Midterm Report

Kapiʻolani Community College
Midterm Report of Kapiʻolani Community College, October 2015

Submitted by:
Kapiʻolani Community College

4303 Diamond Head Road
Honolulu, HI 96816

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

October 15, 2015
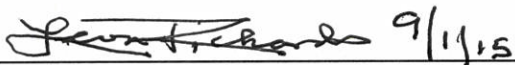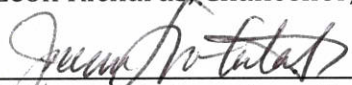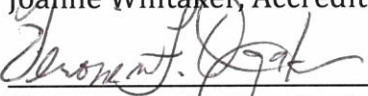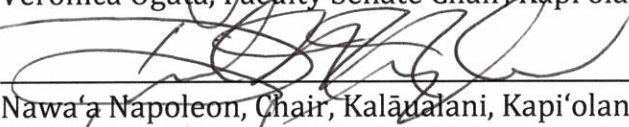
Certification of the Institutional Midterm Report
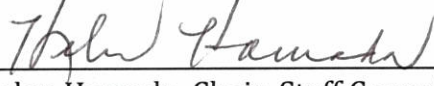
Date: September 1, 2015

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

From: Leon Richards
            Kapiʻolani Community College
            4303 Diamond Head Road, Honolulu, HI 96816

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

Signatures:

_____ 9/1/15 _____
Leon Richards, Chancellor, Kapiʻolani Community College   (date)

_____   8/31/15
Joanne Whitaker, Accreditation Liaison Office, Kapiʻolani Community College (date)

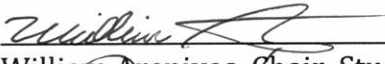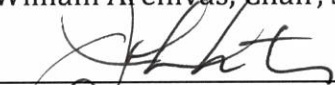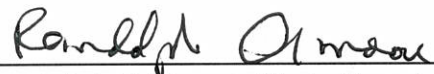_____   8/31/15
Veronica Ogata, Faculty Senate Chair, Kapiʻolani Community College   (date)

_____   8/31/15
Nawaʻa Napoleon, Chair, Kalāualani, Kapiʻolani Community College   (date)

_____   08/31/2015
Helen Hamada, Chair, Staff Council, Kapiʻolani Community College   (date)

_____   20150831
William Arenivas, Chair, Student Congress, Kapiʻolani Community College (date)

_____   9/28/15
John Morton, Vice-President for Community Colleges, University of Hawaiʻi (date)

_____   9/30/15
David Lassner, President, University of Hawaiʻi   (date)

_____   10/1/15
Randolph G. Moore, Chair, Board of Regents   (date)

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Statement of Report Preparation

Discussions and preparations for this report began January 2015. The Accreditation Liaison Officer met with the Chancellor's Administrative Staff Council to discuss the process of writing the report. It was decided that the Accreditation Liaison Officer was to create an outline for the report, noting what was to be addressed and which leaders and areas would be responsible for collecting and reporting on the information. Also, the Accreditation Liaison Officer worked with the Chancellor's Advisory Council (CAC) Accreditation and Assessment Work Group and the College's administration to ensure attention to, response to and results of the recommendations.

The Chancellor's Advisory Council (CAC) is a standing council at Kapiʻolani Community College whose membership is a cross section of representatives from the academic, support, authorized governance organizations, and management units. It serves to integrate and centralize discussion and analysis on matters of planning, budgeting, program assessment and making recommendations to the Chancellor for his review, consideration and endorsement.

The CAC Accreditation and Assessment Work Group, formed in January 2014 to focus on and advise the CAC on accreditation and assessment issues, was also consulted in the report writing process. The workgroup meets monthly when school is in session and supports and monitors progress in assessment and accreditation-related work across the College.

This report was presented to the Board of Regents for review and was approved at the September 17, 2015, meeting.

Response to Team Recommendations and Commission Action Letter

Overview

Kapiʻolani Community College (KCC) published its comprehensive Accreditation Self Evaluation in 2012. A twelve-member accreditation team visited KCC on October 15, 2012, to evaluate how well the institution was achieving its stated purposes and meeting the Accreditation Standards. The accreditation team cited the College with four Commendations and nine Recommendations and the University of Hawaiʻi Community College System (UHCC) with five Recommendations.

In response to the Recommendations, KCC submitted a Follow-Up Report on October 15, 2013. A two-member accreditation team visited the campus and a separate team visited the UHCC system office. The latter's Report was incorporated in the Report for KCC. The evaluation team noted that three Recommendations met the Standards and six Recommendations partially met the Standards. The separate team noted that UHCC Recommendations 1 and 2 met the Standards and 4 and 5 partially met the Standards. The Commission action letter of February 7, 2014, affirmed the Report by both evaluation teams and requested that KCC address UHCC Recommendation 3 as a Commission Requirement.

KCC submitted a Follow-Up Report on October 15, 2014, to respond to these outstanding Recommendations. A four-member accreditation team visited the campus on November 7, 2014. This evaluation determined that the College had addressed and had met the Standards for all Recommendations and that the College had sustained both their compliance with the Standards for the three Recommendations it had met the previous year and had demonstrated its commitment to continuous improvement. This accreditation team also evaluated the UHCC Recommendations and determined that all Recommendations had met the Standards.

The ACCJC Action letter dated February 6, 2015, affirmed the findings by the accreditation team and took action to reaffirm KCC's accreditation until 2018.

Glossary

Acronym/Term	Definition
AGOs	Authorized Governance Organizations
ARPD	Annual Reports of Program Data
CAC	Chancellor's Advisory Council. This council is composed of department heads, unit heads, members of the Administrative Staff, and representatives of Authorized Governance Organizations and other key personnel; the CAC advises the Chancellor on policy and planning and other matters and serves as a communication vehicle for the Chancellor and its members.
CAAC	Counseling and Academic Advising Council
CLR	Course Learning Report
CPR	Comprehensive Program Review (three-year review)
General Fund	Funds allocated by the State Legislature.
LRDP	Long Range Development Plan. This is a campus physical plant development plan approved by the Board of Regents, unfunded as of 2014.
OCET	Office of Continuing Education and Training
OFIE	Office for Institutional Effectiveness. This office supports planning, institutional research, assessment, evaluation and grants development.
PPAC	Policy, Planning, and Assessment Council. The Council was renamed the Chancellor's Advisory Council in 2013 to emphasize the advisory nature of the council (see above).
RTRF	Research Training and Revolving Funds
TFSF	Tuition and Fees Special Fund
UH BOR	University of Hawaiʻi Board of Regents
UHCC	University of Hawaiʻi Community Colleges
VCAA	Vice Chancellor for Academic Affairs
VCAS	Vice Chancellor for Administrative Services
VCSA	Vice Chancellor for Student Affairs

Table 1.   Summary History of ACCJC 2012 Recommendations 1-9 and UHCC System Recommendations 1-5

	ACCJC 2012 Evaluation Team Report	ACCJC 2012 Action Letter	ACCJC 2013 Evaluation Team Report on Follow-Up	ACCJC 2014 Action Letter	ACCJC 2014 Evaluation Team Report on Follow-Up	ACCJC 2015 Action Letter
Accreditation Status		**Reaffirmed**		**Need to correct deficiencies**		**Reaffirmed**
Recommendation 1. *To more fully integrate planning with budget*	Issued	Issued	Resolved, meets the Standard	Continues to meets the Standard	Continues to meets the Standard	Continues to meets the Standard
Recommendation 2. *For planning processes to lead to program & institutional improvement*	Issued	Issued	Partially meets Standard	Partially meets Standard	Resolved, meets the Standard	Resolved, meets the Standard
Recommendation 3. *Assessing student learning outcomes*	Issued	Issued	Partially meets Standard	Partially meets Standard	Resolved, meets the Standard	Resolved, meets the Standard
Recommendation 4. *For student learning outcomes to support planning decisions*	Issued	Issued	Partially meets Standard	Partially meets Standard	Resolved, meets the Standard	Resolved, meets the Standard
Recommendation 5. *For student learning outcomes for student services programs*	Issued	Issued	Partially meets Standard	Partially meets Standard	Resolved, meets the Standard	Resolved, meets the Standard
Recommendation 6. *See UHCC Rec. 3 AKA* **Commission Requirement**	Issued	Issued	Partially meets Standard	Partially meets Standard	Resolved, meets the Standard	Resolved, meets the Standard, Needs to show consistency
Recommendation 7. *To fill essential vacancies and improve timeline*	Issued	Issued	Resolved, meets the Standard	Continues to meets the Standard	Continues to meets the Standard	Continues to meets the Standard
Recommendation 8. *Develop a technology plan.*	Issued	Issued	Partially meets Standard	Partially meets Standard	Resolved, meets the Standard	Resolved, meets the Standard
Recommendation 9. *To define the roles of the Policy, Planning and Assessment Council*	Issued	Issued	Resolved, meets the Standard	Continues to meets the Standard	Continues to meets the Standard	Continues to meets the Standard
UHCC Recommendation 1. *Institutional mission and effectiveness*	Issued	Issued	Resolved, meets the Standard	Continues to meets the Standard	Continues to meets the Standard	Continues to meets the Standard
UHCC Recommendation 2. *Student Learning programs and services*	Issued	Issued	Resolved, meets the Standard	Continues to meets the Standard	Continues to meets the Standard	Continues to meets the Standard
UHCC Recommendation 3. *Student learning programs & services & resources*	Issued	Issued	Partially meets Standard	Resolved, meets the Standard	Continues to meets the Standard	Continues to meets the Standard
UHCC Recommendation 4. *Resources*	Issued	Issued	Partially meets Standard	Partially meets Standard	Resolved, meets the Standard	Resolved, meets the Standard
UHCC Recommendation 5. *Board & Administrative Organization*	Issued	Issued	Partially meets Standard	Partially meets Standard	Resolved, meets the Standard	Resolved, meets the Standard

> **Recommendation 1.** In order to meet the Standard, to ensure improvements in planning processes, including program review, are integrated with resource allocations, the team recommends that the College provide clear descriptions of the planning timeline to demonstrate integration with budgeting process. (I.B)

In the Accreditation Evaluation Team visit and report submitted December 2, 2013, the College was assessed as meeting Recommendation 1. On January 7-9, 2015, the Commission further confirmed that the College continued to meet Recommendation 1. The following is an update from fall 2013 to summer 2015 showing the College's commitment to sustainable and continuous improvement.

Kapi`olani Community College's budget allocation is determined by the University of Hawai`i System Biennium Budget for 2013-2015 with the off year Supplemental Budget requests focused only on health and safety allocations. The College is on target with the 2015-2017 Biennium Budget Process as stated in the Institutional Report submitted on October 15, 2013, and the College's Follow-Up Report dated October 15, 2014.

To ensure an integrated College internal budget process, two improvements were instituted in the 2013-2014 academic year: a refining of the Annual Integrated Program Review, Planning, & Budget Allocation Cycle and a five-year Budget Plan for the College. These processes are described in detail in Recommendation 2. The Gantt Chart for Academic Year 2015-2016 (link[1]) illustrates that the first step in the internal budget process is to analyze the Annual Reports of Program Data (ARPDs), to assess student learning outcomes (SLOs)/service area outcomes (SAOs), complete program reviews, review Comprehensive Program Reviews (CPRs, which include tactical plans), review the Strategic Plan and update non-academic CPRs. Only after a complete assessment is made can the College move toward prioritization, resource allocation, review and implementation.

In the fall of 2014, preparations were being made to begin this year's Annual Integrated Program Review, Planning, & Budget Allocation Cycle. The University of Hawaiʻi System provides the metrics for the College's Annual Reports of Program Data (ARPD). The ARPD reports on action steps used for improving program student learning outcomes. As mentioned above, the first step in the budget allocation cycle is to analyze the data as new budget allocation requests will only be considered if justification is made using the College's strategic plan, mission, academic and unit annual reports or health and safety needs. In 2014-2015, the ARPD data were released to the campuses 13 weeks later than usual. Therefore, the

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[1] Kapiʻolani Community College, "Academic Year 2015-16 Internal Budget Process Timeline", Archive Link: http://hdl.handle.net/10790/2484

entire budget cycle process was delayed. The Gantt Chart for 2014-2015 shows the revised schedule (link[2]).

To improve the budgeting process from the previous year, a change was made. A campus town hall meeting was added giving the areas that have requested funding a chance to make their case to the campus. This extra step increased transparency and gave the campus a broader view of the many needs across the College. In 2014-2015, there were a total of 79 budget allocation requests; new requests were combined with the previous year's requests (link[3]). (Each allocation request, if not funded, automatically is included in the next year's requests.)

The five-year Budget Plan has been instrumental in addressing long-term budget projections. The Vice Chancellor for Administrative Services has met with all departments and units across the campus, working with them to reduce expenditures while maintaining the integrity of their programs. This balance between reducing expenditures and maintaining program integrity could only be achieved after clearly defining the priorities at the College, outlined in the Executive Administration Assessment: Comprehensive Institutional Review, compiled and completed by the Chancellor (live link, link[4]).

The Annual Integrated Program Review, Planning, & Budget Allocation Cycle and the 5-year Budget Plan are vitally important in managing the College in challenging economic environments. In fiscal year July 1, 2014-June 30, 2015, Kapiʻolani Community College and the rest of the University of Hawaiʻi System were challenged with deficits and spending cuts. During any fiscally difficult period, it is imperative that:
1. the budget allocation process is transparent;
2. priorities are understood by all of the College's constituents;
3. funding decisions are mission- and data-driven; and
4. decisions are viewed as resulting from a fair and equitable process.

Equally important, the College leadership provides budget related updates consistently and communicates widely across the College community (See: Recommendation 2., Chart 1. KCC Annual Integrated Program Review, Planning, & Budget Allocation Cycle).

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[2] Kapiʻolani Community College, "Academic Year 2015-16 Internal Budget Process Timeline", Archive Link: http://hdl.handle.net/10790/2484
[3] Kapiʻolani Community College, "FY16 Summary of Requests", Archive Link: http://hdl.handle.net/10790/2485
[4] Kapiʻolani Community College, "2014-2015 Exec Admin Assessment Report", Archive Link: http://hdl.handle.net/10790/2486

> **Recommendation 2.** In order to meet the Standards, the College planning processes should be effectively communicated to all College constituencies and reviewed on an annual basis to ensure that resource allocation leads to program and institutional improvement. (I.B.4, I.B.6).

In the Accreditation Evaluation Team visit and report submitted November 8, 2014, the College was assessed as meeting recommendation 2. On January 7-9, 2015, the Commission further affirmed that the College addressed Recommendation 2. The following is a summary of our Follow-Up Report on October 15, 2014, and updates from the fall 2014 to summer 2015 showing the College's commitment to sustainable and continuous improvement.

I. Integrated Planning

The College continues to review its planning processes annually to ensure that resource allocation leads to program and institutional improvement. This review process incorporates the University of Hawaiʻi (UH) System's Strategic Directions and the University of Hawaiʻi Community College's (UHCC) Strategic Directions with the College's Strategic Plan. At the College level, Kapiʻolani Community College's (KCC) Strategic Plan and annual Executive Administration Assessment, with program-level information from the Annual Report of Program Data (ARPD) and the Comprehensive Program Review (CPR), establish and guide decision making and resource allocation for institutional and program direction and improvement. All three levels of the system, UH, UHCC and KCC, have finalized or are finalizing the new Strategic Directions 2015-2021. The University of Hawaiʻi System Strategic Directions were approved by the Board of Regents (BOR) at its meeting on January 22, 2015 (link[5]). The University of Hawaiʻi Community College Strategic Directions were finalized on March 13, 2015 (link[6]). Kapiʻolani Community College's Strategic Directions will be finalized in fall 2015 (link[7]).

II. Assessing the Effectiveness of Planning and Budgeting Processes to Ensure Resource Allocation Leads to Program and Institutional Improvement.

A. University of Hawaiʻi Community College System Level

The UHCC System assesses its Strategic Planning process annually by reviewing the aggregate data from its seven community colleges for both System and institutional improvement. For example, in surveying and assessing the educational environment

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[5] University of Hawaiʻi, "University of Hawaiʻi Strategic Directions, 2015-2021", Archive Link: http://hdl.handle.net/10790/2487
[6] University of Hawaiʻi, "University of Hawaiʻi Community Colleges Strategic Plan 2015-2021", Archive Link: http://hdl.handle.net/10790/2488
[7] Kapiʻolani Community College, "KCC Strategic Plan Outcomes, 2015-08-11", Archive Link: http://hdl.handle.net/10790/2489

of the State of Hawaiʻi and the 10 campus University of Hawaiʻi System, the UHCC system, on the recommendation of the UHCC Strategic Plan Task Force (comprised of Chancellors, Student Congress Chairs, Faculty Senate Chairs and the Institutional Effectiveness Director), is making changes to its previous 2008-2015 Strategic Plan in the UH Community Colleges 2015-2021 Strategic Plan. One change is to add new metrics to close achievement gaps for Native Hawaiian, Pacific Islander and Filipino students, i.e., degree (including STEM, Science Technology, Engineering and Math) and certificate attainment equal to, at minimum, the percentage of the respective College's total enrollment.

Another example is the transformative change in developmental education throughout the UHCC system with the goal of increasing the graduation rate (Hawaiʻi Graduation Initiative) by requiring that students complete college-level English and math courses in the first year through accelerated course offerings and co-requisite remediation (link[8]).

The Vice President (VP) for UHCC holds a public forum at each community college campus twice a year. At the VP's fall visit to the College on November 12, 2014, his presentation focused on possible areas and benchmarks for Strategic Directions 2015-2021 (link[9]). During the VP's spring visit on April 29, 2015, he introduced the actual measures and benchmarks for the System's Strategic Goals and Performance Measures to the campus (link[10]).

The College uses the outcomes and performance measures data provided by the Vice President for UHCC, along with data generated through its own internal integrated program review planning and budget allocation cycle, to set priorities to better serve the community-at-large. This multi-level data set is reviewed annually by the UHCC System to ensure goals are being met by the System and the College. The goals for specific performance areas are established using baseline data from the UHCC System and the colleges. The Performance (Outcome) Funding Measures are:

 a. degrees and certificates awarded;
 b. degrees and certificates awarded to Native Hawaiian students;
 c. degrees and certificates awarded to students in Science, Technology,
  Engineering, and Math (STEM) fields;
 d. number of low-income students participating the Federal Pell program;
  and;

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[8] Kapiʻolani Community College, "Proposed Developmental Education Models", Archive Link: http://hdl.handle.net/10790/2490

[9] University of Hawaiʻi, "University of Hawaiʻi Community Colleges Draft Strategic Plan 2015-2021", Archive Link: http://hdl.handle.net/10790/2491

[10] University of Hawaiʻi, "University of Hawaiʻi Community Colleges Strategic Plan 2015-2021", Archive Link: http://hdl.handle.net/10790/2488

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

In Fiscal Year 2015, the College met or exceeded all goals set by the UHCC System and was awarded the maximum amount of funds set aside for these five Performance Measures. Each achieved performance goal reflects the College's effective planning and allocation of resources to make the biggest impact on program and institutional improvement.

B. Kapiʻolani Community College: Planning Process

1. Review of Planning Process
At the College level, for the past seven years, the KCC 2008-2015 Strategic Plan was the primary institutional planning document that stated institutional strategic outcomes, performance measures, and potential strategies, summarized into eight campuswide strategies (link[11], p. 40.) Annually, the College conducts a review and assessment of its planning and budgeting processes for the previous year's Strategic Plan objectives and outcomes in its Executive Administration Assessment. This report includes review and assessment of the previous year's goals and objectives and adjustments for the coming year's objectives, strategies, tactics, and desired outcomes(live link, link[12]). This report is submitted to the Vice President for UHCC and the UH President and is based on the College's Strategic Plan Scorecard, the VP for UHCC's fall and spring data reports, and the College's administrative staff self-assessments, including their goals and objectives for the coming year.

As reported previously, in fall 2013, the College initiated its efforts to develop a new Strategic Plan for the period 2015-2021. The Chancellor designated the Office for Institutional Effectiveness (OFIE) as lead for organizing, implementing and communicating the strategic planning process. The College tracked progress on UH System strategic planning (link[13]) (link[14]), including the UH Board of Regents Policy on Sustainability (January 2014) and the UH President's Executive Policy on Sustainability (February 2015). A representative from the College's administration, the Director of the Office for Institutional Effectiveness (OFIE), faculty and students attended the UHCC System Strategic Planning Council meetings on September 12, 2014 and March 13, 2015.

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[11] Kapiʻolani Community College, "KCC Strategic Plan 2008-2015", Archive Link: http://hdl.handle.net/10790/173

[12] Kapiʻolani Community College, "2014-2015 Exec Admin Assessment Report", Archive Link: http://hdl.handle.net/10790/2486

[13] Kapiʻolani Community College, "University of Hawaiʻi Strategic Directions, 2015-2021 (Version 11)", Archive Link: http://hdl.handle.net/10790/2493

[14] Kapiʻolani Community College, "University of Hawaiʻi Strategic Directions, 2015-2021 (Version 17)", Archive Link: http://hdl.handle.net/10790/2494

As stated above, the Vice-President for Community Colleges (VPCC) presented strategic planning updates to the campus on November 12, 2014 and April 28, 2015. A summary was developed entitled *"Synthesis of John Morton's Fall 2014 Presentation, UH System Goals, and KCC-specific measures,"* on December 8, 2014, and this was shared with the Chancellor's Administrative Staff Council (link[15]). The VPCC developed and disseminated a detailed UHCC Strategic Plan Draft Narrative on March 12, 2015 (link[16]). On April 28, 2015, the VPCC presented on updated UHCC Strategic Plan to the campus (link[17]).

In response, in order to improve its own strategic planning processes, the College developed seven drafts of planning matrices that aligned the UH, UHCC, and KCC outcomes and measures (November 20, 2014; February 5, 2015; February 23, 2015; March 4, 2015; March 16, 2015; March 31, 2015; April 1, 2015; and April 2, 2015) (link[18]) (link[19]) (link[20]) (link[21]) (link[22]). There was consensus that the 2015-2021 plan measures would be tracked through an annual scorecard similar to the College's existing 2014 Strategic Plan Scorecard (link[23]).

OFIE also presented on "Issues in Strategic Planning" to the members of the Chancellor's Administrative Staff at their January 5, 2015 meeting (link[24]). Listed below are the vertically aligned strategic planning documents and measures that were reviewed for the purpose of building horizontal consensus between administration, other governance bodies, the fall 2013 informal planning group, and community stakeholders. Also considered for planning purposes was the need to have campus-specific outcomes and measures as there were leading innovations with high potential for external funding, specifically in workforce development areas. These campus-specific measures are delineated in the 2015-2021 KCC

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[15] Kapiʻolani Community College, "Synthesis of John Morton's Fall 2014 Presentation, UH System Goals, and KCC-specific measures", Archive Link: http://hdl.handle.net/10790/2496

[16] University of Hawaiʻi, "University of Hawaiʻi Community Colleges Strategic Plan 2015-2021 Draft", Archive Link: http://hdl.handle.net/10790/2515

[17] University of Hawaiʻi, "University of Hawaiʻi Community Colleges Strategic Plan 2015-2021", Archive Link: http://hdl.handle.net/10790/2488

[18] Kapiʻolani Community College, "KCC Strategic Plan Matrix, 2015-02-05", Archive Link: http://hdl.handle.net/10790/2498

[19] Kapiʻolani Community College, "KCC Strategic Plan Matrix, 2015-02-23", Archive Link: http://hdl.handle.net/10790/2499

[20] Kapiʻolani Community College, "KCC Strategic Plan Matrix, 2015-03-04", Archive Link: http://hdl.handle.net/10790/2502

[21] Kapiʻolani Community College, "KCC Strategic Plan Matrix, 2015-03-16", Archive Link: http://hdl.handle.net/10790/2500

[22] Kapiʻolani Community College, "KCC Strategic Plan Outcomes, 2015-03-31", Archive Link: http://hdl.handle.net/10790/2501

[23] Kapiʻolani Community College, "HGI Campus Completion Scorecard 2013-14", Archive Link: http://hdl.handle.net/10790/2503

[24] Kapiʻolani Community College, "Issues in Strategic Planning, 2015-2021", Archive Link: http://hdl.handle.net/10790/2504

Strategic Plan, Outcome II. Hawaii Innovation Initiative: Prepare Student for Productive Futures (link[25]).

Vertically Aligned Documents

Hawaiʻi Graduation Initiative and UH System Planning

New Hawaiʻi Papa O Ke Ao Report (link[26])
Creating model indigenous-serving institutions,
Sharper focus on Native Hawaiian student success,
Leadership development,
Community engagement
Advancing Hawaiian language and culture

UH Sustainability Executive Policy (live link, link[27])
Operations (energy, water, waste, food)
Research
Curriculum measures
Culture
Community engagement

UHCC Measures and Metrics
Annual Report of Program Data (ARPD) (live link, link[28])
Perkins Indicators (reported in ARPDs)

KCC Measures and Metrics
Course Success Rates (ARPD)
First Year College-Ready Rate
Fall-to-Spring Persistence (ARPD)
Fall-to-Fall Persistence (ARPD)
Number of Annual Completions (CA and associate degrees) (ARPD)
Number of Annual Transfers (ARPD)
3-year completion and transfer rates

In spring 2015, as UH and UHCC system planning processes were being finalized, members of the KCC CAC Budget and Planning Work Group met twice in February

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[25] Kapiʻolani Community College, "KCC Strategic Plan Outcomes, 2015-08-11", Archive Link: http://hdl.handle.net/10790/2489
[26] University of Hawaiʻi, "Hawaiʻi Papa O Ke Ao Report", Archive Link: http://hdl.handle.net/10790/2553
[27] University of Hawaiʻi, "Sustainability at the University of Hawaii System - Policy webpage", Archive Link: http://hdl.handle.net/10790/2507
[28] University of Hawaiʻi Community Colleges, "ARPD website", Archive Link: http://hdl.handle.net/10790/2233

and twice in April to make future revisions to the Strategic Plan Framing statements (Mission, Vision, Values) (link[29]) and to contribute to the refining of Strategic Plan Outcomes and Performance Measures.

Strategic planning dialogues were convened with different groups of community stakeholders and high school principals in a series of meetings (link[30]) (link[31]). On March 19, 2015, Chancellor Richards presented an update entitled, *"Kapiʻolani CC: Aligning Strategic Directions and Outcomes"* to the UH Board of Regents meeting at KCC (link[32]). New Strategic Outcomes drafts were completed with numbered measures on April 1, 2015 (link[33]). The VP for Community Colleges presented updated Outcomes and Performance Measures in his discussion of UHCC Strategic Directions on April 28, 2015 (link[34]).

At the fall 2015 Faculty and Staff Convocation on August 17, 2015, an update was presented on the Strategic Planning process and it was announced that on September 17, 2015, and October 7, 2015, Strategic Plan Forums were being convened to receive input from across the campus. The Plan, including framing statements, would be formally presented by the CAC Budget and Planning Work Group for consideration and approval by the CAC. In fall 2015, the Chancellor's Administrative Council, in conjunction with the governance bodies will develop campus-wide strategies to achieve strategic outcomes and performance measures. These strategies will be integrated into the 2013-2016 Comprehensive Program Review process. The Plan will be finalized in December 2015.

2. Resource Allocations Informed by Planning

Given reduction in budget support from the State Legislature, in order to increase the College's ability to provide funding in support of its Strategic Plan, the College obtains extramural funds for institutional improvements, such as U.S. Department of Education Title III funds that benefit Native Hawaiians and other underserved student groups. Based on its previous Strategic Plan performance measures, e.g., those listed for Outcome A: *Native Hawaiian Educational Attainment*, the College

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[29] Kapiʻolani Community College, "Latest Mission, Vision, and Values Statements", Archive Link: http://hdl.handle.net/10790/2508
[30] Kapiʻolani Community College, "Strategic Plan 2015-2021 Meeting, Community Stakeholders", Archive Link: http://hdl.handle.net/10790/2509
[31] Kapiʻolani Community College, "Strategic Planning Meeting, Education Stakeholders", Archive Link: http://hdl.handle.net/10790/2510
[32] Kapiʻolani Community College, "Kapiʻolani CC: Aligning Strategic Directions and Outcomes", Archive Link: http://hdl.handle.net/10790/2511
[33] Kapiʻolani Community College, "KapCC Strategic Plan Outcomes - Draft 2015-04-01", Archive Link: http://hdl.handle.net/10790/2516
[34] University of Hawaiʻi, "University of Hawaiʻi Community Colleges Strategic Plan 2015-2021", Archive Link: http://hdl.handle.net/10790/2488

applied Title III funding and other grant funds to program improvements that support Native Hawaiians as well as other underserved student groups.

For example, the College received a five-year Title III: Part F: Native Hawaiian-Serving grant for $9,845,788 titled, Strengthening Kapiʻolani's Campus Culture for Student Success: Kauhale Ke Kuleana (the Responsibility of the Whole Village). The focus of the grant is to provide a conducive environment for student success through targeted renovations that create a campus culture of success and advances research-based high impact teaching and student support practices, improved evaluation systems, and fiscal stability. These renovations and activities strengthen the College's infrastructure and commitment to Native Hawaiians and all students to progressively persist from their first year in college to graduation and transfer to a four-year university. Four renovation sites were identified in year one (2014-15) to provide the essential campus infrastructure for student success through a faculty, student and staff collaboration and a commitment to student engagement, learning, and achievement.

Activities supported by this grant include an improved tutoring and mentoring program to increase academic preparation, culturally-relevant teaching and learning practices to improve student achievement in writing and math courses; development of a student success course that will challenge students to identify, explore, and address cognitive and non-cognitive preparedness for college through Native Hawaiian practices and community-based services, and improved academic degree and transfer planning services. In addition, the grant has provided funding to integrate an Assessment Management System, Taskstream, within the College to better manage service area outcomes and course, program, and institutional learning outcomes. Also, the College has hired an Institutional Assessment Coordinator funded by Title III to work with faculty and staff to strengthen learning outcomes assessment and deepen student learning.

Other activities include professional development events to engage faculty in curriculum development. In 2015, a Five-day Experiential Learning Institute (FELI) was designed for faculty interested in teaching to the affective domain, including how to improve students' academic performance. In addition, a five-day professional development seminar was designed and offered to faculty to contextualize place-based community research in their course curriculum. The purpose of the seminar is to introduce an indigenous perspective to teaching and learning through the integration of student-faculty-community collaboration to promote academic engagement and undergraduate research that motivate students' progress toward degree completion.

Another grant the College obtained after our last report was through the partnership with Kamehameha Schools who awarded KCC $218,000 to fund a new program called Project Olonā, which engages 12 Native Hawaiian students in the comparison of plant growth rates using traditional soil and hydroponic systems

(live link, link[35]). This science and culture-oriented project engages students that will apply hands-on research to identify the active ingredients of Hawaiian medicinal plants and compares the difference in the chemical potency of these plants when grown using different methods. Students also discover potential healing properties of traditional medicinal plants through their knowledge of chemistry. Project Olonā helps students link traditional Hawaiian practices to contemporary science. The funding will also serve a cohort of students in a 2016 Summer Bridge Program to meet Project Olonā's goals and objectives. This program is increasing interest and preparedness of Native Hawaiians for STEM degrees and professions.

Finally, the Lunalilo Scholars Program, launched in the summer of 2012 through the support of the Kaneta Foundation and the University of Hawai`i Foundation, has expanded since our last report. This highly successful program provides opportunities for transformative college experiences for students who have not considered higher education as a viable alternative because of financial or other barriers to access, has grown from 20 students in 2012 to 54 students in fall 2015. Therefore, for 2015, the College allocated a full-time position to support this program. Through scholarship, academic and personal support, and a sense of community, students build a foundation for success in the first year of college. For further details on the success of the Lunalilo Scholars Program see (link[36]).

C. Kapiʻolani Community College: Program Level

1. Annual Report of Program Data (ARPD) and Comprehensive Program Review (CPR)
The Annual Report of Program Data **(**ARPD) is an annual assessment, by departments and units, of program activities, achievements, and plans as they relate to the College's Strategic Plan Goals and Outcomes. The Comprehensive Program Review (CPR) draws from ARPDs and reports a three-year view of the program's health and plans as related to the College's Strategic Plan Goals and Outcomes. It analyzes (1) trends in program strengths and weaknesses in demand, efficiency, and effectiveness over the previous three years and (2) projects the strategies to improve effectiveness and overall program health in the subsequent three years. The College continues to use the ARPD and CPR for data and analysis of course learning outcomes to inform and analyze program learning outcomes. This assessment in turn is discussed in the ARPD, which frames program planning. The results of the assessment of student learning outcomes were included into the ARPD as the UHCC system recognized the need to tie assessment, program planning and evaluation. The College uses the ARPD data to justify new allocation requests.

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[35] Kamehameha Schools, "KS partners with KCC on Project Olonā webpage", Archive Link: http://hdl.handle.net/10790/2513
[36] Kapiʻolani Community College, "King William Charles Lunalilo Scholars Project", Archive Link: http://hdl.handle.net/10790/2514

Several changes to the CPR process have expanded the information it reports to support planning and resource allocation decisions. See Appendix B and the response to Recommendation 4 for a discussion (link[37]). With feedback from department chairs and deans, the guidelines (K5.202) were revised and implemented in 2012 and revised in 2015 to better align with other campus processes and to better integrate the results of outcomes assessment.

2. Annual Integrated Program Review, Planning, & Budget Allocation Cycle

In AY 2012-2013, the College implemented the "Annual Integrated Program Review, Planning, & Budget Allocation Cycle" to adjust to the changing funding conditions of the UH System in general and to improve how individual program and institutional needs are identified and included in decision-making at the institutional level during the College's internal budgeting process. For FY 2014-2015, the College's Annual Integrated Program Review, Planning, & Budget Allocation Cycle essentially remained the same from FY 2013-2014 except for an addition to the process. Before the Authorized Governance Organizations (AGOs) received the Allocation Request Forms (ARFs) for ranking, a campus town hall meeting was called on March 13, 2015, to give the requesters an opportunity to contextualize the request and to give justification for the need of a new budget allocation. A survey to gauge the effectiveness of the town hall meeting was conducted (link[38]). As stated in Recommendation 1, the entire Annual Integrated Program Review, Planning, & Budget Allocation Cycle was delayed this year as the data from the system office was delivered 13 weeks late, on November 7 instead of August 15 to all the community colleges.

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[37] Kapiʻolani Community College, "K5.202 Review of Established Programs, Spring 2015", Archive Link: http://hdl.handle.net/10790/2518
[38] Kapiʻolani Community College, "Town Hall Survey 2015", Archive Link: http://hdl.handle.net/10790/2517

Chart 1. KCC Annual Integrated Program Review, Planning, & Budget Allocation Cycle

Faculty and Staff:
- Analyze Annual Report on Program Data (ARPD)
- Complete Program Reviews
- Assess SLOs/SAOs
- Review-Comp Program Review (CPRs) w/ Tactical Plans
- Review Strategic Plan Initiatives
- Update non-academic CPRs

Requesters:
- Submit completed resource allocation requests to Dept Chairs
- Post Program Reviews and other supporting data

Deans/VCs
- Meet with programs/depts./units to prioritize requests
- Chancellor reviews VC/Dean allocation priorities
- Submit final requests along with their priority ranking to the VCAS

Assess   **Prioritize**

- State appropriation received
- Review, evaluate, and revise Allocation Priority Plan and respond accordingly to requests in ARPD, CPR, Prof Development, Tech Plan etc. based on available funds
- Review and Evaluate process/cycle as needed

Implement

VCAS
- Transmits complete list of allocation requests to AGO's

AGOs
- Review list of requests and priorities and make recommendations as necessary (2x to ensure participation)
- CAC makes AGOs final allocation recommendation to Chancellor

Chancellor
- Determines final allocation plan, including any rationale for changes in priorities.

Plan Resource Allocation

Review

VCs/Deans
- Communicate and clarify Allocation Priority Plan at program, unit, and department levels and review ARPD and CPR/Tactical Plan requests
- Review proposed budget allocations for changes in UH System policy, law, or procedures

As stated in the 2014 report, the Chancellor established workgroups in the CAC to advise him in four areas: budgeting and planning, technology, accreditation and assessment, and enrollment management and marketing to both broaden and deepen dialogue about planning and resource allocation across the campus. The CAC reviews the recommendations of the workgroups and advises the Chancellor. For example, at the conclusion of the FY2016 budget allocation planning process, on April 30, 2015, the Budget and Planning Workgroup voted to make the following new allocation recommendations to the CAC:
- $92,000 for emergency call box upgrade & maintenance which includes $42,000 for current year plus recurring $25,000 each for the next two years
- $4,000 for safety maintenance & inspection of health program equipment
- $14,000 for campus security & safety mobile app
- With regards to nursing request for $125,930 to extend equipment warranties, a recommendation was made that the CAC fund this ARF after the

Nursing Department review the warranties and updates the information (link[39]).

At the July 7, 2015, meeting of the CAC, the members voted to make the following recommendations to the Chancellor (link[40]):

- $12,000 for emergency call box for immediate repairs
- $4,000 for safety maintenance & inspection of program equipment for Health Science
- $14,000 for campus security & safety mobile app
- The Nursing Department request was amended to purchase the preventive maintenance for each manikin and the three-year warranties for $68,542 plus an additional $15,000 to cover the cost of any repairs required to get the manikins eligible for warranty. The total was $83,542.

Finally, the campus was notified of the Chancellor's decision and justification for the budget allocations through email (link[41]). The College receives its budget appropriation from the Legislature through the UHCC office in September 2015 and the Chancellor will disseminate the final FY 2016 budget allocation memo to the Vice Chancellors and then to the CAC members at the end of September 2015.

The planning and budgeting processes established at the College directly impact resource allocation and re-allocation when grant opportunities arise or resources are made available outside the annual budget cycle timeframe.

III. Effective Communication

The College continues to communicate with the College community through our participatory and shared governance system composed of the College's Authorized Governance Organizations (AGOs) and Standing Advisory Councils. The AGOs consisting of the Associated Students of Kapi`olani Community College, Staff Council, Faculty Senate and Kalāualani (the Native Hawaiian Council) represent all the constituents on the campus. The Chancellor continues to meet regularly with the AGOs and they are involved in reviewing, advising, and making recommendations to the Chancellor on institutional policy and initiatives appropriate to their specific charters. Also, the Chancellor seeks advice from the AGOs on institution-wide issues that may not be directly related to the areas of responsibility stated in their charters In addition to the AGOs, the College has four Standing Advisory Councils: the Administrative Staff Council and the Chancellor's Advisory Council, which report

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[39] Kapiʻolani Community College, "CAC Budget and Planning Work Group Meeting Minutes, 2015-04-30", Archive Link: http://hdl.handle.net/10790/2519
[40] Kapiʻolani Community College, "Chancellor's Advisory Council Meeting Minutes, 2015-07-07", Archive Link: http://hdl.handle.net/10790/2520
[41] Kapiʻolani Community College, "FY 2016 Budget and New Allocation Request Results", Archive Link: http://hdl.handle.net/10790/2521

directly to the Chancellor; the Vice Chancellors' Advisory Council, and the Counseling and Academic Advising Council, which report directly to the Vice Chancellors. A list of meetings and forums convened including minutes from these meetings is available (link[42]).

The College continues to promote participation of all faculty and staff in its planning processes. For example, at the fall 2013 Faculty and Staff Convocation, in an effort to encourage broad engagement and dialogue for its new 2015-2021 Strategic Plan, all constituents were invited to participate in the planning process. Fourteen individuals expressed an interest via follow-up emails to be part of this informal planning group. The College convened an informal planning group and invited the entire campus to facilitated planning dialogues in spring 2014 (link[43]). Iterative draft documents were forwarded to the informal planning group and the Chancellor's Advisory Council in fall 2014 and updates were presented to the CAC at their meetings on September 9, 2014 and December 2, 2014 (link[44]) (link[45]).

Based on the information provided above, and the reports provided to the ACCJC in 2012, 2013 and 2014, the College demonstrates that it continues to fulfill the requirements of the Standards for recommendation 2, i.e., the College effectively communicates its planning processes to all College constituencies and reviews these processes on an annual basis to ensure that resource allocation leads to program and institutional improvement.

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[42] Kapiʻolani Community College, "Communications of Planning and Budgeting Processes", Archive Link: http://hdl.handle.net/10790/2522
[43] Kapiʻolani Community College, "Strategic Plan 2015-2021 Transitioning from 2008-15", Archive Link: http://hdl.handle.net/10790/2523
[44] Kapiʻolani Community College, "Chancellor's Advisory Council Meeting Agenda, 2014-09-09", Archive Link: http://hdl.handle.net/10790/2524
[45] Kapiʻolani Community College, "Chancellor's Advisory Council Meeting Agenda, 2014-12-02", Archive Link: http://hdl.handle.net/10790/2525

> **Recommendation 3.** In order to meet the Standards, the team recommends that the College assess student learning outcomes for every course, instructional program, and student support program and incorporate the findings into course and program improvements. (ER 10, I.B, I.B.l, II.A.1.a, II.A.1.c, II.A.2.a, II.A.2.b, II.A.2.e, II.A.2.f, II.A.2.i, II.A.3, II.B.4, II.C.2)

In the Accreditation Evaluation Team visit and report submitted November 8, 2014, the College was assessed as meeting recommendation 3. On January 7-9, 2015, the Commission further affirmed that the College addressed recommendation 3. The following is a summary of our Follow-Up Report on October 15, 2014, and the updates from fall 2014 to summer 2015 showing the College's commitment to sustainable and continuous improvement.

The College continues to assess student learning outcomes for every course, instructional program, and student support program and incorporates the findings into course and program improvements. The course and instructional programs are discussed in this Recommendation 3, and the student service programs are discussed in detail in Recommendation 5.

All courses and instructional programs at the College have student learning outcomes, referred to as competencies at the course level. These course outcomes are listed in the catalog ([live link](#), [link](#)[46]) and on all syllabi distributed to students. In addition, all approved programs published in the catalog include learning outcomes as part of the description, along with the courses included in the curriculum. All course outcomes are aligned with program outcomes as part of the development of a master course outline. This alignment is archived with the master course outline in Curriculum Central, the UHCC system's web-based curriculum management system. Starting in spring 2014, the University of Hawaiʻi system began a transition to Kuali Course Management a formerly open-source course and curriculum management system. Projected to be available for beta-testing in spring 2015, the platform is now proprietary software and the development timeline had to be modified. The UH System expects to have the software ready for faculty beta-testing in fall 2015. This transition has necessitated a revision in the format and content of the College's master course outline. However, the College has been assured that items which may not be included in the systemwide course proposal form will be included as an attachment to College course proposals.

II. Refining the Process

In fall 2013 the Faculty Senate Ad Hoc Student Learning Outcomes and Assessment Committee revised the Course Learning Report (CLR) used to document both fall

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[46] Kapiʻolani Community College, "General Catalog webpage", Archive Link: http://hdl.handle.net/10790/2526

and spring assessment results and next steps to improve student learning. The form now includes an additional reporting area on the first page to ensure that authors report on the implementation of the strategies identified as a result of the previous course-level assessments (link[47]).

Improvements in the Annual Report of Program Data (ARPD) and Comprehensive Program Review (CPR) reporting processes, as detailed in Recommendation 2 and Recommendation 4, continue to be discussed by administration and faculty. Ongoing support of faculty in completing outcomes assessment is provided by the College's Assessment Coaches (assigned by the Chancellor and Faculty Senate) and the Faculty Senate Ad Hoc Student Learning Outcomes and Assessment Committee. The coaches conduct ongoing workshops on SLO skills and work on creating a supportive culture for assessment. They coach faculty on CLRs and they work with program and discipline coordinators and department chairs on ARPDs and CPRs.

This work, another example of how the College allocates its resources for program and institutional improvement (Recommendation 2), is supported through allocation of non-instructional teaching equivalencies (link[48]). In FY 2012-2013, FY 2013-2014 and FY 2014-2015, the College directly allocated $99,000, $67,500 and $79,248 respectively, for faculty released time (non-instructional teaching equivalency) to improve program and course learning assessment. The instructional faculty who serve as coaches are released from teaching two classes each semester, attesting to the College's commitment to supporting faculty in making improvements to both the process and the integration of results for program improvement. The College also supports all Program Coordinators through funding for non-instructional teaching equivalencies to improve learning assessment as part of their overall responsibilities. Furthermore, thus far, all but one of the assessment coaches were funded to participate in the WASC Assessment Leadership Academy. The new assessment coach for the Career and Technical Education programs and one of the two new Student Affairs coaches were accepted into and are completing the WASC Assessment Leadership Academy in 2015-2016.

III. Incorporating the Results into Course and Program Improvement

The results of faculty dialogue on course and program learning outcomes assessments are integrated into two different documents: the master course outline and the Annual Report of Program Data (ARPD) (live link, link[49]). This dialogue informs both the improvement of assessment and the improvement of instruction.

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[47] Kapiʻolani Community College, "Course Learning Report", Archive Link:
http://hdl.handle.net/10790/2576
[48] Kapiʻolani Community College, "Teaching Equivalencies 2014-2015", Archive Link:
http://hdl.handle.net/10790/2527
[49] University of Hawaiʻi Community Colleges, "ARPD website", Archive Link:
http://hdl.handle.net/10790/2233

A. Course Improvement

The results of course-level outcomes assessment are integrated into the master course outline when the course is revised as part of the curriculum review cycle. Item #51 in the master course outline template asks the author to document the justification for the specific revision proposed. Here, the authors report on changes to the course based on the results of recent learning outcomes assessments. For example, ESOL 90 (Beginning English for Speakers of Other Languages) underwent a particularly extensive study. In spring 2011, ESOL faculty decided that assessment would focus on writing—specifically, on grammatical accuracy in writing—because without a certain level of accuracy, college-bound second language learners would be unable to effectively express themselves in the work required by their college courses (link[50]).

In monthly meetings over three years, faculty developed a measure of grammatical accuracy, the accuracy index (# of accurate sentences divided by # of sentences, where accurate sentences are defined as those sentences free of errors in grammar, spelling, capitalization, and punctuation.) The use of this measure has lead to changes and improvements in classroom instruction. Since the accuracy index was first implemented, average course accuracy on a semester-end final in-class writing assignment (with no language support, e.g., no dictionaries allowed) has increased from 5% in fall 2011 to 12% in spring 2014.

Based on the changes in instruction and the increase in student learning induced by the use of the accuracy index, new competencies and curriculum were developed for the course, resulting in the current course update.

B. Program Improvement

The results of program learning outcomes assessment are integrated into the Annual Report of Program Data (ARPD), wherein faculty analyze the program's strengths and weaknesses based on performance indicators, as well as the results of program learning outcomes assessment. The analysis leads to action plans, which may include requests for resources as needed. In the ARPD, faculty members align the results of course-level assessments to the program outcomes and determine whether students have met or not met the program outcomes that are being assessed that year. Based on these results, faculty may propose changes to the curriculum, to the outcome, or to the assessment instruments. For example, effective fall 2012, New Media Arts (NMA) updated the Associate of Science degrees in both animation and interface design by removing five courses, rearranging the sequence of two existing courses, and adding two new courses: ART 284 Animation Studio and ART 285 Interface Design Studio. These two new courses embrace the studio-

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[50] Kapiʻolani Community College, "ESOL 90F Course Description", Archive Link: http://hdl.handle.net/10790/2556

based learning model to address several issues that were discovered during the assessment process, notably (a) the need for more depth into specific NMA-related topics, (b) the need for students to become independent self-learners to succeed after graduation, (c) the need for students to gain more experience in the full creative process in order to create industry-quality portfolio and demo-reel products, and (d) the need to work in collaborative team environments to develop strong interpersonal communication skills needed to succeed in the industry/workplace. To determine whether students have met or not met the program outcomes the faculty continue to fine tune these studio course offerings (link[51]).

In 2013-2014, a comprehensive analysis of Program Student Learning Outcomes was conducted on the Associate of Science in Natural Science (ASNS) degree's first two outcomes, which cover problem solving and analytical reasoning/mathematical techniques. Program Learning Outcomes were assessed in 15 courses included in the ASNS: Biology (3), Engineering (5), Physics (3), and Mathematics (4). These outcomes were Outcome #1: Apply scientific knowledge, skills, and methods to problem solving, with a special emphasis on Hawai'i, where appropriate; and Outcome #2: Utilize analytical reasoning or mathematical techniques to describe physical or biological phenomena. These two competencies (problem solving, analysis, and mathematical techniques), were assessed using final exam questions. For both SLO #1 and SLO #2, the mathematics courses had the lowest percentage of competency achievement, followed by the physics courses. Both disciplines failed to meet the 70% target. A particularly alarming trend is that in their Course Learning Reports, instructors of physics classes and engineering classes commented on the lack of student preparation in the fundamental math skills needed in their courses. These instructors spend considerable time getting students caught up with or reviewing the necessary math skills. Based on these results, the faculty sought funding from the National Science Foundation and have recently received notification of the award. With support from the grant, math and science faculty will work in teams in 2015-2016 to better integrate the two disciplines and to implement undergraduate research in math and physics, a best practice, which has been shown to be effective in the other disciplines assessed.

IV. Improving the Archiving of Assessment Results

Each program's course and program outcomes and the results of outcomes assessment are available through the online ARPD system and the program's online CPR reports (live link, link[52]). Course Learning Reports (CLRs) continue to be

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[51] Kapiʻolani Community College, "2013 Annual Report of Instructional Program Data - New Media Arts", Archive Link: http://hdl.handle.net/10790/2528
[52] Kapiʻolani Community College, "OFIE Program Review Website", Archive Link: http://hdl.handle.net/10790/2295

developed and stored in password-protected departmental Laulima (Sakai) sites, then archived at a public website to provide access to all members of the college community as well as members of the general public (live link, link[53]).

The College has supported two CTE programs, Culinary and Health Sciences, in implementing the Live Text assessment system due to its ability to focus on the individual student's mastery of highly specific skills and its ability to aggregate that level of detail into course and program assessment.

On August 1, 2014, Title III grant funds were earmarked to purchase an appropriate software package (link[54]). The Faculty Senate, fully aware that the implementation of an assessment management system (AMS) at the College is a critical and large project, proposed that consideration be given to the hiring of an Institutional Assessment Coordinator, who will oversee the implementation of the AMS and continue coordinating improvements in learning outcomes assessment at the course, program, and institutional levels (link[55]). Funding for this position has also been included in the recently approved Title III grant that began on October 1, 2014. On November 6, 2014, the College had its launch call with Taskstream, the AMS purchased through the Title III grant. Since spring 2015, a "Disappearing Task Force" made up of instructional and counseling faculty as well as the Vice Chancellor for Academic Affairs has been working with Taskstream consultants to develop the various templates for reporting student learning outcomes and service area outcomes and to document the work flow. Two academic programs, New Media Arts and Hospitality and Travel, volunteered to input their most recent program learning outcome assessment results into the AMS. Several faculty volunteered to pilot the Learning Assessment Tool to assess course-level outcomes. While the Institutional Assessment Coordinator position was undergoing recruitment, one faculty member was released full-time to coordinate the implementation of the AMS. In August 2015, the new coordinator was hired and transitional meetings are in process.

Based on the information provided above, and that provided to the ACCJC in 2012, 2013, and 2014, the College is satisfying the requirements of the Standards included in Recommendation 3, i.e., the College assesses student learning outcomes for every course, instructional program, and student support program and incorporates the findings to promote improvement in these courses and programs. In addition, the College has provided evidence that it refines these processes and improves how results are archived and available for review.

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[53] Kapiʻolani Community College, "Index of Course Learning Reports", Archive Link: http://hdl.handle.net/10790/2274
[54] Kapiʻolani Community College, "AMS Memo 08012014", Archive Link: http://hdl.handle.net/10790/2229
[55] Kapiʻolani Community College, "Faculty Senate Resolution 05052014-8", Archive Link: http://hdl.handle.net/10790/2266

Recommendation 4. In order to meet the Standards, the team recommends that the College utilize student learning outcomes assessment to support institutional planning decisions. (l.B, I.B.l, II.A.l.a, II.A.1.c, II.A.2.a, II.A.2.b, II.A.2.e, II.A.2.f, II.A.2.i, II.A.3, II.B.4, II.C.2)

In the Accreditation Evaluation Team visit and report submitted November 8, 2014, the College was assessed as meeting Recommendation 4. On January 7-9, 2015, the Commission further affirmed that the College addressed Recommendation 4. The following is a summary of our Follow-Up Report on October 15, 2014, and the updates from the fall 2014 to summer 2015 showing the College's commitment for sustainable and continuous improvement.

I. Basing Programmatic and Institutional Decisions on Aggregated SLO Assessment Results

The College's response to Recommendation 2 provides evidence illustrating how the College reviews its planning processes on an annual basis to ensure that resource allocation leads to program and institutional improvement. The response to Recommendation 2 provides evidence showing: (a) how Strategic Plan outcome data are reviewed annually; (b) how the reporting and analysis of course and program SLOs have been improved; and (c) how the revised Annual Integrated Program Review, Planning, & Budget Allocation Cycle takes data based on program SLOs from ARPDs and CPRs and processes them, along with the Strategic Plan outcome data and the Chancellor's Executive Administration Assessment Report (link[56]) through a resource allocation request procedure resulting in informed resource allocation decisions for the purpose of program and institutional improvement.

The College's response to Recommendation 3 outlines how individual programs make use of the results of SLO assessment to make decisions about how best to improve the program and the students' learning at the course and program level.

In this response to Recommendation 4, the College demonstrates how it has integrated the results of assessment into its programmatic and institutional decisions.

As first reported in the 2013 Follow-Up Report, aggregated data from student achievement across courses and programs and student learning outcomes analyzed in ARPDs and CPRs have driven a number of key institutional decisions, e.g.:

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[56] Kapiʻolani Community College, "2014-2015 Exec Admin Assessment Report", Archive Link: http://hdl.handle.net/10790/2486

- The effectiveness of undergraduate research has been attested locally, with a higher percentage of students in the Undergraduate Research Experience (URE) program transferring compared with the general population of Liberal Arts students, as noted earlier. In addition, national research has also demonstrated this model's effectiveness.

  Based on this national and local evidence and on ongoing interactions with the
  Council on Undergraduate Research (CUR), the College has committed to extending
  the undergraduate research model institutionally by implementing it across the
   curriculum. In spring 2014, funded by Title III, faculty from multiple disciplines (social sciences, culinary arts, respiratory therapy, engineering, and English) attended a CUR workshop in Kentucky in preparation for launching undergraduate research in their discipline areas in 2014-2015. In spring 2015, results of students' undergraduate research projects in STEM, Respiratory Care, and Sociology were presented to the University of Hawaiʻi Board of Regents as demonstration of the College's commitment to research-based best practices in promoting student learning.

- The College implements service-learning as an evidence-based high impact practice. In 2013, a study conducted by OFIE institutional researchers and service-learning lead staff and faculty found that students who chose to complete service-learning assignments in their courses achieved higher course success, re-enrollment, and degree completion and graduation rates than non-service-learners. The study recognized some selection bias, that is, better students were choosing to service-learn, but the study also found higher course success rates for service-learners in developmental education courses, and that service-learners maintained high course success rates while non-service learners experienced decreases in their course success. The researchers concluded that through service-learning experiences students are exposed to enhanced learning conditions that lead to increased success.

  Service-learning showed a statistically positive relationship with the Community College Survey of Student Engagement (CCSSE) Benchmarks (2010 and 2012): service-learners scored 10.7 percent higher on active collaborative learning, 5.4 percent higher on student effort, 6.1 percent higher on academic challenge; 10.8 percent higher on student-faculty interaction, and 4.5 percent higher on student support. The service-learning program conducts high quality learning outcomes assessment using rubric-based assessments of end-of-semester capstone essays written to reflection prompts, aligned with KCC institutional learning outcomes. In 2013, the program was renamed the Kapi'olani Service and Sustainability Learning (KSSL) program. In that same year the Teagle Foundation of New York recognized the high quality assessment being conducted by KSSL, and is

funding the College to lead the development of learning assessment processes with five other community colleges in New York, New Jersey, Louisiana, and Arizona. This learning assessment focuses on developing students' civic and moral responsibility for diverse, equitable, healthy, and sustainable communities.

The 2013 study mentioned above, using pre- and post-surveys, found that service-learners showed statistically significant gains on two social justice measures: 1) in order for problems to be solved, we need to change public policy; and 2) we need to institute reforms within the current system to change our communities. Pre- and post-surveys conducted in 2014 as part of the Teagle project found that service-learners showed positive gains on: 1) I want to find new ways to live more sustainably; 2) I have helped my community move toward a smaller carbon footprint; 3) My teachers care about me; 4) In order for problems to be solved, we need to change public policy; 5) I like being a member of a team, and 6) Each of us has a duty to provide service to underserved populations.

- The results of "Student Effort" in the 2014 CCSSE, where the College placed below the average score for large community colleges, led to the implementation of a High Impact Practice professional development program that began summer 2014 (link[57]) (link[58]). Communities of practice, called C4wards (Collaborative Circles for Creative Change), formed around flipped classrooms and collaborative student learning. Faculty spent the academic year designing and developing instructional strategies to address the change in student effort (link[59]).

Data from the students in the classes taught by instructors who participated in the Collaborative Student Learning HiP (High Impact Practice) C4ward and the Flipped Classroom HiP C4ward have been collected and are in the process of being analyzed. The bulk of survey used was compiled using selected items from the CCSSE. This will allow the College to aggregate responses by item from the target group and compare results on those items to the campus's results as a whole. The items can also be grouped into CCSSE benchmark factors, allowing further comparison (link[60]) (link[61]) (link[62]).

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[57] Kapiʻolani Community College, "High Impact Practice Flyer", Archive Link: http://hdl.handle.net/10790/2272
[58] Kapiʻolani Community College, "High-impact Practice C4wards for 2015-16", Archive Link: http://hdl.handle.net/10790/2531
[59] Kapiʻolani Community College, "New C4ward Series: HIP C4wards", Archive Link: http://hdl.handle.net/10790/2532
[60] Kapiʻolani Community College, "Student Survey for HiP Program: Collaborative Student Learning", Archive Link: http://hdl.handle.net/10790/2533

The results will help inform our decisions about the future of the HiP C4ward program, as increased student engagement is a major goal of the program. Other data is also being collected and analyzed, including HiP participant satisfaction self-reporting and suggestions for improvement.

- Aggregated data from SLO assessment in ARPDs and CPRs guided the allocation of carry-over funds from the College's Title III grant. The Library and Learning Resources CPR provided the justification for allocating carry-over Title III funds to support a renovation for testing services in the Lama Building. There will be more seats to support testing for distance education, placement testing, placement and entry tests for nursing programs (the latter two support efforts to increase enrollment) (link[63]). These outcomes relate to the 2008-2015 Strategic Plan's (link[64]) Outcome B: *Hawaiʻi's Educational Capital*, especially Performance Measure (PM) B5, related to distance learning strategies and Outcome D: *Globally Competitive and Collaborative Workforce*, especially, PM D4 concerning increase in completion in campus STEM fields (College's scorecard for spring 2014 - link[65]).

- Carry-over Title III funds were also used to upgrade campus desktop computers to Windows 7 (link[66]). The justification for this allocation can be found in the 2008-2015 Strategic Plan, Outcome F: *Resources and Stewardship*, PM F2, i.e., establish minimum technology standards and bring all classrooms, labs, and offices into compliance by 2015; the 2013 KCC Technology Plan, which supports the Strategic Plan and calls for ensuring that the College maintains, at the minimum, basic information technology resources; and the CPRs from Arts & Sciences (live link, link[67]).

- Concerns identified by student learning outcomes assessment drove the Faculty Senate's creation of an ad hoc Student Success Committee, tasked with developing recommendations for the creation of a center to promote

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[61] Kapiʻolani Community College, "Student Survey for HiP Program: Flipped Classroom & Discussing Differences", Archive Link: http://hdl.handle.net/10790/2534

[62] Kapiʻolani Community College, "Student Survey for HiP Program: Flipped Classroom", Archive Link: http://hdl.handle.net/10790/2535

[63] Kapiʻolani Community College, "Library and Learning Resources Comprehensive Program Review 2009-2012", Archive Link: http://hdl.handle.net/10790/2256

[64] Kapiʻolani Community College, "KCC Strategic Plan 2008-2015", Archive Link: http://hdl.handle.net/10790/173

[65] Kapiʻolani Community College, "Strategic Plan Scorecard Spring 2014", Archive Link: http://hdl.handle.net/10790/2309

[66] Kapiʻolani Community College, "Technology Allocation Memo 2014-05-21", Archive Link: http://hdl.handle.net/10790/2312

[67] Kapiʻolani Community College, "OFIE Program Review Website", Archive Link: http://hdl.handle.net/10790/2295

improved student learning. Title III funds were allocated to support travel by this committee to study student success programs at exemplary college campuses, and several site visit reports summarize their observations (link[68]). An extensive student survey was conducted to learn what helped and what hindered student success (link[69]). The Committee's report was presented to the Faculty Senate and approved on April 7, 2014 (link[70]). It was presented to the Administration Staff Council and then to the Board of Regents on April 17, 2014.

As the result of the Student Success Committee Report, the Chancellor approved the creation of a new committee to research and implement the recommendations within that report. The Queen Kapiʻolani Student Success Campus-wide Initiative was created June 2014 and a Student Success Council was formed to lead the initiative. During the summer 2014, in response to the student survey, an additional $125,000 was allocated from Title III carryover funds to create campus learning spaces and hubs throughout the campus. In the latest Title III grant proposal submitted for funding effective October 31, 2014, support was requested to fully implement the Student Success Campus-wide Initiative.

The following table shows how, since 2012, changes have been made to improve the reporting of course and program student learning outcome assessment in ARPDs and CPRs and to improve the use of these documents in planning and resource allocations at the program and institutional level.

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[68] Kapiʻolani Community College, "Index of Student Success Site Visit Website", Archive Link: http://hdl.handle.net/10790/2275
[69] Kapiʻolani Community College, "Index of Student Success Survey Website", Archive Link: http://hdl.handle.net/10790/2276
[70] Kapiʻolani Community College, "Student Success Committee Final Report", Archive Link: http://hdl.handle.net/10790/2308

Table 2. Integrating Learning Outcomes Assessment with Institutional Planning and Resource Allocation

October 2012 Self Evaluation Report
• Six-year strategic plan, aligned with UH system, focused on student achievement (2008-2015).
• Annual Report of Program Data (ARPD) focused mainly on health indicators (demand, efficiency and effectiveness). Student achievement data used to determine effectiveness.
• Three-year Comprehensive Program Review (CPR) based on analysis of the three previous years of ARPD, including progress in achieving planned improvements.
• Three-year departmental tactical plans, aligned with College strategic plan, allow for inclusion of evidence of student learning.
• Fall 2011: Program Learning Outcomes Assessment added to ARPD, but with mixed results due to a lack of standardized reporting format; more structure projected to be added to 2012 ARPD.
October 2012 SLO Implementation Report
• Implementation of standardized reporting of program learning outcomes in Annual Report of Program Data (ARPDs).
• Revision of College's policy on Comprehensive Program Review (CPR) (K5.202) in progress.
• All programs developed tactical action plans for improvement in their CPRs due March 31, 2013.
• 2012: ARPDs completed by all instructional and student support programs. All programs report results of program student learning outcomes assessment and steps for improvement based on the results.
October 2013 Follow-Up Report
• 2013: The revised policy on CPR (K5.202) is approved and implemented.
• CPRs require reporting assessment of program learning outcomes, results of the assessment and plans for improvement based on these results.
• CPRs completed by all academic and student support programs.
• CPRs require tactical plans that are based on program learning outcome results and aligned with the strategic plan.
• CPRs require steps for improvement based on program learning outcome results.
October 2014 Follow-Up Report
• December 2013: ARPDs completed by all instructional and student support programs. Programs report results of program learning outcomes assessment and steps for improvement based on the results.
• The revised planning and budgeting cycle is implemented. The Allocation Request Form (ARF) used by the revised cycle ties allocation requests to improving program outcomes and the institution.
• Title III carry-over fund allocation decisions are based on improvement plans in ARPD, CPRs, and Allocation Request Forms (ARFs).
• Student Success Committee's 2014 student survey and faculty/staff survey identified common learning support needs, resulting in many open meetings discussing implications for instructional programs, instructional support programs, and student services. Recommendations required institution-level resource allocation of $125,000 from Title III carry-over funds.
October 2015 Mid Term Report
• September 2014: Implementation of Live Text course-level assessment program in Culinary Arts
• November 2014: Purchase of Task Stream Assessment Management System
• January to March 2015: Completion of Annual Report of Program Data and report on prior year's PLO assessment
• January to April 2015: Design of Task Stream assessment templates to include connection between results of outcomes assessment and budget requests and allocations
• May 2015: Revision of policy on CPR, K5.202

Based on the information provided above, and that provided to the ACCJC in 2012, 2013, and 2014, the College is satisfying the requirements of the Standard included in Recommendation 4, i.e., the College utilizes student learning outcomes assessment to support institutional planning decisions.

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Recommendation 5. In order to fully meet the Standards, the team recommends the College: 1) identify student learning outcomes for all student services programs, 2) assess student attainment of these outcomes, and 3) conduct dialogue to use assessment results to implement program improvements. (Standards II.B.4, II.C.2)

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In the Accreditation Evaluation Team visit and report submitted November 8, 2014, the College was assessed as meeting Recommendation 5. On January 7-9, 2015, the Commission further affirmed that the College addressed Recommendation 5. The following is a summary of our Follow-Up Report on October 15, 2014, and the updates from the fall 2014 to summer 2015 showing the College's commitment for sustainable and continuous improvement.

I. Student Learning Outcomes for Counseling

Counseling Model

Kapi'olani Community College utilizes a decentralized model of counseling and advising and reporting. There are currently 16 units that deliver student services and counseling (listed below). The Targeted Populations counselors report to the Vice Chancellor for Student Affairs, while Academic Program counselors report directly to their department chairs and ultimately to the Academic Dean of their unit. Academic Program counseling assessment data are accessible and visible at the Office for Institutional Effectiveness' web page on program review (live link, link[71]). On December 1, 2014, a new Vice Chancellor for Student Affairs joined the administrative team at the College and has already established stronger communication and collaboration between counselors and units.

Academic Program Counselors
1. Business, Legal, and Technology (BLT)
2. Culinary Arts (CULN)
3. Health Sciences, Emergency Medical Services (EMS), and Nursing
4. Hospitality (HOST)
5. Honda International Center (HIC)
6. Kahikoluamea Counselors (Developmental education for math and English; First Year Experience)
7. Maida Kamber Center for Career Exploration, Transfer, and Graduation Services (MKC, serving the Arts and Sciences Program)

Targeted Populations Counselors/Coordinators

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[71] Kapiʻolani Community College, "OFIE Program Review Website", Archive Link: http://hdl.handle.net/10790/2295

8. Disability Support Services Office (DSSO)
9. Kapoʻoloku Program for Native Hawaiian Student Success*
10. Kuilei Outreach Program (High School Outreach Program)
11. Mental Health and Wellness (MHW)*
12. Military Veterans Program (MVP)
13. Native Hawaiian Career and Technical Education (NHCTE)
14. Single Parent-Displaced Homemaker (SP-DH)
15. Transfer Year (TYE)*
16. TRIO Student Support Services (TRIO)

*New Programs developed since 2012.

All units completed the first cycle of assessment for all SLOs in academic year 2011-2012 (link[72]) (link[73]), with exception of the new programs, which were created after 2012.

Student Learning Outcomes for counselors are assessed by each individual program or department. Since 2013, counselors share a common and coordinated mission statement, Program Learning Outcomes, Student Learning Outcomes and Rubrics. As a whole, the counseling unit assesses services for students and strives to reach common outcomes.

II. Assessment

During academic year 2014-2015, the College continued to engage counseling units in assessment of student learning outcomes with the guidance of the counseling assessment leaders, the Counseling Assessment Coordinator, and the Assessment Coach(es). This group:

- Finalized the common rubrics for all counseling SLOs (link[74])
- Developed the Student Affairs Assessment Glossary (link[75])
- Established the assessment timeline for each Counseling unit (link[76])
- Integrated the Counseling Learning Assessment (CLA) report into the new assessment management system (Taskstream) (link[77])

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[72] Kapiʻolani Community College, "Counselor Program SLOs Fall 2012", Archive Link: http://hdl.handle.net/10790/2307
[73] Kapiʻolani Community College, "ARPD Student Services 2012", Archive Link: http://hdl.handle.net/10790/2214
[74] Kapiʻolani Community College, "Counseling SLO Assessment Rubrics AY 2013-2016", Archive Link: http://hdl.handle.net/10790/2559
[75] Kapiʻolani Community College, "Student Affairs Assessment Glossary", Archive Link: http://hdl.handle.net/10790/2560
[76] Kapiʻolani Community College, "Counseling Individual Assessment Timeline AY 2013-2016", Archive Link: http://hdl.handle.net/10790/2561

- Established the end-of-the-year Counseling assessment sharing event, called "Assessment Cafe" (link[78])

For the first year of the counseling three-year assessment, three counseling units assessed their coordinated SLOs and analyzed their program services (link[79]) (link[80]) (link[81]) (link[82]) (link[83]). Table 3 below contains a summary of the assessment data.

Table 3. Summary of assessment work by counselors

Program	Means of Assessment	Criteria Met	Participants
Academic Program Advisors/Counselors			
Business, Legal, Technology	Post Survey	Yes	100% student attendees
Culinary	Post Survey	Yes	100% student attendees
Hospitality	Post Survey	Yes	100% student attendees
Maida Kamber Center	Survey	Yes	18% of sample size
Targeted Populations Counseling Units			
Single Parent-Displaced Homemaker	Completion of parts of plan	Yes (SLO 5a) No (SLO 5b) -- 73% of students (goal: 75%)	SP/DH students who attended bi-monthly sessions

[77] Kapiʻolani Community College, "Counseling Learning Assessment and Taskstream Alignment", Archive Link: http://hdl.handle.net/10790/2562

[78] Kapiʻolani Community College, "Counseling Assessment Café 2015", Archive Link: http://hdl.handle.net/10790/2563

[79] Kapiʻolani Community College, "Counseling Learning Assessment Report - BLT AY 2013-2014", Archive Link: http://hdl.handle.net/10790/2570

[80] Kapiʻolani Community College, "Counseling Learning Assessment Report - CULN AY 2013-2014", Archive Link: http://hdl.handle.net/10790/2571

[81] Kapiʻolani Community College, "Counseling Learning Assessment Report - HOST AY 2013-2014", Archive Link: http://hdl.handle.net/10790/2572

[82] Kapiʻolani Community College, "Counseling Learning Assessment Report - MKC AY 2013-2014", Archive Link: http://hdl.handle.net/10790/2573

[83] Kapiʻolani Community College, "Counseling Learning Assessment Report - SPDH AY 2013-2014", Archive Link: http://hdl.handle.net/10790/2574

III. Conduct dialogue to use assessment results to implement program improvements

The academic program counselors completed the process of analyzing and discussing the data referred to in Table 3 and then used the data for improvement in their respective units. The Business, Legal, and Education, Culinary and Hospitality Cluster and Health Sciences, EMS and Nursing Cluster held monthly meetings. These groups included dialogue on assessment as a standing agenda item (link[84]) (link[85]). Their assessment dialogue has produced several improvements, including revisions to the selective admissions application form, creating a "Health Careers at a Glance" handout, and requiring students to complete a narrative to describe their readiness and preparedness for the programs that the students have chosen.

Based on assessment results, programs have started applying improvement plans. These plans include improvement of assessment methods and continuing collaborations within their department (i.e. with department chair, coordinators, and instructors), across campus (i.e. First Year Experience (FYE) program), and other institutions (i.e. University of Hawaiʻi at Mānoa).

Based on their analyses of their assessment processes and meeting their criteria for success, all programs have developed either new SLOs or improved SLOs in order to develop more robust and coordinated assessments. These coordinated assessments led to the development of five Counseling Learning Goals and 14 Counseling Student Learning Outcomes (link[86]). All of the programs are updating and developing their assessment tools to better measure these new SLOs (link[87]) (link[88]) (link[89]) (link[90]) (link[91]).

The Targeted Populations unit is unique in that the counselors serve specific populations of students with differing needs. Some of the units are "one-person"

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[84] Kapiʻolani Community College, "BLTCH Cluster SLO Meeting Notes AY 2014-2015", Archive Link: http://hdl.handle.net/10790/2564

[85] Kapiʻolani Community College, "HSN Cluster Meeting Agendas 2014-2015", Archive Link: http://hdl.handle.net/10790/2565

[86] Kapiʻolani Community College, "Counseling SLO Matrix 2014-08-04", Archive Link: http://hdl.handle.net/10790/2252

[87] Kapiʻolani Community College, "Counseling Learning Assessment Report - BLT AY 2013-2014", Archive Link: http://hdl.handle.net/10790/2570

[88] Kapiʻolani Community College, "Counseling Learning Assessment Report - CULN AY 2013-2014", Archive Link: http://hdl.handle.net/10790/2571

[89] Kapiʻolani Community College, "Counseling Learning Assessment Report - HOST AY 2013-2014", Archive Link: http://hdl.handle.net/10790/2572

[90] Kapiʻolani Community College, "Counseling Learning Assessment Report - MKC AY 2013-2014", Archive Link: http://hdl.handle.net/10790/2573

[91] Kapiʻolani Community College, "Counseling Learning Assessment Report - SPDH AY 2013-2014", Archive Link: http://hdl.handle.net/10790/2574

programs with Program Coordinators who by discipline are counselors. The targeted populations programs meet as a large group to continue the dialogue of assessment in their different areas. During the fall 2014 and spring 2015 semesters, monthly meetings were held, maintaining this dialogue and providing support and guidance within the unit. Of the nine targeted population programs, one program reported assessment outcomes in fall 2014. All other programs have clear timelines for data collection, analysis, and next steps and are scheduled to report in fall 2015 and March 2016 (link[92]).

The following table summarizes examples of program improvements resulting from dialogue about assessment results.

Table 4. Counseling Program Improvements Resulting from Dialogue About Student Learning Outcomes Assessment Results

Program	SLOs Assessed	Program Improvements
Academic Program Advisors/Counselors		
Business, Legal, Technology (BLT)	SWiBAT identify resources to fulfill a his/her needs/interests.	• Peer mentors were assigned to the BLT Kopiko Learning Community • The academic program coordinators (accounting, information technology, marketing, and paralegal) and department chair were asked to assume coordination and marketing of the welcome reception
Culinary (CULN)	SWiBAT identify resources to fulfill his/her needs/interests.	• Continue to work with the CULN 111 instructors to have Peer Mentors present on STAR's usage
Hospitality (HOST)	SWiBAT identify resources to fulfill his/her needs/interests.	• HOST department made revisions to student survey disseminated at the HOST Student Reception to gather more specific data • Reached out to FYE office to collaborate efforts and incorporate reception within the New Student Orientation (NSO) Part III -- need to continue ongoing discussions and earlier planning with FYE
Maida Kamber Center (MKC)	SWiBAT identify his/her career interest(s).	• Beginning to expand services to first-year students by continual partnership with the First Year Experience (FYE) office • Will offer group advising sessions in

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[92] Kapiʻolani Community College, "Counseling Individual Assessment Timeline AY 2013-2016", Archive Link: http://hdl.handle.net/10790/2561

		preparation for third semester registrati • Services are being offered in the fall semester by the UH Mānoa counselors to provide career and transfer information on our campus
Targeted Populations Counseling Units		
Single Parent/Displaced Homemaker (SPDH)	• SWiBAT identify a problem/need • SWiBAT identify strategies and develop a plan to solve the problem/need	• Improved assessment method by revising the Personalized Step Sheet and creating Google form version to try out in 2014-2015 academic year

A. Coordinated Student Affairs Assessment Dialogue

As a continuation of the coordinated student affairs efforts, counselors in all units meet regularly to discuss assessment, the outcomes of the student learning outcomes (SLOs) and potential changes to be made as a result. Dialogue regarding assessment, as a part of this coordination happens at many levels. Counselors in programs plan and discuss their own program SLOs, determining strategies, data collection, analysis and next steps. Meetings with "clusters" occur for those units that are organizationally structured under the same academic dean or vice chancellor. There are established leaders for each cluster that meet monthly to ensure that coordination is happening and examine challenges that are occurring (link[93]) (link[94]). The team leaders make recommendations at the end of the three-year cycle for improvement in the process. The campus assessment coach for student affairs, previously named the assessment coordinator, reports to the Vice Chancellor for Student Affairs.

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[93] Kapiʻolani Community College, "BLTCH Cluster SLO Meeting Notes AY 2014-2015", Archive Link: http://hdl.handle.net/10790/2564
[94] Kapiʻolani Community College, "HSN Cluster Meeting Agendas 2014-2015", Archive Link: http://hdl.handle.net/10790/2565

Team Leader Meetings The leaders have monthly meetings to discuss the following:

- Coordinate Rubrics
- Coordinate vocabulary used in form of glossary
- Plan for sharing/collaboration sessions at the end of the academic year
- Take note of challenges that are occuring to inform next cycle of assessment

Cluster Meetings* Three "clusters" have additional monthly meetings to discuss the following:

- Strategies
- Data collection methodology
- Data analysis techniques
- Support for different populations

Program Level Meetings

- Data collection
- Data analysis
- Discussion of next steps to improve outcomes
- Program level reports to team leaders and assessment coordinator

B. Team Leader Meetings

Starting fall 2014, monthly Counseling Assessment Leaders meetings were scheduled and facilitated by the Counseling Assessment Coordinator (link[95]). The following cluster/programs are represented:

1. BLT-Culinary-HOST Cluster
2. Health Sciences-EMS-Nursing Cluster
3. HIC- Honda International Center
4. Kahikoluamea Counselors
5. Maida Kamber Center for Career Exploration, Transfer, and Graduation Services
6. Targeted Populations Program Cluster

These meetings allowed the counseling assessment leaders and Counseling Assessment Coordinator a space for consistent dialogue, communication across the counseling units and making final decisions pertaining to the coordinated counseling assessment. Counseling assessment leaders represented their respective clusters and shared issues, concerns, questions, needs, and feedback from other counselors that are in their cluster. Taking into consideration the feedback from all units, decisions were made at these meetings, additional cluster meetings allowed for further assessment dialogue.

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[95] Kapiʻolani Community College, "Counseling Assessment Leaders Meeting, 2014-07-24", Archive Link: http://hdl.handle.net/10790/2566

C. Cluster Meetings

Clusters meet regularly to discuss data collection methodology, data analysis strategies, and provide support for other programs within clusters. Cluster meetings are scheduled and facilitated by the Cluster Team leader. The Team leader is responsible for capturing dialogue and concerns from clusters and represents the unit at the Team leader meetings. The following is a list of the programs and clusters with links to meeting agendas, notes or evidence of dialogue (if applicable):

Academic Programs

1. BLT-Culinary-HOST Cluster* (link[96])
    a. Business, Legal, and Technology (BLT)
    b. Culinary Arts (CULN)
    c. Hospitality and Travel & Travel (HOST)
2. Health Sciences-EMS-Nursing Cluster* (link[97])
    a. Health Sciences
    b. Emergency Medical Services
    c. Nursing
3. Honda International Center (HIC)
4. Kahikoluamea Counselors (Developmental education for math and English; First Year
    Experience) (link[98])
5. Maida Kamber Center for Career Exploration, Transfer, and Graduation Services (MKC,
    serving the Arts and Sciences Program)

Targeted Populations Programs Cluster* (link[99])

1. Disability Support Services Office (DSSO)
2. Kapoʻoloku Program for Native Hawaiian Student Success
3. Kuilei Outreach Program (High School Outreach Program)
4. Mental Health and Wellness (MHW)
5. Military Veterans Program (MVP)
6. Native Hawaiian Career and Technical Education (NHCTE)
7. Single Parent-Displaced Homemaker (SP-DH)
8. Transfer Year (TYE)
9. TRIO Student Support Services (TRIO)

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[96] Kapiʻolani Community College, "BLTCH Cluster SLO Meeting Notes AY 2014-2015", Archive Link: http://hdl.handle.net/10790/2564
[97] Kapiʻolani Community College, "HSN Cluster Meeting Agendas 2014-2015", Archive Link: http://hdl.handle.net/10790/2565
[98] Kapiʻolani Community College, "Kahikoluamea Assessment Dialogue 2015", Archive Link: http://hdl.handle.net/10790/2568
[99] Kapiʻolani Community College, "Targeted Populations Assessment Meeting Notes 2014-2015", Archive Link: http://hdl.handle.net/10790/2567

*These clusters have additional meetings (link[100])

D. Closing the Loop

As a way to "close the loop", the Assessment Leaders' group planned and coordinated the end-of-the-year assessment sharing event on May 8, 2015, called Assessment Café, to facilitate dialogue among counselors across campus as a whole. This event provided the opportunity for counselors to discuss common SLO assessment and share the highlights, challenges, and successes of their assessment process (link[101]). All programs and units were able to share what outcomes they have been assessing, strategies they have employed, data collection and analysis techniques they have used and what they plan for improvement. All counselors and coordinators attended and participated in this dialogue. Another opportunity to share with the campus is in discussion to take place in fall 2015.

IV. Service Area Outcomes (SAOs) for Services for Students

When discussing the results of the spring 2014 survey and closing the loop on the first round of assessment, the KISC (Kekaulike Information and Service Center) managers realized that their SAOs needed to be revised. The survey results indicated that the items that were being measured were not conducive to produce adequate data to support and determine Service Area Outcomes. The tool measured SLOs, which did not provide accurate data to derive SAO driven results. It was determined that for KISC, while they want to measure SAOs, and will use data to reinforce this, SLOs are also an important element that would be of benefit to develop and analyze to determine if KISC is doing an efficient job of meeting the needs of our students. For the next round, it was decided to look at efficiency numbers to create SAOs for KISC and to also partner with certain counseling groups to see if an alignment with the SLOs on the counseling matrix could be achieved. The groups were asked to go back and have discussions with other staff in their units as well as with potential collaborating partners to determine where SLOs intersect. A decision was made to align with the counseling units reporting schedule and submit the next round of assessment in September 2015 for inclusion in the 2014 ARPD due in December 2015.

At the meeting on April 28, 2015, it was decided that the SAOs and SLOs be developed with the input of the three separate units in KISC: Admissions & Records; Financial Aid; and Graduation & Transcript.

A. Admissions & Records:

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[100] Kapiʻolani Community College, "Targeted Populations Assessment Meeting Notes 2014-2015", Archive Link: http://hdl.handle.net/10790/2567

[101] Kapiʻolani Community College, "Counseling Assessment Cafe Assessment Summaries 2015", Archive Link: http://hdl.handle.net/10790/2569

The data for 2012-13 will be the baseline by which the SAOs will be assessed. The report data for 2013-14, 2014-15 will account for both headcount and percentages. The focus of the assessment will be on efficiency data. This data will be reported for fall, spring, and the entire academic year.

      1. Increase enrollment from high school feeder schools
      2. Increase enrollment of Native Hawaiian, Pacific Islander, Filipino, adult
         learners, high school graduates and GED completers as identified in the
2015-
         2021 Strategic Plan
      3. Number of applications processed
      4. Processing time for applications (In order to set a baseline, in summer
2015, staff
         will track processing time from application to acceptance. Time will be
tracked the
         following ways: uninterrupted, interrupted, and with a staff member absent
in office
         (For example, someone is on vacation and one person is processing as well as
         answering phones and emails).
      5. Track enrollment at start and end of the semester to review semester
completion
         data.

Outcomes:
- *Increase the number of applications from Native Hawaiian, Pacific Islander (and other populations mentioned above) students.*
- *Increase enrollment from high school feeder schools.*

To obtain the baseline data, the following next steps were identified:
- The registrar will check to see what data can be accessed. A list will be made for requests to OFIE and added to the master request for student affairs.
- The registrar will review the current student population and disaggregate ethnicity by Native Hawaiian, Pacific Islander and other specific populations listed above.
- This data will be aligned with the projected increases in the 2015-2021 Strategic Plan, when available.

B. Financial Aid:
The data from 2012-13 will be used as a baseline. The report data for 2013-14, 2014-15 will account for both headcount and percentages. The focus of the assessment will be on efficiency data. This data will be reported for fall, spring, and the entire academic year.

      1. Number of applications
      2. Number of applications processed

3. Time for processing applications
4. Number of financial aid awards
5. Number of Pell Grants awarded

Outcomes:
- *Increase number of financial aid awards.*
- *Increase number of Pell grants.*

To obtain the baseline data, the following next steps were identified:
- The Financial Aid Office will review the current student population and disaggregate Native Hawaiian, Pacific Islander students and other specific populations mentioned above.
- This data will be aligned with the projected increases in the 2015-2021 Strategic Plan, when available.

A student learning outcome for this area has been identified. Collaboration with First Year Experience (FYE) on a student learning outcome for a financial literacy pilot has commenced. The pilot program is looking at the number of returning students that have made poor academic progress. If students have less than a 2.0 after their first semester, there is an intervention. The pilot has 130 students this year.

C. Graduation & Transcripts:
The data from 2014-15 will be used as a baseline and will account for the processing of numbers. The focus of the assessment will be on efficiency data. This data will be reported for fall, spring, and the entire academic year.

1. Number of degrees and certificates awarded: Associate in Arts (AA), Associate in
Science (AS), Certificate of Achievement (CA), Certificate of Competence (CO)
2. Number of degrees awarded via reverse transfer.
3. Transcript processing:
   a) Number of transcripts received
   b) Number of transcripts processed in a month
   c) Length of processing (self-reported)
   d) Number of transcripts processed for graduating students
   e) Number of transcripts processed before first semester of
registration
4) Track STAR usage and the number of students using STAR
5) Collaboration with counseling units: MKC, BLTCH, and EMS, Health
Sciences &
Nursing on Counseling SLO 1b: *Students will be able to develop an accurate STAR*
academic plan.

Outcomes:

- *Increase number of degrees and certificates awarded.*
- *Increase number of degrees awarded through reverse transfer.*
- *Improve processing time of transcripts for transfer students.*
- *Increase number of degrees awarded through reverse transfer.*

This data will help Graduation & Transcript to improve training for faculty and students to increase timely completion.

A list will be made for requests to OFIE and added to the master request for student affairs.
- The Graduation and Transcript Office will review the current student population and disaggregate ethnicity by Native Hawaiian, Pacific Islander and other specific populations mentioned above.
- This data will be aligned with the projected increases in the 2015-2021 Strategic Plan, when available.

Based on the information provided above, and that provided to the ACCJC in 2012, 2013, and 2014, the College is satisfying the requirements of the Standard included in Recommendation 5, i.e., 1) identify student learning outcomes for all student services programs, 2) assess student attainment of these outcomes, and 3) conduct dialogue to use assessment results to implement program improvements.

Recommendation 7.   In order to meet the Standard, the team recommends
that the College fill the vacancies deemed essential to the running of the College and
remedy the time lag between the verbal commitment and an employee's start day of
effected employees. (III.A.2)

In the Accreditation Evaluation Team visit and report submitted December 2, 2013,
the College was assessed as meeting Recommendation 7. The following is an update
showing the College's commitment to sustainable and continuous improvement.

The College has recently had several transitions in the administration. For example,
in 2013, the Dean for Hospitality, Business, Legal and Technology left the College for
other business opportunities. In 2014, both the Vice Chancellor for Administrative
Services and the Vice Chancellor for Student Affairs retired. Finally, in 2015, the
position of Dean for Health Academic Programs was advertised to allow for the
potential hiring of a foreign national employee in compliance with existing legal
procedures and the Dean for Arts and Sciences accepted a position at Windward
Community College.

The Vice Chancellor for Administrative Services was interim from November 1,
2013 and, after an extensive recruiting process, was hired permanently on
December 5, 2014. Likewise, recruitment was completed for the Vice Chancellor for
Student Affairs and the Dean for Hospitality, Business and Legal Academic programs
and the two positions were filled on December 1, 2014, and February 2, 2015,
respectively. The position of Dean for Health Academic Programs was filled on May
1, 2015. The position for the Dean of Arts and Sciences is under active recruitment.

To continue to improve and sustain the reduction in the time lag between the verbal
commitment and an employees' start day, a spreadsheet with information on how
vacancies were filled was compiled by our Human Resources Office and is attached.

Position Number	Employment Type	Offer Letter Date	Candidate Accepted Date	Employee Start Date	Notes
79032T	APT - 11-month	11/14/14	11/17/14	12/01/14	
86740	Faculty - 9-month	09/25/14	10/02/14	01/01/15	Hired for Spring 2015 with start date of 01/01/15
89042	E/M	11/20/14	11/21/14	12/05/14	
89071	E/M	09/29/14	10/09/14	12/01/14	Candidate requested 12/01/14 start date due to relocation.
74880	Faculty - 9-month	12/02/14	12/18/14	01/01/15	Hired for Spring 2015 with start date of 01/01/15
82244	Faculty - 9-month	12/17/14	12/20/14	01/01/15	Hired for Spring 2015 with start date of 01/01/15
84337	Faculty - 9-month	12/08/14	12/11/14	01/01/15	Hired for Spring 2015 with start date of 01/01/15
89512T	E/M	12/24/14	01/02/15	02/02/15	
87072T	Faculty - 9-month	12/23/14	12/30/14	01/01/15	Hired for Spring 2015 with start date of 01/01/15
80778	APT - 11-month	01/27/15	02/02/15	02/02/15	

Based on the information provided above, and that provided to the ACCJC in 2012, 2013, and 2014, the College is satisfying the requirements of the Standard included in Recommendation 7, i.e., the College fill the vacancies deemed essential to the running of the College and remedy the time lag between the verbal commitment and an employee's start day of effected employees.

> **Recommendation 8.** In order to meet the Standard, the team recommends that the College develop a technology plan to identify technology needs and inform the budgeting process (III.C.)

In the Accreditation Evaluation Team visit and report submitted November 8, 2014, the College was assessed as meeting Recommendation 8. On January 7-9, 2015, the Commission further affirmed that the College addressed Recommendation 8. The Technology Plan shows updates from the fall 2014 to summer 2015 demonstrating the College's commitment for sustainable and continuous improvement.

The technology plan has been revised and reviewed by the Chancellor's Advisory Council Workgroup on Technology and the Chancellor's Advisory Council. The updates are shown in red in the attached plan (link[102]).

Based on the information that was provided in the Technology Plan, and that was provided to the ACCJC in 2012, 2013, and 2014, the College is satisfying the requirements of the Standard included in Recommendation 8, i.e., the College developed a technology plan to identify technology needs and inform the budgeting process.

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[102] Kapiʻolani Community College, "Kapiʻolani Community College Technology Plan, 2013-2017", Archive Link: http://hdl.handle.net/10790/2575

Recommendation 9. In order to fully meet the Standards, it is recommended that the College clarify and strengthen the review, assessment and planning recommendation roles of the Policy, Planning and Assessment Council to better serve and inform the College community and better align governance decision-making structures with those of the UH System. (IV.A., III.D., IV.B.)

In the Accreditation Evaluation Team visit and report submitted December 2, 2013, the College was assessed as meeting Recommendation 9. The following is an update showing the College's commitment to sustainable and continuous improvement.

The College officially changed the Policy, Planning and Assessment Council to the Chancellor's Advisory Council (CAC) on November 5, 2013. At the December 3, 2015, meeting of the CAC, the function of the council was defined. The minutes (link[103], p. 5) state, "The Administrative Staff Council and the CAC have been restructured and repurposed. All changes will be implemented starting January 2014. The CAC members will be the VCs (Vice Chancellors), deans, department chairs, unit heads, Title III Coordinator, CAAC Chair (Counseling and Academic Advising Council), AGOs (Authorized Governance Organizations: Student Congress Chair, Faculty Senate Chair, Staff Council Chair and the Native Hawaiian Council Chair), the Chancellor's Executive and Special Assistants, HR (Human Resources), Business Office, Auxiliary Services heads and Student Services Coordinators. There will be five meetings per year, 2 per semester and 1 during the summer. The CAC is an advisory council to the Chancellor, considering and taking action from the work groups:

- Budget and Planning
- Accreditation and Assessment
- Technology
- Professional, Faculty and Staff Development
- Enrollment Management and Marketing
- Curriculum and Instruction
- Student Support Services and Learning Support"

Instead of seven work groups, four work groups were established in the fall of 2014 to address and vet policies and guidelines, procedures, processes and progress dealing with academic, non-academic, institutional, student services, and continuing education functions and operations of the college:

- Budget and Planning
- Accreditation and Assessment
- Technology
- Enrollment Management and Marketing

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[103] Kapiʻolani Community College, "CAC Minutes 2013-12-3", Archive Link: http://hdl.handle.net/10790/2378

At each CAC meeting, the work groups report on their progress. Since the last report, each work group continues to be productive.

- The Budget and Planning Work Group (BPWG) was involved in two major areas in spring 2015:
  - o The BPWG participated in the development of Kapiʻolani Community College's 2015-2021 Strategic Plan. The College's strategic plan must align with the University of Hawaiʻi System Strategic Directions, which were approved by the Board of Regents on February 19, 2015, and the University of Hawaiʻi Community Colleges' Strategic Directions, which were approved on March 13, 2015. For details, see recommendation 2. Kapiʻolani Community College's Strategic Plan will be completed in the fall 2015.

  - o This is the second year of implementing the refined Annual Integrated Program Review, Planning, & Budget Allocation Cycle. After reviewing the status of the budget and reviewing the recommendations from the Authorized Governance Organizations (AGOs), the BPWG at their meeting on April 30, 2015, voted on their recommendation to the full CAC (link[104]) At the June 23, 2015, meeting, the CAC endorsed the recommendation made by the Budget and Planning Work Group (link[105]). See also Recommendation 2.

- The Accreditation and Assessment Work Group oversaw the writing of the follow-up report to the ACCJC submitted October 15, 2014. Members of the work group teamed up with members of the Faculty Senate and the Faculty Senate ad hoc SLO committee in choosing the Assessment Management System (AMS) for the College. The implementation of the AMS Taskstream was at first coordinated by an interim Assessment Coordinator, who met twice weekly in Spring 2015 with an implementation team.

  The Accreditation and Assessment Work Group was also instrumental in reviewing and recommending, for the Chancellor's review and approval, the job description for an Institutional Assessment Coordinator position. The Chair of the screening committee for the Institutional Assessment Coordinator position was a member of the work group. The work group monitored the entire process and the position was filled in August 2015. See Recommendation 3.

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[104] Kapiʻolani Community College, "CAC Budget and Planning Work Group Meeting Minutes, 2015-04-30", Archive Link: http://hdl.handle.net/10790/2519
[105] Kapiʻolani Community College, "Chancellor's Advisory Council Meeting Minutes, 2015-06-23", Archive Link: http://hdl.handle.net/10790/2529

- The Technology Work Group brought constituents across the campus together to review, discuss, refine and update the College's Technology Plan. The work group identified issues around centralized technology purchasing during a budget deficit and made recommendations to the CAC. The work group also discussed and recommended improvements to the College's new website and intranet sites, which were released in spring 2014 and spring 2015, respectively.

- The Enrollment Management and Marketing Work Group managed the College's Marketing Plan and, in the process, approved six 30-second television ads and newspaper print inserts; launched a successful branding campaign; and initiated new microsite and social media initiatives. To address the concerns about decreasing enrollment, an enrollment management team was created. The work group will vet any recommendations from the enrollment management team.

The focus for the full CAC in the spring of 2015 was to vet and implement the College's 2015-2021 Strategic Plan and to vote on the recommendations for the refined budget cycle process for fiscal year 2016.

Based on the information provided above, and that provided to the ACCJC in 2012, 2013, and 2014, the College is satisfying the requirements of the Standard included in Recommendation 9, i.e., the College continues to clarify and strengthen the review, assessment and planning recommendation roles of the Chancellor's Advisory Council, previously known as the Policy, Planning and Assessment Council, to better serve and inform the College community and better align governance decision-making structures with those of the UH System.

> **Commission Requirement.**   The Commission also requires Kapiʻolani
> 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 outcomes (Standard III.A.1.c).

In the Accreditation Evaluation Team visit and report submitted November 8, 2014,
the College was assessed as meeting the Commission Requirement. On January 7-9,
2015, the Commission further affirmed that the College addressed the deficiencies
and met the Standards for the Commission Requirement. However, the report also
states, "…the Commission is concerned that implementation of and adherence to the
UH policy is inconsistent as to ensuring faculty (full-time and part-time) evaluations
include the component of effectiveness in producing learning outcomes." The
following is a summary of our Follow-Up Report on October 15, 2014 and the
updates from fall 2014 to summer 2015 showing the College's commitment to
consistency and continuous improvement.

The college has adopted, implemented and is adhering to the UH Policy on (full- and
part-time) faculty evaluations to include, as a component, effectiveness in producing
learning outcomes.

After consultation with the University of Hawaiʻi Professional Assembly (the faculty
union), the University of Hawaiʻi Community College (UHCC) System promulgated
the Faculty Five-year Review and Lecturer Evaluation Policies, which include, as a
component, effectiveness in producing learning outcomes. The College then based
its procedures on these UHCC policies. These policies have been implemented and
procedures followed, effective spring 2014.

I. The UHCC Faculty Review and Lecturer Evaluation Policies

On November 21, 2013, UHCCP #9.104 and UHCCP #9.203 were promulgated
(link[106]). These policies refer to lecturer evaluations and five-year faculty review,
respectively. The policies explicitly refer to the role of learning outcomes in the
evaluation of both lecturers (UHCCP #9.104) and full-time faculty (UHCCP #9.203)
in the following manner:

UHCCP #9.104 (link[107], p. 2) states:
> "Lecturers are expected to follow the course, program and
> institutional student learning outcomes and assessment

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[106] University of Hawaiʻi Community Colleges, "UHCCP 9.104 and 9.203 Announcement",
Archive Link: http://hdl.handle.net/10790/2296

[107] Kapiʻolani Community College, "UHCCP 9.104 Lecturer Evaluation", Archive Link:
http://hdl.handle.net/10790/2316

methodologies as adopted by faculty members for the courses they teach." "Minimally, the <u>lecturer evaluation submittal must include</u> one peer evaluation, results of student evaluations for all classes taught, and a self analysis of: (a) <u>Degree of attainment of student learning outcomes in the classes taught</u>. It is understood that the lecturer is not solely responsible for the attainment of student learning outcomes by all students." (emphasis added)

UHCCP #9.203 (<u>link</u>[108], p. 1) states:
> " … in accordance with Board of Regents policy, all community college faculty are evaluated at least every five years. These evaluations are based on the faculty classification plan which documents faculty expectations at each rank"

The stated SLO-related expectation according to the "Primary Responsibilities of Faculty" in the Faculty Classification Plan (<u>link</u>[109], A-3 in Tenure/Promotion Guidelines) is:
> "Community College faculty members should strive for excellence in the performance of their primary responsibilities. Where appropriate, <u>they design measurable or observable learning outcomes and assess and provide evidence of student learning</u>" (emphasis added).

Furthermore, the tenure and promotion guidelines describe the criteria for tenure and include the following statements (pp. T-3-4, emphasis added):
> "The Community Colleges Classification Plan has been appended for your information and use. It is also important to include in your dossier a discussion of the following: (1) your own philosophy and goals regarding teaching (counseling, or appropriate area of instructional support); (2) your perceptions about the students we serve, including their needs and aspirations[1]; (3) <u>a concise self-analysis of how you have responded to these educational needs, including a self-analysis of the degree of attainment of student learning outcomes in the classes taught</u>; and (4) the possible impact and contributions you have made toward achieving your professional objectives and meeting your students' needs. It is understood that you are not solely responsible for the attainment of student learning outcomes by all students."

Thus the official University of Hawaiʻi Community College policies and faculty evaluation guidelines both refer to the role of faculty in assessing student learning

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[108] Kapiʻolani Community College, "UHCCP 9.203 Faculty Five Year Review", Archive Link: http://hdl.handle.net/10790/2317

[109] Kapiʻolani Community College, "Tenure Promotion Guidelines 2013-2014", Archive Link: http://hdl.handle.net/10790/2314

outcomes and, in turn, the role of that assessment in the evaluation of the faculty. The following section outlines the College's implementation of these policies.

II. Adopting, implementing and adhering to the UH Policies to include, as a component, effectiveness in producing learning outcomes

Since the promulgation of the policies, the College committed to adopting and implementing the policies and developed campus-specific procedures for review by the Faculty Senate as is documented below.

The policies were first discussed with the department chairs at the January 23, 2014, meeting of the Vice Chancellors' Advisory Council (link[110]). The focus of this discussion was on making sure that department chairs understood the implications of complying with the policy and their role in establishing internal timelines and procedures for submission of the necessary documents in compliance with the policies. Subsequently, the Vice Chancellor for Academic Affairs (VCAA) followed up with a written notice to department chairs of the need to update or revise their internal procedures, forms, and guidelines for lecturer evaluation and five-year review in compliance with the new policies (email link[111]). The departmental guidelines were submitted to the VCAA at the end of summer 2014. The VCAA reviewed the guidelines to ensure that they complied with the UHCC policies.

Implementation of the policy on five-year review required an initial inventory of eligible faculty. On February 15, 2014, the VCAA sent notices to academic administrators to identify faculty who had not submitted contract renewals or tenure and/or promotion documents in the previous five years, thereby making them eligible for five-year review (link[112]). The information submitted by the departments was compiled into a single list of all faculty at the College and the current status of their five-year evaluation review. This information (link[113]) was submitted to the University of Hawaiʻi Community Colleges Human Resources Office. The information was uploaded to a password-protected database in order to better monitor and track the timeline for review of all faculty in the system (link[114]). This database will serve as the repository of evaluation cycles and will assist administrators to identify faculty that are eligible for a departmental-level five-year

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[110] Pagotto, Louise, "VCAC Advisory Council Meeting 2014-01-23", Archive Link: http://hdl.handle.net/10790/2319

[111] Pagotto, Louise, "Timeline to Implement Evaluations Email ", Archive Link: http://hdl.handle.net/10790/2313

[112] Pagotto, Louise, "Identifying Faculty Eligible for Five Year Review Email", Archive Link: http://hdl.handle.net/10790/2259

[113] Pagotto, Louise, "Five Year Review Template", Archive Link: http://hdl.handle.net/10790/2223

[114] University of Hawaiʻi, "Five Year Review Website", Archive Link: http://hdl.handle.net/10790/2262

review, to monitor the evaluation milestones for all faculty and to document their professional history in the UHCC system.

While the UHCC policies were first being implemented on the campus, the College also completed the process of creating the campus-specific implementation of the UHCC policies, as is required in those systemwide policies.

The first draft of the campus-specific procedures and guidelines for the implementation of UHCCP #9.203, the policy on faculty review, was submitted to the Chancellor on April 27, 2014. At their May 1, 2014, meeting, the members of the Chancellor's Advisory Council (CAC) provided additional feedback on both the draft of K 9.104, the campus-specific procedures and guidelines for the implementation of UHCCP #9.104, the policy on lecturer evaluation and on K9.203, the campus-specific procedures and guidelines for the implementation of UHCCP #9.203, the policy on faculty review. The members of the CAC gave their endorsement of K9.104 and K9.203 at the meeting on June 24, 2014 (link[115]).

On July 1, 2014, the Chancellor completed the process by distributing the approved procedures to the Vice Chancellor for Academic Affairs, the Vice Chancellor for Student Affairs, the deans, and the department chairs (link[116]).

After many discussions and open forums among the faculty over the course of the spring 2014 semester, in a formal resolution to the Chancellor dated May 5, 2014, the Faculty Senate submitted "guidelines for presenting evidence of involvement with assessment and improvement of student learning as a component in faculty self-evaluation documents such as Contract Renewal, Tenure & Promotion, Lecturer Assessment, and Post-Tenure Review" (link[117]). This document includes questions adapted from the section addressing Standard III.A.1.c. in the ACCJC Guide to Evaluating Institutions, July 2013 to guide the faculty in developing their self-assessment documents:

1. What is your role in producing student learning outcomes?
2. What deep thinking have you, as an individual and with your colleagues, engaged in about how well students are learning? What measures have you, again individually and collectively, created or selected to measure that learning?
3. What discussions have you had about how to improve learning? What plans have you made?

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[115] Chancellor's Advisory Council, "CAC Mtg 2014-06-24", Archive Link: http://hdl.handle.net/10790/2221
[116] Richards, Leon, "5-year Faculty Year and Lecturer Evaluation Memo", Archive Link: http://hdl.handle.net/10790/2263
[117] Faculty Senate, "Resolution 05052014-9: Guidelines for the Use of Learning Outcomes Assessment in Faculty Evaluation", Archive Link: http://hdl.handle.net/10790/2267

4. What changes have you made in your methodologies to improve learning?
5. If you teach, what changes in your course content or sequencing have resulted from analysis of how well students are mastering course content?
6. How have you engaged in professional development toward the development and assessment of student learning outcomes?

III. Ongoing Implementation

To implement the new policy on lecturer evaluations, department chairs prepared timelines for the evaluation of lecturers and received the lecturer self-evaluation documents on April 1, 2014. The second cycle of implementation of K9.104 for lecturer assessment was completed in spring 2015.

In compliance with the new policy on five-year review, in this first iteration of the policy, eligible faculty members were notified of their scheduled five-year evaluations by May 1, 2014. These faculty members submitted a review document to their Department Chairs (or equivalent) by February 1, 2015. A completion report outlining the faculty that underwent review and the reviewer's evaluation of the submitted document was submitted to the Chancellor on February 28, 2015 (link[118]). The original report needed to be amended because new information from the departments was forwarded to the Vice Chancellor after the report had been submitted. As a result of an assessment of the implementation of UHCCP #9.203 in spring 2015, the University of Hawaiʻi Community College Human Resources Office revised the timeline for submission of the five-year review documents. The College subsequently revised its guidelines and presented the revised K9.203 to the Chancellor's Advisory Council, which approved the revised guidelines on June 23, 2015 (link[119]).

Conclusion

The University System worked with the faculty leadership and within their policy to provide policy directions to Kapi`olani Community College. The College in turn worked with the Faculty Senate to institutionalize the evaluation process that incorporates student learning outcomes as an element of the faculty evaluation. Using guidelines from the ACCJC standards, the College has adopted measures to ensure faculty evaluation includes effectiveness in "producing" and "using" student learning outcomes.

Based on the above information, the College is satisfying the requirements of the Standard included in the Commission Requirement, i.e., that the College

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[118] Kapiʻolani Community College, "Summary Report of 2015 Five-Year Review Completions", Archive Link: http://hdl.handle.net/10790/2554
[119] Kapiʻolani Community College, "K9.203 Faculty Five-Year Review Procedures", Archive Link: http://hdl.handle.net/10790/2530

demonstrate that it has adopted, implemented, and is adhering to the UH Policy on faculty (full- and part-time) faculty evaluations to include, as a component, effectiveness in producing learning outcomes.

University of Hawaiʻi Community Colleges (UHCC)
UH System Recommendations

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

The SET commended the UHCC for:

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

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

UHCC Recommendation 1: Institutional Mission and Effectiveness
In order to meet the Standards for institutional effectiveness and integration of planning and resource allocation processes, including program review, it is recommended that:

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

UHCC Recommendation 2: Student Learning Programs and Services

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

UHCC Recommendation 3: Student Learning Programs and Services and Resources
In order to meet the Standard, the UHCC and the colleges shall take appropriate actions to ensure that regular evaluations of all faculty members and others directly responsible for student progress toward achieving stated student learning outcomes include, as a component of the evaluation, effectiveness in producing student learning outcomes (Standard III.A.1.c).

UH Recommendation 4: Resources
In order to meet the Standards, it is recommended that a comprehensive UH system wide technology plan that includes and supports distance education be developed and implemented and is integrated with institutional planning (Standards II.A.1.b, II.A.1.c, II.A.2.c, III.C.2, III.C.1, III.C.1.c, III.C.2).

UH Recommendation 5: Board and Administrative Organization
In order to meet the Standards, it is recommended that the UH BOR adopt a regular evaluation schedule of its policies and practices and revise them as necessary. In addition, the UH BOR must conduct its self evaluation as defined in its policy and as required by ACCJC Standards (Standards IV.B.1.e, IV.B.1.g).

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

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

UHCC Recommendation 1: Institutional Mission and Effectiveness
In order to meet the Standards for institutional effectiveness and integration of planning and resource allocation processes, including program review, it is recommended that:

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

Summary of Previously Reported Activities and Actions

UHCC Strategic Planning Process

The University of Hawaiʻi Community Colleges (UHCC) strategic planning process is codified in UHCC Policy #4.101 Strategic Academic Planning (link[120]).

The process is characterized by:

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

Per UHCC Policy #4.101 Strategic Academic Planning, the Vice President for Community Colleges (VPCC) convenes the full UHCC Strategic Planning Council (SPC) in the spring and fall of each year. The membership of the SPC consists of the chancellor, faculty senate chair, and student government chair from each college, and the vice president and associate vice presidents for community colleges. Meeting notes and materials are posted to the public website.

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[120] University of Hawaiʻi, "UHCCP # 4.101 Strategic Academic Planning", Archive Link: http://hdl.handle.net/10790/484

The annual spring meeting is used to review UHCC strategic outcomes and performance measures. The SPC monitors and advises on progress toward the UHCC strategic planning goals. The VPCC uses the meeting to gather impressions and reactions to progress to date and to emphasize and maintain the focus on the things UHCC has identified as important. The VPCC follows this meeting with visits to each college to present college-level detailed data. During the open meetings for the college community at each campus, the VPCC leads discussions on progress and encourages feedback, e.g., new ideas, process improvement, and college innovations.

The annual fall meeting is used to look at the strategic planning process and to introduce and/or review UH systemwide strategic planning initiatives. The VPCC follows the fall meeting with visits to each college for UHCC System wide engagement and dialogue.

The strategic plan in effect during the comprehensive visit covered the period 2008-2014. In fall 2012, the SPC established a process to begin the revision of the plan for the period 2015-2021. In the spring 2013 meeting, working groups, chaired by a chancellor with faculty senate chair (not of the same college), and a student leader supplemented by members knowledgeable and appropriate for the work, were formed. The organization and process for updating the plan beyond 2015 was part of the VPCC's spring visit to each of the institutions. The working group goals or focus from UHCC Strategic Plan (link[121]) were:

> Goal A (part 1): Educational Effectiveness and Student Success.
> > Special Emphasis on Part-Time Student Access and Success and Adult Learners
> Goal A (part 2): Native Hawaiian educational Attainment.
> > Including review of other underserved populations.
> Goal B: Functioning as a Seamless State System.
> > Transfers and Articulation
> Goal C: Promote Workforce and Economic Development
> > Special emphasis on STEM, Workforce – Energizing Areas, and Reviving the global curriculum
> Goal D: Hawaiʻi's Educational Capital/Resources and Stewardship
> > What it means to be a Native Hawaiian Serving Institution
> > Government/non-profit partnerships
> > Entrepreneurship, commercialization, resource base
> Goal E: Develop Sustainable Infrastructure for Student Learning
> > Clean Energy, Sustainability
> Focus Area 1: Distance Education
> > Infrastructure for Student Learning, ADA Delivery, Rigor, Student Success

The working groups were charged with reviewing current performance measures, identify which should stay and/or be revised, and identify potential new metrics during spring and summer 2013 meetings. The full SPC discussed and compiled measures at its October 2013 meeting followed by visits by the VPCC to each college for open, systemwide dialogue.

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[121] University of Hawaiʻi, "UHCC Strategic Plan 2002-2010 webpage", Archive Link: http://hdl.handle.net/10790/482

Based on the results of those meetings, the measures were refined and work continued to finalize outcomes and performance measures for the 2015 and beyond update.

The BOR Standing Committee on Community Colleges met on August 30, 2013. The VPCC gave an update relating to the progress in meeting the goals in the current strategic plan and reviewed the process for updating the plan including the seven working group areas of focus. The presentation and the direction of the plan were well-received by the BOR CC Committee and the Committee was informed it would be kept apprised of progress in the development of the plan.

Following the meeting of the BOR CC, the VPCC, associate vice presidents for academic and administrative affairs and the chancellors held an executive level meeting, which addressed accreditation, strategic planning process, and budget allocation. Chancellors reported on the status of the goals/focus areas of their strategic planning working groups.

In addition to the UHCC Strategic Planning process with its strategic outcomes and performance measures, the UHCC System uses the following tools to support on-going improvement and effectiveness:

- *Community College Inventory: Focus on Student Persistence, Learning, and Attainment;*
- UHCC Performance Funding; and
- Annual Reports Program Data (ARPD)

1. <u>Community College Inventory: Focus on Student Persistence, Learning, and Attainment</u>

The UHCC System uses the *Community College Inventory: Focus on Student Persistence, Learning, and Attainment* – a research based tool developed by the Community College Leadership Program, University of Texas Austin to evaluate UHCC System effectiveness. The inventory assesses 11 institutional characteristics that are strongly focused on student success. The Office of the Vice President for Community Colleges (OVPCC) administers the inventory online in odd-numbered years (complementing the Community College Survey Student Engagement (CCSSE) that is administered in even-numbered years--benchmark measurements included in Strategic Plan). The SPC affirmed that the 11 institutional characteristics are important to the system and incorporating selected outcomes in the UHCC Strategic Plan supports the regular assessment and review for on-going improvement and effectiveness of planning. As required in the policy, and evidenced in proceedings of the SPC, the inventory results are reviewed and discussed by the full Council.

The chancellors reviewed the results of the 2013 survey at their August 30, 2013 executive meeting. "The UHCC System has a strategic plan that clearly and succinctly states its goals for future development" continues to receive the highest ranking within the category while "The UHCC System demonstrates its ability to

stop doing things that are off mission, low-priority, and/or ineffective in promoting student persistence, learning, and attainment" continues to be scored the lowest.

2. <u>Performance (Outcomes) Funding</u>

The outcomes funding model is directly linked to the University's established strategic outcomes. The measures adopted are directly from the strategic plan and the targets are the specific targets identified in the strategic outcomes adopted by the University in 2008.

The outcomes incorporated into the formula include the following:

a.   degrees and certificates awarded;
b.   degrees and certificates awarded to Native Hawaiian students;
c.   degrees and certificates awarded to students in Science, Technology, Engineering, and Math (STEM) fields;
d.   number of low-income students participating the Federal Pell program; and
e.   number of transfers from the community colleges to the baccalaureate campuses.

The outcomes funding model has the following characteristics:

a.   For each outcome, the baseline is the value set by the strategic outcomes for FY 2010 and the target is the value set for FY 2011 (for FY 2012 funding).
b.   The outcomes are independent of each other. Campuses can only achieve their full outcomes funding if they meet or exceed the targeted outcomes for each of the measures.
c.   If a campus does not meet the targeted outcome, then any unused funds would be used for other UHCC initiatives.

At the spring 2013 Instructional Program Review Council (I-PRC), it was decided to include program-level performance funding in the Annual Reports of Program Data (ARPD) to be released in August 2013.

3. <u>Annual Reports of Program Data (ARPD) and Comprehensive Program Reviews</u>

UHCC Program Review and Annual Reports of Program Data (ARPD) are codified in UHCCP 5.202 Review of Established Programs (<u>link</u>[122]). The policy, developed by broad systemwide dialogue by chancellors, administrators, faculty, and staff defines programs subject to review, frequency of program reviews, content of the program review, dissemination of program reviews, and assessment of the program review

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[122] University of Hawaiʻi, "UHCCP # 5.202 Review of Established Programs", Archive Link: http://hdl.handle.net/10790/2536

process. Each college has established and operates its own college-level program review process within the framework of the UHCC System policy and the UH Board of Regents (BOR) policies.

The system-level process is managed by the OVPCC through the UHCC I-PRC. The I-PRC is comprised of key data users from across the seven community colleges with functional representation of chancellors, vice chancellors for academic affairs, division/department chairs (with further representation from general education faculty and Career Technical Education faculty), assessment coordinators, and institutional research (IR). The I-PRC meets once in the fall and once in the spring semester. The fall meeting is used to discuss the current ARPD reports, college process/progress and mid-term data definition and data calculations (i.e., in the 2012 ARPDs the calculation of persistence was modified to exclude from the denominator those students who had received associate degrees and would not be expected to persist in the program). The spring meeting is used to assess the effectiveness of the UHCC System program review process (including ARPDs), review the measures and content, and ensure that the review provides the information necessary for program assessment and improvement. The Comprehensive Program Reviews, Annual Reports of Program Data, and Records of Proceedings for the I-PRC meetings are posted and made public on the UHCC website.

The OVPCC provides the data for ARPD by August 15 of each year. The data are from the immediate prior program year (July 1- June 30). This standardization of data and timing allow colleges to compare against similar programs and employ "best practices" in program improvement. Data are publicly released by August 15. Access to the analysis section of the ARPD is controlled by userid limited to those administrators, faculty, and staff who have an analysis and input role as determined by the institution. At the end of the review cycle (generally the end of the fall semester), analysis and program planning, along with an executive summary of all annual reports within the area (Instruction, Academic Support, Student Support Services) are finalized and the full ARPD is made public. ARPD data and analysis serve as the foundation of the Comprehensive Program Review (CPR). Colleges have set CPR schedules within the BOR requirement of review at least every five years. CPRs are publicly available through the college websites and a link to the most recent CPR is included in the ARPD.

Following the comprehensive visits of fall 2012, the OVPCC surveyed all key data users (vice chancellors for academic affairs, deans and assistant deans department and division chairs, program directors, and IR). The online survey asked users to evaluate the usefulness/importance of the current ARPD data elements and to suggest data they wish they had. The OVPCC Academic Planning, Assessment, and Policy Analysis (APAPA) Office compiled the results of the survey and conducted focus group discussions with the various constituents including additional training and professional development needed. The process identified a gap in data

information provided at new faculty, staff, and administrator orientation. Current college practices do not include data training. The UHCC IR Cadre is developing key data information to be included in orientation as well as website "cheat sheets" to direct inquiries to available tools and data. Additional outcomes from focus group discussions was reviewed by the UHCC I-PRC in fall 2013 including how to meet identified training and professional development needs.

At the August 30, 2013 executive level meeting, the VPCC, associate vice presidents for academic and administrative affairs, and chancellors approved the basic design of an assessment tool for program review that will provide additional information on student flow, progress, and achievement at the program level. The conceptual model is broadly based on the principles identified in the Gates-funded Completion by Design on the student loss and momentum pathways.

Following discussion at the chancellors' August 2013 executive meeting, the VPCC issued a UHCC policy codifying the UHCC System's commitment to a culture of evidence. The UHCCP #4.202 Culture of Evidence (link[123]) requires that at least every three years starting in 2013, the OVPCC will survey stakeholders and users of major UHCC analytical tools (e.g., UHCC Strategic Planning Outcomes and Performance Measures, Comprehensive Program Reviews, Annual Reports of Program Data). This survey will measure the effectiveness of the planning process and importance and usefulness of the data and for training and/or professional development needed to maximize use of these tools for planning and resource allocation that supports institutional effectiveness in meeting college and system mission. The results will be made public by posting to the system website Culture of Evidence (live link, link[124]).

<div align="center">UHCC Budget Allocation Process</div>

Since 2009, the UHCC budgets have gone through a period of great flux including reductions in State of Hawaiʻi general funding, negotiated pay reductions for all employees and subsequent restorations of pay, state imposed restrictions, and tuition increases. Responding to these external forces has created some confusion around budget allocations. The confusion has been compounded since many of the budget reductions occurred outside the normal budget cycles.

Despite the budget flux and the enrollment increases, the UHCC System and campuses were able to manage the finances and still maintain healthy cash positions. However, in order to make the budget allocation process more transparent, the budget allocation model was put into a formal policy, UHCCP

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[123] University of Hawaiʻi, "UHCCP #4.202 Culture of Evidence", Archive Link: http://hdl.handle.net/10790/2537
[124] University of Hawaiʻi, "UHCC Culture of Evidence webpage", Archive Link: http://hdl.handle.net/10790/2558

#8.000 General Fund and Tuition and Fees Special Fund Allocation (link[125]), that was promulgated in September 2013. Key elements of the budget allocation policy include:

- In accordance with state budget policy, state general funds are allocated based on a current service base with enhancements based on specific program change requests as approved by the State Legislature.
- Approximately 5 percent of the operating budget is allocated based on five perfomance metrics – student graduation, Native Hawaiian student graduation, STEM graduation, Pell financial aid recipients, and UH transfers to baccalaureate institutions. In order to receive the outcomes funding portion of the budget allocation, campuses must meet numeric targets for each of these metrics.
- An additional pool of funds is allocated to campuses to meet enrollment growth and to fund need based financial aid.
- Campuses retain tuition and fee income.
- Campuses retain and manage non-credit and auxiliary services income.

Campuses are expected to allocate funds within their campus in accordance with planning and program review priorities.

The budget allocation policy is posted on the UHCC System website. In addition, the actual allocations for the year as well as historic trends in revenue, expenditures, allocations, and reserves are distributed to each campus and also published on the system website Budget, Planning and Finance (live link, link[126]).

The associate vice president for administrative affairs also meets with campus leadership to discuss the allocations, trends, and financial projections for each campus. The broad information on the budget allocation is also shared by the VPCC during his regular campus presentations.

The budget allocation model will undergo a continous review, including an assessment of efficiency metrics, to determine whether further adjustments to the current service base will need to be made.

Sustained Compliance Activity Since the Last Report

Strategic Planning

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[125] University of Hawaiʻi, "UHCCP # 8.000 General Fund and Tuition and Fees Special Fund Allocation", Archive Link: http://hdl.handle.net/10790/2538
[126] University of Hawaiʻi, "Budget, Planning and Finance webpage", Archive Link: http://hdl.handle.net/10790/2557

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

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

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

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

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

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

- Baccalaureate Transfer.

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

Performance Funding

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

Future Plans

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

Workforce Sector Modeling Tool

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

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

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

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

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

Plans are to complete the new tool by July 2016.

<div align="center">Academic Program Manager Tool</div>

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

To address this deficiency, a new academic program manager tool is being developed that would provide program coordinators with a single location to manage students within their programs and to provide analytic data that aligns with the student success metrics. The tool is being designed to adapt the Completion by Design construct so that information is provided to program managers on several stages of student movement into and through the programs, including:

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

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

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

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

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

UHCC Recommendation 2: Student Learning Programs and Services
In order to meet the Standards, degrees offered by the colleges must be consistent with the general education philosophy as outlined in the college catalog and the rigor of the English and math courses needed to fulfill the degree requirements must be appropriate to higher education (ER 11, Standards II.A.3, II.A.3.b).

Summary of Previously Reported Activities and Actions

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

In May 2012, the system policy was revised to comply with the recommendation and was codified in UHCCP #5.200 General Education in All Degree Programs. The four colleges then modified their degree program requirements for math and English to comply with the new policy, generally by adopting the common expository writing class and the general quantitative mathematics class for all AAS degrees.   The follow-up reports and/or visits conducted in 2013 verified that all colleges were in compliance and the standards and eligibility criteria cited were met.

Sustained Compliance Activity Since the Last Report

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

Future Plans

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

Preliminary discussion for math have focused on three distinct pathways – general quantitative reasoning and/or statistics for students in liberal arts fields not requiring calculus; pre-calculus for students seeking degree programs in STEM, business, economics, or other disciplines requiring calculus; and technical math for career and technical education with the technical math class incorporating both

general education quantitative reasoning student learning outcomes and program specific math student learning outcomes to ensure students are competent in the mathematics used in their technical program. The resulting remedial co-requisites would likely be different for these different student pathways.

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

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

UHCC Recommendation 3: Student Learning Programs and Services and Resources

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

Summary of Previously Reported Activities and Actions

Within the University of Hawaiʻi Community Colleges (UHCC), the faculty classification system and collective bargaining definition include regular instructional faculty, counselors and advisors, librarians and other academic support personnel, and other professionals who are responsible for student learning.

The evaluation system for faculty is based on peer review and merit linked to a faculty classification system with ranks of instructor, assistant professor, associate professor, and professor. The classification document defines the expectations for faculty at the various ranks and forms the fundamental basis for the evaluation system. As noted in our 2012 self evaluation report, this classification system does include achievement of student outcomes as one of the responsibilities of faculty and a factor in the subsequent evaluation of the faculty performance.

As defined by the collective bargaining agreement and UH Board of Regents (BOR) policies, faculty are currently evaluated using different processes at different periods in the faculty member's professional progress at the institution. During the first five years of employment, faculty members are probationary and undergo comprehensive evaluations at least three times during the five-year period. These evaluations include the submittal of a dossier documenting the faculty member's work, including contributions toward the defining and achieving of student outcomes, peer evaluations, student evaluations, professional development, curriculum development, and contributions to the college and community. As a faculty member moves through the probationary period, the evaluation may also include responses or progress toward meeting areas of weakness or concern from prior evaluations. The dossier is evaluated by a committee of department peers (Department Personnel Committee), department chair, academic vice chancellors/deans, and ultimately a decision on contract renewal is made by the chancellor.

At the end of the probationary period, a faculty member applies for tenure. The tenure process includes a similar comprehensive review against the classification requirement but is more summative than formative. The successful applicant is granted tenure and the unsuccessful applicant is granted a terminal year contract. In addition to the department-based peer review, department chair review, and

administrative review, the tenure application is also reviewed by a faculty committee composed of faculty members from outside the department and faculty members outside the college in the same discipline. The BOR is the final decision maker on granting tenure.

Once tenured, a faculty member may, after a period of four years in rank, apply for promotion to a higher rank. The evaluation process for the promotion application is the same as for tenure except that the criteria are based on the higher expectations as reflected in the faculty classification policy. An unsuccessful promotion applicant is eligible to re-apply in future years.

In 1990, the BOR adopted a policy to address the on-going evaluation of faculty members who did not apply for promotion after achieving tenure or who had reached the rank of professor and were no longer eligible for promotion and therefore, not subject to evaluation. The BOR wanted to ensure that all faculty members were evaluated on a regular basis.

The team evaluation report correctly noted that this evaluation policy had not been updated since 1990 and did not reflect the current expectations as defined in Standard III.A.1.c. Accordingly, the OVPCC, working with the director of human resources and campus academic administrators, modified the policy to reflect the accreditation standard.

In accordance with the collective bargaining law, this collective bargaining organization was required to be formally consulted on the policy change. That consultation was conducted and the updated policy was adopted in September 2013.

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

As a part of the revised policy, campuses are also required to maintain and submit records certifying that all faculty members subject to the five-year evaluation have actually completed the evaluation process. See UHCCP #9.203 Faculty Five-Year Review (link[127]).

Lecturers are faculty members employed to teach individual classes to meet demand that cannot be met by regular faculty or because of special expertise that the lecturer may bring to a class. The lecturer appointment is for the duration of the class only.

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[127] University of Hawaiʻi, "UHCCP #9.203 Faculty Five-Year Review", Archive Link: http://hdl.handle.net/10790/2539

Lecturers must meet the same academic qualifications as regular faculty. The job responsibility for lecturers is limited to the class they are teaching and provides for a limited amount of student contact through office hours or other communication means. The lecturer appointment does not include curriculum development, development of student learning outcomes, college service, or other professional duties expected of regular faculty members. The lecturer is expected to follow the student learning outcomes and assessment methodologies as adopted by the regular faculty for the courses he or she is teaching.

Lecturers advance through a series of pay bands (A, B, C) with the compensation rate per credit hour dependent on the pay band. Unlike regular faculty members whose tenure and promotion is merit based, the lecturer pay band advancement is currently solely based on the historic number of credits the lecturer has taught.

As noted by the team evaluation report, there was no system evaluation policy for lecturers and there were inconsistencies from campus to campus in the form of evaluation, frequency of evaluation, and monitoring of evaluation. Previously, lecturer evaluations were at the department level and involve review of student evaluations and the insights of the department chair and/or discipline coordinator within the department.

Because the lecturer's status and rank are the same across all community colleges, there is a compelling reason to maintain consistency in the evaluation process for lecturers. Accordingly, the OVPCC, working with the campus academic administrators, developed a new system policy UHCCP #9.104-Lecturer Evaluation (link[128]). The policy leaves the responsibility for the evaluation on the campus and largely within the department but does define the requirement for evaluation, frequency of evaluation, and criteria to be used in the evaluation.

In accordance with the collective bargaining law, lecturers who are half-time or more are included in the faculty collective bargaining unit and the collective bargaining organization must be formally consulted on the new policy. The consultation was conducted and the new system policy on lecturer evaluation was adopted and promulgated in December 2013.

Sustained Compliance Activity Since the Last Report

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

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[128] Kapiʻolani Community College, "UHCCP 9.104 Lecturer Evaluation", Archive Link: http://hdl.handle.net/10790/2316

available for department chairs and academic administrators who are responsible for compliance with the evaluation policies.

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

<u>Future Plans</u>

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

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

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

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

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

UH Recommendation 4: Resources
In order to meet the Standards, it is recommended that a comprehensive UH system wide technology plan that includes and supports distance education be developed and implemented and is integrated with institutional planning (Standards II.A.1.b, II.A.1.c, II.A.2.c, III.C.2, III.C.1, III.C.1.c, III.C.2).

Summary of Previously Reported Activities and Actions

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

1) UH System Information Technology Planning Website

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

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

The site is available at UH System ITS Strategic Plan 2015 (link[129])

2) Modification to the UH System Strategic Directions

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

   University of Hawaiʻi 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

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[129] University of Hawaiʻi, "University of Hawaii Information Technology Services Strategic Plan", Archive Link: http://hdl.handle.net/10790/2540

unnecessary duplication and efficiently provide students throughout the State with access to educational opportunity and the support they need to succeed

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

The UH strategic directions for 2015-2021 can be viewed under the System Priorities and Initiatives section of the System Academic Affairs web site at UH System Strategic Directions (live link, link[130]).

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

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

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

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[130] University of Hawaiʻi, "University of Hawaii Strategic Directions, 2015–2021 webpage", Archive Link: http://hdl.handle.net/10790/2541

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

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

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

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

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

development, the plan will identify the resources, training, and support to assure the student access to and success in these programs on a consistent basis.

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

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

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

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

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

4) Adoption of Open Education Resources

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

The OER effort is in the early stages of development with the identification of open education librarians and repositories and the

identification of a mechanism to match interested early adopter faculty with available content.

Sustained Compliance Activity Since the Last Report

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

1. Major update of the UH System ITS Strategic Plan

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

2. Adoption of the UH System Strategic Directions

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

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

3. Adoption of the UHCC Strategic Directions

    The UHCC Strategic Directions 2015-2021, including a complimentary emphasis on distance education to that included in the UH System Strategic Directions, was adopted as planned in spring 2015 (link[131]).

4. Adoption of Open Educational Resources (OER)

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

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[131] University of Hawaiʻi Community Colleges, "UHCC Strategic Directions 2015-2021", Archive Link: http://hdl.handle.net/10790/2555

<u>Planned Future Actions</u>

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

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

UH Recommendation 5: Board and Administrative Organization

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

Summary of Previously Reported Activities and Actions

During the period 2012-2014, the BOR was been engaged in an intense period of self-assessment of itself and University governance and business practices. The impetus for this self-assessment was driven by an investigation into a failed concert meant to benefit the UH Mānoa athletics department that resulted in a $200,000 loss to the University. The Hawaiʻi State Senate established a Special Committee on Accountability and broadened the investigation to include other aspects of University governance, accountability, and transparency. After a series of investigative hearings, the Senate issued a series of recommendations to the BOR (link[132]).

Parallel to this external review, the BOR initiated its own review of the circumstances surrounding the failed concert and the broader issues of BOR and administrative structure and accountability and an examination of BOR policies and practices related to these governance issues.

At its September 5, 2012 meeting, the BOR established an Advisory Task Group (ATG) consisting of both UH Board members and community members to address these operational and governance issues. Phase 1 of the ATG's work focused on the specific circumstances of the failed concert and the adequacy of management and fiscal controls related to the event. The ATG Phase 1 effort was further refined at a September 8, 2012 meeting and the resulting report from the ATG (link[133]) was accepted by the BOR at its meeting on November 15, 2012 (link[134], p.8-11).

To address the issues of Board governance and self evaluation, the BOR engaged Dr. Terrence MacTaggart of the Association of Governing Boards to conduct an assessment workshop with BOR members as part of the meeting on October 18, 2012 (link[135], p.1-5). The workshop covered a wide range of governance issues. On January 24, 2013, the BOR authorized the ATG to begin Phase 2 of its work focusing

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[132] State of Hawaiʻi, "Oversight, Accountability, and Transparency of the Operational and Financial Management of the University of Hawaii System", Archive Link: http://hdl.handle.net/10790/2542

[133] University of Hawaiʻi, "ATG Report Phase I", Archive Link: http://hdl.handle.net/10790/2544

[134] University of Hawaiʻi, "Board of Regents Meeting Minutes, 2012-11-15", Archive Link: http://hdl.handle.net/10790/2543

[135] University of Hawaiʻi, "Board of Regents Meeting Minutes, 2012-10-18", Archive Link: http://hdl.handle.net/10790/2545

on UH Board governance and practice. The scope of Phase 2 was further defined at a February 21, 2013 meeting of the BOR to include both BOR operational matters and the high level organization structure of the University. The BOR received a status report on the ATG Phase 2 work at its April 18, 2013 meeting. The ATG presented its findings to the BOR in four reports:

Report 1 (link[136]) included the results of interviews with the BOR members on the individual regents' views on the operational and governance. This report was presented to the BOR Audit Committee on May 16, 2013 and to the full BOR at its May 16, 2013 meeting.

Report 2 (link[137]) included an assessment of then pending legislation on University governance *and whether such legislation reflected best practices in higher education governance.*

Both Reports 1 and 2 were presented to the BOR Audit committee on May 16, 2013 and to the full Board at its May 16, 2013 meeting (link[138]).

Report 3 (link[139]) made several recommendations for BOR governance, including:

1. The BOR work with the executive administrator and secretary of the BOR to develop a process for tracking unfinished business and ensuring that such unfinished business be placed on the appropriate BOR standing committee (e.g., Committee on Community Colleges) agenda for follow-up and completion.

2. The BOR approve the University's general counsel as direct report to the University president and delegate the authority necessary to the president to oversee this position. The general counsel should have a dotted line reporting responsibility to the BOR to be able to provide it with advice and bring matters to its attention.

3. The BOR adopt an administrative procedure that members may follow to request that items be placed on the BOR agenda. The procedure should also include a section for feedback to members on disposition of the requests.

4. The BOR amend its bylaws to require appropriate action items be first referred to standing committees for review and recommendations. Each

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[136] University of Hawaiʻi, "ATG Report 1", Archive Link: http://hdl.handle.net/10790/2546
[137] University of Hawaiʻi, "ATG Report 2", Archive Link: http://hdl.handle.net/10790/2547
[138] University of Hawaiʻi, "Board of Regents Meeting Minutes, 2013-05-16", Archive Link: http://hdl.handle.net/10790/2548
[139] University of Hawaiʻi, "ATG Report 3", Archive Link: http://hdl.handle.net/10790/2549

standing committee should maintain an annual calendar and compliance checklist to ensure all critical tasks are completed and specific duties and responsibilities are accomplished as outlined in the respective standing committee charters.

5. The BOR determine the nature and extent of staffing needed to support the additional workload of the standing committees and evaluate its current staff resources and assignments to determine changes needed to support the standing committees' workload.

6. The BOR work with UH System administration to ensure the strategic plan be regularly reviewed and updated with BOR involvement. The BOR, at the direction and leadership of the BOR chair, establish a "Board Goals & Accomplishments" annual or two-year plan.

7. The BOR orientation content should be reviewed and updated and that annual training updates be made part of its annual schedule. The BOR should also ensure that its members annually sign a statement affirming their responsibilities and commitment to meeting the expectations placed upon them as regents.

8. The BOR improve its accountability and financial oversight of University operations by additional involvement by the BOR Committee on Budget and Finance and improved periodic financial reporting mechanisms (the exact nature of the financial reports should be developed collaboratively by the Committee on Budget and Finance and University Administration but should also include reports comparing budgeted expenditures against actual expenditures).

9. The BOR take steps to improve the effectiveness of its scheduled meetings such as:
   a. Referring informational items to standing committees, requiring less frequent reports of a recurring nature, or the use of a consent agenda.
   b. Scheduling certain meetings as "informational only" meetings with no action items.
   c. Expanding the use of standardized reports to enable quicker comprehension and understandability.
   d. Establishing a prescribed total amount of time for public input at each meeting, after considering compliance with all appropriate legal guidance

Report 3 was presented to the Audit Committee on July, 2013 and to the full BOR at its July 18, 2013 meeting (link[140], p.5-7).

Report 4 (link[141]) of the ATG dealt with issues of University high level governance and made several recommendations related to the reporting lines to the University president and to the BOR. The ATG reviewed applicable statutes, rules and regulations governing the University's system level operations, Executive Policies, roles and responsibilities and delegations of authority. In addition, the ATG conducted interviews with system level management and others and reviewed published materials on leading practices from organizations. Report 4 is the final part of the ATG's Operational Assessment of the University's system level operations.

The BOR continued to use the ATG Phase 2 reports in its assessment of the University structure and its policies. Some policies were changed as a result, including:

1. Changes to the policy on professional improvement leaves for executives (adopted February 21, 2013)

2. Changes to the BOR policies on intercollegiate athletics (adopted May 16, 2012). Note: While the community colleges do not have intercollegiate athletics programs, the policy change is reflective of the action of the BOR in reviewing and modifying, as appropriate, its policies.

In addition to the self-assessment and related actions outlined above and on the recommendation of the ATG, the UH System was developing an online policy management system that allows for development and approval of policies, distribution of policies, and tracks the policy history for UH policies, including BOR policies. The system will include a tracking mechanism to ensure that all policies are reviewed periodically and replaces a manual system kept in the BOR and other system offices.

Sustained Compliance Activity Since the Last Report

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

BOR Policy System
Viewing Policy RP 5.201

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[140] University of Hawaiʻi, "Board of Regents Meeting Minutes, 2013-07-18", Archive Link: http://hdl.handle.net/10790/2550
[141] University of Hawaiʻi, "ATG Report 3", Archive Link: http://hdl.handle.net/10790/2549

Title
Instructional Programs

Header
Regents Policy Chapter 5, Academic Affairs
Regents Policy RP 5.201, Instructional Programs (link[142])
Effective Date: Oct. 18, 2002
Prior Dates Amended: Jan. 13, 1966; Feb. 8, 1973; Oct. 20, 1978; May 21, 1982;
March 18, 1983; Nov. 22, 1991; Oct. 31, 2014 (recodified)
Review Date: August 2018

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

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

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

Future Plans

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[142] University of Hawaiʻi, "Viewing Policy RP 5.201 webpage", Archive Link:
http://hdl.handle.net/10790/2551

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

Response to Self-Identified Issues
(Identified as Actionable Improvement Items in Kapiʻolani Community College's report)

Standard I: Institutional Mission and Effectiveness

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

The text that follows lists, by standard or substandard, the items from the Actionable Improvement Items in the 2012 Accreditation Self Evaluation, with the descriptive summary.

Standard I.B.5 The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

Actionable Improvement Plan
None. The College will follow through on its plans to enhance the reporting of data on student learning by incorporating Program Learning Reports in the ARPDs, beginning in fall 2012.

Action History
The College continues to report on the results of the assessment of program learning outcomes in the Annual Reports of Program Data. See response to Recommendations 2, 3 and 4 for details.

Standard II: Student Learning Programs and Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

Standard II.A.1.c The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

Actionable Improvement Plans
The College will continue to implement plans for the assessment of all course competencies and program learning outcomes. The Office of Community and Continuing Education (OCCE), will continue to develop student learning outcomes and assessment strategies for those courses and programs that have fallen behind in SLOs development and implementation.

Action History
The College has developed procedures, timeline, and reporting structures for the ongoing assessment of learning outcomes at the course, program (both degrees and certificates), and institutional levels. Details are included in the response to Recommendations 3 and 4.

The Office of Community and Continuing Education (OCCE) was restructured in 2012 and divided into two areas: Office of Continuing Education and Training (OCET) and the Office of College and Community Relations. (OCCR) The former is charged with all continuing education courses and training while the later is focused on marketing, public relations and internal communication. In December 2012, a strategy and timeline to incorporate the SLO process in the development of non-credit continuing education workshops and programs were initiated. The campus SLO lead coordinator provided two SLO workshops for program coordinators and casual hire trainers in spring 2013.

Due to major reorganization and personnel changes within OCET between 2012 and 2014, the progress to establish a full cycle of continuous improvement was delayed.

Currently, program developers work with the following forms to ensure SLOs are established: Course Initiation Form, Destiny One curriculum management form, and the student evaluation form. As of January, 2015, pre- and post-tests are required for all workshops, courses, and certification programs; to be implemented by fall 2015. In addition, OCET is working with the Office for Institutional Effectiveness (OFIE) to develop a post assessment tool for employers on training transfer of knowledge and skills as related to improved job performance of the employees and an analytical process for training improvement and effectiveness.

Standard II.A.2.a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

Actionable Improvement Plans
The first cycle of assessment of course competencies is scheduled for completion in spring 2012. The assessment of program learning outcomes has begun. These assessments will be ongoing.

Action History
The College has established procedures, timelines, and reporting structures for the timely review and assessment of learning outcomes. As the College implements an electronic assessment management system, Taskstream, faculty have taken the lead role in designing, developing, and testing the system that will serve as the infrastructure for the management of learning outcomes and service area outcomes

assessment. Details are included in the response to Recommendations 3, 4 and 5.

Standard II.A.2.i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.

Actionable Improvement Plans
The College will continue to develop a mechanism for ensuring that it awards degrees and certificates based on student achievement of a program's stated learning outcomes.

Action History
The College completes an annual review of all its programs based on health indicators (demand, efficiency and effectiveness) as well as the assessment of program learning outcomes (PLOs). The assessment of PLOs allows faculty to review the students' mastery of the knowledge, skills and attitudes identified by the programs and to make the necessary adjustments if results are less than the established benchmarks. This review process will be improved as the College implements Taskstream, which will provide an enhanced capacity for report generation and program monitoring.

Standard II.B.2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning: a. General Information, b. Requirements, c. Major Policies Affecting Students, and d. locations or publications where other policies may be found.

Actionable Improvement Plans
The College will review, update and publish its catalog in time to match the systemwide registration dates.

Action History
The College has established timelines and procedures to review, update, and publish its catalog prior to the start of fall registration. In the three years since the comprehensive site visit, the College has met this deadline.

Standard II.C.1.a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the institution's mission.

Actionable Improvement Plans
The hiring of a learning support coordinator to oversee tutoring across campus will ensure consistency in services provided to students.

Action History
With the establishment of the Student Success Council and the implementation of

this group's recommendations, the recruitment of a learning support coordinator was delayed pending the College's decisions on organizational structure and the allocation of vacant positions. However, the position description has been developed and recruitment is set to begin in spring 2015.

Standard II.C.2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Actionable Improvement Plan
The College will review best practices for tutoring and create a comprehensive and consistent plan to support tutorial services on campus.

Action History
The College continues to compile the Academic Support Annual Report of Program Data, which includes a number of measures related to the assessment of tutoring services, including one student learning outcome. Nevertheless, with the ongoing de-centralized responsibility for tutoring services, the assessment of these services is uneven across the tutoring locations. The College has allocated a vacant position to recruit a Learning Commons Coordinator, who will coordinate the delivery of tutoring across the campus, following recommendations by the Student Success Council. This recruitment of a tutoring coordinator is expected to better support tutorial services.

Standard III: Resources
The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness. Accredited colleges in multi-college systems may be organized such that responsibility for resources, allocation of resources and planning rests with the system. In such cases, the system is responsible for meeting standards on behalf of the accredited colleges.

Standard III.A.2. The institution maintains a sufficient number of qualified faculty with fulltime responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.

Actionable Improvement Plans
The College has a high priority to improve the efficiency of its operations by identifying strategies for hiring and retaining additional qualified personnel. In addition to filling vacancies, the College is working to improve its efficiency by training staff in HR, the business office and student services (including KISC). It is

also looking at ways to use technology to streamline operations and manage workload.

Action History
One action aimed at improving efficiency of operations was the Chancellor's directive to the business office to develop a training program and issue P-cards (purchase cards) to department chairs, unit heads, deans and vice chancellors for the procurement of goods and services. This technological improvement has reduced purchase-related processing operations and workload, and consequently increased the time available for other business office responsibilities. New processes and procedures in this area will be evaluated for improvements in efficiency and effectiveness along with employee satisfaction with the outcomes. In addition, in order to improve the efficiency of operations and retain qualified personnel, the Business Office staff twice yearly holds training sessions on the university's technology-based financial management system, Kuali Financial Management System. All secretaries, staff, Department Chairs, Unit Heads and Administrators are encouraged to attend these sessions. Also, the College regularly sponsors Human Resource training sessions that are led by campus, system or state HR employees. Training topics have included Ethics, Title VII, and Maintaining a Professional Work Environment.

Standard III.A.3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

Actionable Improvement Plans
None. A further investigation will be conducted to determine the factors resulting in 29 percent of the respondents somewhat or strongly disagreeing that the institution treats faculty and staff in a professional and equitable manner. OFIE will design an appropriate tool for this assessment. Once factors are identified, an action plan may be required to address the concerns.

Action History
Working closely with the Human Resources Office, OFIE staff developed a Human Resources Survey in April 2014. Question 8 asked respondents (N=149) how fair are HR staff in providing advice when asked? Nearly 4 in 5 (87.3%) stated that the HR staff was extremely (28.9%), quite (40.9%), or moderately fair (17.5%). Question 17 asked respondents (N=132) how comfortable are you when you go to the HR office for help if you feel that you are not being treated fairly? More than 3 in 5 (61.4%) stated extremely (25.0%), quite (23.5%), or moderately fairly (12.9%) (link[143]).

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[143] Kapiʻolani Community College, "Kapiolani CC Human Resources Office Survey", Archive Link: http://hdl.handle.net/10790/2552

Results suggest that HR staff are strongly perceived as professional and fair when providing advice but that there could be improvements made in creating a comfort zone for faculty and staff who perceive unfairness.

Standard IV: Leadership and Governance
The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

Standard IV.A.3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.

Actionable Improvement Plans
None. However, College leaders consider the number of "don't know" respondents in the College 2011 survey too high. The College plans to review the survey data through the PPAC and determine how to reduce the number of "Don't know" responses.

Action History
As stated in recommendation 1 and 2, much has been done to facilitate greater communication and transparency among the institution's constituencies. Recommendation 2 specifically addressed the need for the College to effectively communicate planning processes to all College constituencies and that those planning processes be reviewed on an annual basis to ensure that resource allocation leads to program and institutional improvements. (Please refer to the report in recommendation 2 for the details.) In addition, the revised budget cycle process, mentioned in recommendation 1 was instrumental in creating opportunities for broad based participation from all areas of the College. As the College and the UH System experiences a period of substantial budget cuts, the participation and consistent communication on the College's priorities as it relates to the budget is imperative.