to upper level courses Ensure that prerequisites for 200-level courses are appropriate and consistent

Status: IN PROGRESS

A comparison of Hawaii CC's top 25 enrolled courses' prerequisites and corequisites with the same courses across UHCC is in progress. Goal to be in alignment system wide by AY 2023-24 is in place. Prerequisite evaluation for 200-level courses for appropriateness and consistency will be completed by the end of AY 2021-22.

Gather, analyze and provide data to the College on a regular basis. (post in Fact Book)	II.A.7	Institutional Researcher	Planned for fall 2018 (after new Institutional Researcher hired)	Improved use of data to determine effectiveness of different modes, methodologies, and support services with specific student groups

Status: COMPLETED

As part of the [UHCC Organizational and Resource Planning](#), operational centralization and program/service alignment included [Institutional Research (IR) functions](#). This has resulted in the system and campus IR staffing level supporting integrated data analytics capacity at the UHCC level. Hawaiʻi CC moved in the direction of maintaining its IR staffing level from 2.0 to 1.0 FTE with the resulting vacancy in this

unit.

A [Kauhale Analytics and Intelligence (KAI) plan](#) was then presented to the College Council on October 8, 2021 by the chancellor. The plan outlines how shared responsibility in analytics, evaluation and data functions would be accomplished.

In this same meeting, a proposal was presented to the College Council to delete Article VI, Section 7 of the College Council Charter. The change will result in the dissolution of the KAIAC given the changes in the College's IR staffing level. Despite this change, our Kauhale continues to be committed to institutional effectiveness by fostering a culture of evidence in our operations and decision making.

For AY 2022, the chancellor would lead our Kauhale with two objectives:

1) Raise awareness of the various data sets that are available to us. With UH and UHCC investments to more robust datasets and dashboards, members of our Kauhale need to be aware and also access these datasets that may inform their work and that of their group. They include 1) [UH](#) & [UHCC](#) Dashboards, 2) [DXP](#) or [Hawaiʻi P-20](#), 3) [Hawaii Data Collaborative Policy Map](#) (census data) and simulated HI data and 4) Campus data that is posted online in the [Hawaiʻi CC FactBook](#).

2) Provide guidance on storytelling and analytics. A framework building on the Kaʻao model is being developed to assist us in looking at these data sets with a lens on how it contributes to Mission fulfillment, goals and ILOs. These guidelines called [Kaʻao KAI](#) will be shared with the College Council for feedback.

General Education Learning Outcomes (GELO) aligned with Program Learning Outcomes (PLO) and Institutional Learning Outcomes (ILO)	II.A.11	Instructional faculty, Department/Division Chairs, Liberal Arts Dean, Vice Chancellor for Academic Affairs	Completed spring 2018: GELO to PLO alignments approved by Vice Chancellor for Academic Affairs GELO to ILO alignments approved by	Clear and documented alignment of College outcomes

			Academic Senate	

Status: IN PROGRESS

Each program at Hawaiʻi CC identified PLO to GELOs alignments that can be found in the *PLO-GELO Alignment Tables* listed under each program in the tab, Program & Course, on the Assessment website. In addition, the PLO to CLO alignments for each course can be found in the *Course Learning Outcomes (Link)* listed under each program on this same webpage. The ILOs alignments are presently available on the course and program pages on Kuali. There are plans to post these ILOs alignments on the Assessment website during the summer of 2022.

Additional information regarding GE and GELOs is found on Hawaiʻi CC's General Education webpage.

Transition to UH Mānoa's Foundations and Diversifications General Education (GE) requirements for AA and AS degrees	II.A.12	Instructional faculty, Department/Division Chairs, Liberal Arts Dean, Vice Chancellor for Academic Affairs	Transition for AA degree will be completed in fall 2018 (approved by Academic Senate spring 2017) Transition for AS degrees will be completed in fall 2019 (approved by Academic Senate spring 2018)	Improve GE alignment to UH System

Status: COMPLETED

Hawaiʻi CC's transition to UH Mānoa's Foundations and Diversifications GE

requirements became effective fall 2018 for the AA degrees and fall 2019 for the AS degrees. This was done to improve the GE alignment to the UH system and articulation of degrees. The General Education Committee (GEC) is responsible for the GE designation process for the AA and AS degrees in accordance with the current GE requirements.

Added The Learning Center tutoring services to MySuccess system	II.B.1	MySuccess Campus Leads, The Learning Center Coordinator	Completed in 2017-2018	Students able to make appointments at The Learning Center via the MySuccess system

Status: COMPLETED

MySuccess has been discontinued by the UH System. Hawaiʻi CC now uses a Google Referral Form to refer students for services.

Formalize comprehensive assessment of student needs regarding Student Services	II.C.1 II.C.3	Vice Chancellor for Student Affairs, Student Affairs managers	Begin fall 2018	Increase data to better identify needs for student services for all students (including DE)

Status: COMPLETED

In 2021, Hawaiʻi CC participated in the Community College Survey of Student Engagement (CCSSE) to assist with increasing data from students.

UH Student Basic Needs Master Plan was released on March 22, 2022. On March 29, 2022, a webinar was scheduled to review UH System and national data found in The Hope Center's #RealCollege survey.

Reorganize Student Life structure	II.C.4	Vice Chancellor for Student Affairs	Begin fall 2018	Clearly defined Student Life structure and program

Status: IN PROGRESS

A Student Life counselor (faculty) position was hired in 2019 to support this action. However, it was later vacated in 2020 and the position was eliminated in 2021. The Student Life structure and program is now being supported by the Counseling Office. The chancellor convened a Chartered Student Organization (CSO) Constitutional Convention in October 2021 to address the structure; the convention will conclude in April 2022 with a new structure beginning in fall 2022.

Create evaluation/assessment process or system to measure effectiveness of placement instruments/qualifiers	II.C.7	Vice Chancellor for Academic Affairs, Institutional Researcher, Student Success Council, Vice Chancellor for Student Affairs, Hale Kea Manager	Planned for fall 2018 (after Institutional Researcher position filled)	Structured and scheduled data analysis of placement instruments and qualifiers

Status: IN PROGRESS

Math: The UH System math EdReady group met to adjust qualifiers. Multiple measures placement vs. course success data will soon be available from the UH System data office. Data analysis is in progress to look at how students were placed compared to their success rates in the courses in which they were placed.

English: ESL writing samples (rotating prompts) were examined for placement. Hawaiʻi CC still needs to compare student success rates to placement and is planning a

pilot using writing samples to determine the appropriate placement for English courses. Accuplacer writing samples will be examined compared to reading scores.

IV. INSTITUTIONAL REPORTING ON QUALITY IMPROVEMENTS

A. Response to Recommendations for Improvement

The 2018 External Evaluation Team Report (Team Report) outlined the following recommendations:

Compliance Requirements

None.

Recommendations for Improving Institutional Effectiveness

The Team Report noted Recommendations 1 and 2 and one UHCC System Recommendation for improving institutional effectiveness. The ACCJC action letter further stated, "These recommendations do not identify current areas of deficiency in institutional practice, but consistent with its mission to foster continuous improvement through the peer review process, the Commission encourages institutions to give serious consideration to the advice contained in the peer reviewers' recommendations. The Commission anticipates that you will bring them and the team's full report to the attention of your institution for serious consideration. In the Midterm Report, the College will include actions taken in response to the peer review team's improvement recommendations".

Outlined below are the actions taken by Hawai'i CC and UHCC System in response to these recommendations.

Recommendation 1

 In order to improve institutional effectiveness, the college should strengthen the link between assessment data and resulting analysis in order to support student learning and student achievement. (I.B.4)

Actions Taken

Hawaiʻi CC has taken the actions outlined below to strengthen assessment practices in order to provide valid, robust data on students' achievement of course and program learning outcomes and service unit outcomes. Faculty and staff in programs and units have used their analyses of their assessment data to inform and guide the development of their action plans for improvements in teaching, learning and services for students.

Hawaiʻi CC's assessment management system, Anthology-Campus Labs Outcomes (Campus Labs, CL, CL Outcomes), has been fully adopted by all instructional programs and currently holds Hawaiʻi CC's online archive of all course assessment reports from AY 2017 through AY 2022. The CL system provides College administrators, faculty and staff with a secure, transparent and accessible data collection and reporting tool that encourages programs to consider assessment data in planning for improvements. Based on approved curriculum outlines of record in the Kuali curriculum database, the CL system identifies and connects alignments of course level to program level to institutional level student learning outcomes, and allows both longitudinal and cross-program analyses of student achievements.

Program faculty enter their course assessment reports directly into the CL system, including quantitative student achievement data, qualitative descriptive and analytical narrative discussions, action plans for improvement, and supporting attachments such as summative assignments/tests and rubrics. The CL system displays quantitative data in easy-to-understand, color-coded graphs, provides numeric evaluations of the quantitative data via hover-screens, and "rolls up" the results at each level to the level above, i.e., course to program to institutional results. This allows faculty to immediately see and respond to their students' learning challenges, by developing and implementing improvements in curriculum and/or teaching and assessment strategies. See Figures 1 and 2 highlighting Hawaiʻi CC's aggregated ILOs for AY 2020 and AY 2021.

Per the recently updated (January 2022) Haw 4.202 Assessment Policy, *"[t]he course assessment cycle requires that all courses be assessed at least every five years; each course assessment cycle includes an initial assessment and a follow-up "closing the loop" re-assessment after the implementation of an action plan for improvement based on the results of the initial assessment."* This assessment protocol has been fully normalized as regular assessment practice in all programs for all regularly-taught courses.

Hawaiʻi CC's Institutional Assessment Coordinator (IAC) provides a wide range of assessment resources for faculty on Hawaiʻi CC's Assessment webpage. Most of these resources are publicly available without UH ID log-in, including, for example, the online

Assessment Schedules for Programs & Courses, which is managed by the IAC in collaboration with instructional department chairs. Additional resources such as assessment status reports are provided by the IAC to program and unit administrators and curriculum review committees. The IAC also provides individual, small-group and large-group assessment coaching, training and professional development for all instructional program and service unit faculty and staff, and works closely with program and unit administrators to ensure that assessment is a "top of mind" consideration in programmatic and curricular planning.

 As an example, faculty teaching in Hawai'i CC's Pālamanui Culinary Arts Program reported and analyzed students' results on an Initial assessment of *CULN 170 - Food/Beverage Purchasing* in fall 2020, then used those results to improve their online and face-to-face teaching strategies and re-assessed a new cohort of students to Close the Loop in Fall 2021. See Figures 3 and 4 of CULN 170's aggregated CLOs that demonstrated improvement in student learning in fall 2021 due to the program's implementation of action plans based on the fall 2020 assessment data; their analyses and action plans are detailed in the narrative reports in the CL Outcomes system.

Through Hawai'i CC's Program-Unit Review (PUR) process, assessment data for all instructional programs and courses are publicly reported with detailed analyses of results and action plans for improvement. Both Annual and Comprehensive (3-year) Reviews are publicly available on Hawai'i CC's Program-Unit Review webpage. All programs are required to report assessment results and discuss improvements or changes made based on those results. See for example, the information prompts in the 2021 Annual Program-Unit Review template. A slightly modified version of this Annual template is used by programs submitting 3-year Comprehensive Reviews, so those also include detailed reports of assessment data and discussions of changes implemented based on those results. Most programs include their assessment data graphs from the Campus Labs system in their Program Reviews; see, e.g., Information Technology AY19 to AY21 Comprehensive Program Review, pp. 3-19.

Hawai'i CC's non-instructional service and support units also have strongly embraced multi-variant, multi-instrument assessment practices and continue to incorporate analyses of student response data in their action plans for improvements of unit services to support student success. Like instructional programs' course assessment data, non-instructional unit assessment data is reported in Annual and Comprehensive Unit Reviews, which use the same template as Program Reviews and which also are publicly available on Hawai'i CC's Program-Unit Review webpage. For a recent example of assessment of unit service outcomes being used in planning for unit service improvements, see the Counseling, Advising and Support Services Center AY19 to AY21 Comprehensive Unit Review (see

especially Part 3, Unit/Service Outcomes, pp. 20-29, and Part 4, Action Plans, pp. 30-38).

In addition to direct support for robust assessment practices, Hawaiʻi CC's curriculum designation committees, organized under the Academic Senate, have embraced the role of assessment in helping to ensure that students will be provided the best learning opportunities available. For example, the Academic Senate's General Education Committee (GEC) requires that all courses being proposed for general education designation as either Foundations or Diversification courses must provide an approved assessment plan prior to the initial 5-year designation being granted, and courses being proposed for a further 5-year re-designation must show compliance with, or satisfactory progress toward compliance with, the Haw 4.202 Assessment Policy (see e.g., SSCI 111 Assessment Status Memo. 2022-01-31). As well, all courses proposed for general education, writing intensive, Hawaiian-Asian-Pacific ASC, and Sustainability ASC designations must provide documentation of the alignments of course learning outcomes to the designated curriculum Hallmarks (see e.g., SCI 111 S22 Diversification Hallmarks Alignment).

At the institutional level, in AY 2022 the College Council, Academic Senate and College administration unanimously approved renumbering the Haw 4.202 Assessment Policy for inclusion in the Institutional Effectiveness/Planning policy sector, emphasizing that, "assessment is the responsibility of everyone employed by Hawaiʻi Community College."

Further, as a result of the overall reinvigoration of the Hawaiʻi CC's assessment practices and the renewed focus on using assessment data to improve student learning and success, the College Council's campus-wide Assessment Committee (AC) has been stabilized as a permanent Standing Committee of the College Council, and its role in supporting institutional effectiveness has been clarified and strengthened (see the College Council Charter, Article VI: Standing Committees, Section 2: Assessment Committee, p. 5). The AC's annual tasks have been expanded to include close collaboration with the College Council's College Effectiveness Review Committee (CERC), both of which provide evaluative response memos to programs and units that have submitted 3-year Comprehensive Reviews. Like the CERC's evaluations, the AC's memos provide commendations and recommendations for improvement, but are specifically focused on program and unit assessment practices. All response memos provided by the AC and CERC, as well as the committees' bi-annual summary reports to the College Council, are publicly available within the College Council Committee Reports as well as on the College Council webpage.

Analysis and Evaluation

Hawaiʻi CC has strengthened the link between assessment data and resulting analysis in order to support student learning and student achievement.

Recommendation 2

In order to improve institutional effectiveness, the college should monitor the completion rate of evaluations for Civil Service and Administrative/Professional/Technical employees by evaluating all personnel systematically and at stated intervals. (III.A.5)

Actions Taken

Hawaiʻi CC has prescribed guidelines for evaluating civil service and Administrative/ Professional/Technical (APT) employees and has an established process for monitoring evaluations as noted below.

Civil service employees are evaluated annually based on their initial hire date and follow the State Department of Human Resources Development (DHRD) guidelines as outlined in the *Annual Employee Performance Appraisal System Guidelines for Employees (HRD Form 526A).* The Performance Appraisal System operates in three phases:

> *Phase I, Performance Planning, Communication of Performance Expectations/Requirements, and Goals/Projects* – By, or shortly after, the start of the performance rating period, your supervisor will meet with you to talk about your job duties, how the Performance Categories relate to your job, and performance expectations/requirements for the upcoming rating period. You should be sure you understand what your supervisor expects of you. If you are not sure, this is the time to ask your supervisor questions and get clarification.

> *Phase II, Performance Monitoring and Coaching* – Your supervisor will observe your work, talk with you about it, and record significant work performance (on HRD 529, Supervisor's Discussion Notes Form [SDN]), if necessary, throughout the rating period. Notes recorded on the SDN will be shown and discussed with you; you may write a rebuttal. You will be given a copy of notes that describe performance problems/deficiencies and you or your union representative may also review your supervisor's PAS documents by making an appointment.

> *Phase III, Completion of the Appraisal* – This Phase is completed at the end of your rating period. At that time, your supervisor will meet with you to go over your performance for the rating period and will discuss expectations/requirements for the upcoming rating period.

APT employees are evaluated based upon the procedures and performance expectations noted in the following policies:

[A9.170 Performance Evaluation of Administrative, Professional and Technical Personnel - BOR Personnel](#)

The objectives of this policy are to:

  a. To develop on a system-wide basis a uniform and consistent employee performance evaluation program for APT employees;

  b. To facilitate supervisor-employee discussions relative to employee work performance and to accomplish this in a supportive climate;

  c. To document information that may be used for determination of employment status, e.g., passing probation and acquiring employment security;

  d. To provide the mechanism to recognize and document performance awards for exceptional work performance; and

  e. To establish a standard evaluation period for all APT employees.

[EP 9.203 Evaluation of Faculty and Administrative, Professional & Technical Employees](#)

 The objectives of this Executive Policy are to:

A. Delegate to the University Chancellors and the Vice President for Community Colleges, on behalf of the community college system, responsibility for development of faculty evaluation procedures in consultation with the faculty governance organization and the exclusive collective bargaining representative. The Vice President for Community Colleges will also consult with the community college chancellors when developing the CC's faculty evaluation procedures.

B. Delegate to the Vice President for Administration responsibility for development of system wide procedures to be used in evaluating Administrative, Professional, and Technical (APT) employees.

C. Specify the procedures to be used in evaluating faculty in programs which do not have approved procedures in accordance with this policy.

[RP 9.213 Evaluation of Board of Regents Appointees](#)

This BOR policy sets forth the purpose and procedures for the evaluations of BOR's appointees.

This BOR policy sets forth the purpose and procedures for the evaluations of executive and managerial personnel.

Outlined below are the stats for civil service and APT employee evaluations completed and compiled by fiscal year:

Fiscal Year	Percentage of Evaluations Completed for Civil Service Employees	Percentage of Evaluations Completed for APT Employees
2018-2019	16%	84%
2019-2020	14%	88%
2020-2021	19%	100%

Analysis and Evaluation

Hawai'i CC adheres to established policies and procedures related to the performance evaluation of all personnel including civil service and APT employees and is regularly monitoring the completion rate of these evaluations. The reason for the discrepancy of the completion rates between civil service and APT employees is due in part to the method the evaluations are completed and tracked. APT evaluations are done electronically and their status can be easily seen in the system so that any email reminders or follow-ups if needed can be sent out by Human Resources to administrators and supervisors of APT employees. As a result, a 100 percent completion rate was accomplished and documented for FY 2021. Whereas, the evaluations for civil service employees that are administered by the State DHRD are done with hard copy forms and their status must be manually logged. In past years, there have been some issues with manually tracking and monitoring these evaluations in a timely manner. These issues are presently being addressed internally by Human Resources to better track and remind supervisors of evaluation due dates or follow-ups if needed.

System Recommendation

In order to improve institutional effectiveness, the team recommends that the system develop and implement an assessment process to measure the effectiveness of role delineations, governance, and decision-making processes to ensure their integrity. (IV.D.7)
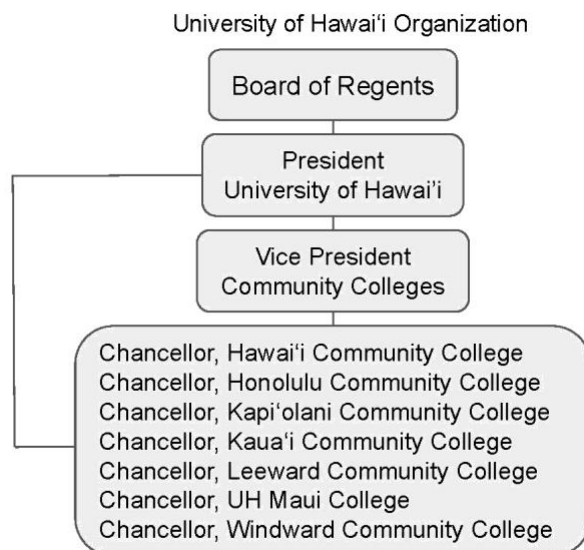
The UH System includes three universities, seven community colleges and community-based learning centers across Hawai'i. The seven community colleges comprise the UHCC System and are led by the Vice President for Community Colleges (VPCC).

To respond to the System Recommendation, the VPCC convened the six campus ALOs that represent the UH community colleges accredited by ACCJC and began holding monthly meetings. UH Maui College (UHMC) is accredited by the WASC Senior College and University Commission, and their ALO did not participate in responding to the ACCJC recommendation.

In early meetings, discussion centered around the External Evaluation Team Report. The report noted, "While assessment of system-wide role delineation, governance and decision-making is 'organic and ongoing,' a formalized structure for assessment does not exist." Based on this statement, the VPCC, the Interim Director of Academic Programs, and ALOs began work on developing a formalized assessment process. After much discussion, the group determined a baseline systemwide survey was needed. The UH/UHCC Shared Governance survey was disseminated to all seven community colleges, including UHMC, and the UHCC System Office as the goal of the UH/UHCC Shared Governance Survey is to provide feedback to the UHCC System Office and the colleges as a whole.

Survey Design

The survey solicited feedback on communication, role delineation, and shared governance across the UH System. At UH there is a three-tiered system of governance - the UH System, the UHCC System, and each college's own governance structure. While the UHCC System is part of the UH System, the offices have different roles and responsibilities, although there is some overlap. The chancellors have a dual reporting authority to the VPCC as well as to the President of UH. See the organizational chart below.

University of Hawaiʻi Organization

Board of Regents

President
University of Hawaiʻi

Vice President
Community Colleges

Chancellor, Hawaiʻi Community College
Chancellor, Honolulu Community College
Chancellor, Kapiʻolani Community College
Chancellor, Kauaʻi Community College
Chancellor, Leeward Community College
Chancellor, UH Maui College
Chancellor, Windward Community College

To address the two tiers of system governance, the same survey statements were repeated for the UH System and UHCC System separately. The goal is to understand if there are differences in how faculty and staff perceive communication and governance at the UH System level versus the UHCC System level. Additionally, the structure of the survey was designed to address the specific elements mentioned in the recommendation: Communication, Shared Governance, and Decision-Making.

The Interim Director of Academic Programs reviewed other community college surveys and drafted a UH/UHCC Shared Governance Survey. The draft survey was shared with the ALOs to garner feedback and suggestions for revisions. Over a period of several months, with feedback from the ALOs, a revised survey was produced. The survey was then shared with the seven community college chancellors and further revised. By early October 2021, a final Shared Governance Survey was completed.

Survey Results

The survey was conducted in October 2021 over a period of two weeks. Each chancellor invited their community college faculty and staff to participate in the survey. There were 318 survey respondents from the seven community colleges and the UHCC System Office, which represents a 15 percent response rate for the 2,135 positions in the UHCC System. Of the 318 survey respondents, 102 respondents, or 32 percent, provided written comments that are summarized in the sections below.

The survey results indicate the diversity of respondents accurately reflects the various campus functions. The number of respondents is evenly distributed across the campuses,

though not proportional with the size of each college. About one-third of the respondents have participated on a systemwide committee and should have some understanding of how systemwide committees function.

Communication

Quantitative results indicate that more respondents agree or strongly agree than disagree (42-44% vs 33-35%) that the UH System and UHCC System provide timely and accurate information. There is also agreement that the UH System website and the UHCC System website are reliable sources of information, however, respondents noted that most do not use either system website on a regular basis.

With respect to communication, the most frequent theme found in the qualitative comments is related to a lack of quality and timely communication. Some responses indicate a lack of communication at a specific college or branch campus. There are also several comments about the need to improve the UHCC website and provide more timely information.

Shared Governance

Perceptions about the effectiveness of system committees indicate an equivalent number of respondents agree and disagree about their effectiveness. In response to whether the system assists the college with meeting educational goals for student achievement and learning, more respondents agree than disagree with this statement for both the UH System and the UHCC System.

The statement regarding the role delineation between the UH System, UHCC System and the college shows about the same percentage of respondents agree or strongly agree that roles are clear as the percentage that disagree or strongly disagree.

Several themes emerged from the qualitative comments with two overarching themes of Decision-Making and Leadership.

Decision-Making

The largest number of comments were centered on the use of systemwide committees and the perception that administrators do not actually use the committee recommendations. Several respondents believe the administration is using the systemwide committees to "check the box" and often will make decisions without getting feedback at all or by simply ignoring the feedback.

Another area that was represented in the feedback was a concern that "[w]hile the ability to dialogue with colleagues on a systemwide committee is very valuable, the individuals

who represent the campus on those committees are not always the most effective representatives." The concern about appropriate representation on systemwide committees appeared in several comments.

Several respondents also mentioned a perception of bias with decision-making in favor of the four-year institutions and against the community colleges. Lastly, there is support for more collaboration to better serve students but also an opposing concern that colleges have become too centralized.

Leadership

Under the theme of Leadership, the most mentioned area was the lack of strong leadership and management experience in administration. A specific comment was, "There are too few senior leaders at the system and cc system who have recent campus leadership/management experience." A few comments also mentioned a lack of vision.

A few respondents commented on the lack of role delineation. "There is no clear delineation between the purview of individual campuses, the UHCC system, and the UH system. This yields a scenario in which campuses are expected to act as if they are part of the same body, while in fact, they are competing in many regards for limited enrollment potential and resources."

It was also suggested that it "would be nice if the Vice President of the CC's would engage more directly with each campus." And one respondent suggested, "I think it would be important to have administrators placed in permanent positions vs interim."

The UH System Office and chancellors will continue to reflect on the survey results and consider what additional actions may be needed to enhance shared governance and communication system wide.

Plans and Timeline

1. Share the survey results with the faculty and staff in the UHCC System.
    a. The VPCC will share the results at the regular college meetings in spring 2022.
    b. The UHCC System Office will distribute online feedback forms with the survey results for constituents to include additional suggestions for improvement by May 2022.
2. To address Communication:
    a. The UHCC System Office will review the UHCC System website during summer 2022 for accuracy and currency and revise by the beginning of the fall semester.

      b. The UHCC System Office will email systemwide committees annually every September to improve availability and accessibility of all systemwide committees meeting minutes.

3. To address Shared Governance:
      a. During fall 2022, the VPCC and chancellors will discuss feedback regarding a need for a clarified definition of shared governance and recent changes in role delineations.
      b. The UHCC System Office will disseminate a survey to systemwide committees to get more in-depth feedback on ways to improve shared governance and communication across the community colleges during the 2022-2023 academic year.

4. The UH System and UHCC System are currently reviewing the strategic plan. The UHCC System Office will look to integrate appropriate actions related to this recommendation into the 2023-2028 strategic plan.

5. The UHCC System Office will conduct the UH/UHCC Shared Governance Survey annually in the fall semester to gauge progress toward improving areas of concern.

B. Reflection on Improving Institutional Performance: Student Learning Outcomes and Institution Set Standards

1. Student Learning Outcomes (Standard I.B.2)
ACCJC Standard I.B.2 states: "The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services." Reflect on assessment processes since the last comprehensive review:

What are the strengths of the process that help the college to improve teaching and learning?

During the past seven years, Hawaiʻi CC has engaged in a dynamic reinvigoration of its assessment process and practices. Central to the success of this initiative has been the development of consistent, cogent protocols and requirements for course/program and non-instructional unit assessment, which are clearly defined in detail in Hawaiʻi CC's [Haw 4.202 Assessment Policy](). The tenets of the process are reasonable, practical, and wholly focused on using assessment as a tool to improve teaching, learning and services with the clear aim of enhancing student success through evidence-based decision-making. Implementation of the assessment process is fully supported by Hawaiʻi CC for both instructional and non-instructional divisions via the resources and professional development training provided by the Institutional Assessment Office.

Critically, the inclusion of assessment data, including analyses, action plans for improvements and changes made based on assessment results, is a core component of the Program-Unit Review (PUR) process. This contributes to "closing the loop" between the direct assessment practices of data collection and analyses at the course/program and individual unit levels, and those activities related to institutional effectiveness at the program, unit and division levels, including programmatic decision-making, planning for improvement, and implementation of action items to enhance the educational opportunities and experiences of students.

Hawaiʻi CC's successful integration of assessment in a broad range of arenas and activities is particularly evident in the key role assessment now plays in the development, review and revision of curriculum, including revision of learning outcomes statements and alignments and related elements of approved course outlines. Consideration of a course's history of assessment has been a core component of the approval process for general education and other special curriculum designations for the last four years (see, e.g., the Course Designation Checklist on the Academic Senate's General Education Committee webpage); and assessment is a required agenda item on all of the CTE programs' industry/trade Advisory Council annual meetings (see, e.g., 2022 CTE Advisory Councils Agenda template).

Among the key elements in Hawaiʻi CC's approach to fully integrating assessment into all programs' and units' efforts toward continuous improvement is the work of the College Council's Assessment Committee (AC). The committee, composed of faculty and staff peer representatives from all divisions of Hawaiʻi CC, closely reviews assessment projects at the course/program and unit levels that are identified in the PUR processes' three-year Comprehensive Reviews. The AC then provides those programs and units, as well as the College Council and administration, with written evaluations that include commendations and recommendations for improvement in assessment practices. These memos are publicly accessible within the College Council Committee Reports as well as on the College Council webpage.

What growth opportunities in the assessment process has the college identified to further refine its authentic culture of assessment?

As Hawaiʻi CC works to constantly improve our ability to "close the loop" by more closely integrating assessment results data and analyses into curricular, programmatic, and budget resource allocation planning, we continue to refine and streamline ways for faculty and staff to efficiently provide their colleagues and administrators with their assessment data and analyses, and for faculty, staff and administrators to be able to

effectively use that data in decision making.

One recent innovation Hawai'i CC has strongly supported is our new PUR online submission process, which employs a home-built "portal" designed by the vice chancellor of administrative affairs in collaboration with the IAC, using free software provided to the UH System by one of our major third-party vendors, Kuali. This new online portal allows ground-level faculty and staff review writers, most of whom are program coordinators and unit managers, to upload their draft PUR narrative documents quickly and securely. These PUR documents include required information about assessment practices, schedules, results data and analyses, along with discussions of improvements made and planned (see, for example, Part 3 of the 2021 Annual Program-Unit Review template).

This new PUR submission system allows program- and division-level administrators to review these draft PUR documents completely online and to provide the review writers with immediate feedback and/or requests for additional information. The administrators' approval workflow is transparent and trackable at all stages of the process. Importantly, when assessment data are used as supporting evidence for action plans and/or one-time resource allocation requests, this new system enhances opportunities for that data to be readily and easily available to decision-makers and implementation teams.

Provide examples where course, program, or service improvements have occurred based on outcomes assessment data.

Assessment results data and analyses have guided changes and improvements in curriculum, teaching strategies, assessment strategies and overall action planning for improvements in almost all of Hawai'i CC's instructional programs and the majority of non-instructional units during the past seven years. Hawai'i CC's Assessment webpage includes a comprehensive listing of Assessment Schedules for Programs & Courses. Below are examples from one instructional program in the Division of Liberal Arts and Sciences and one non-instructional unit in the Division of Student Affairs.

The I Ola Hāloa Center for Hawai'i Life Styles program (HLS) offers the AA HWST degree with a Concentration in Hula (AA-HWST-HULA) and a Concentration in Kapuahi Foundations (AA-HWST-KAPU), as well as the Hawai'i Life Styles Academic Subject Certificate (HLS ASC). The program has engaged in an uncompromisingly rigorous assessment schedule for its Hawaiian language (HAW) and Hawaiian Studies (HWST) courses. As the program notes in its Hawaiian Studies 2021 Comprehensive Program Review (see pp. 24 – 27), between AYs 2019 and 2020, the program conducted

Initial and/or Closing the Loop assessments on eight of its fourteen actively-taught HWST courses and two of its four actively-taught HAW courses. This provided the program with robust assessment data about its students' achievement on slightly more than half of its CLOs and all three of its PLOs across a three-semester period.[2]

The HLS program's assessment schedule has been full over the past few years, and demonstrates how the program integrates its assessment projects into its overall work to assure courses can fully meet the criteria for general education and other special course designations for students.

As the program notes in its three-year 2021 Comprehensive Program Review (link above), this "*aggressive*" schedule of assessment has led to significant changes and improvements across the program: "*Throughout this reporting period, a number of changes have been implemented based on the assessment results. Actions include updating rubrics, scoring guides, changing lead writers, clarification on collection of artifacts, updating CLOs, standardized verbiage, etc. In May 2021, the HLS program met for a summer residency where assessment and course information was reviewed and other adjustments were made to improve our courses to improve learner success.*" (p. 27)

See Figures 5 and 6 highlighting the HLS program's aggregated PLOs in AYs 2019 and 2020 that targeted specific improvements for student learning that demonstrated a positive impact in their courses.

The College Council Assessment Committee's evaluation memo responding to the HLS program's assessments as reported in their 2021 Comprehensive Program Review (link above) can be accessed via the Council's Committee Reports webpage: Assessment Committee Response Memo HWST AY19-21.

An example of service improvements based on outcomes assessment data occurred in the Division of Student Affairs. The staff of the Admissions and Records Office (ARO) collaborated with the Marketing Program faculty and students to develop and run "Mystery Shopper" assessment projects in 2018 and 2019. Students acted as "shoppers" using the unit's services via in-person, over-the-phone, and email transactions. At the end of the evaluation period, the students collated their information and developed a presentation for ARO staff on their experiences and described several improvements they recommended could be made in the unit's customer service areas.

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[2] The HLS program took an administration-approved break from assessment in spring 2020 and throughout AY 2021 due to the rapid change in teaching modalities required as a response to the COVID-19 pandemic.

As the staff noted in their <u>Admissions and Records Office 2021 Comprehensive Unit Review</u>, the unit "*used the presentations provided by mystery shopper students and their assessment results as a platform to celebrate things that are working well and offer training with the areas that need improvement*." (p. 11, Unit Outcome #2).

The unit had to postpone the mystery shopper assessment project in AYs 2020 and 2021 due to COVID-based reductions in-person services. However, as their 2021 Comprehensive Unit Review (link above) noted, staff continued to develop new tools to gather data on student satisfaction with their services and operations: "*There were no Mystery Shopper Results for 20-21 as the COVID-19 pandemic shifted focus to other priorities. The latter part of 2021, the unit developed a customer satisfaction survey with Paepae Haumana, which includes Admissions & Records, Financial Aid, and Information Center*." (p. 10) The ARO unit intends to use the results from this survey to guide their efforts to continuously improve students' experiences when using their services.

In those areas where assessment may be falling behind, what is the college doing to complete the assessments per the college's schedule?

Support for assessment is provided at many levels throughout Hawaiʻi CC. In addition to focused assistance from program administrators and the IAC, the College Council's AC provides guidance and support to programs that are struggling to conduct and report their course assessments, and to units working to develop and implement appropriate assessment strategies. The committee's evaluations and recommendations are provided to the programs and units based on the assessment portions of their three-year comprehensive Program/Unit Reviews.

The AC's collaboratively-written evaluation memos provide detailed, specific suggestions for improvements. As an example of the way this type of support can help guide program faculty and staff as they work to improve their assessment practices, see the committee's response memo to the Human Services Program's 2020 Comprehensive Program Review: <u>Assessment Committee Response Memo HSER AY18-20</u>.

The AC's recommendations were shared by the department chair with all faculty and lecturers in the Human Services Program and, after discussion, the teaching team committed to designing and conducting a new, rigorous assessment for the program's foundational entry course, HSER 110, Introduction to Human Services. As recommended by the AC, this work first meant revising and strengthening the Human Services program learning outcomes (PLOs), the HSER 110 course learning outcomes

(CLOs), and their alignments. Once the program's student learning goals had been clarified and the new learning statements and alignments had been approved by the IAC and the Social Sciences Department administrators (effective Fall 2021), the instructional team set about redesigning and clarifying the summative writing assignment and rubric used for the HSER 110 assessment.

As recommended by the AC, the team reached out to faculty in other programs and support units to help them identify how elements of the assignment allowed students to demonstrate their achievement levels on each of the CLOs; this then led to a major revision of the CLO-based assessment rubric. Importantly, this process also allowed the teaching faculty to dialogue with each other and colleagues from aligned programs. In these discussions, faculty shared best practices and instructional strategies to help students achieve course learning goals.

At the beginning of the spring 2022 semester, the program called together an assessment *hui* (team) composed of the department chair and four faculty members from the program and aligned support units. The instructional faculty provided the assessment hui with twenty-two (22) students' summative papers randomly selected from three (3) instructional sections with a total of seventy-three (73) students from the fall 2021 semester, representing the work of approximately thirty percent (30%) of HSER 110 students that semester.

The assessment hui met several times in January and February 2022 to assess and score the students' work, analyze their findings and develop action plans for improvements. Among their suggested improvements for upcoming semesters was that the Human Services Program and HSER 110 teaching group should continue to work on more closely aligning the summative assignment and instructions given to students with the new learning outcomes and rubric indicator categories. While the work done in these areas has clearly helped instructors focus more closely on the student-learning goals in their teaching, and likely has contributed to higher overall aggregate assessment results data compared to earlier years' results, the program agreed with the assessment hui that continued focus in these areas will help strengthen students' learning opportunities.

The program's instructional faculty are currently (spring 2022) working on those recommendations and will be implementing the new summative assignment instructions for students on their HSER 110 syllabi in fall 2022. The program is committed to conducting a Closing the Loop reassessment using fall 2022 students' work and expects to report its findings and further recommendations for improvement in spring 2023.

See Figures 7 and 8 that highlight students' achievement on the HSER 110's aggregated CLOs-PLOs in summative assessments in spring 2019, followed by the new assessment

of HSER 110 revised CLOs/PLOs in fall 2021.

2. Institution Set Standards (Standard I.B.3)

The UHCC System implemented [UHCC Policy 4.203](#) in 2017 that identified eight specific standards for which each campus is held accountable. The standards, baseline (floor) values and aspirational (stretch goal) values are included in [Attachment A](#) of this policy for each community college. The eight standards are:

1. Course Completion
2. Degrees and Certificates Awarded
3. Native Hawaiian Degrees and Certificates Awarded
4. Pell Recipient Degrees and Certificates Awarded
5. Transfer to Baccalaureate Institutions
6. Integrated Postsecondary Education Data System ([IPEDS](#)) Student Success Rate
7. Licensure and Certification Examination Success Rate
8. Job Placement Rate

Hawaiʻi CC met the baseline (floor) standards for Course Completion, Certificates Awarded, Transfers to Baccalaureate Institutions, and IPEDS Student Success Rate during this review period. Whereas, the baseline (floor) standards for Native Hawaiian Degrees and Certificates Awarded, Licensure and Certification Examination Success Rate, and Job Placement Rate were partially met. The baseline (floor) standards for Degrees Awarded and Pell Recipient Degrees and Certificates Awarded were not met. This information is publicly available through the [Hawaiʻi CC FactBook](#), [HGI Campus Completion Scorecard - Hawaiʻi CC](#), and the ACCJC Annual Reports posted on Hawaiʻi CC's [Accreditation](#) webpage. Likewise, the following institutional reflection was also based on data included in the most recent [ACCJC 2022 Annual Report](#).

Standard 1 – Course Completion

The baseline (floor) value is set at 70 percent and the aspirational (stretch goal) value is 75 percent for Course Completion. Successful course completion is defined by the percentage of students receiving a grade of C or better in a course by the end of the official add/drop period during the academic year. Hawaiʻi CC consistently exceeded the baseline and aspirational values each year by an overall average of 7 and 2 percent respectively for successful student course completion.

To improve its outcomes, the College has put into place retention initiatives including data analysis to determine gatekeeper courses, identify courses and instructors with high numbers of incompletes, and evaluate the effectiveness of our First Year Experience (FYE) courses. The intention with this data collection and analysis is to share information and provide support to faculty and students in order to improve retention rates.

Category	2018-19	2019-20	2020-21
Baseline (Floor) Value	70%	70%	70%
Aspirational (Stretch Goal) Value	75%	75%	75%
Actual Performance	77%	77%	77%
Difference between Baseline and Actual	+7%	+7%	+7%
Difference between Aspirational Value and Actual	+2%	+2%	+2%

Source: Office of the Vice President for Community Colleges; data queried Mar. 24, 2022.

Standard 2 – Degrees and Certificates Awarded

Certificates Awarded

The baseline (floor) value is set at 97 (based upon an average from 2012-2015) and the aspirational (stretch goal) value is 5 percent growth per year for certificates of achievement awarded during the fiscal year. Hawai'i CC consistently exceeded the baseline and aspirational values each year for this standard.

Category	2018-19	2019-20	2020-21
Baseline (Floor) Value	97	97	97

Aspirational (Stretch Goal) Value	117	123	130
Actual Performance	184	178	168
Difference between Baseline and Actual	+87	+81	+71
Difference between Aspirational Value and Actual	+67	+55	+38

Source: Office of the Vice President for Community Colleges; data queried Mar. 24, 2022.

Degrees Awarded

The baseline (floor) value is set at 500 (based upon an average from 2012-2015) and the aspirational (stretch goal) value is 5 percent growth per year for associate degrees awarded during the fiscal year. Hawai'i CC didn't meet the baseline and aspirational values each year for this standard. Initial analysis of the data shows a number of students in career and technical programs are pursuing Certificate of Achievements (CA) and going directly into the workforce instead of pursuing Associate in Applied Science (AAS) degrees which include courses in these certificates and foundational or general education courses. The CA provides them with credentials to be ready for the workforce and employment. It has also been noted that a number of students are transferring to universities prior to earning their associate degrees.

Actions taken to improve the performance of this standard include:

- Remedial English and Math programs were restructured along with an intensive, regular professional development for English faculty.
- Scheduling efficiency measures were put in place to limit the number of overlapping classes and make sure program courses were offered on a more reliable basis.
- Increased the number and quality of courses offered via distance education.
- Increased the number of GE-Designated courses, particularly Science courses and labs.
- Fostered more interdisciplinary with GE and elective courses to increase completion of GE requirements.

- Established the Hawaiian-Asian-Pacific (HAP) Committee, a UH System designation process, and began soliciting applications for course designations.
- Made significant improvements to the AA Hawaiian Studies degree.
- The Hawaiʻi Life Styles (HLS) program emerged as a UH System's leader in indigenizing the academic process and campus culture through the Haʻakūmalae program (Title III).
- Improved assessment practices and used data to refine teaching and learning.
- Individual programs restructured their curricula and many offered online courses for the first time in order to reach a broader audience of students.
- Obtaining several grants that provide scholarships for STEM students.
- Making use of HEERF funding to supplement students' financial aid in the form of materials for classes and monetary awards to support students' basic needs.
- Instituting a First Year Experience program as outlined in the QFE.

Category	2018-19	2019-20	2020-21
Baseline (Floor) Value	500	500	500
Aspirational (Stretch Goal) Value	608	638	670
Actual Performance	403	374	362
Difference between Baseline and Actual	-97	-126	-138
Difference between Aspirational Value and Actual	-205	-264	-308

Source: Office of the Vice President for Community Colleges; data queried Mar. 24, 2022.

Standard 3 – Native Hawaiian Degrees and Certificates Awarded

The baseline (floor) value is set at 236 (based upon an average from 2012-2015) and the aspirational (stretch goal) value is 5 percent growth per year for associate degrees and certificates of achievement awarded during the fiscal year to students of Native Hawaiian Ancestry. With the exception of this recent FY 2021, Hawaiʻi CC typically exceeded the baseline values each year for this standard. This recent drastic drop in degrees and

certificates awarded for this standard appears to be an anomaly and could possibly be attributed to COVID-19 impacts. The college has not met the aspirational values for this standard during this review period. It's anticipated that actions taken to improve the performance of Standard 2 will also contribute to improving this standard. In addition, the College is reviewing activities and outcomes committed in its US Department of Education Title III and Alaska Native and Native Hawaiian-Serving Institutions Program (ANNH) grants. A number of these activities called Haʻakūmalae will reinforce support to Native Hawaiian students' success.

Category	2018-19	2019-20	2020-21
Baseline (Floor) Value	236	236	236
Aspirational (Stretch Goal) Value	287	301	316
Actual Performance	257	272	230
Difference between Baseline and Actual	+21	+36	-6
Difference between Aspirational Value and Actual	-30	-29	-86

Source: HGI Campus Completion Scorecard - Hawaiʻi CC ; data queried Feb. 15, 2022.

Standard 4 – Pell Recipient Degrees and Certificates Awarded

The baseline (floor) value is set at 418 and the aspirational (stretch goal) value is 5 percent growth per year for associate degrees and certificates of achievement awarded during the fiscal year to students who received Pell awards. Hawaiʻi CC has not met the baseline and aspirational values during this review period for this standard. With the exception of this recent FY 2021, Hawaiʻi CC typically averaged around 350 degrees and certificates awarded to Pell recipients. This recent drastic drop in degrees and certificates awarded for this standard appears to be an anomaly and could possibly be attributed to COVID-19 impacts. It's anticipated that actions taken to improve the performance of Standard 2 will also contribute to improving this standard.

Category	2018-19	2019-20	2020-21
Baseline (Floor) Value	418	418	418
Aspirational (Stretch Goal) Value	508	533	560
Actual Performance	356	340	307
Difference between Baseline and Actual	-62	-78	-111
Difference between Aspirational Value and Actual	-152	-193	-253

Source: HGI Campus Completion Scorecard - Hawaiʻi CC ; data queried Feb. 15, 2022.

Standard 5 – Transfers to Baccalaureate Institutions

The baseline (floor) value is set at 398 (based upon an average from 2012-2015) and the aspirational (stretch goal) value is 5 percent growth per year for the number of Hawaiʻi CC home-based students who transfer to a baccalaureate institution during the academic year (AY). Hawaiʻi CC consistently exceeded the baseline values each year for this standard, but didn't meet the aspirational values. Hawaiʻi CC continually develops articulation agreements with colleges and universities within and outside of the UH system to provide transfer opportunities for our students in order to improve outcomes for this standard such as the recent partnership with Western Governors University. A listing of several transfer opportunities and partnerships are listed on Hawaiʻi CC Transfer Partnerships webpage. Hawaiʻi CC continues to strengthen and expand the transfer pipeline to UH 4-year campuses with collaboration on UH Transfer Day events, dual-enrollment partnerships such as the UH Mānoa Kaʻieʻie Degree Pathway Agreement and by increasing eligibility for 2-year programs to be part of the UH System Automatic Admission initiative which allows UHCC students to transition directly to a UH 4-year university without having to pay the application fee.

Category	2018-19	2019-20	2020-21
Baseline (Floor) Value	398	398	398
Aspirational (Stretch Goal) Value	469	492	517
Actual Performance	424	432	423
Difference between Baseline and Actual	+26	+34	+25
Difference between Aspirational Value and Actual	-45	-60	-94

Source: Office of the Vice President for Community Colleges; data queried Mar. 24, 2022.

Standard 6 – IPEDS Student Success Rate

The baseline (floor) value is set at 31.6 percent (based upon the success rate for the fall 2012 IPEDS cohort) and the aspirational (stretch goal) value is an incremental growth to reach a success rate of 50 percent by fiscal year 2021 for IPEDS Student Success Rate. This student success rate is defined at which first time, full-time students either graduate or transfer to a baccalaureate institution within 150 percent of the time of entry. Hawai'i CC consistently exceeded the baseline values each year for this standard, but didn't meet the aspirational values. Although the aspirational values weren't met, Hawai'i CC's performance trend has been steadily increasing over this reporting period.

To improve its outcomes, Hawai'i CC has put into place retention initiatives including data analysis to determine gatekeeper courses, identify courses and instructors with high numbers of incompletes, and evaluate the effectiveness of the FYE courses. The intention with this data collection and analysis is to share information and provide support to faculty and students in order to improve retention rates.

Category	2018-19	2019-20	2020-21
Baseline (Floor) Value	31.6%	31.6%	31.6%
Aspirational (Stretch Goal) Value	44.6%	47.2%	50%
Actual Performance	37.7%	38.6%	42%
Difference between Baseline and Actual	+6.1%	+7%	+10.4%
Difference between Aspirational Value and Actual	-6.9%	-8.6%	-8%

Source: HGI Campus Completion Scorecard - Hawai‘i CC; data queried Feb. 15, 2022.

Standard 7 – Licensure and Certification Examination Success Rate

For this review period, the Associate in Science degree in Nursing (ASN) was the only program with ten or more students that was applicable to this standard. The baseline (floor) value is set at the NCSBN's NCLEX pass rate for the NCLEX-RN examination for first-time test takers (US educated) for an associate degree completed in the designated year. The pass rate for students in this program is based on the number of students taking the examination. The aspirational (stretch goal) value is 90 percent. Hawai‘i CC didn't meet the baseline value for this standard by a few percentage points in 2019 and 2020. However, the program exceeded the baseline value for 2021 despite challenges of COVID-19, changes in teaching modality, decreased students' time in the clinical settings, decreased faculty number, and a UH hiring freeze. Overall, the average pass rate for this program has been 81 percent. Also, the aspirational values have not been met during this review period. To meet the aspirational value, three days of NCLEX RN licensure preparation and review have been included in the NURS 257 course for the ASN graduating class.

Program - AS Nursing	2019	2020	2021
Baseline (Floor) Value	85%	83%	79%
Aspirational (Stretch Goal) Value	90%	90%	90%
Actual Performance	79%	81%	82%
Difference between Baseline and Actual	-6%	-2%	+3%
Difference between Aspirational Value and Actual	-11%	-9%	-8%

Source: NCSBN's NCLEX pass rate

Standard 8 – Job Placement Rate

The baseline (floor) value, identified as ISS, was established by the Perkins placement rate for AY 2014. The aspirational (stretch goal) value was established by the Perkins established improvement rate for each subsequent year. The job placement rate reported for each career and technical education program are from the Perkins annual report. The Perkins program data includes all graduates and concentrators (students who have completed a subset of program courses) who have left the program. The Perkins target is based on a negotiated level of placement within the state plan for Career and Technical Education that includes an expectation of continuous improvement. Programs with fewer than 10 students exiting the program are not reported and are identified as "N/A." Programs that met or exceeded the ISS/baseline (floor) values, their job placement rates are identified in **bold** below. For those programs that didn't meet the ISS/baseline (floor) values, their job placement rates are identified in red below.

Hawai'i CC has met its ISS (floor) standard for job placement rates at 50 percent or higher for this review period. For AY 2019, 2020, and 2021; 50, 100, and 86 percent of the programs (with 10 or more students exiting) respectively met or exceeded the baseline job placement rate. Whereas, 38, 92, and 57 percent of these programs respectively met or exceeded the aspirational job placement rate. Overall, the rates have fluctuated and varied yearly for each program without any particular trend.

Actions taken to improve the performance of these programs include:

- For AG, an agreement was signed with local high school that establishes a dual-credit pathway; high school students will receive college credential (up to 1-year of college credit) after successfully completing their high school core pathway courses.
- For BTEC, there were program curriculum modifications. Courses were either deleted or added based on feedback from advisory council members. Additionally, a new certificate, the Virtual Office Assistant CO was added.
- For CARP, faculty members worked to align high school courses and increase the dual-credit courses for students. The program has partnered with our existing Construction Academy faculty and have aligned course content and developed common assessments. Hawaiʻi Community College faculty teach for Construction Academy at five local high schools. An agreement has been drafted and will be disseminated for final signatures.
- For CULN, the West Hawaii culinary program is exploring dual credit with high school partners. East Hawaii culinary has piloted work-based learning opportunities with advanced culinary courses. Both programs are seeking to increase their Prior Learning Assessment (PLA) and develop assessments that would award credit to students who have relevant work experience.
- For IT, there were curriculum changes made in the 2018-2019 program year.

Program		2018-19		2019-20		2020-21	
	Aspirational Value (%)	Job Placement Rate (%)	ISS Baseline (Floor) Value (%)	Job Placement Rate (%)	ISS Baseline (Floor) Value (%)	Job Placement Rate (%)	ISS Baseline (Floor) Value (%)
Accounting	70	**71.43**	66.75	N/A	33	**82**	33
Administration of Justice	70	**67.86**	66.75	**81.82**	33	N/A	33
Agriculture	70	40	66.75	N/A	33	N/A	33

Architectural, Engineering and CAD Technologies	70	N/A	66.75	**90**	33	N/A	33
Auto Body Repair and Painting	70	N/A	66.75	**90**	33	N/A	33
Automotive Mechanics Technology	70	50	66.75	**93.75**	33	**33**	33
Business Technology	70	52.94	66.75	**84.62**	33	N/A	33
Carpentry	70	56.25	66.75	N/A	33	N/A	33
Creative Media	70	N/A	66.75	N/A	33	N/A	33
Culinary Arts	70	65.63	66.75	**82.86**	33	**36**	33
Diesel Mechanics	70	**93.75**	66.75	**76.47**	33	N/A	33
Digital Media Arts	70	N/A	66.75	N/A	33	N/A	33
Early Childhood Education	70	**93.33**	66.75	N/A	33	N/A	33
Electrical Installation and Maintenance Technology	70	**80.77**	66.75	**88.89**	33	**83**	33
Electronics Technology	70	N/A	66.75	N/A	33	N/A	33
Fire Science	70	**91.18**	66.75	**91.89**	33	**70**	33
Hawaiʻi Life Styles	70	N/A	66.75	N/A	33	N/A	33
Hospitality and Tourism	70	61.54	66.75	N/A	33	N/A	33

Human Services	70	N/A	66.75	N/A	33	N/A	33
Information Technology	70	60	66.75	**94.44**	33	N/A	33
Machine, Welding and Industrial Mechanics Technologies	70	**68.18**	66.75	**80.95**	33	21	33
Marketing	70	**70**	66.75	N/A	33	N/A	33
Nursing: AS	70	**72.97**	66.75	**62.07**	33	**71**	33
Nursing: Practical	70	N/A	66.75	N/A	33	N/A	33
Substance Abuse Counseling	70	N/A	66.75	N/A	33	N/A	33
Tropical Forest Ecosystem and Agroforestry Management	70	N/A	66.75	N/A	33	N/A	33
Programs Met/Exceeded ISS Baseline (Floor) Values	**8**/16 50%		**12**/12 100%		**6**/7 86%		
Programs Met/Exceeded Aspirational Values	**6**/16 38%		**11**/12 92%		**4**/7 57%		

Source: Office of the Vice President for Community Colleges; data queried Mar. 24, 2022.

C. Report on the outcomes of the Quality Focus Projects

As a result of self-reflection during the 2018 ISER process, Hawaiʻi CC's Quality Focus Essay (QFE) identified two areas on which to focus to better meet the mission of the College and to ultimately increase student learning and achievement. These two action projects aim to improve the College's 1) integrated planning process, and 2) student FYE.

Action Project 1: Integrated Planning

The goal of integrated institutional planning is to steer Hawaiʻi CC towards effectively fulfilling its mission. Planning incorporates assessment of student learning, program/unit review, strategic and academic plans, and resource allocation for the attainment of institutional objectives. Since integrated planning involves broad-based coordination and collaboration across the College, it is important to create a process that is clear, well-communicated, and useful. The QFE identified that the institutional effectiveness and budget allocation process was in need of review and revision. Although on paper the process appeared sound, the effectiveness and usefulness of the process were in question and the ISER review and the Achieving the Dream's Institutional Capacity Assessment Tool (ICAT) survey made evident the need to streamline processes to make Hawaiʻi CC's integrated planning more transparent, meaningful, and sustainable over time.

In fall of 2019, the chancellor pulled together members of the administrative team along with members of the Kauhale who have specific skills and knowledge to create three sub-committees to begin review of the current campus institutional effectiveness and budget allocation process. The sub-committees were each tasked with reviewing one of three areas: 1) planning, 2) evaluation, and 3) resource allocation. Each group was tasked with researching current operations, plans, practices and timelines in their area. The initial timeline for this phase of the QFE project that had been developed in 2018 by the ISER team was difficult to follow, as the scope of this project is quite large since it encompasses a number of major operational areas, including the annual and comprehensive Program/Unit Review (PUR) process, the Strategic Plan and other campus guiding documents such as the Academic Master Plan, the Technology Master Plan, and the Resources Master plan, the work of the College Council's College Effectiveness Review Committee (CERC), the budget allocation process itself, and numerous other side entities and processes that have developed over time to compensate for operational needs that these plans/processes were not effectively addressing.

These three sub-committees found many inconsistencies and deficiencies in the current institutional effectiveness and budget allocation process, primarily that many of the documented plans were not effectively implemented, some were not being used at all, and many were not producing their intended outcomes. To begin to address these issues, the three separate sub-committees combined into one QFE-Integrated Planning (QFE-IP) committee so that experts over the areas of planning, evaluation and resource allocation could come together to discuss and begin to develop a blueprint for revising and improving the plans and processes related to institutional effectiveness and budget allocation. In fall 2020, the combined QFE-IP committee was transferred to the College

Council as a task force under the provisions of the [College Council Charter](#) (see Article II, Section 3, p.2).

The QFE-IP committee's first order of business was to involve Kauhale members in the process, to find out from their perspectives what the greatest challenges and concerns were regarding all the components of the institutional effectiveness and budget allocation process. Through the spring 2021 semester, ten focus group sessions were held with administrators, faculty, staff, and members of the respective College Council and Academic Senate committees that are actively involved with these processes. For those not able to attend, a campus-wide survey went out to solicit feedback on their thoughts on what the main concerns with the processes/plans were. Over 65 participants gave feedback either at a focus session or via the online form, and the overwhelming majority of comments were focused on concerns regarding the budget allocation process. Participants felt that there was a lack of understanding, transparency, trust and consistency with the process and that it was difficult to have a conversation about how to fix it when everyone was on different levels of understanding of how the budget process actually works. A sub-committee prepared a report to capture the concerns and sentiments of the Kauhale in this [Summary of Quantitative Analysis of Focus Group Discussions](#). The overwhelming sentiment was that budget was the top priority of concern and that systemic issues of trust, oversight and lack of information and transparency needed to be addressed.

In April 2021, an all college in-service day was held to help address some of these specific budget concerns by providing an overview of the budget process and to allow campus members an opportunity to ask questions to clarify their understanding of how the process works. The event was attended by over 70 participants and was a step toward establishing a culture of transparency, change and accountability. Participants' responses to the event showed most were grateful for the information and felt that they learned a good deal about the budget process, but that further training sessions would be needed to get more into the finer details of how the process worked on a practical level.

Throughout the remaining months of 2021, the QFE-IP committee's discussions focused on preparing for Kauhale-wide training sessions on the budgeting process. The committee also identified numerous challenges and discussed suggestions for improvement. Key members of the committee then helped guide immediate implementation of identified solutions where possible. These actions align with the overall goals of this QFE:

1) To strengthen the College's integrated planning process to be more efficient, streamlined and timely.

2) Leverage technology tools for better data and information gathering and improved workflow.
3) Make the integrated planning process more Kauhale-based, increasing participation and commitment, as well as improving communication and transparency, all directed toward the shared outcome of enhancing student success.

As an example, members of the QFE-IP committee helped develop a new technology tool that allows for the streamlined submission of both annual and comprehensive (3-year) PUR, along with the collection of data about any "one-time" budget requests (i.e., special requests outside of regular operating budgets) that may accompany these narrative reports. This online system was piloted in the fall 2021 PUR cycle and has helped to better organize the secure online submission, tracking and administrator-review workflow of the narrative Review documents, as well as the collection of special-request budget data included with the reviews; see the [2021 Annual Program-Unit Review template](#) and the [Program-Unit Review](#) webpage, which holds the archive of all reviews submitted by programs and units to Hawaiʻi CC and UHCC System from AY 2005 through 2021. Working with data collected through this new online review submission system, the vice chancellor for administrative affairs can now easily collate all special budget requests, along with the justifications and action plans related to those requests, into an easily-searchable detailed budget report for consideration by the administration team during their budget decision-making process.

Throughout fall 2021 and spring 2022, the QFE-IP committee met regularly to discuss the various aspects of the institutional effectiveness and budget allocation process. Additional open discussion sessions were scheduled to include the campus Kauhale in this initiative, with timely updates to the Kauhale provided through regular reports to the College Council.

Further, based on lessons learned during the spring 2021 open discussion sessions with the Kauhale, a few members of the QFE-IP committee formed an education sub-committee to work on planning a series of trainings that would continue to empower Kauhale members and provide a basis through which the College can continue to discuss what changes need to happen to improve institutional planning and effectiveness. This education initiative is necessary because it has become evident to the QFE-IP group that many, if not most, members of the Kauhale are not well versed in the institutional effectiveness and budget allocation process, what it encompasses, its timeline and purpose, and how different parts of the College, including their own divisions and units, are involved.

This sub-committee on education was tasked with providing opportunities for Kauhale members to gain a bigger-picture understanding of the various components of the process, starting with understanding the role and values of committee work, as this was a related area of major concern expressed during the QFE-IP focus sessions held in spring 2021. The sub-committee provided an initial report on their activities and plans to the College Council in December 2021; see College Council meeting minutes, Dec 3, 2021, p.10, and the group's planning document, Transforming Committee Service. This sub-committee also submitted the QFE-IP Education Sub-Committee Report as an update of their accomplishments and proposed future actions as part of this Midterm Report.

The QFE-IP chair has documented their actions and aligned them with the respective goal(s) that each address. The goal of the QFE-IP committee in AY 2022 has been to prepare and present a blueprint for improvements to the overall process to the College Council by the March 11, 2022 meeting; see the QFE - Integrated Planning Task Force Proposed Changes to the Institutional Effectiveness and Budget Allocation Process. This gives Kauhale members an opportunity to provide feedback and have discussions on the proposals before a final plan is presented for adoption to the College Council and administration in May 2022.

The next steps for the current committee include disbanding as a College Council task force at the end of AY 2022 and creating an Implementation task force to take over the next phase of the QFE-IP work. Once the Kauhale has adopted the current committee's proposed revisions (see link above) to the Integrated Planning process for institutional effectiveness and budget allocation, implementation should be able to start in fall 2022 and continue through spring 2023, with an initial evaluation of the new process scheduled to take place in AY 2024.

Action Project 2: First-Year Experience (FYE)

The goal of Hawaiʻi CC is to provide high quality learning opportunities that lead students to degree completion and employment. To achieve this goal, Hawaiʻi CC aims to support each student from entry to end point. This project focused on improving experiences for students at their most vulnerable stage: their first year at college. Recognizing the potential to improve the retention of students, the Kauhale focused on meeting the needs of students during their first year, both inside and outside of the classroom. This project developed a coordinated program between instruction, student services, and academic support that seeks to improve retention and persistence rates, and ultimately degree attainment.

HUA: The Catalyst (Why FYE?)

The 2018 ISER identified the College's commitment to "improving experiences for students at their most vulnerable stage: their first year at the College." The goal was to enhance retention and persistence rates, and ultimately degree attainment.

HAʻALELE: The Departure (Committing to FYE)

Following the example of many other colleges nationally, Hawaiʻi CC decided to build a FYE that would orient students both academically, socially and culturally for success at the college. It was the aim to do this in the following, coordinated ways that included 1) instruction, 2) student services, and 3) academic support services.

HUAKAʻI: The Journey (to FYE)

Since 2018, Hawaiʻi CC has done planning, preparation and adjustments for the Kauhale. Even delays caused by the COVID-19 pandemic, this did not deter Hawaiʻi CC's commitment to enhancing the student experience. It looked at how to create an FYE model that would fit the needs of its students and the communities served.

The FYE approach for Hawaiʻi CC includes:

1. High engagement (HE) strategies that will be used to strengthen students' writing, reading, organization, collaboration and questioning skills.
2. The Kaʻao Framework that will leverage cultural connections to the academic journey. This includes extended learning and support activities based on developing an awareness of Hawaiʻi, its environment, kinship relationships, and place-based knowledge.
3. Knowledge of both campus and community resources that will provide well-rounded support to students.

HOʻINA: The Return (Implementation of FYE)

Hawaiʻi CC launched its FYE in fall 2021.

These components began to be incorporated in Instructional, Student Services, and Academic Support Services.

Instructional:

- Students in their first semester at the college will take two courses

Student Services:

- Students will be greeted with an in-depth orientation which includes creating social bonds, connecting to Hawai'i CC and academic success resources, introducing Title IX / PAU Violence, and developing relevant technology skills.
- Student Services will provide advising, counseling, and extension classes on non-cognitive skills, financial planning, scholarship opportunities, etc.

Academic Support services:

- Academic support will participate in classes and extended learning opportunities and activities outside of classes to reinforce learning and skill building, including peer mentors that have been trained in Ka'ao and high engagement approaches to academics. The faculty referral form for students was updated and expanded to include mental health, academic advising, basic needs (food and housing security).

During the AY 2021, a group was formed to work on an FYE designation process for courses. Hallmarks were created along with a designation process. In fall 2021, 15 FYE designated class sections were offered: ENG 102, BUSN 164, and HWST 100 with an enrollment of 181 unduplicated students. There were 102 students (56%) who passed with C or better and 64 percent continued in the spring 2022 semester. The results of a student survey assessing these FYE courses (fall 2021) are outlined in the [FYE 2020 Midterm Report Summary](#).

Training for faculty is ongoing. Several training sessions for both AVID and the Ka'ao Model have been offered. Currently, Ka'ao Laulima Training is available to faculty as well as Ka'ao Kanak-tions. On October 29, 2021, Hawai'i CC hosted a Kauhale Day (professional development activity) with the focus on FYE to create a baseline understanding of FYE for the college community. Currently there are two FYE committees that fall under QFE-FYE: FYE Designation Committee (Academic Senate) and Hawai'i CC FYE (College Council). Hawai'i CC is currently in its soft launch of FYE for this academic year. A hard launch is scheduled for AY 2023. A summary of past and future FYE activities are also highlighted in the [FYE 2020 Midterm Report Summary](#).

Additional actions taken to strengthen the FYE included updating and expanding the Faculty Referral Form, that instructors use to refer students to support services, to include mental health, academic advising, and basic needs (food and housing security). Tutoring continues to be available to FYE students at [Paepae 'Ōhua - Native Hawaiian Student Success Services](#) and The Learning Center. Student Services is also providing targeted support for students who earned incomplete grades for fall 2021 classes and increased

outreach to students who are on academic probation. The Spring 2022 Ka'ao Virtual Student Success Conference was held in January 2022 with sixty-seven students attending. Ka'ao Student Success Workshops are available to students throughout the semester. The Pilina App is also now available to students which is designed to increase communication with students. Additionally, a supplemental instruction/directed learning cohort has been created at Pālamanui to assist with student preparedness, challenges (i.e. test anxiety) that includes high touch services. Additional training and learning opportunities for FYE are ongoing.

Goals to accomplish by end of AY 2022:

- Submit proposal to College Council to become a Standing Committee
- Continue to increase awareness of FYE
- Create a designation process for non-academic units
- Provide ongoing professional development for faculty and staff
- Submit proposal to Academic Senate to have the FYE Academic Designation an official committee
- Develop evaluation and tracking system for FYE students

Other actions scheduled for this academic year include increasing FYE training and services in the Division of Student Affairs/Counseling and Academic Support Units (e.g. The Learning Center, Paepae 'Ōhua, etc.).

D. Fiscal Reporting

The 2022 ACCJC Annual Fiscal Report reflects that Hawai'i CC has met its fiscal goals and is not subject to any enhanced fiscal monitoring.

V. APPENDICES

The Appendices includes a listing of all hyperlinks to evidence and other information and are only listed once under the section in the order they first appear in this Midterm Report.

I. REPORT PREPARATION
- 2018 Institutional Self Evaluation Report (ISER)
- 2018 Addendum for Hawai'i CC ISER
- 2018 Addendum for UHCC ISER
- 2018 External Evaluation Team Report
- ACCJC action letter

- *Kauhale*

III. PLANS ARISING FROM THE SELF-EVALUATION PROCESS
- Hawaiʻi CC FactBook
- UH IRAPO
- Hawaiʻi County Census
- Haw 4.202 Assessment Policy
- Hawaiʻi CC's Assessment webpage
- Steps in the Course Assessment Process
- HAW 1.001 Policy
- Policy Review List
- Resources for Faculty & Staff
- UHCC Organizational and Resource Planning
- Institutional Research (IR) functions
- Kauhale Analytics and Intelligence (KAI) plan
- UH & UHCC Dashboards
- DXP
- Hawaiʻi P-20
- Hawaii Data Collaborative Policy Map
- Kaʻao KAI
- GELOs
- Program & Course GELO alignments
- ILOs
- General Education webpage
- General Education Committee
- GE requirements
- Google Referral Form
- UH Student Basic Needs Master Plan
- CSO Constitutional Convention

IV. INSTITUTIONAL REPORTING ON QUALITY IMPROVEMENTS
- Campus Labs Outcomes
- Hawaiʻi CC's aggregated ILOs
- Assessment Schedules for Programs & Courses
- Culinary Arts Program
- CULN 170's aggregated CLOs
- Program-Unit Review
- 2021 Annual Program-Unit Review template
- Information Technology AY19 to AY21 Comprehensive Program Review
- Counseling, Advising & Support Services Center AY19 to AY21 Comprehensive Unit Review
- SSCI 111 Assessment Status Memo. 2022-01-31
- SCI 111 S22 Diversification Hallmarks Alignment
- Assessment Committee
- College Council Charter

- College Effectiveness Review Committee
- College Council Committee Reports
- College Council
- *Annual Employee Performance Appraisal System Guidelines for Employees (HRD 526A)*
- *A9.170 Performance Evaluation of Administrative, Professional and Technical Personnel - BOR Personnel*
- *EP 9.203 Evaluation of Faculty and Administrative, Professional & Technical Employees*
- *RP 9.213 Evaluation of Board of Regents Appointees*
- *RP 9.212, Executive and Managerial Personnel Policies*
- UH Community Colleges
- Shared Governance Survey
- Shared Governance Survey Results
- Course Designation Checklist
- 2022 CTE Advisory Councils Agenda template
- I Ola Hāloa Center for Hawaiʻi Life Styles program
- Hawaiian Studies 2021 Comprehensive Program Review
- HLS program's aggregated PLOs
- Assessment Committee Response Memo HWST AY19-21
- Admissions and Records Office 2021 Comprehensive Unit Review
- Assessment Committee Response Memo HSER AY18-20
- HSER 110's aggregated CLOs-PLOs
- UHCC Policy 4.203
- UHCC Policy 4.203 - Attachment A
- IPEDS
- HGI Campus Completion Scorecard - Hawaiʻi CC
- Hawaiʻi CC's Accreditation webpage
- ACCJC 2022 Annual Report
- Hawaiʻi CC Transfer Partnerships
- NCLEX pass rate
- 2019 Table of NCLEX pass rates
- 2020 Table of NCLEX pass rates
- 2021 Table of NCLEX pass rates
- Summary of Quantitative Analysis of Focus Group Discussions
- College Council meeting minutes, Dec 3, 2021
- Transforming Committee Service
- QFE-IP Education Sub-Committee Report
- QFE - Integrated Planning Task Force Proposed Changes to the Institutional Effectiveness and Budget Allocation Process
- FYE 2020 Midterm Report Summary
- Paepae ʻŌhua - Native Hawaiian Student Success Services
- Spring 2022 Kaʻao Virtual Student Success Conference
- Kaʻao Student Success Workshops
- 2022 ACCJC Annual Fiscal Report