

**EVALUATION REPORT**

**KAPĪOLANI COMMUNITY COLLEGE  
of the  
UNIVERSITY OF HAWAII SYSTEM**

4303 Diamond Head Road  
Honolulu, HI 96816

A Confidential Report Prepared for  
The Accrediting Commission for Community and Junior Colleges  
Western Association of Schools and Colleges

This report represents the findings of the evaluation team that visited  
Kapi`olani Community College from October 23 through October 28, 2006.

Dr. Marie B. Smith, Chair

**Kapi`olani Community College  
Comprehensive Evaluation Visit Team Roster  
October 22-28, 2006**

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## Summary of the Report

From October 23 through October 28, 2006, a team from the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges visited Kapi`olani Community College for a comprehensive site team evaluation as part of the college's application for reaffirmation of accreditation.

Kapi`olani Community College is one of seven community colleges within the University of Hawai`i system. The University, in addition to its seven community colleges, has three university campuses, at Hilo, West O`ahu and Manoa. Kapi`olani Community College is located on the island of O`ahu, on the southeastern portion of the island, near Diamond Head crater. Most of the population of the State is located on the island of O`ahu and that island also is home to four of the seven community colleges. The college is now located in 21 buildings on a 44 acre site. These buildings were constructed from 1983 to 1994. In addition, the college operates in off site locations for its health programs, such as hospitals and health academies on O`ahu and the other islands of Hawai`i.

Kapi`olani Community College was established in 1946 as Kapi`olani Technical School and provided instruction in Hotel and Restaurant Operations, Practical Nursing and Dental Assisting. In 1965 the Technical School was incorporated into the new community college system governed by the University of Hawai`i and renamed Kapi`olani Community College. The college expanded its mission to include a liberal arts associate degree as well as providing transfer, vocational and technical programs, community service and continuing education functions.

The current headcount student population is approximately 7,200 students with a full-time equivalent student population of 4,100. The student population has remained stable over the last decade and is projected to increase slightly to 7,400 students by 2011. The student population is 57.6 percent female and the median age is 24.8 years. Student demographics reflect the ethnic diversity of the state of Hawai`i, serving multiple ethnicities with no single one constituting a majority of the student population. Kapi`olani celebrates that diversity through a number of programs which specifically support particular ethnic students.

The college has responsibility islandwide to provide a two-year nursing program and statewide to provide legal assisting and health education programs. It has the largest transfer and liberal arts programs in the system and offers large programs in vocational training such as Culinary Arts, Hotel Operations, Tourism and Travel as well as Business Education.

The team was warmly received by the college starting with the Hawai`ian prayer offered at the opening team meeting. Everyone at the college was enthusiastic about the chance to discuss the college with the team and made all relevant information available in a well organized team room. In part because of the outstanding culinary program, but also

because of the warm aloha spirit of the college, the team was always well-nourished, in both body and soul.

Acting Chancellor Richards was gracious in his welcome and throughout the visit. The ALO, Robert Franco and the Self-Study Chair, Ron Umehira were always available to the team, and answered every question quickly and with candor. The team also appreciated the work of Debbie Nakagawa who made sure, as much as she could, that every detail was covered.

All team members found everyone at Kapi`olani anxious to share about their programs or services and equally willing to discuss concerns. The candor of the college was extremely helpful in the team's ability to make a thorough assessment. As a result of the time spent to get to know Kapi`olani, the team wishes to commend the college regarding the progress it has made overall since the last accreditation visit in 2000 and make the following specific commendations.

### **Commendations**

The college is to be commended for:

1. Its focus on students, student learning, and its commitment to student success.
2. Its spirit of entrepreneurship and its efforts and success in obtaining external funding and leveraging the funding to enhance student success and program improvement.
3. Its exemplary program for international students, particularly the Honda International Center and the center's dedication to global learning.
4. Its progress in identifying and assessing student learning outcomes through the Learning Outcomes and Assessment Committee.
5. The college is commended for its exceptional service learning program and its integration throughout the curriculum and community.
6. The college is commended for its culture of innovation and empowerment.
7. The college is to be commended for its integration of student services special programs that embody the college's dynamic mission including:
  - Learning communities
  - Holomua
  - First Year Experience
  - TRIO program
  - Malama Hawai'i
8. Its student leadership organizations in promoting diversity, and their engagement and informed participation in the college.

9. Its exceptional progress in the innovative use of technology resources to support classroom learning, to document learning outcomes through its pioneering use of E-portfolios, to deliver distance education in various modalities, and to support professional development for faculty and students through its Center for Excellence in Learning, Teaching and Technology.

10. College leaders, beginning with your acting chancellor and his staff as well as faculty and staff leadership, for establishing and maintaining a supportive and nurturing atmosphere which is demonstrated through the mutual respect and collegiality of faculty and staff.

As a result of analyzing the self study report, examining all other evidence provided by the college, and interviewing college staff and students the team thoroughly discussed the findings in light of the Accreditation Standards and came to conclusions which lead to the following recommendations.

### **Recommendations**

1. To more fully integrate planning, the college must:
  - Define the role of the institutional research office in planning processes and use data as the basis for institutional planning. (Standard IB.6)
  - Refine the objectives in the college's tactical and strategic plans so they are measurable, have obtainable bench marks and assessment methods, inform the allocation of resources, and then regularly assess progress and use the results for improvement. (Standards IB.2, IB.3)
  - Evaluate the college's planning processes using a self reflective dialogue that leads to improvement. (Standards IB.6, IB.7)
2. The college should complete, implement and then evaluate three curriculum oversight reforms currently being planned:
  - Redesign of the curriculum approval and revision process. (Standard IIA.2.a)
  - Full implementation of the five year curriculum review process. (Standard IIA.2.e)
  - The process for establishing and validating course pre-requisites. (IIA.2.b)
3. It is recommended that in order to create continuity and to improve communication, the college must:
  - Develop a written description of its governance structure that defines the roles of constituent groups in governance. (Standard IVA.2)
  - Finalize, implement and then evaluate its reorganization and fill all acting and interim positions in a timely manner. (Standard IVB.2.a)
  - Record and widely disseminate recommendations and decisions of its governance bodies. (Standard IVB 2.b)
  - Regularly evaluate the college's governance and decision-making structures, widely communicate the results of these evaluations and use the results as the basis for improvement. (Standard IVA.5)

In addition, the report references system recommendations made in the separate UHCC system report which relate to issues regarding Kapi`olani Community College.

## **Introduction**

From October 23 through October 28, 2006, a team from the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges visited Kapi`olani Community College for a comprehensive site team evaluation as part of the college's application for reaffirmation of accreditation.

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The college has responsibility islandwide to provide a two-year nursing program and statewide to provide legal assisting and health education programs. It has the largest transfer and liberal arts programs in the system and offers large programs in vocational training such as Culinary Arts, Hotel Operations, Tourism and Travel as well as Business Education.

## RESPONSES TO PREVIOUS RECOMMENDATIONS

Kapi`olani responded to the previous team's recommendations from 2000 in a series of reports and visits between October 2003 and October 2005. Starting in January 2004, the college was also asked to respond to recommendations given by the Commission to all of the University of Hawai`i Community Colleges (UHCC). Subsequent progress reports contained substantial responses to the system recommendation as well as to the original college recommendations.

### I. RECOMMENDATIONS FROM THE 2000 COMPREHENSIVE EVALUATION

**Recommendation 1. The team recommends that the college assess its current planning processes in order to determine and possibly revise its current planning models in such areas as student services, educational programs, fiscal resource allocations, and learning resource allocations. (Standards 3.A.1, 3.A.4, 3.B.1, 3.B.2, 3.B.3, 3.C.1, 3.C.2, 3.C.3, 4.D.1, 4.D.2, 4.D.3, 4.D.6, 4.D.7, 6.7, 9.A.1, 9.A.3, and 9.A.4.)**

During the last six years, Kapi`olani has committed much time and energy to the development of a strategic plan (2003-2010), aligned with UHCC and University of Hawai`i (UH) Systems. The new planning process includes a seven-year college-level strategic plan as well as three-year program and unit-level tactical plans for eight Academic Programs and nine Administrative and Educational Support Units. Faculty and staff have been actively involved in both strategic and tactical planning, as well as program review.

It is intended that these planning efforts drive funding requests, resource allocations, and grant proposals in student services, educational programs, and learning resources. This process was recently implemented, is in the second year of its first three-year cycle, and appears to be working as planned, although the end results have yet to be evaluated. The college has met this recommendation.

**Recommendation 2. Review its research mechanism in order to improve the ability to collect and analyze data on course prerequisites, competencies, and learning outcomes in order to support sound decision-making. (4.A.1, 4.A.2, 4.A.4, 4.A.5, 4.B.1, 4.B.3, 4.B.3, 4.B.4, 4.B.5, 4.B.6, 4.C.3, 4.B.4, 4.D.1, 4.D.2, 4.D.5, 4.D.6, 4.D.7)**

Since the 2000 comprehensive visit, research capabilities have definitely improved. The self study references the lead taken by the Office of Planning and Institutional Research in improving the collection and analysis of data for detailed program review reports, for the tactical planning processes, and for the Community College Survey of Student Engagement.

Prerequisites were studied thoroughly by the Institutional Research staff and a process for creating them was proposed to the faculty . In addition, a common dataset was developed

with all other University of Hawai'i community colleges and the UHCC office for the purpose of providing program review data for academic departments, and the research staff has made these data available to KCC programs for program review. However, the college has not yet articulated how the research staff will be involved in studying and assessing competencies and student learning outcomes, thus, this portion of the recommendation about research capabilities has not yet been implemented. The college has partially met this recommendation and needs to further strengthen the role of research, which will be included in this team's recommendations.

**3. The team recommends that the college assess the effectiveness of its institutional reorganization in terms of measuring student outcomes, adequate allocation of college resources, and allowing for meaningful communication of traditional disciplinary areas. (Standards 5.3, 5.10, 10.C.5)**

Kapi`olani is making good progress on identifying and assessing student learning outcomes. The college has worked with national higher education organizations to develop "best practices" for assessing student learning outcomes. The college and Faculty Senate collaborated to establish a Learning Outcomes Assessment Committee, and the committee is facilitating relevant and meaningful dialogue relating to student learning outcomes and assessment of outcomes.

The college reviewed platforms for electronic portfolios for assessment of student learning outcomes, and joined the Open Source Portfolio Initiative. Faculty from diverse disciplines participated in workshops and, as a result, are developing expertise in student learning outcomes assessment. The college has developed draft rubrics for assessing student learning outcomes across disciplines, completed a comprehensive plan for student learning outcomes assessment for one department, and initiated e-portfolio assessments.

The Banner Student Information System and UH System Institutional Research Office provide access to data on student outcomes. This data, along with targeted surveys of students, staff, and faculty, enhance an evolving culture of evidence at the college. Tactical plans are being aligned with budget decision-making processes and timelines.

Changes in General Education requirements at the University of Hawai'i at Manoa, along with new requirements for the Associate in Arts degree, have stimulated meaningful discussions among faculty regarding student learning outcomes and assessment of these outcomes.

Although much has occurred regarding the infusion of student learning outcomes, the college failed to assess the effectiveness of its institutional reorganization which was an element of this recommendation. It seemed to the team that the lack of assessment was due to the lack of finality on any organizational plan. That situation continues into the present, leading this team to make a recommendation to finalize the organizational structure.



The college has partially met this recommendation. The element of stabilizing the organizational structure will continue as a recommendation.

**Recommendation 4: The team also recommends that the college implement its planning agenda to provide learning disability assessment services and increase the availability of tutorial services for all students. (Standards 5.3, 5.10, 10.C.5)**

The college states that they had been networking with other state agencies to provide free disabilities assessment for students, but those networks are no longer available to them. The current practice is to refer students to the web site of the Learning Disability Association for testing, since students at the postsecondary level bear the responsibility for providing documentation of disabilities.

Increasing the availability of tutorial services to all students was part of this recommendation. The college did not respond directly to this portion of the recommendation. During the 2006 evaluation team visit, students, faculty and staff were queried about the need for tutoring for students in 100-level courses and above. While many faculty agreed there was a need for a centralized, comprehensive tutorial center, others noted that the Holomua Center was providing quality tutorial services to students in developmental courses and in some college level courses. Other innovative tutorial services were mentioned, such as the International Café, where international students tutor students in their native languages and earn service learning credit. The Student Congress noted that they gave the Holomua Center \$1,200 to provide tutorial services to students in college level English and math classes. In effect, the college has increased tutoring services over the 2000 level and thus has met the spirit of this recommendation.

This recommendation has been met.

**Recommendation 5. The college should develop a comprehensive, integrated college plan for the future of information and learning resources units that incorporates the purchase and servicing of administrative and instructional computer equipment; utilization processes, procedures, and standards; a review of communication routes between and among all units and with faculty and staff; assessing the existing parity in staffing; faculty and staff training; how information on programs and services is disseminated; and resource allocation.(Standards 6.2, 6.4, 6.5, 6.7)**

The college states that the UH system has a technology plan in place that acts as a framework for campus based planning. In the intervening years since the 2000 visit, the college has chosen to develop “various technology plans tied to addressing student learning outcomes and business operations.” In discussions with college IT personnel, the team found that the college is now taking a more systematic approach. While the college has not yet published its comprehensive information and learning resources plan, it has taken significant strategic steps aimed at building its technology and technology support infrastructure. The team found that many of the structural elements one would expect to see as a result of a detailed planning process are already in place. Thus, when the plan is completed, it will largely consist of a description of elements already in place,

plus a few added elements, including recommendations for IT strategies at the unit level across the college.

The Center for Excellence in Learning, Teaching, and Technology (CELTT) with funding from a Title 3 grant is leading efforts to develop a Campus Technology Plan. The strategy that CELTT is using to develop a technology plan appears to be well thought out and involves broad representation of appropriate personnel from Academic Programs and Administrative and Educational Support Units. The completed plan is due during the 2006-2007 academic year.

The recommendation has been met.

**Recommendation 6. The college should strengthen its efforts to respond to any imbalances between the ethnic composition of the faculty and staff and the racial and ethnic distribution of its student enrollment. (Standards 2.6, 5.7, 7.D.2, 7 Preamble)**

The college conducts surveys of incumbency and availability and uses them to establish its hiring goals. An annual workforce profile is prepared to assess the ethnic composition of the faculty and staff in conjunction with the college's Affirmative Action plan, and profile is used to identify specific groups that may be underrepresented. This annual process demonstrates a culture of assessment and uses evidence to inform planning and improvement as it sets in motion a strategy to recruit members of underrepresented groups.

The college has met the recommendation.

**Recommendation 7. The team recommends that the University System accounting process and the financial management information system be reviewed and revised in order to allow for better data collection and accounting, as well as the timely reporting of funds. (9.B.1; 9.B.4; 9.B.5; 9.B.6)**

The UH formed a Business Process Council in 2003 comprised of system-wide constituencies from the central office and user communities. Collectively, the charge of the council is to look long-term at business processes across all areas and more specifically recommend a future direction for the financial management system. After many months of research on viable integrated systems that would match UHCC system management responsibility processes, UH became a founding member of the Kualii Project. The goal of the project is to create a new community source financial information system with suites of functionality to serve financial systems needs of all types of colleges and universities. The work at the system level to improve processes for better data collection, accounting and timely reporting continues and is the subject of a system recommendation from the 2006 visiting teams. This college recommendation, however, has been satisfactorily met with the system actions described above.

**Recommendation 8: The team recommends that the college develop solutions to the issues and concerns emerging from the growth of non-credit, revenue generating centers, including a review of staffing needs in the areas that support the new college organization and the provision of training for department and program staff on the financial management system. (9.A.1; 9B.3; 9B.4; 9C.4; 4D.1; 4D.2; 4D.6; 5.3)**

Since the site visit in October 2000, the college has moved slowly to address this recommendation. The college retained a consultant in 2005 from the Learning Resource Network (LERN) to provide recommendations on how to improve the college's Continuing Education and Training Program. Two primary recommendations from the LERN report were to discontinue the term "noncredit" and replace it with either continuing education or continuing education and training and to recentralize the program into one unit headed by a vice chancellor or dean. In light of the LERN report, a college work group (the Budget Execution Task Force (BETF), recommended that the LERN report recommendations be adopted. The Interim Chancellor tasked an ad hoc group to develop a proposal for the implementation plan. That proposal recommends a hybrid model, which is not what the LERN report recommended. On site staff interviews revealed some concern about how these differing plans will be resolved and ultimately reflected in the emerging reorganization. The college is urged to resolve this matter as part of the reorganization recommendation resulting from this team visit.

Given the recent activity to address the recommendation and the continuing concern that this matter be addressed in the new recommendation, the college has met the recommendation.

**Recommendation 9: The team recommends that the college undertake a comprehensive analysis of the quality of communication at the institution, and implement improvements where appropriate, including the following aspects: the critical types of information that need to be disseminated, the audiences to which each type of information should be directed, and the organizational structures which will be required to support and ensure implementation of these improved communication mechanisms. (9.A.5, 10.B.6, 10.B.9, 10.B.10, 10.C.5)**

In the 2000 Comprehensive Report, there were nine recommendations. The last, Recommendation 9, was summarized in the Summary of the Report under Major Recommendations, Communications, as follows:

*Finally, the new technologies, limited staffing, and the reorganized college structure have had an impact on communications within the college, as well as within the system. Methods such as electronic mail are established and widely available, but priorities, audiences, responsibilities, and so on need to be sorted out and clarified. The college used its technology well as it developed its self-study. Applying these lessons to the communication infrastructure as a whole is one beginning for this process. (Standards 5, 6, 9, 10)*

In the 2006 Comprehensive Self Study, Responses to Previous Recommendations, the college chose to include and respond to this summary statement in lieu of Recommendation 9 contained in the body of the report. In response to that summary statement, the college cites work accomplished on its website, especially the Quill intranet site, meetings of the PPAC, the Faculty Senate, the Staff Council, and the Student Council, and the tactical planning process as evidence of progress made in this area. Mention is made of the deconstruction and later reconstruction of the UHCC System and the impact on communication. The development of the “Map of UHCC Campus-system Functions” and the establishment of a Planning and Grants Development Office are also cited as evidence of progress made. A “March 2006 Survey of Functions of the Policy, Planning, and Assessment Council” provided baseline data for improvement of communication functions.

An essential difference between Recommendation 9 and the summary statement is the requirement to undertake a comprehensive analysis of the communication structures of the college and use those results for improvement. The recommendation has only been partially met since the college satisfactorily addressed one portion of this recommendation. The portion calling for an assessment of the communication structures still remains to be done, thus the college has partially met the recommendation. This is an important aspect of institutional improvement and thus will be continued as a recommendation of this team (Recommendation 3).

## **II. RECOMMENDATIONS FROM SUBSEQUENT PROGRESS REPORTS, Kapi`olani Community College and University of Hawai`i Community College System**

In addition to the recommendations from the 2000 comprehensive visit, the Commission later provided recommendations as a result of the UH system’s request for Substantive Change with respect to the reorganization and subsequent midterm and progress reports with accompanying visits to both the system and colleges, including Kapi`olani.

In January 2001, the Commission required a Focused Midterm Report by November 2003 to address recommendations 1, 2, and 8 from the 2000 comprehensive visit.

### **Kapi`olani Community College Recommendations from Focused Midterm Report, October 2003**

- 1. Assess its current planning processes in order to determine and possible revise its current planning models in such areas as student services, educational programs, fiscal resource allocations, and learning resource allocations. (Standards 3.A.1, 3.A.4, 3.B.1, 3.B.2, 3.B.3, 3.C.3, 3.C.3, 4.D.1, 4.D.2, 4.D.3, 4.D.6, 4.D.7, 6.7, 9.A.1, 9.A.3 and 9.A.4 and 5.10)**

The October 2003 Focused Midterm Report mentions important work that had been done in designing planning systems, developing formats for strategic and tactical plans, and

conducting early pilot research on student learning outcomes (SLOs). By October 2004, the planning process was well developed and the content of each level of plans was mapped out in clear documents. In addition, a Learning Outcomes Assessment (LOA) Committee had been operational for a year, and had accomplished much. They developed and disseminated a concept paper on LOA and a work flow plan for assessment, fifteen programs conducted “assessment actions” including pilots, and plans were made for further integration of student learning outcomes (SLOs) into the tactical plans and decision-making in departments.

The college has met this recommendation.

**2. Review its research mechanism in order to improve the ability to collect and analyze data on course prerequisites, competencies, and learning outcomes in order to support sound decision-making. (4.A.1, 4.A.2, 4.A.4, 4.A.5, 4.B.1, 4.B.3, 4.B.3, 4.B.4, 4.B.5, 4.B.6, 4.C.3, 4.B.4, 4.D.1, 4.D.2, 4.D.5, 4.D.6, 4.D.7)**

In the 2003 report, the college had not responded directly to the improvement of its research mechanism to support data collection and analysis. It did chronicle the many activities in the definition and development of learning outcomes as well as the exploration of a variety of strategies and tools. The early success of Student Services in development of outcomes assessment was also evident. While the college had not formally reviewed its research function, it did demonstrate improved ability to collect data and use it to make decisions.

The college has partially met this recommendation.

**8. The team recommends that the college develop solutions to the issues and concerns emerging from the growth of non-credit, revenue generating centers, including a review of staffing needs in the areas that support the new college organization and the provision of training for department and program staff on the financial management system. (9.A.1; 9B.3; 9B.4; 9C.4; 4D.1; 4D.2; 4D.6; 5.3)**

The 2003 report chronicled a series of meetings that resulted in the request for additional positions to handle fiscal and personnel actions in the non-credit program. Those positions were not funded. There was also a business process redesign project to move functions to the online environment to increase efficiency and productivity thus reducing concerns about the non-credit and revenue-generating centers. Apparently, because of the continuing concerns that led to the engagement of external consultants in 2005, these initial activities did not sufficiently improve the situation. The college is exploring other options to replace the financial reporting system.

The college has met this recommendation.

*In January 2004, the Commission required the college to respond to Recommendation 2 from the 2000 comprehensive visit and to also address the system recommendation concerning lack of program review in the community colleges.*

#### **Progress Report, October 2004**

**Kapi`olani Recommendation 2. Review its research mechanism in order to improve the ability to collect and analyze data on course prerequisites, competencies, and learning outcomes in order to support sound decision-making. (4.A.1, 4.A.2, 4.A.4, 4.A.5, 4.B.1, 4.B.3, 4.B.3, 4.B.4, 4.B.5, 4.B.6, 4.C.3, 4.B.4, 4.D.1, 4.D.2, 4.D.5, 4.D.6, 4.D.7)**

By 2004, the college was actively involved in collecting and analyzing data to define and measure student learning outcomes, although there was no documentation of a review of the research function of the college. The Learning Outcomes Assessment Committee was the locus of fruitful faculty discussions about learning outcomes and assessment. A program review process was designed, documented and disseminated, as was a draft "Work Flow Plan for Assessment".

**UHCC System Recommendation 2: The Team recommends that the UH Community Colleges develop policies and procedures to ensure:**

- **That the community colleges engage in regular assessment of institutional effectiveness, including program review;**
- **That the community college system as well as each college sets priorities for implementing plans for improvement that are based in analysis of research data;**
- **That the colleges and the UHCC system incorporate these priorities into resource distribution processes and decisions;**
- **That the colleges and the UHCC system develop and employ a methodology for assessing overall institutional effectiveness and progress toward meeting goals expressed through plans for improvements; and**
- **That the colleges and the UHCC system report regularly to internal constituencies and the Board on this progress. (Standards I.B., II.A1 and 2, .IIIB.3.a. II.B.4., II.C.1.e and IIIC.2; III.A.g, III.B.2.b, III.C.1. and 2., III.D.1.a, IV.B.2.b, and the Preamble to the Standards.)**

*In January 2005 the Commission acted to issue a Warning to Kapi`olani Community College to work with the University of Hawai`i Community Colleges to correct the deficiencies noted below. In addition to the college-specific Recommendation 2, responses were required to system recommendations 2, 4, 5, 6 and 7*

## **Recommendations from April 2005 Progress Report**

**Kapi`olani Recommendation 2. Review its research mechanism in order to improve the ability to collect and analyze data on course prerequisites, competencies, and learning outcomes in order to support sound decision-making. (4.A.1, 4.A.2, 4.A.4, 4.A.5, 4.B.1, 4.B.3, 4.B.3, 4.B.4, 4.B.5, 4.B.6, 4.C.3, 4.B.4, 4.D.1, 4.D.2, 4.D.5, 4.D.6, 4.D.7)**

In 2005, the college initiated a thorough review of course prerequisites supported by the Faculty Senate. The guidelines resulting from this analysis were to be implemented in the spring of 2005. The LOA Committee continued to champion discussions and activities to support the development of student learning outcomes, including the further development of electronic portfolios. A “Best Practices” framework for improving student learning outcomes was established. Most importantly, the system upgrade of the student information system was completed and included a data warehouse which greatly improved the ability to retrieve data and provide timely reports and analytical data to the campus institutional researchers. By 2005 the system (with input from its IR Cadre) had developed a set of institutional benchmarks for use in selecting benchmarks and/or strategic goals. The college had made significant progress in addressing this recommendation to improve data collection and analysis.

**UHCC System Recommendations 2, 4, 5, 6, 7: These recommendations are addressed in a separate UHCC report.**

*In June 2005, the Commission acted to remove the college from Warning status based upon the April 2005 report and visit. The college was required to provide a Progress Report in October 2005 focused on the University of Hawai`i System recommendations 2, 6, and 7.*

In 2005 the college made significant progress in creating a three-year tactical planning, assessment and improvement process for all programs. The Budget Execution Task Force was established by the Acting Chancellor to explore current issues and propose new approaches to the college’s budgeting process that would prioritize and support program improvement activities... The institutional research office was active in college discussions regarding assessment and prerequisites. The UHCC Institutional Research Cadre identified a common set of data elements to use in program review which assisted the college in their own processes. The college used the Community College Survey of Student Engagement for the first time and committed to further administrations of the survey to build a culture of evidence regarding learning-centered student effectiveness. The visiting team found that collectively through these many activities, Kapi`olani was making good progress in addressing system recommendation 2.

In summary, it is the conclusion of the visiting team that Kapi`olani Community College has made significant progress in addressing the recommendations contained in the 2000 comprehensive visit and the subsequent progress reports. Some recommendations, notably, research and communications were only partially met. The team will recommend continued work in those areas with the recommendations resulting from the 2006 visit.

## **ELIGIBILITY REQUIREMENTS**

### **1. AUTHORITY**

Kapi`olani Community College (KCC) is a public two-year college operating under the authority of the State of Hawai`i and the University of Hawai`i Board of Regents. The College is accredited by the Accrediting Commission of Community and Junior Colleges of the Western Association of Schools and Colleges.

### **2. MISSION**

The team confirmed that the college developed its current mission statement in 2002, and the statement was approved by the University of Hawai`i Board of Regents in 2004. The statement is appropriate for a community college and describes the constituency served by the college and contains the institutional commitment to achieving student learning.

### **3. GOVERNING BOARD**

The governing board for Kapi`olani Community College is the University of Hawai`i Board of Regents. The Board is comprised of twelve members who are appointed by the Governor of the State of Hawai`i with the approval of the State Legislature. The team confirmed that the Board makes policy for the college and exercises oversight of its operations. The Board of Regents has an established policy governing conflicts of interest in which Regents are required to disclose potential conflicts of interest.

### **4. CHIEF EXECUTIVE OFFICER**

The Board of Regents of the University of Hawai`i appointed an Interim Chancellor for the college in July 2005. The Interim Chancellor serves as the Chief Executive Officer of the college.

### **5. ADMINISTRATIVE CAPACITY**

The team determined that the college has sufficient administrative staff, all adequately prepared and experienced, to operate the college. However, the team was concerned with the number of individuals serving in interim positions and the potential impact these interim positions might have on continuity of service.

### **6. OPERATING STATUS**

The team certifies with no reservation that KCC is fully operational with students actively pursuing degree and certificate programs.



## **7. DEGREES**

According to admissions information, a majority of students enter KCC with the intent of earning a degree or certificate, or preparing for transfer to a four-year institution. The college offers an Associate in Arts degree, an Associate in Science degree, an Associate in Technical Studies degree, Certificates of Achievement, Certificates of Competence, Certificates of Completion, and Academic Subject Certificates.

## **8. EDUCATIONAL PROGRAMS**

The team certifies that KCC offers a range of degree and certificate programs and that these programs are consistent with the college mission and are provided in a manner conventional to community colleges and consistent with Eligibility Requirements.

## **9. ACADEMIC CREDIT**

KCC awards academic credit in a manner conventional for community colleges and consistent with good practice in higher education.

## **10. STUDENT LEARNING AND ACHIEVEMENT**

The team examined course outlines and syllabi and found evidence that courses and programs have student learning and achievement outcomes, which are listed in the Catalog.

## **11. GENERAL EDUCATION**

The team certifies that KCC has a clear general education component in its degree programs and that writing and computational skills are reflected in these requirements. Students are introduced to some of the major areas of knowledge, consistent with the practice at accredited community colleges. General education courses, with comprehensive student learning outcomes and that are appropriate for higher education, are offered.

## **12. ACADEMIC FREEDOM**

The team verified that the college fosters an atmosphere of academic freedom for its faculty and staff.

## **13. FACULTY**

The college employs qualified faculty whose responsibilities include program development, program delivery, and learning support. Faculty responsibilities are defined in position descriptions for job advertisements and include the responsibility for student learning outcomes assessment. As of fall 2005, the college employed 228 full-

time regular faculty, 15 full-time lecturers, 19 part-time regular faculty, and 136 part-time lecturers.

#### **14. STUDENT SERVICES**

The team reviewed the student services provided by the college and found them to be consistent with the needs of the student body and the college mission statement. Student Services has begun the development and assessment of student learning outcomes.

#### **15. ADMISSIONS**

The team found KCC admission policies in the Catalog and other publicly available documents. These policies are consistent with those adopted by the Board of Regents and with the college's mission statement.

#### **16. INFORMATION AND LEARNING RESOURCES**

The college's Library and Learning Resources Unit provides access to both print and electronic media. The college's library collection was found to be adequate. Additionally, students have access to print materials maintained at any of the libraries of the University of Hawai'i. The team found that appropriate orientations are provided students in the access of both print and electronic resources.

#### **17. FINANCIAL RESOURCES**

The college has two primary sources of revenue, State General Funds, and tuition and fees. General funds are passed down to the college from the Department of Budget and Finance and the UH System. Over the last several years, State General Funds have dwindled and the college has begun to depend more on tuition and fees. Other revenue sources include federal funds that are awarded for special grants, and revolving funds that derive primarily from continuing education training and summer school credit courses. The Learning Resource Network Report, Budget Execution Task Force Phase II Report, along with the ongoing efforts of the Policy, Planning and Assessment Council need to be reviewed and in most cases seriously considered for implementation in order to restore creditability with the community, restore profitability, and retain fiscal solvency for the college.

#### **18. FINANCIAL ACCOUNTABILITY**

The self study report asserts that external audits have not resulted in findings specifically attributed to the college. During an examination of the last three years of audited financial statements, the 2004-05 audit identified two findings specifically pertaining to Kapi'olani Community College in the areas of Federal Financial Aid and more specifically the preparation of the FISAP report and appropriate processing of Return to Title IV funds. The college has taken action to implement procedures to properly complete the FISAP and submitted a corrected report to the Federal Government in

December 2004. Also, the college has implemented internal control procedures to correct the Return to Title IV processes.

## **19. INSTITUTIONAL PLANNING AND EVALUATION**

The team found evidence of planning for all important aspects of college operations. While work remains to refine, coordinate, integrate, and evaluate this planning, the college is aware of and committed to these efforts.

## **20. PUBLIC INFORMATION**

KCC has a catalog in which all of the requisite public information is contained. The team examined both the Catalog and Schedule of Classes and found the information to be consistent and appropriate.

## **21. RELATIONS WITH THE ACCREDITING COMMISSION**

The self study contained a statement, signed by the Chair of the Board of Regents, the President of the University of Hawai`i, the Interim Vice President for Community Colleges of the University of Hawai`i, and the Acting Chancellor of the college which assures that the institution adheres to the Eligibility Requirements, Standards and Policies of the Accrediting Commission.

**In the opinion of the visiting team, Kapi`olani Community College has fulfilled and meets all of the eligibility requirements of the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges.**

## **Accreditation Themes**

### **Dialogue**

The college has engaged in a directed and focused dialogue on institutional quality and improvement. As part of its culture, much of the evidence of this dialogue is oral and is not documented in written minutes of committee meetings. While the team found indirect evidence of many dialogues occurring about the improvement of institutional processes, there was less evidence of on-going dialogue concerning the improvement of student learning. The team did not find any substantial evidence supporting the college's use of the dialogue that is occurring as the basis for improvement of student learning. The team encourages the college to document more completely the dialogue that is occurring and to take the next step in using the dialogue to effect student learning and institutional improvements.

### **Student Learning Outcomes**

The college has made significant progress in developing student learning outcomes. Program Review has been completed on all instructional programs. The college's Faculty Senate has formed a Learning Outcomes and Assessment Committee (LOAC) to further the development of student learning outcomes and, more importantly, to begin the process of the assessment of student learning outcomes. The team was impressed with the college's commitment to student-centered learning and encouraged with its beginning efforts of assessing learning outcomes. The college is urged to complete its work by fully assessing its identified student learning outcomes and then using that assessment to lead to improvement in student learning and teaching.

### **Institutional Commitments**

The team found that the college is committed to and provides high quality education programs for its students. The college's mission statement has been recently reviewed and was adopted in 2004 by the University of Hawai'i (UH) Board of Regents. The team confirmed that the college places student learning at the core of its mission.

### **Evaluation, Planning, and Improvement**

The college has developed a strategic plan (2003-2010) that is aligned with the UH **and UHCC Strategic Plans**. The college has evidenced its commitment to planning through the development of tactical plans for its eight Academic Programs and nine Administrative and Educational Support Units. The team identified and is recommending that the college take further steps to define the role of institutional research in its many planning processes and to more fully use data as the basis for planning activities. While much planning activity has occurred, the college now needs to define measurable outcomes in its planning objectives, assess those outcomes, and use the result of that assessment to inform a dialogue that leads to improvement.

## **Organization**

The team found that the college is committed to the improvement of student learning. Over the last several years, many changes have occurred in the organization of the University of Hawai`i Community College (UHCC) System and in the organizational structure of the college. While the college evidences a commitment to participatory governance processes, this commitment is not formalized in written documents. Nor are there written records of many of the college's participatory governance structures. Additionally, the college is in the process of examining a proposed reorganization plan. A number of administrative positions are currently being filled through acting or interim appointments. To ensure organizational continuity and to improve communications, the team has provided the college a recommendation that will guide it toward improvement in its organizational structure.

## **Institutional Integrity**

Throughout the college, the team found an institution of integrity both in how it represents itself to the public and to its internal constituencies. Published documents of the college represent the college fairly and accurately. The college treats students, faculty, and staff with honesty and respect. The college is encouraged to begin a self reflective dialogue that is documented and that will lead to further improvement in all of its activities.

## **Standard I**

### **Institutional Mission and Effectiveness**

#### **General Observations**

Overall, the college meets the standards of accreditation for Institutional Mission and Effectiveness. The self study report addressed some of the standards in an uneven fashion with some elements well addressed, while other parts were left unanswered. During the visit to the college, the team was able to better determine whether the standard was met through the gathering of other evidence through interviews and examinations of other documents beyond the self study.

Recent changes in the institution that affect this standard have included a total reorganization of the administration of the community college system in Hawai`i in 2002-03, and then another reorganization in 2004-05. This was accompanied by a series of leadership changes at Kapi`olani Community College after a long period of stability. Given these changes, the college has made considerable progress in meeting the standards on institutional mission and effectiveness.

#### **Findings and Evidence**

The mission statement is aligned with the Board of Regents policy that requires the college to provide academic, technical, and occupational education with open access and low-cost tuition. It is consistent with the broader mission statements established for the University of Hawai`i system. Educational programs and services are designed to meet the characteristics and needs of the student population. (Standard IA.1)

The current mission statement was drafted in 2002 and formally approved by the Faculty Senate. The Board of Regents approved the mission statement in 2004. The statement is published in the college catalog and on the college intranet site. (Standard IA.2)

The policy of Kapi`olani Community College is to review and revise the mission statement every six years in collaboration with faculty, staff, students, administrators and community members. The next review of the mission statement is scheduled to take place in 2009. (Standard IA.3)

The self study report delineated the many different ways that students, faculty, and staff could be in dialogue with each other, from classrooms to committees. It also listed all the emphases and initiatives that have been developed recently with student learning as a goal to indicate that dialogues about student learning occurred. However, the self study did not provide any evidence that any of the dialogues were about the improvement of student learning and institutional processes.

Yet, on campus the team found indirect evidence of many dialogues occurring about the improvement of institutional processes, and some scattered dialogues about the improvement of student learning. In forums and meetings with campus leaders, staff

described meetings and forums which focused on strategic planning and the improvement of the planning, program review, and budget processes. Many types of staff reported being involved in these discussions. Unfortunately, for the meetings where most of this dialogue was reported, departmental meetings and the Policy, Planning and Assessment Council (PPAC), minutes were not kept, so it was not possible to confirm the extent of the dialogue. In addition, there were no records of college wide forums, topics discussed, or attendance.

Staff reported that extensive discussions occurred around the recent tactical plans and about prioritizing budget requests based on those plans. Because no written description of the dialogues was provided, the team could not verify that these discussions were self-reflective dialogues that assessed data, reflected what the data meant, determined what action was needed, or how plans would be monitored in the future.

Elsewhere in the self study report, the writers stated that the dialogue about student learning outcomes mainly happens in the Learning Outcomes Assessment (LOA) subcommittee meetings and trainings and that the college is still learning about how to have that dialogue. This was confirmed by the team in meetings with LOA members and with other committees on campus. The main documented dialogues about the improvement of student learning occurred within the projects that were piloting the development and/or assessment of student learning outcomes. The results of these dialogues, and in some cases, the dialogues themselves were visible in their assessment materials, most of which were on the web. However, no other forums, committees, or departments were found that were discussing student learning based on assessment that would allow them to dialogue about improvement. It appears that a broad and significant institution-wide dialogue about student learning is not yet happening.

According to the self study report, the college considers itself to have an evolving culture of assessment, and the 2005 Accreditation Visiting team found an “advanced culture and practice of assessment.” It is true that the college has developed an extensive culture of data, as evidenced by the plans for data collection detailed in the tactical plan and the data produced by program review. In addition, many programs are actively assessing their tactical objectives and/or their student learning outcomes and having rich dialogues about those results. However, it does not appear that the college as a whole has developed a general culture that analyzes, reflects, and uses data for continuous improvement. That said, the upcoming program review presentations in the PPAC are promising, especially if time is taken to reflect on the data and have a true dialogue about it and if that dialogue is shared with others. (Standard IB.1)

The college has developed a planning process and strategic plan that includes college strategic goals (found in the self-study report and the college website) and college objectives (found on the website only). In addition, strategic/tactical plans for the department, program, and unit level (on the website) have their own objectives that are aligned with college goals and objectives.

However, while the tactical plans are aligned with the college mission, goals, and objectives, not all of the objectives in these college or program/discipline-level plans are measurable. Templates were recently developed and are being used for the tactical plan objectives, and they include a list of the objectives, a timeline, and who is accountable. They also list the 'Means of Assessment/Criteria for Success' as one of the template columns and columns to analyze and reflect on the data for improvement. Many of the objectives have specified a quantitative or qualitative means of assessing the objective, and it is commendable how many of the objectives have assessment methods. However, while assessment methods and timelines for data collection have been specified, in most cases there is no evidence that the data collection has taken place. Many of the assessment plans have timelines during 2005-06, but there is no indication that assessment occurred. In addition, the columns where the assessment results and the use of the data are displayed are blank for almost every program, indicating that these processes did not occur as planned. An exception is Student Services, where assessment results have been collected, analyzed, and fed into a dialogue about the improvement of services.

While it is notable that this new tactical planning process has been implemented, the team is concerned that the college is not following through with the process they have already in place for assessment. In addition, while some of the objectives with quantitative means of assessment also have benchmarks of how well they want to do; most criteria for success reflect only a desire to improve the numbers, without an analysis of whether that number can be increased. Many objectives only have the Means of Assessment rather than any benchmarks at all. And, many of the more common means of assessment, such as success rates, are used to indicate success of the objective, even though the objective may be on a completely different subject, such as student attitudes. (Standard IB.2)

The college has developed a planning process which theoretically should result in an ongoing cycle of improvement and the ability to assess progress towards its goals. However, it is a fledgling process, and given that the goals/objectives in the tactical plans have few measurable objectives or benchmarks, it is hard to see how they will be able to measure their progress. Based on interviews with college staff, there is high awareness that the tactical plans determine new budget requests and allocations; however, most staff do not seem to be aware of how to assess progress towards the objectives and then use that information to make improvements.

The self study report described the components of the planning process, but did not directly address whether the process is designed as a cycle with which to assess progress. They also describe the quantitative and qualitative data provided by the Office of Planning and Institutional Research (IR). However, there is no mention of how the data are analyzed or used to make decisions. The self study report stated that departments use their objectives to improve services and outcomes and that "ongoing assessment" uses the IR data, but there was no description or evidence of how they do this. The team could not find evidence that these types of discussions were happening based on the planning goals. (Standard IB.3)



The college developed a planning process largely through the input of administrators and some faculty. The team was able to confirm that participation in the process is very broad-based, it involving administrators, faculty and staff. All staff to whom the team spoke felt either very involved in setting objectives and budget requests, or felt they had opportunities for input if they chose. Although only one budget cycle has gone by since the planning process was initiated, many staff members told of connecting budget requests to the tactical plans. Few mentioned the next step, connecting the planning process to a cycle of improvement. It will be important as the next tactical plans are created to review any measurable objectives which will provide evidence about whether the objectives were met and what can be done next. (Standard IB.4)

The college has system wide, college, and department research reports on student achievement that are provided to the public, the college, and to departments and programs via the web. These “program health indicators” are primarily for departments for the purpose of program review, although all they are also available to the public online.

The program health indicators are descriptive reports of student achievement which may provide some quality assurance, but they do not address the assessment of student learning. And while it is admirable that all of this information is online, the information is not synthesized or analyzed in a way that public constituencies would be able to understand the meaning of the information.

The college asserts in the self study report that it disseminates data about student assessment results through such vehicles as committee minutes, but the team found that many committees had no spring 2006 or fall 2006 minutes posted. (Standard IB.5)

Theoretically, the strategic planning process includes the process of assessing itself and all parts of the cycle. In the self study, the college asserted that this review is taking place in the strategic plan process. They had an example of a process referred to as budget execution that was reviewed and recommended for changes. However, the team was unable to find any written evidence that this discussion had ever taken place.

Some of the concerns of the team are that the Office of Planning and Institutional Research Office (IR) appears to be peripheral to the planning process and is not being regularly consulted for the development of the measurable objectives, means of assessment, and benchmarks. While many IR measures appear in the tactical plans, it does not appear that much thought is going into what would be the best measures that would be most doable in a cycle of planning. Most 2005 planned assessment activities did not occur.

The self study report description on how the institution assesses its evaluation processes and how well they work to improve programs was complete and thorough in terms of illustrating the process. The team verified that there are multiple sources of information that are fed into the various evaluation mechanisms and processes.

The team observed examples of improvements in the program review process that have taken place, and how the IR office is involved in improving the data collection mechanisms, the role of grants in providing evaluation information, and how community members are used for evaluation. The self study report provided an honest account of the Policy, Planning, and Assessment Council's effort to evaluate itself and the team verified that this council is uniformly seen as an essential element of planning.

The team believes that the college's Planning Agenda, to implement the budget process change recommendation and to review continuing education, is too narrow. While these items in the planning agenda should be done, an ongoing cycle of review of the planning process needs to be implemented that evaluates the regular components of the process to see how they are working, such as institutional research and the budget allocation process. (Standard IB.6)

The team agrees with the college that systems are in place to assess the evaluation mechanisms, and agrees that since the college has not yet completed a full planning cycle, it may be too early to tell if the systems work. However the list of action strategies implies that there is much work to do in this area. A plan to have a good evaluation system in place should also be considered. (Standard IB.7)

## **Conclusions**

The college meets the standards related to institutional mission. (Standards IA.1, IA.2, IA.3, IA.4)

Dialogue about the improvement of institutional processes and student learning is occurring in some units on campus but needs to be brought to an all-college level. The college is encouraged to widen the dialogue to include more members of the campus community and to document it in order to fully meet the standard. (Standard IB.1)

College and department-level goals and objectives have been specified. However, most objectives are not measurable enough to be useful in an ongoing cycle of improvement and most means of assessment and benchmarks are either not appropriate, too many, or too high. While the self study states that their strategic goals and objectives cannot be assessed because they have just written them, it may be because they are not measurable and lack focused benchmarks. Accordingly, the college only partially meets the standard requiring the development of goals. (Standard IB.2)

The team was unable to find evidence that the college is using data for assessing progress towards college or departmental goals. (Standard IB.3)

The team verified that the college's planning process is broad-based and provides appropriate opportunities for input. (Standard IB.4)

Matters of quality assurance are met in that all documented assessment results are posted on the web. The team encourages the IR staff to synthesize the results so they can be

better understood by most people, on and off-campus, and consider using other media so the results are available to a wider constituency. In addition, minutes from decision-making governance groups need to be kept up to date. (Standard IB.5)

The college is to be commended for taking their planning process to another level by implementing tactical plans and for completing one cycle of using these plans and tying resource requests to these plans. The team suggests that the staff evaluate their planning process after this cycle and encourages them to evaluate the role of institutional research. (Standard IB.6)

The team agrees that the college partially meets the standard on assessing evaluation mechanisms. Mechanisms have been established to evaluate the new planning processes, and the team suggests that this be done as soon as a cycle has been completed. (Standard IB.7)

The college has made substantial progress over the last three years to develop planning processes, plans, program review, and student learning outcomes assessment. Progress has been slow but steady, and the college can point to many new processes in place that will serve them in years to come. There are still some gaps in how much the college is assessing itself, how measurable the objectives are, and how the college will measure progress in meeting the objectives.

### **Recommendation 1**

To more fully integrate planning, the college must:

- Define the role of the institutional research office in planning processes and use data as the basis for institutional planning. (Standard IB.6)
- Refine the objectives in the college's tactical and strategic plans so they are measurable, have obtainable bench marks and assessment methods, inform the allocation of resources, and then regularly assess progress and use the results for improvement. (Standards IB.2, IB.3)
- Evaluate the college's planning processes using a self reflective dialogue that leads to improvement. (Standards IB.6, IB.7)

## **Standard II**

### **Student Learning Programs and Services**

#### **II. A. Instructional Programs**

##### **General Observations**

The college offers a wide variety of programs and courses designed to meet the needs of a diverse student body of approximately 7,200 students. The self study report described and the team confirmed the college has done substantial work in defining student learning outcomes for courses and programs. Kapi`olani has developed a highly supportive learning environment which allows students to develop their capacities as full human beings.

##### **Findings and Evidence**

Nearly one-half of the students have declared majors in the Associate in Arts in Liberal Arts, which provides a solid transfer program. In fact, of all the Hawai`i Community Colleges, Kapi`olani transfers the largest number of students to the University of Hawai`i-Manoa (UH-Manoa). Transfer students to the UH-Manoa have GPAs at the university that are comparable to the achievement of students who began their academic career at the university. Demand for the college's courses includes approximately 1,200 students attend the college from other campuses and approximately 600 from the university. The college also offers a variety of professional programs in the health sciences, culinary arts, hospitality and tourism, including the Associate in Science, Associate in Technical Studies, Certificates of Completion, Certificates of Competence, and Academic Subject Certificates. Other special programs of note include English for Speakers of Other Languages; Developmental Education through the Holomua Department; Honors Program; Services for Special Students; Intensive Preparatory Program for Deaf Students; Continuing Education for Personal Enrichment and Professional Development; and Continuing Education Contract Training. (Standard IIA.1.a)

The college offers programs in health sciences at a number of off campus sites, including the Wai`anae Health Academy located at the Leeward Community College Annex and on the islands of Hawai`i, Kauai, and Maui. The team visited the Wai`anae Health Academy and verified that the programs offered were in compliance with accreditation standards. Programs offered on the other islands are associated with the community colleges on those islands. Members of the visiting teams to Hawai`i Community College, Kauai Community College, and Maui Community College reviewed the offerings provided by Kapi`olani and verified for the team that the offerings were of high quality. (Standard IIA.1.a)

The college also offers two off-site programs via the University of Hawai`i interactive television system (HITS) and through cable television to the islands of Maui, Kauai and Hawaii. These two programs, Education Paraprofessional and Interpreting, are taught by Kapi`olani faculty from campus facilities. The team visited those facilities as part of the comprehensive visit, and the receiving sites on the other islands were similarly visited by those teams. The Kapi`olani team also visited with faculty from both programs and reviewed class sessions. The evidence gathered verified that these programs are well supported, of high quality and meet accreditation standards.

Faculty members at the college engage in a wide spectrum of teaching and learning methods and delivery systems. Although 90 percent of the faculty surveyed indicated use of the lecture method, 75 percent indicated use of group discussion and 60 percent indicated use of collaborative projects. Student individual presentations, demonstrations, group presentations, multimedia presentations, out-of-class projects, practical applications, in-class projects and supplemental online materials are used by 50 percent or more of those surveyed. The number of online, cable and hybrid classes continues to increase. The Title III project and the Center for Excellence in Learning, Teaching, and Technology (CELTT) seem to be improving faculty awareness of and participation in faculty professional development activities. The enthusiastic CELTT staff provides services to improve teaching and learning, showcase best practices, and demonstrate new technologies and innovative teaching methods. (Standard IIA.1.b)

The college has been a leader in the competency-based curriculum movement beginning in 1982 with all professional programs having defined competency outcomes. The college's Strategic Plan commits the college to being a learning-centered institution dedicated to meeting student learning outcomes. Through discussion and staff development, faculty are moving to develop student learning outcomes for courses and programs, although confusion still exists as to the difference between competencies and student learning outcomes. This is evident in the Catalog where some programs list competencies while others list student learning outcomes. Tactical Plans in the instructional areas identify student learning outcomes and assessment development as important goals. The Associate in Arts in Liberal Arts General Education, which articulates to the University of Hawai`i (UH), identifies student learning outcomes. (Standard IIA.1.c)

The Faculty Senate has approved a Learning Outcomes and Assessment Committee (LOAC) to support clarification of this issue and to lead the outcomes and assessment work. The intent of the LOAC is to promote college wide discussion of student learning outcomes and provide assistance to faculty on ways to revise current course and program competencies, and train faculty in the assessment of these student learning outcomes. The LOAC also intends to provide training to members of the Curriculum Committee and department chairs. (Standard IIA.1.c)

The college faculty is recognized as having the central role for curriculum matters. The Curriculum Committee, a sub-committee of the Faculty Senate, is active in directing and overseeing the approval and review of the curriculum at the college. (Standard IIA.2.a)

Three issues related to this standard are being addressed at the college: (1) the re-design of the curriculum review and revision process, (2) full implementation of the five-year course review cycle; and (3) the establishment and validation of prerequisites.

In 2004 a Curriculum Review Committee was convened to review the curriculum review and revision process. According to the 2006 self study report, the committee was formed in response to ongoing complaints about the slow, tedious, and antagonistic curriculum review and revision process. A goal to improve the quality of proposals and streamline the process was endorsed by the Faculty Senate and approved by the Acting Chancellor. The new process is to include two phases: pre-submission and official submission. According to the Interim Vice Chancellor for Academic Affairs, process development has proceeded well but the implementation is being slowed by continuing dialogue about the actual forms to be used in the process. (Standard IIA.2.a)

College policy requires courses to be reviewed every five years. According to the self study report, the period for updating some of the courses extended much longer than five years. A proposal to the Faculty Senate included provisions for enforcing the five-year cycle by programming expiration dates on the courses in Banner. The proposal was being discussed by faculty in the spring of 2006 but the team was unable to find evidence of any conclusion. (Standard IIA.2.e)

In response to the 2000 Accreditation Evaluation Team's recommendation to improve the collection of data about course pre-requisites, a Prerequisite Task Force studied methods for establishing prerequisites. A position paper was developed by the Director of Planning and Institutional Research. In 2004, the Faculty Senate recommended that departments engage in an analysis of course prerequisites and their relationship to competencies and learning outcomes. The Deans' Advisory Council created draft guidelines that focus on student learning outcomes in Math and English and these guidelines continue to be reviewed. Central to this dialogue is the question of whether pre-requisite determination can be quantitatively driven. The Director of Planning and Institutional Research has identified members of the faculty to participate in a study by suspending an English or Math prerequisite and then analyzing the results compared to sections where the pre-requisites remain. (Standards IIA.2.a, IIA.2.b)

The college's curriculum process is faculty driven. Faculty in the professional and occupational programs are engaged in ongoing partnership with the industries they serve. The faculty, curricula, and instructional delivery systems at the college are strong. There is a wide variety of course offerings to meet student needs. (Standards IIA.2.b, IIA.2.c)

The college uses an array of modes for instructional delivery: face-to-face lecture, laboratory, multi-media, distance learning, online, television, interactive television, and hybrid. The college offers nearly 50 online courses and 19 hybrid courses (14 in-class/internet classes, one cable TV/internet class, and 4 interactive television/internet classes). Faculty engage in a variety of teaching methodologies. Since 2002, the bi-annual Community College Surveys of Student Engagement show the college at the 80th

percentile compared with medium-sized colleges in the following two areas: (1) Active and Collaborative Learning; and (2) Academic Challenge. The college offers a range of programs and services in both credit and continuing education and training, including: Access to College Excellence (ACE); Customized Training; Distance and Computer-assisted Education; Earned-Credit Alternatives: Life/Learning Experience Assessment Program (LEAP); English for Speakers of Other Languages; Independent Study; International Café; Learning Communities; Learning Styles Education; Multi-Media Technology; On-Site Practica; Service Learning; Services for Students with Disabilities; Study Abroad; Training Abroad; and Writing Intensive Classes. (Standards IIA.1.a, IIA.1.b)

CELTT continues to support faculty interested in developing new approaches to teaching and learning. (Standard IIA.2.d)

University Regents policy 5.202 governs and requires program review. Program review has been the subject of prior UHCC System concerns. However, the college has now implemented a successful effort in instructional program review. Every three years, all credit programs conduct a comprehensive review, which now includes review of common quantitative indicators. These reviews have been completed within the past year and posted on the Quill website. (Standard IIA.2.e)

The college has demonstrated substantial progress in the implementation of its strategic plan, tactical plans, updated process of curriculum revision, development of demonstration projects, and multi-level, structured dialogue about learning outcomes and assessment.

A faculty-driven Learning Outcomes and Assessment Committee (LOAC) provides support for faculty and staff interested in writing and assessing student learning outcomes for courses, programs, and administrative units. The LOAC, in collaboration with CELTT, has worked with faculty to create demonstration projects that show the integration of assessment into the planning and improvement cycle, including:

- Malama Hawai‘i Na Wa‘a: Learning Native Hawai`ian values through e-portfolios
- Service Learning and Critical Thinking in the Pacific (ACE/FIPSE Grant)
- International Learning Outcomes Assessment (ACE /FIPSE Grant)
- First Year Experience
- National Science Foundation, Science, Technology, Engineering and Math project
- Use of e-portfolio platforms for learning and assessment (AAHE Project)
- Development of rubrics for assessing the Writing and Critical Thinking areas of General Education and graduation requirements

The LOAC has developed a website to support this work. (Standard IIA.2.f)

Most courses and programs at the college do not use common exams. The Remedial Math PCM 23 common final exam has not been validated. Test bias is minimized,

however, by every instructor grading each exam. The Director of Planning and Institutional Research calculated the validity of the final exam over six semesters, from spring 2002 to fall 2005. Developmental English 22 faculty use a common rubric to evaluate student portfolios to ensure consistency in measuring the course competencies. They have institutionalized portfolio assessment by including the portfolio requirement in the official Course Outline and course competencies. The college is encouraged to validate common departmental exams as soon as possible. (Standard IIA.2.g)

The college awards credit for courses and awards degrees in accordance with standard higher education practices. In the case of transfer courses and the Associate in Arts degree, credit is awarded and the degree awarded in alignment with the policies of the UH System. In the case of professional and occupational programs, course credit and degrees are awarded based on competencies developed in alignment with industry standards. (Standards IIA.2.h, IIA.2.i)

The general education requirements of the Associate in Arts, Associate in Science, and Associate in Technical Studies meet the generally accepted standards for degrees at the two-year associate level. (Standard IIA.3.a)

General Education content for degree programs include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means. (Standard IIA.3.b)

The college has an active and nationally recognized program of Service Learning that provides the opportunity for students to engage in civic, political, and social responsibilities. The college is encouraged to pursue its goals of broadening student participation in the Service Learning program. (Standard IIA.3.c)

The interdisciplinary core for the Associate in Arts degree is consistent with the diversification requirements at the UH-Manoa. The Associate in Science and Associate in Technical Studies degrees have focused majors based on industry standards. (Standard IIA.4)

The results of employer and graduate surveys and pass rates on national certification exams reported in the annual Program Health Indicator reports demonstrate that the college meets this standard. (Standard IIA.5)

Transfer policies are in alignment with the UH and are communicated clearly to students. (Standard IIA.6.a)

The team verified that when programs are eliminated or program requirements are changed, students are accommodated in completing their degree. (Standard IIA.6.b)



The college, through its catalog, class schedule, website, and Faculty Handbook, represents itself clearly, accurately, and consistently to the public and students. (Standard IIA.6.c)

The academic freedom policy is published in the 2003-09 Faculty Union Agreement and online in the Faculty Handbook. Faculty members are held accountable in Article IV, Faculty Workload and Professional Responsibilities, of the 2003-2009 Contract and the University of Hawai'i Community Colleges (UHCC) Statement of Professional Ethics. Students can file a complaint with the program dean according to the terms of the Academic Grievance Policy. (Standard IIA.7.a)

The Student Conduct Code explains the academic honesty policy and its enforcement and is published in the class schedule and Catalog and may be obtained from Student Services. The code addresses academic dishonesty, cheating, and plagiarism. Disciplinary action is exercised through the Conduct Committee, including a formal warning, probation, suspension, and dismissal. (Standard IIA.7.b)

Programs such as Legal Assisting, Health Education and Culinary Arts have student handbooks that outline specific behaviors required. Policies of nondiscrimination and freedom from sexual harassment are published in the catalog, class schedule, and in the online catalog. The mission and educational philosophy are published in the catalog, ~~the class schedule,~~ and in the online catalog. (Standard IIA.7.c)

The college does not offer curricula in foreign locations to students other than U.S. nationals. (Standard IIA.8)

## **Conclusions**

Kapi`olani is a learning-centered college. The curriculum and the teaching and learning process is faculty driven with strong administrative support. The faculty and staff are innovative and resourceful. The college has a solid transfer program, high quality professional and occupational programs, and a very active program of continuing education. The Learning Outcomes and Assessment Committee and the Center for Excellence in Learning, Teaching and Technology are working in tandem to support faculty development of student learning outcomes and assessment strategies. Innovative work in these areas includes very promising work in the use of e-portfolios in assessment. The college is also to be commended for their excellence in the areas of Learning Communities, International Education, Service Learning, and the Holomua Center for Developmental Education.

The challenge of being part of a larger UH system is evident, although the system seems to be making positive changes to support the community colleges. The college seems challenged by low numbers of support staff. Despite the challenges, they present the picture of a high quality institution that cares about student success. In order to continue improvement in instructional programs, the college should complete and evaluate the effectiveness of its self-identified curricular reforms.

## **Recommendation 2**

The college should complete, implement and then evaluate three curriculum oversight reforms currently being planned:

- Redesign of the curriculum approval and revision process. (Standard IIA.2.a)
- Full implementation of the five year curriculum review process. (Standard IIA.2.e)
- The process for establishing and validating course pre-requisites. (IIA.2.b)

## **II. B. Student Support Services**

### **General Observations**

The self study report clearly described the array of student support services offered by Kapi`olani Community College. The rich diversity and ethnic cultures of the Hawai`ian and Asian/Pacific Islanders are celebrated vibrantly throughout the college. The college is committed to meeting the needs of its students and enhancing the learning environment with support services. The student services area of the college has been a leader in designing and implementing student learning outcomes.

### **Findings and Evidence**

The college mission is embodied in the Student Services Mission which is to “provide comprehensive student services and activities and to actively collaborate with other campus units and community agencies and organizations to promote and support the understanding of [the] students needs.” Student Services uses an integrated approach with students to provide services and activities for support and retention of target populations, provides appropriate assessment and assistance with goal setting and planning for attainment, and promotes personal responsibility. Programs include the following:

- Career and Transfer Services
- Single Parent/Displaced Homemaker
- Disability Services
- First-Year Experience
- TRIO Student Support Services
- Kekaulike Information and (One-Stop) Service Center
- Student Activities
- Kulia Ma Kapi`olani
- Gear Up
- Title III Bridge
- Holomua Program

The staff of each of these programs work together to provide a full range of services including recruitment, registration, counseling, and advising for students. (Standard IIB.1)

The college catalog contains all of the required general information, requirements, policies, and locations, is organized well, and is easy to read. However, there is a bulleted statement in the college's mission statement cited in the self study report that does not appear in the 2006-07 catalog. Degrees earned by administrative staff are also not listed in the catalog. The college is encouraged to correct these omissions in the next publication of the catalog. (Standards IIB.2.a, IIB.2.b IIB.2.c, IIB.2.d)

Student Services has done an extensive examination of student needs over the last two years as part of its comprehensive Program Review and Tactical Planning processes. Most recently, it monitored changes in student demographics in enrollment (full and part-time), registration, program majors, and gender and ethnicity from 2003 to 2005. To assess adequacy in meeting student needs, student services conducted a survey of students and faculty to determine usage and satisfaction. The survey addressed students' preferred mode for receiving information. Student Services programs are required to submit annual program plans and evaluations in keeping with federal funding regulations. Thus, these programs have been consistently monitoring appropriateness of services. (Standard IIB.3.a)

The college provides appropriate and comprehensive student services to the college community through the Kekaulike Information and Service (One-Stop) Center (including Admissions and Financial Aid), Disability Services, the Career and Transfer Program, and Counseling, both in the Academic Units and through the Support Specialist Counselors for targeted special populations of students. Transcript evaluation and degree audit are done on a regular basis. Confirmation of Degrees is done during fall, spring, and summer semesters. (Standard IIB.3.a)

Students are very pleased with the availability of Banner for the registration process because of ease of access. For programs located off-site, the Kekaulike staff go out to those sites and provide all necessary services. With the planned migration to Banner 7 in the near future, these processes will be further enhanced. (Standard IIB.3.a)

There is a concern with the lack of physical accessibility to the Kekaulike Center for the disabled. Currently, those with physical limitations cannot enter the center without assistance from someone on the staff. Of additional note is the inability for physically disabled students to pay fees at the cashier's window that is approximately four to five feet high. These barriers are of concern because they impede access of students, faculty, and staff with physical limitations. (Standard IIB.3.a)

The college promotes and encourages personal and civic responsibility in a myriad of ways primarily through the extensive Service Learning Program. The Honda International, the Culinary Arts, the Respiratory Care, and the Nursing programs all have

service learning components that provide opportunities for such growth. (Standard IIB.3.b)

Within student services, the Office of Student Activities, the Student Congress, and the Board of Student Activities also participate in learning activities such as “Study with a Buddy” during final examinations. Another such activity is the Cactus and Coffee Cleanup, which is both service learning as well as an outreach activity that includes 9<sup>th</sup> grade students from McKinley, a local feeder high school. In collaboration with other student clubs and organizations, Student Activities offers a Guest Speaker Series featuring political and local topics, and Health, Safety, and Nutrition Workshops. To honor the rich diversity of the student population, there is an annual International Festival, a four-day celebration of the various cultures. The college also includes student leaders on such committees as the Policy, Planning and Assessment Council and the Faculty Senate. (Standards IIB.3.b, IIB.3.d)

Counseling is decentralized with Program Specialist Counselors, usually associated with special populations, located in Student Services and with Academic Counselors located within Academic Departments. All counselors, however, are reviewed and evaluated on an annual basis by students and a group of three peers using common standards. A concern with this model is that though committee structures and mechanisms for communication exist, the Dean of Students who serves as the chief student services officer does not supervise or evaluate the Academic Counselors housed in instructional departments. (Standard IIB.3.c)

The college demonstrates its rich diversity and celebration of culture throughout the entire community as evident in its programs and services. Student Services has made concerted efforts to integrate that richness through such programs as Holomua, the First Year Experience, TRIO/Student Support Services, Malama Hawai`i, Kulia Ma Kapi`olani, Single Parent, Disabilities, and the Honda International Center. These programs not only support diversity, they greatly enhance it and embody the college’s values and mission, reflecting them in all they do. (Standard IIB.3.d)

Since the 2000 Accreditation Evaluation Team visit, the college has fully implemented and validated the cut scores for the Compass Placement Test in concert with the English and Math Departments. A review of the distribution of placement recommendations for accuracy, success, and disproportionate impact was done in 2002-2003. (Standard IIB.3.e)

The college maintains all student records in a secure location at the rear of the Kekaulike Information Service Center. While they are currently in paper format (hard copy), the director is investigating the opportunity to scan all records and begin the process of shredding the hard copies. Having the records stored electronically should allow for improved access to student information. (Standard IIB.3.f)

Student Services is commended for having completed both the comprehensive Program Review and Tactical Planning processes. In keeping with the college planning process,

the completion of these plans should provide guidance for continuous improvement of services and should inform budget and hiring priorities. To assure the communication, information sharing, and effective evaluation of the services, all members participate in the Student Services Council and various smaller committees and councils. These include the Probationary Committee, the Counselor Professional Development Committee, the Academic Advising Council, and the Crisis Intervention Specialists. (Standard IIB.4)

## **Conclusions**

The level of satisfaction, collaboration, and integration of and within student services is an exemplary indication of commitment and dedication to the programs and services, to the college, and, most of all, to the students they serve.

## **Recommendations**

None.

## **II. C. Library and Learning Support Services**

### **General Observations**

The Library and Learning Support Services of Kapi`olani Community College are integral to the mission of the college and are highly regarded. The learning support services of the college are varied and well used within the somewhat limited hours of service. The challenges faced by this area involve facilities, outdated equipment and lack of student learning outcomes for the library and learning support services.

### **Findings and Evidence**

The college satisfactorily meets the accreditation standards regarding library collections and services. The library has a collection development policy that describes the library's mission, responsibility, selection criteria, de-selection, and reconsideration policies. The library's print collection exceeds library standards for collection size. College faculty are encouraged to recommend materials for the collection, and faculty suggestions that support student learning and curriculum are given the highest priority for purchase. The college library staff work with faculty from other departments in the creation of exhibits and displays to provide information and education to the college community. Over one thousand materials are currently on reserve for classes under instructors' names. An online suggestion form for purchases is currently under development. (Standards IIC, IIC.1.a)

An analysis of the book collection has not been completed to assess currency, depth, or variety. The Student Survey Summary Report, dated December 22, 2005, reports on student usage and satisfaction with library resources (online catalog, web site, computers, electronic resources) and services (interlibrary loan, reference, orientations, obtaining ID cards), but it does not address student satisfaction with the book collection. (Standards IIC, IIC.1.a)

A variety of diverse electronic resources are available to meet the needs of students and faculty in many departments and off-campus access to these resources is available. These databases also serve the needs of distance education students and students attending off-campus sites. (Standards IIC.1, IIC.1.a, IIC.1.c)

The college does not fully meet the standard for educational equipment. Some of the computers in the library and the campus computer labs fall short of the microcomputer recommendations of the University of Hawai`i (UH). Operating systems and software on this equipment is no longer technically supported. The high costs of maintaining current technology is forcing library personnel to make difficult purchasing decisions. Money that was previously used to purchase library books is now funding new computers. A 2005 student survey reported that 60 percent of students responding indicated that the computers were insufficient in quantity or currency. The college should address the lack of adequate computers as soon as possible. (Standard IIC.1.a)

The college offers a well-respected tutorial services program for Holomua students but does not have formal, institutionalized tutoring for students in 100-level and above courses. A number of volunteer tutorial services attempt to meet students' needs in specific areas and departments. The International Café is one such service. International students tutor students in their native languages and may earn service learning credit. At public forums and in meetings, faculty and students expressed the continuing need for tutorial services that support all students and all classes. The 2000 Accreditation Evaluation Team recommended that the college increase the availability of tutorial services for all students. Allocating financial resources and personnel to provide a comprehensive tutorial program presents a challenge this college has not yet completely addressed. (Standard IIC.1.c)

The tactical plan of the Holomua Department has a goal of maintaining and improving tutoring services for English and Math. Their plan includes partnering with English for Speakers of Other Languages (ESOL), the Student Congress, encouraging faculty to volunteer as tutors, and documenting the need for tutoring. (Standard IIC.1.c)

The college librarians work with faculty to provide orientations and teach course specific library instruction classes that lead toward development of information competency skills. During the 2005-2006 school year, librarians taught library research and information competency skills to 186 classes and 2,750 students in English, English for Speakers of Other Languages, Family Resources, History, Linguistics, Learning Skills, Music, Nursing, etc. (Standard IIC.1.b)

The Secrets of Success workshops (SOS) are sponsored by the library and cover a wide range of topics from reading strategies to math anxiety and library research. Evaluations are conducted following each workshop, and the workshops have been rated very highly by students. (Standard IIC.1.b)

The instruction librarians of the UH System have collaborated to develop standards for information literacy for intensive writing courses and general education courses. These librarians have also designed and developed a web site using dynamic web technology that teaches students how to select and research topics. Learning Information Literacy Online (LILO) is an innovative tutorial that guides students through the research process. (Standard IIC.1.b)

Ongoing instruction is integrated into the library's tactical plan. Student learning outcomes for information retrieval and technology are included in the college general education learning outcomes for the Associate in Arts degree. A high degree of collaboration and coordination between the instruction librarians and department faculty is needed to successfully teach the skills and abilities that these student learning outcomes measure. (Standard IIC.1.b)

The library and learning support services meet the standard for providing adequate access to their programs and services. Although the library hours, computer lab hours, and tutoring hours are somewhat limited, students interviewed in public forums and meetings did not indicate strong dissatisfaction with the library and computer lab hours. Weekend hours in the computer labs were eliminated due to low usage. Evening hours were cut due to budget restrictions. Library hours are similar to other UH libraries, but 16 percent less than the median number of hours per week of national peer institutions. A fall 2005 survey found that 85 percent of responding students wanted longer library hours. The library's tactical plan includes an objective to expand hours and services. (Standard IIC.1.c)

When the library is closed, students have access to ten or more electronic databases that provide full-text journal articles, and access to over 600 electronic books through the library's web site. The library web site features a page with distance education links. Information about borrowing privileges, searching the online catalog, online access to full-text articles and eBooks, and email reference services is available. (Standard IIC.1.c)

A library elevator provides access to the second floor book stacks. Some of the library's multi-media collection includes closed captioning for hearing impaired and a large screen television runs the news and a closed captioning script. Computers with Kurzweil software are available to assist the hearing impaired. The library's web site strives to provide access to the visually disabled by meeting the federal guidelines regarding web content accessibility and web services to the disabled. (Standard IIC.1.c)

The college meets the standard for providing effective maintenance and security for its library and learning support services. The books and materials are secured by an

electronic book detection system. Building security is satisfactory for the library since installation of an alarm system. A complete inventory of the library's collection has never been performed, but only .01 percent of the library's collection has been reported missing since 2000. Thefts of equipment were eliminated by the alarm installation in the library. Building maintenance problems such as the library's leaky roof and faulty air conditioning pose significant threats to the library's collections. Beginning October 30, 2006, work will begin on repair of the library's roof and replacement of the faulty air conditioning. (Standard IIC.1.d)

The college relies heavily on collaborations with UH libraries and other consortiums to provide the benefits of cooperative and shared library services and resources. By participating in consortiums, the library brings increased resources to the college's students and faculty at greatly reduced costs. These collaborations and agreements are documented and evaluated on a regular basis. (Standard IIC.1.e)

The college partially meets the accreditation standards for evaluating library and learning support services as student learning outcomes and their assessment are not currently in use for library services or library instruction sessions. The library submits a tactical plan every three years that outlines goals, objectives and evaluation strategies. Librarians who teach student orientations meet informally with faculty to discuss student information and research needs. (Standard IIC.2)

The Library and Learning Resources unit performed a program review for 2004-2005. The program review document includes a table with objectives, activities, and outcomes for the Library and Learning Resources unit. The program review reports the results of student surveys, but it does not include the results of any student learning outcomes assessment. The student surveys report a high level of satisfaction with library services. (Standard IIC.2)

Evaluation of tutoring, computer labs, workshops, and other support services are evaluated through program review and tactical planning efforts of various Academic Programs and Administrative and Educational Support Units. (Standard IIC.2)

## **Conclusions**

The quality of library and learning support services is high. The biggest challenges of the college relating to this standard include limited financial resources, limited library and computer lab hours, lack of tutorial services for college level courses, outdated operating systems and computers in the computer labs, facilities problems including a leaky roof and poorly operating air-conditioning system in the library, and the lack of student learning outcomes to be used for measuring student learning and achievement. Some of these issues are addressed in other recommendations either at the college or system level. The good work in other parts of the college on student learning outcomes needs to include the library and learning support services. The college in collaboration with discipline faculty should develop student learning outcomes for library instruction



sessions, and a plan for assessment of student learning outcomes.

Although tutoring is occurring on campus and is fulfilling needs of developmental students, the college should assess the need for coordinated, formalized tutorial services that support all classes and disciplines. Should the assessment reveal a sufficient need for tutorial services, the college should develop and implement a plan that includes a funding strategy, and a timeline for implementation.

### **Recommendations**

None.

## **Standard III Resources**

### **III. A. Human Resources**

#### **General Observations**

The college has in place appropriate procedures for hiring and evaluating qualified faculty and staff, fostering diversity, and providing effective professional development activities. The section in Kapi`olani Community College's self study report pertaining to Standard IIIA was complete, well written, and well supported by additional evidence.

#### **Findings and Evidence**

The team observed that the Human Resources office has implemented a new policy to streamline the hiring process to address concerns presented in the self study about the loss of qualified candidates for some positions. The office has also filled two staff vacancies in order to avoid slowdowns in payroll and document handling like those that have occurred in the past due to staff shortages. Criteria, qualifications, and procedures for the selection of faculty and staff are clearly defined and widely disseminated. The number of faculty appears to be adequate for the courses offered. However, there is a concern with the number of unfilled staff positions and with the number of interim managers. (Standards IIIA.1.a, IIIA.2)

The team verified that the University of Hawai'i Community Colleges (UHCC) System office has formulated and distributed a policy on faculty professional ethics. Non-faculty employees of the college are covered under the State code of ethics. (Standard IIIA.1.d)

The team observed that some tenured faculty members have not been evaluated on the five-year schedule required by Board of Regents policy because of the unevenness of a process that has traditionally been administered by individual departments. The Vice Chancellor for Academic Affairs is aware of this and has written a draft policy to standardize the five-year (post tenure) evaluation process. At the time of the visit, this draft policy had been reviewed by the Deans Advisory Council. (Standard IIIA.1.b)

The team observed that a diverse group of faculty and staff have made significant progress in developing and assessing learning outcomes in a wide range of programs. In spite of this progress, however, the Faculty Senate and union at the college are not presently willing to link effectiveness in producing learning outcomes to faculty evaluations through the Faculty Classification Plan. This issue is currently in consultation as a result of the System recently suggesting a change in the faculty job description which links the two. College administrators and faculty are aware of Standard IIIA.1.c but have received differing interpretations of its meaning and will be seeking clarification both from the Commission and the UHCC System. (Standard IIIA.1.c)

The college adheres to established personnel policies, some of which are State mandated. While the policies ensure fairness in employment procedures, the team observed that the established employment procedures are at times slow and cumbersome, which may contribute to the number of unfilled staff positions. The self study report assigned responsibility for this problem to the System. The System points out that personnel matters are now the responsibility of the college. While the responsibility for hiring resides with the college, it is no doubt influenced by System procedures and policies. It is suggested that both the college and System personnel responsible for hiring clarify these responsibilities and work together to make them more efficient. The team observed that personnel records are maintained securely and confidentially. (Standards IIIA.3.a, IIIA.3.b)

The college employs a diverse faculty and staff and offers extensive programs that support and celebrate diversity. In conjunction with the University of Hawai'i (UH), an annual report is prepared that details employment demographics. The annual report is used by the University in preparing the ensuing year's Affirmative Action Plan. (Standards IIIA.4.a, IIIA.4.b)

The college demonstrates integrity in the treatment of faculty and staff through adherence to Federal and State laws, provision of appropriate grievance procedures, the offering of numerous workshops on such subjects as sexual harassment and workplace violence, and by providing a free mediation service for resolving staff disputes. (Standard IIIA.4.c)

The Center for Excellence in Learning, Teaching, and Technology has made notable progress in providing a wide range of professional development activities for faculty and staff. The Center has also completed a program review that indicates faculty participation in technology-based professional development activities has increased from 23 to 43 percent whereas staff participation has remained constant at 34 percent between fall 2005 and spring 2006. Development of new activities linked to evaluations of previous ones demonstrates a culture of continuous improvement. (Standards IIIA.5.a, IIIA.5.b)

## **Conclusions**

On the basis of the evidence presented in the self study report as well as that gathered on-site through documents and interviews the team concludes that the college meets standard IIIA. However, the team suggests that the Vice Chancellor, Faculty Senate, and union continue to move forward in a timely manner toward the adoption and implementation of a five-year evaluation policy to bring the college into compliance with the standard for faculty evaluations at set intervals and the Board of Regents policy. (Standard IIIA.1.b) Furthermore, the team suggests that the college faculty and administration continue to work together to resolve issues surrounding the definition of student learning outcomes and necessary student preparation for courses (e.g., prerequisites) so that effectiveness in producing student learning outcome can become a component of future evaluations. (Standard IIIA.1.c.)

## **Recommendations**

None.

## **III. B. Physical Resources**

### **General Observations**

The college's main campus includes 21 buildings on a scenic, 44 acre site near the Diamond Head crater, in Honolulu. The land formerly housed a military facility, before the early 1980s relocation of the campus to the site. Campus buildings were constructed as a single project, and the building architecture is reflective of a single and integrated theme. The facilities provide for 240,419 square feet of space. Additionally, the college offers portions of its programs at off-site locations, including on other islands.

### **Findings and Evidence**

The college is dealing with issues of growth and facility capacity. The original campus design assumed a projected maximum capacity of 5,000 full-time-equivalent students (FTES), and currently the college enrollment is 4,139 FTES. Although the college has not reached its maximum student capacity of 5,000 FTES, it does have a space issue, particularly during the mornings, as almost all of its students attend during the day since the college has very few evening classes. Ten non-credit classes could not be offered due to lack of classroom space. Campus meetings often are held in offices instead of meeting rooms, student clubs are required to adjust their meeting schedules, and community meetings are often limited due to lack of available meeting space. The college has identified the need for a multipurpose facility that would provide needed classroom, program, and activity space. To date, the college has been unsuccessful in obtaining funding for a multipurpose facility and the college's request was most recently not included in the 2007-09 Board of Regent's budget submitted to the legislature. Adequate parking has been identified by both students and staff as a major need, but the funding to address this need has not yet been obtained. (Standard IIIB.1.a)

The team verified that adequate facility maintenance is a challenge for the college. Due to lack of adequate maintenance funding, the college has been unable to address and resolve maintenance issues including leaking roofs, termite infestations, and worn flooring. Additionally, the team observed that the college's facilities are beginning to suffer from the lack of routine maintenance including the absence of hygiene products in women's restrooms and the neglect of stairwell sanitation. (Standard IIIB.1.b)

The college prepares and submits to the University of Hawai'i Community Colleges (UHCC) Capital Improvement Projects (CIP) which are developed from the college's tactical and strategic plans. The college's facilities master plan has not been updated, however, since the early 1980s when the campus was originally constructed. The college has recognized the need for an updated facilities master plan and is seeking legislative funding to hire a consultant to develop a facilities master plan. (Standard IIIB.2.a)

There is limited evidence that physical resource planning is integrated with institutional planning. The college reports a collection of entrepreneurial and budgeting practices which are used to achieve funding for operational and capital improvement projects outside of the college's tuition and fee and general fund allocations. However, the failing air conditioning systems and leaking roofs in some facilities often become health and safety issues before funding for repairs is identified. New building projects compete for prioritization and funding within the UH system model. Additionally, the college's Capital Improvement Projects' (CIP) list competes for the same revenue source as its deferred maintenance and repair list. Although the Policy, Planning, and Assessment Council uses college tactical plans to rank the priority and fiscal support for facility projects, the present, single funding source and limited revenue is inadequate to address the college's short and long-term goals. (Standard IIIB.2.b)

### **Conclusions**

The college is at or near physical plant capacity and its ability to serve its community is challenged due to space constraints. The college's prospect for growth appears positive and this growth will further exacerbate the college's facility capacity issues. As many of the college's buildings were constructed in the 1980s and facility maintenance funds have been limited, the facilities are now in need of major repair. The college competes for the same limited revenues to secure capital improvement resources and deferred maintenance and repair resources. To address the lack of adequate funding, the college has engaged in entrepreneurial practices to secure some funds for maintenance and improvements to the college's physical plant.

### **Recommendations**

None

## **III. C. Technology Resources**

### **General Observations**

The college's technology resources are distributed throughout the instructional and administrative systems. The college supports over 30 computer labs on campus as well as both PC and Apple administrative and instructional platforms. The college has a very active distance education support and delivery system based on WebCT; distance education at the college provides a range of offerings from online-only courses to telecourses with online support. Faculty members also use WebCT to make available a variety of supplemental materials helpful to students in face-to-face courses.

### **Findings and Evidence**

By reviewing the analysis provided by the college in the self study, perusing the documentary evidence, and assessing on-site observations, it is evident that the college

meets the IIC standards. Technology resources are truly used to support student learning programs and services in highly innovative ways and to improve institutional effectiveness in the broadest sense.

The internet is used extensively to support campus communications through email and through the archiving of college planning documents. To support students, the college provides each student an archiving capacity. It can be updated regularly and linked selectively into an electronic portfolio that can be made available to employers, university admissions offices, and others as students complete their course work at the college. (Standard IIIA.1.a)

The campus hub for technology resources is the Center for Excellence in Learning, Teaching, and Technology (CELTT). CELTT was created in January 2005 to upgrade and greatly expand the mission and capacity of the former Information Media Technology Services center. CELTT now provides an extensive range of services including:

- AV services
- Multimedia development services for telecourses and online course materials
- Staff training and development for using digital resources
- E-portfolio administration, support and training for students and faculty
- Helpdesk support for campus computers and labs
- Administration of campus computer networks
- Management of online resources such as faculty handbook, student orientation, Quill, etc
- WebCT support and administration
- Administration of the college distance education program
- General instructional technology support for faculty
- Administration of the college electronic classroom
- Support for procurement and installation of instructional and administrative technology
- Computer applications support

Through the work of CELTT, in combination with the distributed IT system, the college provides technology services, professional support, and the facilities, hardware and software needed to support the institutional mission of the college, its effectiveness, and its programs and services. CELTT offers a broad range of ongoing staff development activities to support appropriate and effective application of technology to meet the educational mission of the college. Interactive staff development resources are also available online for faculty. In addition, there are online resources to help students succeed. (Standards IIC.1.a, IIC.1.b, IIC.1.d)

To support student learning outcomes and assessment efforts of faculty, the college has embarked on an ambitious plan to support an online structure to record and archive student learning outcomes and accomplishments at the course and program levels through the use of e-portfolios. In a pilot program involving Culinary Arts, students begin adding

digital “artifacts” to their e-portfolios in their first semester of classes. The e-portfolio online system promotes student “ownership” of their e-portfolio, creates opportunities for reflection and higher order thinking, allows great creativity in selection and use of digital media, creates a “capstone” environment to showcase demonstrations of student learning, and creates a vehicle for students to selectively communicate with faculty members, other students, employers, and other higher education entities. E-portfolio also supports faculty in conceptualizing higher order thinking and meaningful learning outcomes for their classes. (Standards IIC.1.a, IIC.1.d)

The college operates with a distributed technology planning model focused at the departmental level. CELTT completed a program review and has begun the initiation of an institutional level technology planning process which will codify campus technology policies and procedures, identify technology development strategies, and support the distributed technology system already in place. The University of Hawai`i (UH) has developed a technology “framework” which provides guidance to the college in technology planning and implementation. (Standard IIC.1.d)

At the system level, the UH System provides and supports three primary, distinct operational and business management data systems: Banner for student enrollment and database management, a built up legacy system for financial data management, and a PeopleSoft system for human resources. Unfortunately, these systems do not communicate well with each other, and data needed from one for another must often be manually entered. Since none of these systems permit online registration and payment of fees for continuing education courses, the college needed a fourth system, “Classware,” which it was hoped would allow online continuing education students to register and pay fees easily. The continuing education directors systemwide continue to look for other software solutions. (Standard IIC.1.d)

The college lacks formal documentary evidence demonstrating a systematic technology planning process. However, the institutionalization of CELTT and its related systems and processes--its comprehensive IT services to the college, its support of the SLO assessment process, its staffing of educational technology experts, its overall support for institutional effectiveness through promotion of technological innovation--offers prima facie evidence of strategic thinking, planning, and implementation characteristic of a high quality institution. (Standards IIC.1.c, IIC.2)

## **Conclusions**

The college has made substantial progress in the innovative use of technology resources to support classroom learning, to document learning outcomes, to deliver distance education in various modalities, to support professional development for faculty and students, and to support communications and organizational development of the college. The college is to be commended for its strategic and focused use of resources to create an effective organizational nexus for technology support on campus: the Center for Excellence in Learning, Teaching, and Technology. CELTT is the backbone of the college’s systematic approach to providing innovative technology to enhance learning, to

support technology application to learning, to support organizational development, and to attain to the highest standards of quality in the educational endeavor. CELTT has become an effective hub for professional development, network and desktop support, multimedia support, and innovative use of instructional technology.

The college is to be commended for its pioneering use of e-portfolios which create a powerful, student-driven electronic database to document learning achievements.

The college is encouraged to continue its efforts to create a technology plan charting the full range of technology resources and services, detailing campus protocols and technology replacement schedules, and creating a blueprint for future actions.

The UH System is encouraged to work toward a systematic, integrated approach to its management information systems backbone including financial management, student records, and human resources. Currently, these systems do not communicate with each other which cause duplicative work for staff as well as minor operational breakdowns: for example, students enrolling in fee based courses cannot enroll online. These discrete systems should either be integrated more fully or be replaced with an integrated system.

### **Recommendations**

None

## **III. D. Financial Resources**

### **General Observations**

Based on the self study report evaluation, documented evidence, and interviews with staff, the college has partially, and in most instances, satisfactorily met the accreditation standards in regards to financial resources. The self study report, as a single piece of evidence in the resources area, failed to detail a number of planning agendas. The team verified that, in most instances, the college is moving forward in a direction of planning and addressing areas where essential services and resource allocation weaknesses were identified.

The college is clearly in a transitional period primarily due to the recent reorganization of the University of Hawai`i (UH) System, another proposed college reorganization, addressing recommendations from the Budget Execution Task Force (phase II report), the upcoming realignment of the continuing education program based on the Learning Resource Network (LERN) report, and the probable reorganization of the grants management operations. As a result, the financial resource system may be affected as well, both operationally and structurally. The team was impressed with both the college's recognition of these potential changes and the openness of the fiscal personnel to engage in these reformations. (Standard IIID)



The college has two primary sources of revenue: State General Funds and tuition and fees. General funds are provided to the college from the Department of Budget and Finance and the UH System. Over the last several years, State General Funds have dwindled and the college has begun to depend more on tuition and fees. Other revenue sources include federal funds that are awarded for special grants, and revolving funds that derive primarily from continuing education training and summer school credit courses. During fiscal year 2005-06, the college generated \$32,338,860 in revenues and transfers which included an emergency electricity appropriation of \$539,413. Expenses totaled \$32,511,341, leaving a deficit of \$172,481 of expenses over revenue. However, after taking into account the beginning balance and deferred revenue the total ending cash balance was \$818,195.

### **Findings and Evidence**

The college's mission and goals are clearly the foundation for all planning efforts. The UH System Strategic Plan (2002-2010), the University of Hawai'i Community Colleges (UHCC) Strategic Plan (2002-2010), the Kapi'olani Community College Strategic Plan (2003-2010), the Biennium requests (2007-2009), and college unit tactical plans are the major source documents for institutional and financial planning. The Policy, Planning and Assessment Council (PPAC) is the major body where institutional planning and critical decision-making takes place. A number of representatives from campus constituencies groups met to assist with the development of the seventeen, three-year program level unit tactical plans that are reviewed by PPAC. The initial plan is followed by an annual progress report and update to the council. (Standard III.D.1)

The self study report, examination of plans, and staff interviews reveal that the institutional mission of serving students and the community, providing quality instructional support services are what drives financial planning. The college described its tactical plans as the link to the college's strategic plan and that the tactical plans ultimately drive local budget decisions and ensure the institution has a financial planning process that fully integrates with other institutional planning efforts. The review of evidence and interviews with staff determined that resource allocations and the link to tactical plans are not transparent to the college. Also, there is confusion as to whether the tactical plans must show linkage up through the UH System Strategic plan in order to be considered for funding. The college is encouraged to set a planning agenda that includes posted minutes of the Policy, Planning, and Assessment Council (PPAC) meetings where budget recommendations to the Acting Chancellor are discussed in order to provide a feedback mechanism to the campus community. Further, the components of program review, grants development, and the inclusion of long range facilities plans linking instructional programs and services vital to the college's mission and goals should be integrated in the process to more clearly demonstrate the link between institutional planning and resource allocation. (Standard III.D.1.a)

The Faculty Senate Budget Committee and the Budget Execution Task Force also play a vital role in the college resource planning process by identifying key recommendations that assist with budget reform efforts. The budget planning process is completed in two

year cycles but additional mechanisms are in place for supplemental requests and reallocation of existing resources for unforeseen circumstances. In January 2006, the college completed a Timeline for Ongoing Improvement, which included the components of planning, assessing, and budgeting, that outlines major planning cycles, and that ties budget to each cycle. (Standard III.D.1.a)

The University of Hawai`i, including the community colleges, conforms to the mandated State of Hawai`i Program Planning and Budgeting (PPB) system. This is a biennial/supplemental budget process with segregation of functional areas such as, instruction, public service, academic support, student services and institutional support. (Standard III.D.1.a)

The college has two primary sources of revenue, State General Funds, and tuition and fees. General funds are provided to the college from the Department of Budget and Finance and the UH System. Over the last several years, State General Funds have dwindled and the college has begun to depend more on tuition and fees. Without incremental increases in tuition and fees, the college could experience shortfalls in available resources especially with the facility and parking issues the college faces. Also, a review of the biennium budget planning process, supplemental budget request, and the reallocation of existing funds revealed that not all institutional planning reflects realistic assessment of financial resource availability. Further, the self study, interviews, and a review of the Learning Resource Network (LERN) report profiled the situation with the current structure and organization of the non-credit or continuing education activities as seriously negatively impacting the college instead of offering viable revenue streams. The LERN report provides recommendations to the college outlining a number of options to revitalize the continuing education and training programs by removing the non-credit component, centralizing it into one unit headed by a Vice Chancellor or Dean, and looking at a more entrepreneurial approach from which credit programs would benefit. A college work group has put forth an implementation plan to the PPAC for review that is different from the LERN recommendation and does not mirror the current hybrid model. The model submitted will require approvals and involvement from the unions, because of suggested reporting relationship changes, the Acting Chancellor, and the Board of Regents for final approval. On site staff interviews revealed some concern as this model goes hand in hand with the newly proposed reorganization plan and departs from the LERN recommendation of total centralization. In support of overall institutional planning, the continuing education program could become an additional source of revenue that could provide resources for other college programs. The college is urged to resolve these concerns as it finalizes its organizational changes. (Standard III.D.1.b)

Grants and partnerships help support instructional programs and provide much needed services to the college in a number of areas. The centralization and management of grant resources could generate more lucrative revenue streams for the institution as commented on in the self study report and as confirmed by on site interviews with staff. The college is aware that external grant funding is the primary revenue source to support tactical plan initiatives for new and expanding programs. Therefore, the next planning cycle requires a strong focus on grant development that is aligned with tactical plans and appropriately

identifies possible available resource allocations early on in the planning process. (Standard III.D.1.b)

The self study report describes the tactical plans as the short-range financial planning tool. The biennium budget request is submitted every two years, and the college also submits a supplemental budget request a year later, if needed. The supplemental request is designed to make adjustments to the budget base and includes funding requests for unanticipated costs or changes in program direction. In fiscal year 2005-06, the college received approximately \$539,413 in emergency electrical appropriations. After a number of interviews at the college and UH System level, evidence supports a dialogue on long-range planning. Long-term payments are assessed by the UH System office to the college when appropriate. Long-term liabilities and future obligations are funded by the UH System office or the State of Hawai'i. The college does not have any debt service as it relates to Revenue or General Obligation Bonds. Additionally, under Standard III B (Physical Resources) there are many discussions in regards to adding facilities, which may have an effect on short and long-term financial priorities of the institution. Long-range facility plans linking instructional programs and services vital to the college's mission and goals should be integrated in the college institutional planning efforts and should be tied to appropriate resource allocations. (Standard III.D.1.c)

The college has gotten off to a good start by having individual programs and units prepare tactical plans linked to the college's strategic plan with most constituencies having appropriate opportunities to participate. The college has a budget development process that includes budget planning cycles for the biennium, for supplemental requests, and for reallocation of existing resources. In January 2006, the college completed a Timeline for Ongoing Improvement, which includes the components of planning, assessing, and budgeting; which outlines major planning cycles, and which ties budget to each cycle.

As cited in the self study report and confirmed by the team, the PPAC makes recommendations to the Acting Chancellor as a part of the planning and budgeting process. Annually, the PPAC reviews progress reports and updates of tactical plans. The team confirmed there that are no published minutes from the PPAC documenting recommendations made to the Acting Chancellor regarding budget decisions. The college is encouraged to formalize recommendations made by the PPAC and make these recommendations available to the campus community in order to improve the college's budget and financial planning processes. (Standard III.D.1.d)

The financial management system has been in place since 1996 and is used primarily for monitoring revenues and expenditures. The college fiscal officer has responsibility to monitor budgets and provide data to deans. The deans in turn work with department chairs and program heads for financial decision-making and budgeting. The October 2000 accreditation evaluation team recommended that the UH System accounting process and the financial management information system be reviewed and revised in order to allow for better data collection and accounting as well as the timely reporting of funds.

The college has moved slowly to address this recommendation, specifically at the program level and therefore, only partially meets the standard. (Standard III.D.2)

In an effort to address the previous teams' recommendation, the UH System formed a Business Process Council in 2003 comprised of system-wide constituencies from the central office and user communities. Collectively, the charge of the council is to look long-term at business processes across all areas and more specifically recommend a future direction for the financial management system. As a first step, the Board of Regents approved the acquisition of a new server in April 2005 with additional enabling and enhanced services added throughout the year to improve existing system processes. After many months of research on viable integrated systems that would match UHCC system management responsibility processes, UH became a founding member of the Kualu Project. The goal of the project is to create a new community source financial information system with suites of functionality to serve financial systems needs of all types of colleges and universities. The project has been awarded \$2.5 million dollars from the Mellon Foundation for staff and services. At the time of the site visit, staff described the Kualu project as moving in low gear. Understanding that this is a unique opportunity for UH and the college, notwithstanding a development timeframe for this project of approximately two years, the UH and college need to continue improving processes that allow for better data collection and accounting as well as the timely reporting of funds at the program level. Additionally, UH's collaboration with other partners in establishing a more solid timeline of completion would be a worthwhile investment to meet institutional requirements and provide the critical functional elements the college desperately needs for full integration of the college's financial management information system. (Standard III.D.2)

Financial documents, including budgets at the management level, reflect appropriate allocations and uses of financial resources to support student learning programs and services. At the time of the site visit, most units of the college did not have published working budgets for fiscal year 2006-07. The college is encouraged to meet its own timeline for communicating budget decisions and providing cost center managers with clear guidance on operational budgets in a timely fashion. A larger concern raised in the self study is the equity of allocations among the UHCC's. To address this much needed area of oversight at both the UH System and college level, the Board of Regents created a new position in 2005, called the Vice President for Community Colleges. Also, a further appointment of a Vice President for Budget and Finance for the UH System was made. One important priority the new appointees will address is the issue of equity as it relates to resource allocations among the seven community colleges (Standard III.D.2.a)

Annual audits are conducted at the UH system level; separate college reports were prepared in fiscal year ended June 30, 2005 for accreditation purposes. The 2006 external audit had not been completed as of the site visit. The Board of Regents reviews the audit and discussions take place in public sessions regarding the financial solvency of the UH system and any audit exceptions. The self study report asserts that external audits have not resulted in findings specifically attributed to the college. During an examination of the last three years of audited financial statements, the 2004-05 audit included two

findings specifically pertaining to the college in the areas of Federal financial aid and more specifically the preparation of the FISAP report and appropriate processing of Return to Title IV funds. The college has taken action to implement procedures to properly complete the FISAP and submitted a corrected report to the Federal Government in December 2004. Also, the college has implemented internal control procedures to correct the Return to Title IV processes. (Standard III.D.2.a)

The self study report and staff interviews adequately examined the financial information sharing process, but also point out the weaknesses in the timeliness of information, which inhibits the ability of units and departments to manage their budgets with some degree of confidence. The 2006 self study survey results show 89 percent of chairs do not understand their budgets and 67 percent say the process of finalizing the budget is unknown. On site interviews with key cost center managers with budget roles support the survey results. As mentioned earlier, working budgets for fiscal year 2006-07 were not available at the time of the site visit. In response to this concern and a number of others, the Acting Chancellor reconvened the Budget Execution Task Force for Phase Two, better described as the “preparation phase” to continue their work that started in Phase One and to made recommendations that were forwarded to his office for consideration, and approved to be implemented by the Vice President of Administrative Services and his team. Additional recommendations from the Faculty Senate report completed back in 2002-03 have also been incorporated in the budget task force work for consideration. The UH System office recognizes the need to replace the current Financial Management Information System. At the time of the site visit staff interviews revealed the replacement of the financial management system is moving at a slow pace. The replacement system will come from the work of the Kuali project mentioned earlier and it is expected that research and development around this open source system will take approximately two years. While this work is proceeding, the Board of Regents approved the acquisition of a new server in April 2005 with additional enabling and enhanced services added throughout the year to improve existing system processes. (Standard III.D.2.b)

A review of three years of financial trends and analysis data revealed the college has met the three percent reserve requirement with the exception of fiscal year 2004-05, when the college fell short of the target by maintaining only a 2.63 percent reserve. Tuition and fees projections are expected to remain relatively stable during fiscal year 2006-07. The Budget Execution Task Force is recommending one percent of unrestricted revenue sources be set aside in a special fund (Health and Safety Fund) for emergencies and unexpected expenses. The college should consider how the additional one percent reserve may impact operational funding needs. In order to strengthen revenue streams, the college is encouraged to continue its work seeking more external grant funding, centralizing grants management, and responding to the LERN recommendations as it relates to continuing education. Understanding the college’s growing facility capacity challenge, parking shortages, coupled with lean financial times, and dwindling State resources, the team has concluded the college marginally has sufficient cash flow reserves and should consider a number of viable strategies and realistic plans to meet financial emergencies and unforeseen occurrences. (Standard III.D.2.c)

The State of Hawai'i Risk Management Office purchases property, general liability, and crime insurance. The state also has liability insurance that covers bodily injury and property damage, personal injury, products and completed operations, and employment practices. The State's liability coverage has a \$4 million self-insured retention (SIR). A claim under this policy would require the university to handle the \$4 million dollar SIR. Also, the UH System has also invested in Educators Legal Liability Employment Practices Liability and Directors and Officer Coverage. A Risk Management Special Fund (RMSF) has been established to handle all legal expenses, pay settlements and judgments, pay the premiums for system wide insurance and pay the SIR for the State's and university policies. All ten UH campuses are assessed based on the number of students, employees, autos and stadium/theater capacity at each campus. The current balance in the RMSF is \$2.2 million. As of September 1, 2006, all UH campuses are also covered by a general liability policy and an excess auto body liability policy. Once combined with the State's general liability policy, UH now has coverage up to \$10 million. A thorough review of risk management documents satisfies that the community colleges are covered under the State insurance programs and the University's risk management program. (Standard IID.2.c)

The college uses the Office of Real Property and Management polices and procedures approved by the Board of Regents for purchasing goods, services and construction needs. The college uses the purchasing system adopted by the UH System office to process purchase requests. The requests are initiated by a requisition document and charges are applied to university-administered accounts. The purchasing process was not discussed in the self study, but onsite interviews determined that the purchasing processes and procedures are being followed. (Standard IID.2.c)

The college has a rich history of receiving grants to support the goals and mission of the institution, specifically the Title III grants. Total grant awards for the college for the period of 2004-2009 total \$5,834,263. The college is aware that external grant funding is the primary revenue source to support tactical plan initiatives for new and expanding programs. The Budget Task Force has also recommended improvements in the management of grants in order to strengthen the Grants Development Office and maximize resource allocations. The UH does offer financial aid for community college students from Federal Title IV financial aid programs, State aid, Institutional aid programs, and other sources such as UH Foundation scholarships, third party payments of tuition and fees, books, supplies and other miscellaneous expenses. Fewer UHCC students participate in financial aid as compared to community colleges across the nation. Of the seven community colleges in Hawai'i, Kapi'olani has the second highest rate of students not receiving financial aid. The Board of Regents is involved with the college leadership to extend more aid to students who do not qualify for Title IV aid. The college continues to provide outreach services to raise awareness of financial aid opportunities for students. (Standard IID.2.d)

The UH Foundation has partially funded a Fund Development Officer position to coordinate fund raising activities for the college through the Community and College Relations Office. Established policies and procedures are in place for the handling of

funds as defined in Administrative policies. College programs, such as faculty and staff-development breakfasts, are allowed as fund raising activities but must be coordinated through the office of the Acting Chancellor. While not specifically mentioned in the self study report, on site interviews reveal some of the college's missions and goals are accomplished through fund raising efforts. The bookstore and food service operations are effectively managed and support the college's mission. The bookstore is owned and operated by the staff from the UH-Manoa. UH-Manoa hires and pays all staff salaries, retains all earnings, and covers all operational costs. The college's Vice Chancellor for Administrative Services serves as the liaison between the college and university. Efforts around health, safety, maintenance and operational hours are typical areas of communication between the two agencies. The cafeteria food services operation is commingled with the hospitality and culinary instructional programs. Students are supplying many food items from the instructional program that are then sold to faculty, staff, students, visitors, and community members for special events. The student earnings are placed in a revolving fund and used for operational expenses and for purchasing replacement food products. Expenses include some staff positions that are not picked up under the general and special funds of the college. Any remaining profit after expenses are settled covers the cost for program expansion. Students operate a dining room service for lunch as well as special dinners, which are instructional classes. The college also operates the cafeteria at the John A. Burns School of Medicine. The most exciting initiative on the horizon is the Culinary Institute that will be located at the foot of Diamond Head. It will take approximately five years to complete the process from planning and permits to final construction.

Grants are administered with integrity and are mostly tied directly to unit tactical plans. There are number of initiatives around the further development of grant management, and the college plans to seek more external funding for critical programs and services in this manner. The college's contractual agreements with external entities are administered and flow through the UH Office of Research Services. Appropriate controls exist to ensure that contractual agreements are not entered into without appropriate review and approval. The college aligns its contractual agreements with unit tactical plans and incorporates the mission and goals of the institution. (Standard III.D2.e, f)

Several committees are involved in the budget process and financial management of the college, including the Faculty Senate Budget Committee, the Budget Execution Task Force and the Policy, Planning, and Assessment Council (PPAC). Recently, the Budget Execution Task Force completed its Phase II work around budget and financial matters and has forwarded their recommendations to the PPAC for review and the Acting Acting Chancellor for action. Recommendations from the 2002-2003 Faculty Senate Budget Committee were all addressed in the task force report. The expected outcome is improvement to the financial management of resources, a sound budget development process that is inclusive and that provides links to tactical and strategic plans, and assists with financial solvency of the college. (Standard IIID.2.g)

The independent audit is the primary tool used by the college to assess its use of financial resources. A review of audits over a three year period determined that during 2004-05,

two findings regarding financial aid processes were identified as mentioned earlier in this report. The college immediately put processes in place to correct these findings. Audit results for the 2005-06 year were not available at the time of this visit. Additionally, the college uses the tactical plans and program review as a more formal and systematic way to analyze the uses of financial resources. This process provides an on-going cycle of evaluation and improvement. (Standard IIID.3)

## **Conclusions**

The college, in most instances, meets accreditation standards under financial resources. The self study report did not contain a number of planning agendas around financial resources, but the team confirmed that many planning efforts are taking place at the college around resource allocations and budgets. The college's planning and budget efforts appear integrated but need to be further streamlined and tied to the tactical and strategic plans of the college.

The college has seen a reduction in the State General Fund allocation and is relying more heavily on tuition and fees to support instructional programs and services. This can be very problematic especially with the college's capacity and parking challenges.

The reorganization of the UHCC has led to some need for further clarity around resource planning and allocations in order to achieve institutional effectiveness and equity among all units within the UHCC.

In order to address a recommendation of the Budget Execution Task Force for grants, a new task force was created to review the current grants process and to make specific recommendations on grants development, management, administration, and related administrative and departmental roles and responsibilities. The centralization and management of grant resources could generate more lucrative revenue streams for the institution.

The components of program review, grants development, and the inclusion of long range facilities plans linking instructional programs and services vital to the college's mission and goals should be integrated to more clearly demonstrate the link between institutional planning and resource allocation.

The LERN report, Budget Execution Task Force Phase II report, and the ongoing efforts of the PPAC need to be reviewed for implementation in order to ensure credibility with the community, to restore profitability, and to retain fiscal solvency for the college.

## **Recommendations**

None



## **Standard IV Leadership and Governance**

### **IV. A. Decision-Making Roles and Processes**

#### **General Observations**

The college as part of the University of Hawai'i community colleges has undergone major system re-organization twice since the last comprehensive visit. These reorganizations have specifically impacted Kapi`olani in that the former Chancellor is now the Interim Vice President of the UHCC system. As a result, the college has a number of key positions that are being filled on an interim basis. This is currently impacting the college's leadership and governance structure as they navigate through the transitional period. Nonetheless, the college meets the accreditation Standards for Leadership and Governance.

#### **Findings and Evidence**

The college has created a rich environment for empowerment of faculty, staff, students, and administrators that allow for their participation in governance. As confirmed at the Faculty Senate, the Staff Council and the Student Council, the roles in the leadership and governance processes are clearly defined for faculty, staff, students and administrators. During the site visit, the Staff Council expressed that their input was solicited and considered and they were very appreciative of this opportunity. They indicated that they saw this as a positive change in recent years. It was unanimously and strongly expressed that each of those groups has a voice on the Policy, Planning and Assessment Council (PPAC) which serves in an advisory capacity to the Acting Chancellor. (Standards IVA, IVA.1, IVA.2.a)

Interviews with department chairs as well as comments shared at the staff, faculty, PPAC and community stakeholders' forums, confirm that constituent groups are encouraged to participate in the decision-making processes and that they work together for the good of the institution. Administrators, faculty, staff and students worked together to develop a strategic plan that affirms the values, vision, mission, function, long-term goals and short-term objectives of the college. College units and programs then developed their own "tactical plans" tied to the strategic plan. To accomplish the above, there were focused discussions. (Standards IVA.1, IV.A.3)

The self evaluation in the self study report indicates that there are adequate communication and decision making structures to allow for and empower participation in governance. However, what is not clear is the integration and linkage of the communication and its results. The college acknowledges that many organizational changes have taken place but it has not yet updated the organizational chart and job descriptions for administrative positions. During discussions with department chairs and faculty, frustration was expressed with the number of positions that remain vacant or are being filled on an interim or acting basis. In light of the numerous changes,

communication procedures need to be reviewed and revised to align with the new organizational structure and to enhance the leadership and the governance of the college. (Standards IVA.1, IVA.2.a)

While the college reports that it has “many written policies defining the role of faculty, staff and students in institutional governance” and that the role of administrators in governance is described in job descriptions, it does not appear that there is a document that describes roles and the college’s decision-making processes. The self study report did not reference that the college had a written participatory agreement. However, after asking the Standard IV Chair, a document was presented that described the purpose and composition of the Policy, Planning and Assessment Council (PPAC). While the PPAC is advisory to the Chancellor, the team heard evidence that the college considers PPAC to be their key governance vehicle. It was acknowledged, however, that it should be formalized to ensure that everyone at the college knew that. In discussion with department chairs and others at the open forums, much of the effective communication was conducted via word of mouth and even though electronic communication vehicles exist, not everyone readily accesses them. In order to improve the effectiveness of college governance, the college should provide documentation for systemic integrated planning, participation, evaluation, implementation, and institutionalization. (Standard IVA.2)

Based on the evaluation of the college’s internet site, *Quill*, it appears that very few staff and faculty access *Quill*. The college would be well-served to inform constituency groups of the information available on the *Quill* and to promote and encourage its use.

The faculty has a long history of taking a strong and innovative leadership role in curriculum development, competency-based instruction, student learning outcomes and a number of support services to enhance student success. According to discussions during the site visit with the Faculty Senate and the Staff Council, the college relies on faculty for recommendations on curriculum and student learning programs and services. (Standard IVA.2.b)

As described by department chairs, the college addresses their commitment to honest, ethical and responsive relationships with the external agencies with which they deal. This commitment has led to their successful track record in developing partnerships and obtaining external funding via grants. (Standard IVA. 4)

The faculty, staff and students rate the leadership of the former Chancellor, administrators, department chairs and Faculty Senate as good or excellent. The survey was administered prior to the appointment of the current Acting Chancellor. All groups indicated at least a 45 percent of “Don’t know” about the Board of Regents (BOR). It may be of benefit for the college constituency groups to become more familiar with the role of the Board of Regents and for the BOR to communicate to the college community more about their role and responsibilities. (Standard IVA.5)

There is no evidence of discussions about any evaluation of the decision-making structure and processes nor does there appear to be dialogue about what is learned. There is no

reference of application of modifications, from what is learned, with a purpose of improving institutional effectiveness. The issue of evaluation of the governance structure and the decision-making processes was barely addressed. Accordingly, there is little or no evaluation data to share for the purpose of institutional improvement. (Standard IVA.5)

## **Conclusions**

The college substantially meets the intent and spirit of the Leadership and Governance standards. In order to fully meet the standards, the college should implement the changes identified in the college's planning agenda in order to strengthen the leadership and governance of the organization.

There is a structure for communication and participation in the decision-making process. A culture of inclusiveness is evident by the composition of the committees especially that of the Policy, Planning, and Assessment Council and was confirmed during the site visit by many on campus. It is very clear that the college relies on faculty for recommendations on curriculum and student learning programs and services. This was confirmed several times during the site visit during discussions at the Faculty Senate meeting, the Staff Council meetings, and at the forums.

The report indicates that faculty, staff, and administration must be more integrally involved to assess and plan for the effective use of physical resources. It appears that the college would benefit by integrating assessment and planning of Human Resources, facilities, and fiscal areas of the college with the college's overall planning process. In addition, the college should implement its planning agenda as indicated in the self study report as well as the recommendations listed in this report.

## **Recommendation 3**

It is recommended that in order to create continuity and to improve communication, the college must:

- Develop a written description of its governance structure that defines the roles of constituent groups in governance. (Standard IVA.2)
- Finalize, implement and then evaluate its reorganization and fill all acting and interim positions in a timely manner. (Standard IVB.2.a)
- Record and disseminate widely recommendations and decisions of its governance bodies. (Standard IVB 2.b)
- Regularly evaluate the college's governance and decision-making structures, communicate widely the results of these evaluations and use the results as the basis for improvement. (Standard IVA.5)

## **IV. B. Board and Administrative Organization**

## **General Observations**

The description sections of the Standard IV.B portion of the self study report were developed by a system-wide Standard IV.B Working Group comprised of Standard IV Steering Committee representatives from each of the seven community colleges and a representative of the University of Hawai`i Community Colleges office. However, the self evaluation and planning agenda sections of the self study report were developed by the college's Standard IV self study committee. The document reads as a candid summary of the college's responses to each of the standards.

## **Findings and Evidence**

Hawai`i State Law 304-3 stipulates that the Board shall be comprised of twelve members who shall be appointed and may be removed by the governor. A review of the Board's website shows that currently the Board is comprised of ten individuals who primarily represent the Hawai`i business community and one student regent. There is one vacancy. Hawai`i State Law 304-3 delineates the responsibilities of the Board of Regents which include establishing policies for the UH, including the community colleges. Policies are compiled in a policy manual which is available online. Section 6 of Article X of the Constitution of the State of Hawai`i provides for the appointment of the president by the Board. Board of Regents minutes show that the current president was appointed by the Board on March 7, 2006, although he had served in an interim capacity since 2004. Section 2-3 of the Board bylaws contains the Policy for Evaluation of the President. The Board has not yet evaluated the performance of the president due to his recent permanent appointment. A review of Board bylaws (Article II.D.1.) and interviews with two Regents and Board staff confirmed that the Board acts as a whole. The November 4, 2005, Board Community Colleges Standing Committee meeting minutes summarize discussion of how the Board meets the Standard IVB standards. These minutes reflect a statement by the Board Secretary that in the time he had been with the Board Office, the Board had not had any undue pressures from political or external influences. (Standards IVB.1, IVB.1.a)

A review of Board policies confirmed that the policies are in line with the mission of the institution. (Standard IVB.1.b)

Statements about quality and effectiveness of student learning programs are evident in Board-established policies included in Chapter 5 Academic Affairs of the Board policy manual, while Chapter 8 details Board policies in the areas of Business and Finance. Additional statements regarding the Board's responsibility for establishing policies and providing oversight to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution are found in Article II.D of the Board bylaws. (Standard IVB.1)

Hawai`i State Law 304-3 stipulates that the affairs of the university shall be under the general management and control of the Board of Regents. The Board's policy manual includes the Board's bylaws which specify the duties, responsibilities, structure, and

operating procedures of the Board. The Board meets ten times a year, and meetings are rotated among the ten campuses in the system. (Standard IVB.1.c, IVB.1.d)

According to Board staff and UHCC administrators, a proposal for Board action is put forward through an Action Memorandum that requires a citation of the Board policy to which the proposed action relates. The Board asks the UHCC administration to review policies and call the Board's attention to policies that may be in need of revision. Personnel policies are reviewed at least every two years; other policies are reviewed more episodically based on issues that arise. (Standard IVB.1.e)

In September, 2005, the Board reorganized and expanded the Community Colleges Standing Committee whose meetings are designed to focus on the broad community college mission, the financial health of the community colleges, program review and assessment, and planning directions for the next year. The Community Colleges Standing Committee is comprised of five Regents and meets quarterly. According to an interview with two of the Regents, it is common for other Regents who are not members of the Committee to also attend the meetings. The UHCC VP serves as the liaison to the Board and attends all Community Colleges Standing Committee meetings as well as regular meetings of the Board. Members of the Board, when interviewed regarding the workings of the Standing Committee, stressed that this Committee does not take action on behalf of the Board. (Standards IVB.1.b, IVB.1.c)

The Board has an Orientation Manual designed to familiarize new regents with the responsibilities and workings of the Board. New members are provided orientation by both the UHCC administration and Board staff. The Board engaged the Association of Governing Boards (AGB) to conduct a workshop for the Board two years ago that resulted in a change in committee meetings and major changes in the way the Board conducts its business. There is a plan for a follow-up workshop this spring. A mechanism for providing for continuity of Board membership and staggered terms of office is stipulated in Hawai'i Revised Statutes 304-3. (Standard IVB.1.f)

Recommendation 8 from the 2000 team focused on the need for Board self evaluation. According to interviews with two Regents and Board staff, although the Board has been engaging in ongoing self evaluation, a formal policy on Board Self Evaluation was recently passed on October 20, 2006. It is anticipated that Board self evaluation will be part of the spring AGB workshop. (Standard IVB.1.g)

Article X of the Board's bylaws addresses the Board's process for dealing with unethical behavior, including conflicts of interest with accompanying sanctions and remedies. A separate "Ground Rules" worksheet also provides guidance to the Board in the conduct of its meetings. (Standard IVB.1.h)

Minutes of the Board of Regents Committee on Community Colleges meeting of November 4, 2005, reflect a discussion on Standard IV relative to the functioning of the Board that was facilitated by the Associate Vice President for Academic Affairs from the UHCC Office. A review of the November 4, 2005, Board minutes shows that the Board

was provided a binder and presentations on the accreditation process. Regents confirmed in an interview that the administration has kept the full Board informed of accreditation concerns. The ACCJC (Commission) President also provided a workshop for the Board on accreditation. Additional Board meetings were held to look at the issue of program review, which was a specific concern of the Commission. During the visit, the team was made aware of college programs that are being offered at off-campus sites. The offering of such programs requires prior Commission approval through the substantive change process. Preliminary drafts of several substantive change proposals were made available to the team. (Standard IVB.1.i)

Board of Regents Policy Chapter 2 delineates the duties and evaluation of the president of the University of Hawai'i and shows that the president of the University of Hawai'i System has full responsibility and authority for execution of the policies authorized and established by the Board. A review of the Administrative Procedures Information System website shows that there is a clearly defined policy and process for selecting and evaluating the college Chancellor. (Standard IVB.1.j)

Minutes of the July 18-19, 2005, Board meeting show that the former college Chancellor was appointed the Interim Vice President for Community Colleges (UHCC VP) and the former college Vice Chancellor for Academic Affairs was appointed as Acting Chancellor of the college. Interviews with faculty, staff, and administrators corroborated the perception that the Acting Chancellor provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness with assistance from faculty, staff, and students as appropriate. (Standards IVB.2, IVB.2.a)

A concern was expressed in the self study report regarding the relatively large number of interim, acting, and vacant positions. Interviews with administrators, faculty, and staff confirmed this concern. In an interview, the Acting Chancellor indicated that the proposed college reorganization is still undergoing review by various campus groups. He anticipates that the final version of the reorganization will be completed by February or March, 2007. According to an update provided to the team by the Acting Chancellor, the search for a permanent Chancellor began in August, 2006. (Standard IVB.2.a)

A January 31, 2006, letter from the ACCJC President commends the college for making progress in developing an integrated approach to its evaluative and planning activities and notes the development of an internal fund for allocation to projects identified through the program review processes. A document entitled, "Timeline for Ongoing Improvement: Planning, Assessing, and Budgeting" was provided by the college as evidence of the integration of these processes. Interviews with faculty, staff, students, and administrators confirm that programs to enhance student learning and institutional processes are subject to a collegial and ongoing dialogue within and among college faculty, students, staff, and administrators. In two of these interviews, one with an individual and one with a group, when asked to rate the Acting Chancellor on collegiality on a scale from one to five, the Acting Chancellor received a rating of ten. (Standard IVB.2.b)

Interviews with faculty, staff, and administrators provide evidence that the college's Policy Planning, and Assessment Council (PPAC), chaired by the Acting Chancellor, serves as the principal mechanism for integrated discussion, analysis, and recommendations related to matters of policy, planning, budgeting, and assessment of programs to best achieve student learning outcomes. A March 2006 survey completed by over half of the PPAC membership rated PPAC performance poorly on items related to the review of results of program review, the review of the mission statement, the assessment of tactical plan progress, and the availability of records, documentation, and meeting minutes. A review of the information on the college's website showed that the most recent PPAC minutes available were from 2004. Follow-up interviews revealed that although notes from PPAC meetings were taken, these notes had not yet been made available to PPAC members and the college constituencies. The college has yet to establish procedures to evaluate overall institutional planning and implementation efforts. (Standard IVB.2.b)

Interviews with faculty, administration, and staff provided evidence that the Acting Chancellor assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies. (Standard IV.B.2.c)

Interviews with administrators at both the college and System levels support the assertion that the Acting Chancellor effectively controls budget and expenditures. (Standard IV.B.2.d)

The Acting Chancellor serves on a number of community and education boards and organizations and is evidence that he is in touch with the communities served by the college. In addition, his support for the Service-Learning initiative also puts him in touch with the local community. (Standard IV.B.2.e)

A reorganization of the UH system-wide administration was approved by the Board of Regents in June, 2005, in response to concerns expressed by the Commission. An earlier reorganization had abolished the UH Community Colleges Office and granted autonomy to the Chancellors who then reported directly to the President. Under the 2005 reorganization, the Community College Chancellors have a dual reporting responsibility to the President of the University of Hawai'i System for university system-wide policy making and decision affecting the campuses and to the Vice President for Community Colleges for leadership and coordinating of community college matters. Functional statements that accompany the reorganization delineate the responsibilities of the Office of University of Hawai'i Community Colleges Vice President (UHCC VP) and the Community College Chancellors. A functional organizational map delineating the operational responsibilities and functions of the University of Hawai'i System Offices, the UHCC System Offices, the Board of Regents, and State of Hawai'i, and the community colleges was developed and agreed upon during the spring of 2006. According to the UHCC VP a commitment has been made to evaluate the structure after it has been implemented for three years. Interviews with the college Chancellor and the

UHCC VP at the System level indicated that the dual reporting mechanism inherent in the system reorganization is workable primarily due to the people currently occupying the key positions and their ability to work together. The services that are provided by the UH System have also yet to be evaluated. (Standards IV.B.3.a, IV.B.3.b)

The UHCC system office coordinates budget development for the system, which is viewed as a single unit in the UH budget process. The college retains the funds that it generates. The UHCC VP has functional responsibility for providing a fair distribution of resources that are adequate to support the effective operation of the community colleges. (Standard IV.B.3.c)

The UHCC VP also has functional responsibility for ensuring that the community college system effectively controls its expenditures. Interviews revealed the perception that it is too early to evaluate the performance of the UHCC VP in carrying out this responsibility. (Standard IV.B.3.d)

The 2003 description of the position of Chancellor does not include the provision for dual reporting to the UH President and UHCC VP as described in the June 2005 reorganization and should be updated to reflect current practice. (Standard IV.B.3.e)

The UHCC VP acts as a liaison between the community colleges and the Board of Regents. In his role as Administrative Representative to the Board's Community College Standing Committee, the UHCC VP speaks for the UHCC System. (Standard IV.B.3.f)

The UH System is still in the process of delineating the roles and responsibilities of various components of the reorganized structure. A commitment has been made to evaluating this structure after three years. (Standard IV.B.3.g)

## **Conclusions**

The UH System is governed by a Board of Regents who serve as an independent policy-making body. The Board operates under a set of bylaws. The Board has a policy manual and evaluates its policies on an episodic, as needed basis with the exception of personnel policies which are evaluated every two years. There is a need to formalize a system for evaluating and revising Board policies on a regular basis.

The Board of Regents adopted a policy in October, 2006 on Board self evaluation. The Board, due to the newness of its self evaluation policy, has not yet formally conducted a Board self evaluation. The Board is encouraged to implement its new policy as soon as is practical

Although there appears to be general satisfaction with the leadership being provided to the college through its administrative structure, there is a need to complete the current reorganization process, address the many interim, vacant, and acting positions in that structure, and evaluate the overall organizational structure. In January, 2006, the college was commended by the Commission for its progress in developing an integrated



approach to its evaluative and planning activities and for allocating funds to projects identified through the program review processes. The college is now encouraged to establish and implement procedures to evaluate its overall institutional planning and implementation efforts.

The PPAC was cited repeatedly as the key structure for advising the Acting Chancellor on issues related to planning, evaluation, budgeting, and policy. In that role, there is a need to formalize the discussions and recommendations made by the PPAC. A 2005 UH system reorganization was designed to enhance support provided by the UH System Office to the community colleges through the establishment of the Office of the UHCC VP. Inherent in the 2005 reorganization is the dual reporting mechanism for the chancellors. There is a need to evaluate the effectiveness of this reorganized structure to ensure the delivery of quality support services to the college for the improvement of student learning.

### **Recommendations**

See Recommendation 3 on continuity.