

# **Follow Up Report**

**Team Site Visit Report**

## **University of Hawai‘i Leeward Community College**

**A confidential report prepared for  
The Accrediting Commission for Community and  
Junior Colleges**

This report represents the findings of the evaluation team that completed  
a review of Leeward Community College

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## Introduction:

Leeward Community College received notice in February that the Commission acted to reaffirm accreditation based on, among other factors, the College's Institutional Self-Evaluation Report and an Evaluation Report completed by a team of evaluators based on a site visit that occurred between October 15 and 18, 2012. The Commission required the College to complete a Follow-Up Report and was asked to focus its efforts on Recommendation 1 dealing with minimum requirements for the level of course work related to the Associate of Applied Science degree offered in two academic programs of the College. There were also several system level recommendations included in the College's report. Actions taken to implement those recommendations were evaluated by a separate team that visited the system office located on Oahu. The findings and conclusions of that team are incorporated into each of the Hawaii Community College reports including this one.

The College provided comments on all of its recommendations and the evaluation team in turn has prepared comments and conclusions based on the College's actions that implemented changes and the evidence provided to support changes made. For University of Hawaii, Community Colleges system recommendations the team members provided information to the evaluation team that conducted the site visit at the system office on the island of Oahu. The findings and conclusions on the Community Colleges system recommendations are included in this report for consistency in reporting.

The team assigned to Leeward Community College was unable to visit the College due to schedule conflicts but was able to complete a review nevertheless. In preparation for the visit the team members reviewed the prior evaluation report prepared as a result of the October 2012 comprehensive review site visit. The Commission's action letter was reviewed and the information provided was reviewed and validated through electronic means. The purpose of the review was to obtain evidentiary material in support of the College's reported actions that brought the College into compliance with the Accreditation Standards. Team members conducted a search of relevant documents related to Leeward Community College's individual actions and reached conclusions using the electronic evidence provided. Additional research of related supporting and surrogate measures were used to further corroborate the evidence reviewed by the team. This step was necessary because the team was unable to physically review material and changes made at the College site. Given the nature of the recommendation and the evidence available for review, the team does not feel that additional on-site work is necessary in order to accurately reach a conclusion about the College's status on implementation of the recommendation.

The results of the work of the evaluation team are included in the remaining portions of this report.

### **College Recommendation 1:**

**The College needs to ensure that the course requirements for any AAS degrees are consistent with the general education philosophy as outlined in the college catalog, and is so doing, carefully consider the rigor of the courses needed to fulfill the degree requirements (ER 11, II.A.3, and II.A.3.b).**

**And,**

### **University of Hawai'i Community College (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)**

#### Findings and Evidence:

Leeward Community College has changed the minimum requirements for the English and math courses required in order for students to satisfy their general education requirements in order to obtain an Associate in Applied Science Degree (AAS). The minimum level English course required for a student to obtain the AAS degree is now English 100 which is considered college-level and is an acceptable transfer level course. Similarly, Math 100 has replaced the lower level course of Math 50 that had been allowed in the past. The current course, Math 100 is transferable to a four year degree program and is a college-level course.

Changes to the two AAS granting degree programs have been fully implemented. The College now requires students in the AAS programs to use the minimum English and math courses as 100 series courses which is a designation used by the Hawai'i community colleges to designate transfer level course work. The Follow-Up Report prepared by the College includes the details about the two programs that were affected by this change. The report also describes the processes used that resulted in curriculum and program changes necessary to implement the changes in the minimum level of English and math courses for the AAS degree programs.

#### Conclusion:

The College has fully implemented this recommendation and satisfies the requirements of Eligibility Requirement 11 and Standards II.A.3 and II.A.3.b. Please see the UHCC System Report attached and made part of this report.

Follow Up Visit Report

**This Report is Appended to and Made Part of the  
College Follow Up Report**

University of Hawai'i Community College System

2444 Dole Street

Honolulu, HI

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

This report represents the findings of the evaluation team that visited

University of Hawai'i Community College System

November 15, 2013

Dr. Helen Benjamin, Chair

System Evaluation Team

University of Hawai'i Community College System

**FOLLOW UP VISIT TEAM  
FRIDAY, NOVEMBER 15, 2013**

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## Introduction

On November 15, 2013, Dr. Helen Benjamin and Dr. Thelma Scott-Skillman conducted a Follow Up Visit to the University of Hawai'i Community College System (UHCC). A comprehensive visit for the six colleges in the System and the System Office was conducted in October of 2012. Prior to the 2012 visit, one of the chairs of the college teams served as the "chair of chairs" and conducted the evaluation of the System Office. However, in the 2012 comprehensive visit, a separate team was established to conduct a visit for the System Office. Therefore, for the first time, a separate team was established for the one-day Follow Up Visit. The primary purpose of the Follow Up Visit was to document the progress the System had made toward resolving recommendations made by the comprehensive visiting team in 2012. The responses to the five System recommendations were included in the follow Up Report for each college.

The team chair met in advance of the visit by phone and through electronic means with the UHCC Vice President for Community Colleges (VPCC). Team members received the Follow Up Report in advance of the visit and had the opportunity to review the materials and visit the college and UHCC websites for information prior to their arrival at the System Office and the Hawaii Community College campus.

During the one-day visit, team members spent the morning at the System Office and the afternoon at the campus of Hawai'i Community College. The System Office was well prepared for the visit. The VPCC, the Director of Academic Planning, Assessment, and Policy Analysis, and the Executive Assistant to the VPCC met with the team to provide additional requested information, respond to queries needed in order for the team to complete its work, and provide details of actions taken by the System and the colleges in meeting the recommendations. A "tour" of the System website was provided, demonstrating easy access to and broad dissemination of essential information for all college and System constituencies as well as members of the public. Following the System Office visit, the team accompanied the VPCC to Hawai'i Community College where they continued discussions with the VPCC and met with the college chancellor, and attended a forum conducted by the VPCC. The forum held at Hawai'i Community College, was broadcast live with remote access to West Hawai'i Campus employees, located in Kona, HI. The VPCC updated more than 50 college employees in attendance on the progress on the System's strategic plan and the impact of the plan on their college in particular. The presentation, entitled "Moving Forward...2021", proved to be informational and inspirational for those in attendance.

The visit was very successful. It was obvious from the outset that the System Office and the colleges had taken the recommendations seriously and made considerable progress in the short time between receiving the recommendations from the Accrediting Commission on the October 2012 visit and the Follow Up Visit. Upon receiving the report of February 2013, the System Office led the colleges in focusing their collective energy on fulfilling the requirements made in the recommendations.

Recommendations made by the comprehensive visiting team of October 2012 and progress to date follow.

## **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).

### **Broad-based dialog and assessment of analytical tools:**

The team found that there was on-going dialog regarding planning and the use of analytical tools provided by UHCC. Per UHCC Policy, Strategic Academic Planning, the VPCC convenes the full UHCC Strategic Planning Council (SPC) in the spring and fall of each year. The membership of the UHCC Strategic Planning Council consists of the Chancellor, Faculty Senate Chair, and student government chair of each college, and the Vice President and Associate Vice Presidents for the Community Colleges. The fall meeting is used to look at the strategic planning process and to introduce and/or review system-wide Strategic Planning initiatives. The 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 Fall and Spring meetings to gather impressions and reactions to progress to date and to emphasize and maintain the focus on items/areas the UHCC has identified as important. The VPCC conducts follow-up visits to each college to present college-level detailed data and obtain feedback on the planning process, goals, and data. The following web site provides comprehensive information and evidence of the integrated planning process for the UHCC system and its colleges:

[http://uhcc.hawaii.edu/OVPCC/strategic\\_planning/appendixA.php](http://uhcc.hawaii.edu/OVPCC/strategic_planning/appendixA.php)

All college chancellors and appropriate staff are represented on various system-wide councils and committees that review tools for accuracy and usefulness. In turn, similar training and broad-based dialog occurs on each campus for faculty and staff who are responsible for utilizing the tools to conduct program reviews, curricular updates, and the like. College researchers work closely with the system research office to further explore the use of the analytical tools and the interpretation of the data. The team was provided examples of how the college's requests for data and/or explanation of data and formulae were provided by the system.

The analytical tools provided by UHCC are utilized system wide allowing for comparable data and economy of scale in development. One example is Curriculum Central that has been used as a common repository for all curricula in the community college system. There will soon be a replacement, the Quali Student/Curriculum Management System, which will continue to be the single repository for community college curriculum in the UH system. The visiting team received feedback that there was expressed concern regarding the lack of a common system for SLO assessment. Several colleges are developing their own in-house assessment tool. There was concern that this multiple college-level approach would lead to duplicate use of resources and non-comparability of data across the system. It was expressed that the UHCC system was not supportive of developing a common SLO assessment system.

*Planning description and training:*

All of the community colleges in the University of Hawaii system are responsible for allocating funds received by the system and retained by the college according to planning and program review priorities. The UHCC system's Associate Vice President of Administrative Affairs meets regularly with the college to present information on its allocations, trends, and projections. The Chancellors and the College Councils in the system have been actively improving the planning and budgeting system to respond to changing needs and improve the system based on college participants' input. The colleges view these processes and the policies that support them as "living documents," meant to be regularly examined and changed based on experience. For example, the budgetary system was reviewed at the end of the previous academic year. This process resulted in increased and ~~current~~ updated information for consideration in allocating resources. Several visiting site teams observed the involvement of all appropriate groups in the budget and planning process and found evidence of changes to the processes that resulted from that involvement.

The visiting team for the UHCC system was able to attend the VPCC's fall presentation at Hawaii Community College, Hilo, HI. The presentation, which was live broadcasted, provided opportunity for employees at other college sites to receive data on progress towards the current Strategic Plan goals and future system and college enrollment projections. The presentation outlined possible changes from the current Strategic Plan that expires in 2015 to the next 2015 – 2020 Strategic Plan that is currently being developed. The organization and process for updating the Strategic Plan had been shared with the colleges during the VPCC's spring 2013 campus presentation. At the conclusion of the presentation, there was opportunity for questions and answers. Employees in attendance were attentive and seemed, based on the question and answer session, to be comfortable with the data and possible changes. Similar observations were shared by visiting team chairs of the colleges who were able to attend a presentation. Feedback on the planning and budget process obtained from both system and college employees conclude a more realistic and farsighted approach occurring now than in previous years. The current plan is evident of the inclusion of more ideas generated from the open dialog and process across all colleges.

UHCC uses an outcomes funding model that 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.

Under this performance-funding model, most colleges have been able to meet all of their outcomes criteria and receive supplemental funding resulting in modest increase to campus funding base each year. Observation and analysis by visiting site team chairs conclude there is satisfaction with this funding model. While there is some concern regarding some of the 'bench marks', the campus leadership considers performance based funding measures to be fair.

The Annual Reports Program Data (ARPD) is standardized system-wide and is used by each campus to operate its own program review process. Each college is provided annual reports for all degree and certificate of achievement programs that are used by the colleges for their comprehensive program reviews.

Since the comprehensive accreditation visit in October 2012, all key data users have been surveyed to determine if any of the current data elements should be eliminated or if any new data elements should be added to the ARPD. The surveys identified a gap in data information provided at new faculty, staff, and administrator orientation. The UHCC Institutional Research Cadre is developing key data information to be included in orientations as well as website "cheat sheets" to direct inquiries to available tools and data.

Each college web site and the system web site provide easy navigation, clear, and comprehensive information on the strategic planning and budget process. Reaction from the system administration and college constituent groups to resulting changes with the integrated planning and budget process is positive.

#### Conclusion

The System has addressed the recommendation and meets the Standard.

#### **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).

At the time of the visit in October of 2012, the System was aware that four colleges (Hawai'i Community College, Honolulu Community College, Kaua'i Community College, and Leeward Community) 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 of 2012, the General Education requirement to satisfy the recommendation was codified in UHCCP #5.200 General Education in All Degree Programs. Math and English requirements are now at the transfer level equivalent. It has been documented that all four colleges offering the AAS degree have implemented the new policy.

#### Conclusion

The System has addressed the recommendation and meets the Standard.

### **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).

It was concluded in the October 2012 visit that the System met all of Standard III.A except Standard III.A.C.1, as a tenured faculty member who does not request promotion, or a faculty member who has completed all requirements of tenure and promotion, does not have the same requirement to analyze student-learning outcomes for improvement of effectiveness. The team found on this visit that the System has negotiated with its bargaining unit, developed, and approved a policy that has been updated for the first time since 1990. The updated policy reflects current ACCJC requirements and includes a provision for the inclusion of the tenured faculty member's obligation to be evaluated based on, among other things, his/her effectiveness in producing student-learning outcomes. In addition, a policy on the evaluation of lecturers has also been negotiated and approved. While the change in evaluation requirements has been negotiated, there has not been the opportunity since negotiation of this new evaluation provision to implement the change at the colleges and document evaluations with this component.

#### Conclusion

The System has addressed the recommendation and meets the Standard. However, implementation of the negotiated evaluation requirements has not yet happened and been documented.

#### **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).

The System took a novel, creative, and appropriate approach in its response to this recommendation. The System is in the process of creating “a dynamic, online resource” rather than develop a written plan that will provide pertinent information to users. The major sections of the resource follow infrastructure, enterprise business applications, business process improvements, academic, applications, and policies. The resource is currently under development and scheduled for completion in the spring of 2014. The team previewed the web site and found it to be an excellent resource for users with “just in time” information on current and future projects as well as long-term trends. The resulting information should strengthen the program review process and strategic planning to support resource allocations.

#### **Conclusion**

The System is in the process of addressing the recommendation but does not yet fully meet the Standard.

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

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

The Board has been undergoing a thorough self-assessment that began during the October 2012 visit. They engaged the services of an experienced consultant who has led them through a rigorous process reviewing every aspect of their responsibilities. The result is a list of recommendations that will improve the effectiveness of the board.

Regarding the adoption of a regular evaluation schedule for the review of BOR policies and procedures, the UH System is in the process of developing an online policy management system that will allow for regularly scheduled development, review, revision, and tracking of policies and procedures. Because of

the self-evaluation during the last several months, the BOR is on schedule with its self-evaluation and meeting the requirement of board policy that indicates that the evaluation must be dedicated solely to the work of the BOR. Indeed, this has been the case.

### Conclusion

This recommendation has been partially addressed. Because the process for developing the policy management system is underway, the System partially meets the Standard.