UNIVERSITY of HAWAI'I®

HAWAI'I COMMUNITY COLLEGE

FOLLOW-UP REPORT

Submitted by:

Hawai'i Community College
University of Hawai'i

200 W. Kawili Street
Hilo, HI 96720-4091

Submitted to:

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

October 15, 2014

FOLLOW-UP REPORT – CERTIFICATION PAGE

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

From: **Noreen Yamane, Chancellor**
Hawai'i Community College
200 W. Kawili Street
Hilo, HI 96720-4091

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

Signatures:

9/19/2014

Noreen Yamane, Chancellor
Hawai'i Community College

Date

9/30/2014

John F. Morton, Vice President for Community Colleges
University of Hawai'i

Date

9/30/2014

David Lassner, President
University of Hawai'i

Date

Signatures (continued):

Randolph G. Moore, Chair
University of Hawai'i Board of Regents

OCT - 1 2014
Date

Eugene Bal III, Chair
Board of Regents Committee on Community Colleges

OCT - 1 2014
Date

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I. REPORT PREPARATION

Background

Following the external evaluation team visit to Hawai'i Community College (College/ Hawai'iCC) in October 2012, team findings were prepared for the Accrediting Commission for Community and Junior Colleges (Commission/ACCJC) in their Evaluation Report. This report identified six College Commendations, four College Recommendations, and five University of Hawai'i Community Colleges/University of Hawai'i (UHCC/UH) System Recommendations. A Follow-up Report was submitted in October 2013 by Hawai'iCC to address these recommendations. Subsequently, there was an Evaluation Follow-up Report submitted by an external evaluation team that visited November 18, 2013.

In the action letter, dated February 7, 2014, President Barbara A. Beno of the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, notified Chancellor Noreen Yamane of Hawai'i Community College that the Commission took action to require that the College complete a Follow-Up Report by October 15, 2014 to address College Recommendations 1, 2, & 3, UH System Recommendations 4 & 5, and one Commission Requirement. This Follow-Up Report addresses these recommendations and requirement of the Commission in order to meet eligibility requirements and accreditation standards.

Process of Report Preparation

The compilation and preparation of the Follow-Up Report was assigned to the accreditation liaison officer (ALO), who worked in conjunction with the College's administrative team (the chancellor, vice chancellor for academic affairs, vice chancellor for administrative affairs, vice chancellor for student affairs, dean of liberal arts, dean of career and technical education, director of the Office of Continuing Education and Training, and director of the UH Center at West Hawai'i), faculty, and staff.

Narratives, data, and documents for the responses to the College Recommendations were prepared by the administrative team, College Council, institutional assessment coordinator, and Instructional Technology Support Office staff.

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

Review and Approval of Report

Prior to submission to the Commission by October 15, 2014, a draft of the Follow-Up Report was posted on the College's intranet at the beginning of the fall 2014 semester to allow for a general campus review and to provide the opportunity for faculty and staff to submit comments. The ALO informed the College faculty, staff, and administrators of the review process through the All-College, Academic Senate, College Council, and administrative team meetings 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 Board of Regents (BOR) for their review and approval.

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

II. RESPONSES TO COLLEGE RECOMMENDATIONS

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

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

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

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

Hawai'i Community College completed the implementation of its policy on Integrated Planning for Institutional Effectiveness (HAW 4.201) with the adoption of the following planning documents: Hawai'iCC's Strategic Plan: 2008-2015, the Academic Master Plan (AMP), the Resources Master Plan (RMP), and the Technology Master Plan (TMP). The AMP, TMP, and RMP were finalized and adopted at the start of the fall 2013 semester. These plans were executed and implemented through a full planning cycle during the 2013-2014 academic year. As a result, the following actions were accomplished:

- The priority actions of the AMP were updated by the vice chancellor for academic affairs through its review processes and evaluations, in consultation with the division and department chairs and administrative team, to identify initiatives taken on specific projects, modifications needed, new initiatives to be added, and any projects that have been or should be discontinued. The implementation of the AMP went through a comprehensive review process that included revisions and edits to this plan by the Academic Senate at their meetings (8/30/13 & 9/27/13). In addition, priority actions were updated, revised, and/or added to the list through the *Program and Unit Review Process*. Subsequently, a draft list of new priority actions were reviewed by the

department and division chairs, Academic Senate, Academic Support Unit, and faculty for accuracy and relevance to the programs and units. Based upon program and unit recommendations and feedback, the AMP was updated. This updated AMP, including revisions to the priority actions and strategies, was finalized at the College Council meeting (5/2/2014) and is identified in the AMP Appendix as the *Final 2014-2015 Academic Master Plan Priority Actions*.

- The goals and strategies of the implementation grid of the TMP were revised and updated by the ad hoc Technology Advisory Committee and were included in the TMP Appendix. (See responses to Recommendation 3 for further details regarding the actions pertaining to the TMP.)
- The budget priorities of the College were identified in the updated RMP Appendix at the Administrative Team meeting (8/22/14) as the result of the integrated planning process. This updated RMP included budget priorities organized by goals in the Hawai'iCC Strategic Plan, budget requests identified by programs/units through their review processes and evaluations, sector priorities, and RMP priority categories. In addition, resource needs associated with the AMP priority actions were addressed in this update. Also, the allocation of $148,000 for supplies and equipment that were identified as a sector priority and/or addressed as health/safety issues/concerns were included in the updated RMP Appendix.

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

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

Annual Review and Budget Process
The goal of the *Annual Review and Budget Process (ARBP)* is to identify and plan for actions and resources needed to sustain and improve the College's programs and units. Responsibility for initiating annual reviews and budget reports rests with the College's lead administrators, including the vice chancellor for academic affairs, the vice chancellor for student affairs, the vice chancellor for administrative affairs, the director of the Office of Continuing Education and Training, and the director of the UH Center at West Hawai'i.

Annual Review and Budget Reports
Essential components of the *Annual Review and Budget Report* for the instructional programs include the following:

1. analysis of the Annual Review of Program Data (ARPD) supplied by the University of Hawai'i Community College (UHCC) System institutional research office;

2. assessment of program and course learning outcomes;
3. alignment with the College's Mission, Institutional Learning Outcomes, Strategic Plan goals, and the Academic Master Plan.

Program reports serve to analyze demand, effectiveness, and efficiency; identify needed improvements; determine necessary actions; and request needed resources required based on demonstrated evidence.

Essential components of the *Annual Review and Budget Report* for the service units include the following:

1. analysis of the Annual Review of Program Data (ARPD), when available;
2. assessment of unit outcomes;
3. alignment with the College's Mission, Institutional Learning Outcomes, and Strategic Plan goals.

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

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

The Comprehensive Program/Unit Review Process
Every five years, following a rotating schedule, each instructional program and service unit writes a summative report analyzing their effectiveness in addressing program or unit outcomes, Institutional Learning Outcomes, and the College's Strategic Plan goals. Responsibility for initiating the comprehensive review process rests with the College's administrators, including the vice chancellor for academic affairs, vice chancellor for student affairs, vice chancellor for administrative affairs, director of the Office of Continuing Education and Training, and the director of the UH Center at West Hawai'i.

Program and unit faculty and staff write a Comprehensive Program/Unit Review summarizing data from the prior five years' annual program reviews. Programs also look at current trends, anticipating changes five years forward. Reports include a summary of the following:

1. program/unit health indicators;
2. program effectiveness related to the College Mission and ILOs; alignment with the AMP and the Strategic Plan; improvements implemented and goals achieved; strengths and weaknesses; learning outcome assessment; and trends;
3. new goals and plans for achievement;

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

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

The College's Integrated Planning Process ensures a continual cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation to improve institutional effectiveness. At the end of the 2013-2014 academic year, the CERC convened a Closing Meeting to provide an overall evaluation of the processes as part of the Integrated Planning for Institutional Effectiveness. The CERC submitted nine specific recommendations to the chancellor for review and consideration. At the start of the fall 2014 semester, the chancellor responded to the evaluation results and the College is presently using them as the basis for continuous improvement of the institutional effectiveness processes.

A significant action resulting from the implementation of this Integrated Planning Process included the change in the comprehensive program and unit review cycle from a five-year review to a three-year review so that programs and units could be more responsive and timely in addressing their resource needs. This change was recommended by CERC and also endorsed by College Council. As a result, the chancellor and administrative team are executing this change to begin in the 2014-2015 academic year. These revised review processes are outlined in the Hawai'iCC Three-Year Instructional Program Review Schedule and Hawai'iCC Three-Year Unit Review Schedule.

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

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

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

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

In meeting this recommendation, the College was guided by its Assessment Policy 5.202. The College identified learning outcomes for the institution as well as for all programs and units. Likewise, the College identified student learning outcomes for all active courses. Programs and/or faculty responsible for the courses that are scheduled for assessment are required to submit an assessment plan which includes their strategy, a performance rubric, and expectations for student achievement. The assessment plan also includes alignment data so that the assessment at the course level can also be used to assess outcomes at the program and institutional levels. At the end of the academic year, program and/or faculty are required to submit assessment reports that detail the assessment process and the extent to which expectations were met. Based on this, program and/or faculty analyze the data, create an action plan, and make budget requests as necessary. In the case of courses that had been assessed in previous years, there is an Improvement Strategies and Recommendations Report (Closing the Loop) form to document changes made as a result of assessment findings.

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

From fall 2014, the College began using an in-house developed online platform known as PATH to streamline assessment reporting, make it easier to track assessments, and have its results more accessible to faculty, staff, and administrators. To facilitate its implementation, a series of PATH training workshops for the College personnel were designed to review the protocols needed to input assessment plans, assessment reports, and closing the loop reports directly into PATH. Updated assessment schedules and outcomes alignments from the course level up to the institutional level have been inputted into PATH. In September 2014, faculty and staff began using PATH for assessment documentation and reporting. To ensure currency, PATH receives learning outcome updates directly from Curriculum Central, the UH System's curriculum management platform. The PATH assessment database supports timely and accurate reporting, thus contributing to the programs' and units' ability to effectively use assessment information to make continuous improvements to teaching and learning.

To support the ongoing cycle of authentic assessment, the College has a full-time institutional assessment coordinator (IAC). At the beginning of fall 2014, there was a brief transitional period with the hiring of a new IAC. Furthermore, the College Council established the Assessment Committee in spring 2013 as a permanent standing committee to support an ongoing cycle of authentic assessment. This committee reports to the College Council and is chaired and convened by the Institutional Assessment Coordinator. Committee membership includes campus-wide representation and is comprised of administrators, faculty, and staff from instructional programs and service units. The Assessment Committee is dedicated to advancing student learning through activities, experiences and results discovered through the assessment process. In 2013-2014, the Assessment Committee met thirteen times and played a significant role in implementing a full cycle of assessment. During this academic year, the Assessment Committee furthered ongoing assessment of learning outcomes at the course, program, and institutional levels in the following ways:

- Developed the forms and the processes used to implement assessment across the campus;
- Updated and revised the Assessment Handbook which was designed to offer support and guidance to faculty and staff on assessment matters. This handbook is available on the College website and was distributed to newly hired faculty and staff in the New Hire Orientation session on August 18, 2014;
- Monitored the development of the PATH database and gave feedback to the PATH development team;
- Produced a report which documents course alignment to Institutional Learning Outcomes;
- Finalized the ILO Assessment Plan for the College;
- Administered two survey instruments designed to support ILO assessment, and collected and analyzed the data;
- Produced a "Closing the Loop" report to assist in the documentation of how assessment is used to make improvements;
- Planned and convened an All College Assessment Summit that was held prior to the start of the fall 2014 semester.

In spring 2014, the Assessment Committee designed and planned an "All College Assessment Summit" to enhance campus-wide dialogue and documentation on course outcomes, SLO-PLO-ILO alignments, and closing the loop assessment. On August 22, 2014, a mandatory meeting was called by the chancellor for all faculty and staff from both West and East Hawai'i to focus entirely on assessment and planning for the upcoming academic year. This summit was an all-day affair and was attended by nearly 150 faculty, lecturers, staff, and administrators. A summary of the day's event and photos can be viewed on the College's Kauhale Newsletter. In the morning, meetings were organized by academic departments, programs, or service units. Facilitators and note-takers were assigned to each group to ensure that the group stayed on task and that dialogue on their assessment process was being documented. Specifically, each group was asked to respond to the following:

- their program's/unit's approach to assessment
- alignment of learning outcomes at course/program, unit, and institutional levels
- how their program/unit has made changes as a result of assessment
- how their program/unit contributes to the ILOs (Institutional Learning Outcomes) or the College's mission
- provide a self-assessment using a rubric to determine their program's/unit's contribution to the ILOs (Institutional Learning Outcomes) or the College's mission
- provide a self-assessment using a rubric to determine the progress their program/unit has made regarding assessment

The afternoon session format consisted of a break-out into two large groups, one with units and the other with programs, in order to provide presentations on best practices followed by a facilitated discussion on assessment planning for the new academic year. Overall, the day proved to be a success and documentation of the dialogue is detailed in the All College Assessment Summit report.

To further assess the College's engagement in assessment, the vice chancellor of academic affairs formed a task force in spring 2014. The task force was charged with:

- Reviewing ACCJC's Recommendation 2
- Determining what was needed to correct any possible deficiencies
- Completing documentation of a full and ongoing cycle of authentic assessment (ILOs, PLOs, SLOs, for both academic programs and service units)

The Task Force began meeting on April 2, 2014, and met on a regular basis throughout the end of the spring semester and into the summer with the final meeting taking place on August 7, 2014. The Task Force reviewed the processes in place for assessment and made recommendations to the Assessment Committee and IAC for improving assessment documentation and data inputting. It also created a master listing of all programs, academic departments, units and subunits that are responsible for submitting assessment reports and annual reviews. The Task Force also looked at the progress of PATH and provided feedback to the developer and established timelines for assessment reporting for the new academic year. Of particular concern was ensuring that programs and units have a logical way to track and document improvements and changes made as a result of assessment (Closing the Loop).

The College's Five-Year Comprehensive Assessment Plan supports the continuing goals of improving SLOs, refining assessment activities, and strengthening professional development opportunities. As part of the plan, all programs and units will review SLOs; ensure the alignment of course, program or unit learning outcomes with institutional learning outcomes; and develop ongoing plans for outcome assessment. The plan includes institutional learning outcomes (ILOs), for which the College Council has the primary responsibility.

The IAC worked with the Assessment Committee in fall 2013 to create an ILO Assessment Plan that was presented to the College Council for review and comment. The College executed this assessment plan with the administration of two surveys conducted in spring 2014, one for college graduates and one for faculty and staff. In addition, data was collected from course assessments conducted in the 2013-2014 academic year which demonstrated alignment to the ILOs. A review was compiled by the IAC and the results were reported to the College Council in fall 2014. Overall, assessment of ILOs shows that the College is meeting its outcomes.

In response to this report regarding ILO assessment, the College Council made the recommendation to create a task force with the express charge to oversee the assessment of ILOs. The ILO assessment cycle is ongoing and provides cumulative data for longitudinal studies. The College Council also made a recommendation that the Assessment Committee composition be revised to include department and/or division chairs since the ultimate responsibility for overseeing the assessment of course and program outcomes also rests with them.

To ensure continuous meaningful discussion about assessment's role in improving instruction, student learning, services, and support – as well as to foster continuous assessment cycles – the College has focused on providing ongoing professional development. The College has designated institutionalized time through the E 'Imi Pono College Development Day, scheduled every fall, as one method for accomplishing these actions. This regularly scheduled day is dedicated to the review and the update of assessment procedures, materials, and activities. The

College's fall 2013 E 'Imi Pono Day focused on assessment activities and introduced the new assessment database to administrators, faculty, and staff. The College's fall 2014 E 'Imi Pono Day was held on September 19, 2014 at both the West Hawai'i and Hilo-Manono campuses. The West Hawai'i campus focused on ILO assessment, the development of a new mission statement for the UH Center at West Hawai'i, and the development of a rubric to assess ILOs. The Hilo-Manono campus held a resource fair which consisted of assessment coaches for units and programs, assistance with Curriculum Central (the UH System Database for curriculum), and PATH training.

The College has implemented a full and ongoing cycle of authentic assessment of learning outcomes. This implementation also included campus-wide and pervasive dialogue on these outcomes. As a result, plans for the continuous improvement and enhancement of teaching and learning have been identified and scheduled by the College.

Recommendation 3: Student Learning, Programs and Services and Resources

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

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

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

With the adoption of the Technology Master Plan: 2013-2015 (TMP) in fall 2013, the College began to execute this plan with the vice chancellor for academic affairs (VCAA) convening a meeting with the existing Technology Advisory Committee (TAC). Through discussion at that initial meeting, it became evident that the TMP centered around the creation of a Technology Manager position and a new Technology Department. It also became clear that the composition, function, and purpose of the existing TAC was outdated and needed updating. As a result, the VCAA suspended the standing TAC and established an ad-hoc TAC to work on these issues. At the close of spring 2014, the ad hoc TAC initially developed an executive/managerial position description for the Technology Manager position. However, the Office of the Vice President for Community Colleges instead recommended that it be reclassified as an APT (Administrative, Professional, Technical) C position. As such, approval was granted for this position in fall 2014.

Additionally, the ad hoc TAC proposed a restructuring of the organizational structure that would create a Technology Department to consolidate technology staff and support the functions and duties of the proposed Technology Manager. To ensure consistency, the ad hoc TAC also reviewed and updated proposed changes to the membership, functions, and purpose of the Technology Advisory Committee to ensure that it aligned with the duties and responsibilities

proposed under the Technology Manager. Finally, the ad hoc TAC reviewed, revised, and prioritized the goals/strategies identified in the TMP and forwarded recommendations to the administrative team for action. Throughout this process, the ad hoc TAC ensured that there was a broad representation from the campus community at the table during discussions and opened proposed items up to the campus for feedback before making final recommendations to the administrative team.

The TMP identified information technology goals along with associated strategies and presented their alignment with the College's Strategic Plan and the UHCC System goals. TMP initiatives cover administrative and academic computing, distance education (DE) technology needs, videoconferencing, in-class media support, and campus web page development and maintenance. As part of the ongoing assessment of the TMP, the revised goals and strategies of the implementation grid were assigned to an individual or group in the College to be the responsible party to ensure that the strategies are appropriately implemented.

Hawai'iCC's Instructional Technology Support Office (ITSO), which is charged with providing DE support and training, is involved in the analysis and planning processes for the TMP. ITSO supports the mission and goals of the College by providing faculty with instructional design support to increase creativity and the effective use of instructional technology. They are also committed to assisting faculty in the design and development of instructional materials for distance education courses. For the academic year of 2013-2014, ITSO has detailed its activities, training sessions, and DE support services provided for faculty and students in its End of Year Report. ITSO is part of the Academic Support Unit that reports directly to the vice chancellor for academic affairs.

To further support distance education at the College, the Academic Senate formed an ad hoc Distance Education committee in November 2013 with a charge extending through spring 2015. This committee provides a forum for discussing distance education and for recommending guidelines, plans, and policies to support its ongoing development and implementation at the College.

The College reaffirms that it has fully integrated the TMP within its governance system and used it to accomplish identified goals.

III. RESPONSES TO UH SYSTEM RECOMMENDATIONS

UH Recommendation 4: Resources

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

Conclusion of Evaluation Follow-up Report 2013: *The System is in the process of addressing the recommendation but does not yet fully meet the Standard.*

The development of University of Hawai'i system technology planning has involved three separate but related activities.

1) UH System Information Technology Planning Website

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

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

   The site is available at www.hawaii.edu/technology/strategicplan/.

2) Modification to the UH System Strategic Directions

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

   University of Hawai'i Strategic Directions Report

   Action Strategy 2:

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

   Tactics

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

evaluation, financial aid processing, admissions, and monitoring of student progress, early alerts and intervention strategies
- *Reduce cost of textbooks and ancillary needs*
- *Modify financial aid policies and practices to maximize access and success of underserved and underrepresented populations in cost-effective ways.*

The current draft of the UH strategic directions for 2015-2021 can be viewed under the System Priorities and Initiatives section of the System Academic Affairs web site.

The site is available at www.hawaii.edu/offices/app/.

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

Distance Education has been a significant component of community college delivery of instruction with 1,626 completely on line classes offered in AY2013-2014 with 28,015 registrations. An additional 481 Distance Education mixed media classes with 4,974 registrations were offered in the same time period. However, the planning group has recognized that much of the current distance education is driven by individual faculty initiative and not as a strategic component of addressing student access to programs and degrees across the state. Given that the geography of Hawai'i does not permit easy access to campuses other than on the home island of students, the use of distance technology is essential to ensuring student access.

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

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

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

ICS 215 Introduction to Scripting	Required for BS degree in ICS
CEE 271 – Applied Mechanics	Required for BS degree in Engineering
PSY 230 – Introduction to Psychobiology	Required for BA, BS in Psychology
BIOL 275 – Cell and Molecular Biology	Required for BS in Biology

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

b) Identifying which degree or certificate programs should be offered, in whole or in part, through distance education and what resources, training, and support systems would be necessary. The planning approach is to identify workforce needs both from economic and geographic views. In other words, what are the workforce needs on each of the islands and what are the related student and employment demands? The planning is being informed by analysis of data obtained through EMSI views of historical employment information, EMSI analysis of real time job searches, State and County planning documents on economic development trends, and community college enrollment, job placement, and earnings information.

   Since populations and employment opportunities on the neighbor islands are often small but critical, the development of a strategy that uses shared resources and distance technology across the seven colleges is essential to meeting the workforce needs. The specific programs to be developed have not yet been identified, but as with the distance education course development, the plan will identify the resources, training, and support to assure the student access to and success in these programs on a consistent basis.

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

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

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

   i. minimum set of content that a faculty member must master before teaching online courses;

ii. additional content focusing on pedagogy and student success in online instruction;
iii. structured program of continuing education for online instructors;
iv. the development of multiple formats for delivery of the content including online and face-to-face modalities;
v. certification for faculty completing the training.

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

d) Adoption of Open Education Resources

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

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

The revised plan setting the community college strategic directions, goals, and metrics for 2015-2021 is still in development and will be shared with the UHCC Strategic Planning Council in September 2014 and with the broader campus community in a series of meetings in November 2014. The intention is to adopt the plan in spring 2015.

As part of the plan, funds will be made available from the Innovation Fund for the development of the targeted online courses and programs, for the development of the professional development program, and for the development of OER materials.

UH Recommendation 5: Board and Administrative Organization

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

Conclusion of Evaluation Follow-up Report 2013: *This recommendation has been partially addressed. Because the process for developing the policy management system is underway, the System partially meets the Standard.*

1. Board Revision of Policies

   The Board of Regents (BOR), as a follow-up to recommendations of the Advisory Task Group report to the BOR, continues to review and update its policies. Within the past year, BOR action has been taken to review and update the following policies or procedures:

   August 22, 2013 – Interim Modification of Personnel Committee Procedures

   New interim procedure requires that the BOR personnel committee approve all salaries in excess of $150,000.

   Reference: http://www.hawaii.edu/offices/bor/regular/minute/20130822.regular.pdf

   September 19, 2013 – Chapter 9 – Amendment to Allow Internal Recruitment for Managerial Positions

   Modifies the recruitment policy for academic managerial appointments to allow internal recruitment as an alternative to national recruitment.

   Reference:
   http://www.hawaii.edu/offices/bor/regular/minute/20130919.regular.pdf

   October 17, 2013 – Modification to BOR By-Laws on Committee Quorum Requirements

   Clarifies that all BOR members may attend any committee meeting as a non-voting member but that quorum remains based on the committee membership only.

   Reference:
   http://www.hawaii.edu/offices/bor/regular/minute/20131017.regular.pdf

   November 21, 2013 – Chapter 10 – Amendment Clarifying the Role of the BOR in Land and Real Property Transactions

   Establishes the broad policy purposes for land and real property transactions and the role of the BOR in approving such transactions. Directs the creation of a related executive policy.

   Reference:
   http://www.hawaii.edu/offices/bor/regular/minute/201311210000.regular.pdf

   November 21, 2013 – Chapter 8 – Amendment to establish an University reserve policy

   Establishes a University-wide targeted reserve policy for all funds with regular reporting to the BOR on campus reserve levels.

Reference:
http://www.hawaii.edu/offices/bor/regular/minute/201311210000.regular.pdf

November 21, 2013 – Amendment to BOR By-Laws – Hiring of Outside Counsel

Clarifies that in the event of any legal matter involving a conflict between the UH executive and the BOR that the BOR shall be empowered to hire outside counsel.

Reference:
http://www.hawaii.edu/offices/bor/regular/minute/201311210000.regular.pdf

January 23, 2014 – Amendment to the UH Mission and Chapter 4-1 related to Sustainability.

Modifies the UH mission to reflect the commitment to sustainability and incorporates related language into Chapter 4, Planning.

Reference:
http://www.hawaii.edu/offices/bor/regular/minute/201401230000.regular.pdf

January 23, 2014 – Modification to the By-Laws of the BOR related to Community Colleges

Establishes a clearer responsibility for the oversight of the community colleges through the community colleges committee with an emphasis on strategic directions and outcomes.

Reference:
http://www.hawaii.edu/offices/bor/regular/minute/201401230000.regular.pdf

February 20, 2014 – Modification to Chapter 8 on Investments

Allows the use of non-traditional instruments as a part of the portfolio for UH endowment and other investments.

Reference:
http://www.hawaii.edu/offices/bor/regular/minute/201402200000.regular.pdf

February 20, 2014 – Modification to Chapter 6 on Student Fees

Clarifies that all student fees must have an approved expenditure plan prior to the time the fee is first assessed.

Reference:
http://www.hawaii.edu/offices/bor/regular/minute/201402200000.regular.pdf

March 20, 2014 – Modification to Chapter 10 – Land and Physical Facilities

Clarifies language on the purpose and intent of land development and the overall goals of the University and the campus responsible as caretakers of the land asset.

Reference:
http://www.hawaii.edu/offices/bor/regular/minute/201403200000.regular.pdf

April 17, 2014 – Modification to Chapter 9 on Faculty Housing

Changes the name of the program to the University Housing Assistance program, modifies the purposes and priorities for housing assistance, and clarifies the enforcement procedures for the program.

Reference:
http://www.hawaii.edu/offices/bor/regular/minute/201404170000.regular.pdf

April 17, 2014 – Modification to Chapter 9 – Executive and Managerial Compensation

Updates the guidelines for establishing executive and managerial compensation and terms of employment

Reference:
http://www.hawaii.edu/offices/bor/regular/minute/201404170000.regular.pdf

April 17, 2014 – Modification to Chapter 9 – Faculty Tenure

Establishes the conditions under which tenure upon hire is granted for new executive/managerial personnel and establishes that the faculty fallback salary should be established at the time of initial hire.

Reference:
http://www.hawaii.edu/offices/bor/regular/minute/201404170000.regular.pdf

May 15, 2014 – Modification to Chapter 9 – Emeritus/Emerita Title

Clarifies the guidelines for the granting of emeriti titles to retiring faculty and other personnel.

Reference:
http://www.hawaii.edu/offices/bor/regular/minute/201405150000.regular.pdf

2. Modification of BOR Policies and Update of Related University Executive Policies

   The University President established a system-wide committee of twelve members to undertake a systematic review of the overall University policy environment, including:

   a. Common format for all policies;
   b. Future review dates for each policy,
   c. Date of last review/update,
   d. Archive of updates for each policy,
   e. Designation of the owner/responsible office for the maintenance, and interpretation of each policy.

   Among the accomplishments of the task force to date are:

   - New policy templates have been adopted for Board of Regents Policies, Executive Policies and Administrative Procedures. The templates contain elements recommended by the Advisory Task Group. These elements include:

     a. Three-year scheduled review dates with automatic review alert notices to be issued and tracking of completed periodic reviews,
     b. Citation of prior policy amendment dates,
     c. Hot-links to related policies,
     d. Definition sections that will be aggregated into a master dictionary,
     e. Delegations of authority that will be aggregated into a master listing, and
     f. Hot-links to references and abolished policies.

   - Policies have been reorganized into parallel 12 Chapters (current Chapter titles) of BOR Policies, 12 Chapters of Executive Policies and 12 Chapters of Administrative Procedures

     a. To date, 17 obsolete Executive Policies have been abolished.
     b. To date, 59 Executive Policies (61% of non-abolished Executive Policies) have been converted and posted for review by the task group with additional converted policies being received daily.
     c. All 12 Chapters of Board of Regents policies have been redrafted and are pending technical review.
     d. A new Policies and Procedures Information System web page has been created and is being tested.
     e. An automated system-wide staff notification system is being tested to provide notices whenever new policies are created or existing policies are amended or abolished.

   The revised policy environment is expected to be completed by September 2014, and when completed can be found at http://www.hawaii.edu/policy/.

3. BOR Self Evaluation

   The Board of Regents had originally planned a tentative retreat in spring 2014 that included a self evaluation. This retreat was postponed because of the heavy workload of the BOR in conducting and managing the Presidential search and in implementing its new committee structure. This presidential search was completed in June 2014 and new BOR leadership was elected at the July 2014 meeting. The BOR retreat/evaluation session is now scheduled for November 2014.

IV. RESPONSES TO COMMISSION REQUIREMENT

Commission Requirement

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

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

In September 2013, the University of Hawai'i Community College System (UHCC) approved revisions to UHCCP 9.203, Faculty Five-Year Review, which superseded CCCM 7200, Faculty Evaluation Procedures. During spring 2014, Hawai'iCC 's vice chancellor for academic affairs (VCAA) requested a revision to policy, HAW 9.203 Evaluation of Faculty, in order to meet the changes in the revised UHCCP. The Faculty Policy Committee reviewed the proposed revisions to the policy and on April 25, 2014 the Academic Senate approved this revised policy. Then Hawai'iCC 's chancellor issued this revised policy, HAW 9.203 Five Year Evaluation of Faculty, on April 30, 2014.

In December 2013, the UHCC approved UHCCP 9.104, Lecturer Evaluation. As a result, the College is in the process of adopting a new policy that is in alignment with this UHCC policy. Adoption of this new policy is pending action by the Academic Senate. In the interim, the College is using UHCCP 9.104 as guidance for the implementation of lecturer evaluations. The College already has a policy regarding student evaluations of lecturers. The College began in spring 2014 with requiring all new lecturers to complete a self-assessment. For the 2014-2015 academic year, the College is requiring all lecturers, regardless of rank, to submit self-assessments.

In addition, the college previously revised on February 14, 2012 the following policies, HAW 9.204 Student Evaluation of Instructors and Lecturers and HAW 9.205 Peer Evaluation of Instructors and Lecturers that addresses the effectiveness of instructors and lecturers.

In order to also meet this Standard, the College is in the process of including a component in the eCAFE student evaluation instrument that would address the effectiveness in producing student learning outcomes.