

Institutional Report

Kapi'olani Community College

Follow-up Report of Kapi'olani Community College, October 2013



Submitted by:

Kapi'olani Community College

4303 Diamond Head Road
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Submitted to:

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

October 15, 2013

Follow-up Report Kapi'olani Community College 2013

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

From:


Leon Richards

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

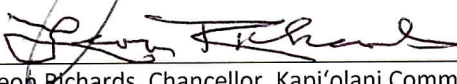
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Date: 09-09-13



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Date: 9/9/13

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Signature:



John C. Holzman, Chair, Board of Regents

10/9/2013

Date

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Accreditation Follow-Up Report Summary of Progress

In its “Letter Reaffirming Accreditation” dated February 11, 2013, the Accrediting Commission for Community and Junior Colleges/Western Association of Schools and Colleges (hereafter ACCJC) reaffirmed Kapi'olani Community College's accreditation. This Letter also states that the College must submit a Follow-Up Report responding to nine recommendations cited in the Commission's letter. **This Report is due to the Vice-President of the UH Community Colleges (UHCC) by September 9 for submittal to ACCJC by October 15, 2013.**

In February, 2013, the College began preparations to respond to the recommendations. The Chancellor communicated the ACCJC decision in meetings with the College's Self-Evaluation team members, the Policy, Planning, and Assessment Council (PPAC) the Administrative Staff Council, and communicated the decision to all College members via email, and to the general public by posting the Letter Reaffirming Accreditation on the College's homepage. Follow-up Faculty Senate sponsored forums were held on January 18, February 20, March 20, and April 26, 2013.

Once the ACCJC findings were communicated and clarified, discussion turned to establishing a timeline for planning and implementing changes needed to respond to the recommendations, identifying responsible parties, establishing a review process once the Follow-Up report was drafted, providing adequate resource support where necessary, and preparing the final Follow-Up Report.

Throughout the spring 2013 semester, the Administrative Staff Council identified the evidence needed to respond to the nine recommendations. Members of this Council took the lead in preparing responses:

- The Chancellor's Assistant, working with other lead administrators, developed responses to Recommendations 1 and 9. These recommendations focus on planning and resource allocation and clarifying the role of the PPAC.
- The ALO, working with other administrators, developed the response to Recommendation 2.
- The Vice-Chancellors developed responses to Recommendations 3, 4, 5 (learning assessment) and 7 (timely filling of vacant positions). Program deans were tasked to work within their units to ensure that all programs and courses complied with Recommendations 3, 4, and 5.
- The UHCC system is developing the response to Recommendation 6 as it impacts all the UH community colleges.
- Mary Hattori, Unit Head of the Center for Excellence in Learning, Teaching, and Technology (CELTT), was tasked with completing the College's Technology Plan (Recommendation 8).

On August 13, 2013, Draft 1 of the report was reviewed by the Administrative Staff Council at its annual retreat. Suggested revisions were discussed and integrated into Draft 2 for presentation to and feedback from the PPAC. On August 21, with feedback from the PPAC included, Draft 3 was sent back to PPAC members and their staff via email attachments. On the same day, this draft was also sent to all staff and faculty through the Chancellor's Office. Feedback from the entire campus was requested.

On August 22, a 90 minute presentation on the responses to the recommendations was made to the fall Faculty and Staff Convocation. Feedback was solicited through prompt questions in small groups. After integrating feedback from the convocation responses, Draft 4 was sent to all the Authorized Governance Organizations on August 27. Their feedback was requested by September 5.

At the September 3 PPAC, the improved "Annual Integrated Program Review, Planning and Budgeting Cycle" ("Cycle") was presented and discussed since the Cycle features prominently in numerous responses to the recommendations. Also at that meeting, the Chancellor shared his vision for clarifying and strengthening the role of the PPAC, now the Chancellor's Advisory Council.

The Chair of the Faculty Senate provided feedback on September 4. Feedback from the Hawaiian Council (Kalāualani) was received on September 5. This feedback was incorporated into the final responses. The ALO discussed the responses with the President of the Student Congress on September 5 to enhance her understanding of the accreditation review process and get her feedback on the responses.

Response to Team Recommendations

Recommendation 1: In order to meet the Standard, and the recommendation made in 2006, to ensure improvements in planning processes, including program review, are integrated with resource allocations, the team recommends that the College provide clear descriptions of the planning timeline to demonstrate integration with the budgeting process. (I.B)

At Kapi'olani Community College the planning process, including program review, is integrated with the budgeting process.

In its 2012 Self Evaluation Study the College provided an Institutional Improvement Matrix (IIM) ([Reference](#), Endnote Rec1:1) that identified and sequenced its program review, budgeting, planning and accreditation reporting cycles. To address Recommendation 1, the College has reformatted and clarified the relationships between the IIM timeline components so as to provide a clearer and more detailed description of integrated planning and budgeting (see Figures 1., 3., and 4.) at Kapi'olani CC.

External Budget Appropriations and Planning Integration

The University of Hawai'i system has a Biennium Budget cycle with off year Supplemental Budget requests focused only on health and safety allocations. Planning for the 2013 appropriation began in the spring of 2012, and these funds became available on July 1, 2013. Budgeting as a continuous system-wide planning cycle is initiated in the beginning of the year when the current Biennium Budget ends. For example, in the 2014-2015 Fiscal Year, the College begins planning for the Biennium Budget for 2015-2017, see Figure 1. *University of Hawai'i System Biennium Budget Process*.

While the UH System does not send its budget request to the Governor until October, it begins budgetary planning as a system in April and follows an established timeline and process. Decision making for the UH System includes a Biennium Budget Committee that assists in development of a system-wide budget in June and July. The Committee's recommendations are sent to the UH President and discussed with the Council of Chancellors prior to the Board of Regents Budget Workshop in August. At this writing, the University of Hawai'i Board of Regents (BOR) is reviewing the recommendations of an Advisory Task Group on Operational and Financial Controls Improvement. It is likely that the Task Group's recommendations will result in changes to fiscal policies and procedures. However, at present, Figure 1 provides an outline of the biennium budget process ([Reference](#), Endnote Rec1:2).

The Budget Committee includes University of Hawai'i Community College (UHCC) Vice-President as the community college representative. Discussions include performance measures and strategic outcomes, as evidenced by the 2013-2015 Biennium Budget Policy Paper that was attached to the May 29, 2012 Memo to the Council of Chancellors from Linda Johnsrud and Howard Todo, entitled Fiscal Biennium Budget Development Process ([Reference](#), Endnote Rec1:3).

Figure 1. University of Hawai'i System Biennium Budget Process Timeline

*Biennium Budget Process, e.g., 2015-2017	Spring 2014	**Summer 2014	Fall 2014	Spring 2015	Summer 2015
Initiating, Discussing, Reviewing, Submitting, Supporting, and Implementing Biennium Budget Cycle	<p><u>January-March:</u> KCC prepares Budget Requests for <i>Biennium Budget 2015-2017</i> based on Strategic Plan, ARPDs, CPRs, Faculty, Staff, and Administrative salaries, Maintenance and Operations of facilities, etc.</p> <p><u>April:</u> UHCC system draft of Budget Policy Paper (BPP) discussed with Council of Chancellors;</p> <p>- Presentation of Draft BPP to Board of Regents (BOR). The BOR approves, with suggested revisions.</p> <p><u>May:</u> - Revised BPP discussed with Council of Chancellors.</p>	<p><u>June-July:</u> Biennium Budget Committee develops system-wide biennium budget request recommendation.</p> <p><u>August:</u> -Discuss Proposed FB 2015-17 Budget with Council of Chancellors.</p>	<p><u>September:</u> - Budget Workshop with BOR.</p> <p>- Discuss FB 15-17 draft Budget Request with Council of Chancellors.</p> <p>- FB 15-17 Budget Request for BOR Approval.</p> <p><u>October:</u> Transmittal of FB 15-17 Request to Governor /Budget & Fiscal.</p> <p><u>November:</u> - Transmittal of FB 15-17 request to legislators.</p>	<p><u>January:</u> Budget Briefings with Legislative Committees; Legislature considers UH System budget request.</p> <p><u>April:</u> Budget Conference Committee Meetings.</p> <p><u>May:</u> Legislature approves budget and sends to Governor.</p>	<p><u>July-August:</u> University and campus leadership allocate funding awards from 2015 Legislature; Campus determines funds available* for Allocation Priority Plan areas based on legislative and university appropriation decisions and student enrollment-generated tuition and fees.</p> <p>* (Amount of funds available is continuously reassessed throughout the year due to a variety of factors that can affect funding allocations.)</p>

* See Reference 1. Schedule is based on information from May 29, 2012, Memorandum to Council of Chancellors from Linda Johnsrud and Howard Todo, Re: Fiscal Biennium 2013-15, University System Budget Development Process, p.3.

**2014 July-September: University and campus leadership allocate funding awards from 2014 Legislature; Campus determines funds available for allocation priority plan areas based on legislative and university appropriation decisions and student enrollment-generated tuition and fees.

The initiatives mentioned in this budget paper coincide with the College’s Strategic Plan outcomes and strategies ([Reference](#), Endnote Rec1:4). It is within this University system-wide budgeting context that the College uses its legislatively appropriated funding and its tuition and fees revenues to cover obligated costs for the fiscal year, and the other funding needs at the College.

The process outlined in Figure 1. and listed in the College’s Institutional Improvement Matrix as External Budget Appropriations ([Reference](#), Endnote Rec1:5), is focused on meeting external timelines that are predetermined by the executive branch and focused on preparing budget requests for legislative appropriations of General Funds. Campus efforts to develop biennium and supplemental budget submittals are triggered by specific information disseminated by the Board of Regents and the University System Budget Office. This information includes the economic outlook for the state and general planning parameters for the Biennium and Supplemental Budget, such as the Fiscal 2013-15 Biennium Budget presentation that was presented at the BOR Workshop on September 5, 2012 and distributed to all campuses ([Reference](#), Endnote Rec1:6). As is evident by the material covered in the BOR Workshop presentation on the Hawai’i Graduation Initiative as well as the items included in Fig. 1 Timeline, the planning process is integrated with external (legislative) budget requests.

In the past two biennia, given the state's weak economic outlook, the UH System deviated from the past practice of requesting specific budget requests from the individual campuses. Instead the UH System developed more general requests that encompassed the entire University. In addition, with only health- and safety-related requests being considered in the off year of the biennium budget, such changes have had the perceived effect, from some stakeholders at the campus level, that there has not been an integration of planning and budgeting.

Once the University of Hawai'i, Community College System Office informs the College of its budget allocation (see Figure 1., Summer; Figure 3., Row 3; Summer, and Figure 4., July/August) the implementation of the internal budget allocation process begins. The Vice Chancellor for Administrative Service (VCAS) prepares the College's annual budget for the Chancellor's review, making sure that all obligated costs are covered, e.g., personnel, facilities, etc. Once the Chancellor approves the budget as submitted, the VCAS distributes budget sheets to the vice chancellors and deans, who inform the department chairs and unit heads of their annual allocations. The College's annual budget may be adjusted, generally at midyear, if Tuition and Fees revenue exceed or fall below projections or if the state or University System impose restrictions on General Funds. The allocations to departments and units are categorized into personnel expenses and equipment and supplies expenses. The allocation of General Funds and Tuition and Fees revenue covers the College's operational needs. All General Funds are expended in the course of a fiscal year. However, in the recent past sharp increases in enrollment generated carry-over Tuition and Fees revenue at the College. Consequently, twice in the last three years, the College was able to allocate carry-over funds, i.e., once in FY 2011 and again in FY 2013. The College utilized collaborative processes to allocate these funds, as explained below.

Transition from External to Internal Budget Allocation & Integration with Planning

During the past two biennia there has also been a significant shift in the funding of the campus from general fund appropriations to campus generated tuition and fees driven by enrollment. Figure 2. *Percentage of KCC Total Expenditures by Funding Source*, presented by the Chancellor at the Faculty/Staff Convocation on August 22, 2013, documents the most recent financial impact of this shift. Figure 2. shows the extent of the decrease in the percentage of financial support provided to Kapi'olani CC by the Hawai'i Legislature/Governor/University of Hawai'i System from 2007 to 2013 and contrasts it to increased dependence of the College on its Tuition and Fee funds for its expenditures.

Figure 2. Percentage of KCC Total Expenditures by Funding Source

Percentage of KCC Total Expenditures by Funding Source

Year	Total Expenditures For Operations Expended	(%) General Fund	Tuition/Fees (%)
2007	\$25,640,983	(73.04%) \$18,727,270	(26.96%) \$ 6,913,712
2012	\$36,335,594	(60.81%) \$22,095,780	(39.19%) \$14,239,814
2013	\$39,847,784	(50.73%) \$20,215,787	(49.27%) \$19,631,997

This shift from 73.04% to 50.73% for the General Fund appropriation has affected the budget-related decision making process at the College by creating a greater need to: 1. establish college-wide priorities to guide resource allocations; 2. consider all requests for resources as a system so as to better understand the magnitude of requests and to be able to plan for meeting resource needs; and 3. use data that are based on planning goals and outcomes to guide allocation decisions. These changes were made necessary due to the reality that decision-making for allocation of funds for campus needs was transformed from an external process (i.e., requests to the Legislature via the UH System approved or not approved) to an internal process (i.e., faculty, staff, and administrators determining priority items to be funded with available funds). Therefore, as a campus-based budget allocation process, requests for resources at the College were evaluated based on their relationship to data-defined program and institutional outcomes needs identified in existing plans.

For example, in his July 10, 2012 memo to the Vice-Chancellors (VCs) and Deans, the College's Chancellor identified, to the campus administrators, shifts in the external economic environment that were affecting campus budgeting. The Chancellor discussed the termination of Program Change Requests (PCRs) as a legislative funding mechanism, and the new emphasis on Performance-Based Budgeting for the UHCC system. The last cycle of submission for PCRs was in FY2010 in preparation for the 2011-2013 biennium budget. Performance-Based Budgeting provides additional general fund revenue if the College meets the performance goals, which are derived from campus and system-wide strategic performance measures. By establishing the Performance-Based budgeting, the UH System further institutionalized the integration of planning and budgeting. To take advantage of this change the Chancellor outlined in his memo

an internal process for applying the College's tuition revenues. He directed the administrators to identify needs imbedded in unit tactical plans in order to "sustain measureable progress towards campus/system-wide strategic goals" so as to enhance the College's position "to receive a higher share of the general fund performance-based biennium appropriation." ([Reference](#), Endnote Rec1:7).

Through the July 10, 2012 memo, the Chancellor initiated the process of distilling from unit tactical plans, "specific items that are needed to sustain or enhance our progress toward our strategic initiatives." He also provided a worksheet for the VCs and Deans to complete this task. Specifically, the requests for funding were to include "expenditures that are required to meet goals and objectives of the tactical plans" and were not to include items currently funded in the annual allocation for other current expenditures ([Reference](#), Endnote Rec1:8, p.2). The Chancellor referred to the reality of our economic condition by stating, "Although at the present time there are some uncertainties to estimating our total tuition revenues, if we have a prioritized list of items, we may find opportunities to apply campus tuition revenues to raise our performance measures this year." ([Reference](#), Endnote Rec1:9). Thus, the College began establishing a systematic process for the internal allocation of funds based on needs stated in tactical plans and prioritization of those needs to improve decision-making.

A similar process was used to strategically fund instructional equipment replacement two years earlier when tuition revenues were available. In fiscal year 2011, when the College allocated \$2 million from tuition and fees for instructional equipment, department chairs and unit heads were asked to identify priority needs related to equipment for instructional purposes. The department chairs, unit heads, deans and vice chancellors reviewed requests for acquisitions, with final approval by the Chancellor ([Reference](#), Endnote Rec1:10). Initially using this process to fund departmental needs, the College developed and improved its system for identifying priorities, other than obligated costs, under conditions of changing external budgeting realities and increasing efforts of the campus to improve student access, engagement, learning, achievement, and success.

Thus, in the fall of 2012, the Vice Chancellors and Deans met several times to discuss resource needs based on tactical plans, and on December 17, 2012 produced a list of projects identified as Priority 1, 2, 3, and 4. On January 29, 2013 the Chancellor sent a memo to the VCs, Deans, and Department Chairs and Unit Heads announcing the Decisions on Additional Funding Based on Tactical Plans totaling \$587,756. The Department Chairs and Unit Heads were asked to work with their program administrators to complete the purchases prior to May 1, 2013. In addition, the Chancellor's 2013 memo stated in order "to optimize technology purchasing, as part of its comprehensive program review, CELTT should develop a technology plan to include centralizing technology purchases, technology replacement cycles and timelines, and technology standards for instructional spaces." ([Reference](#), Endnote Rec1:11)

This process was an improvement over the 2011 allocation process by including:

- A standard request template (worksheet attached to 2012 memo),
- The requirement to show evidence of links to departmental tactical plans,
- The requirement for deans to prioritize the requests within their units prior to general discussion, and

- Broad dialogue among administrators prior to submission of the list for final approval by the Chancellor.

The recommendation made by the 2012 ACCJC evaluation team that the College provides clear descriptions of the planning timeline to demonstrate integration with the budgeting process led to a review of how the College's myriad planning tools were integrated with this developing internal budgeting process. Budget allocation processes such as the ones outlined in the Chancellor's memos (i.e., July 10, 2012, October 21, 2010, January, 29, 2013) occurred in response to the new funding conditions, i.e., the impact of reduced general funds, the possibility of performance-based funding awards, and need to increase reliance on tuition and fee revenue for the economic viability of the College. These processes were implemented, improved, developed as the College adjusted and transitioned to reliance on its internally generated funds.

Internal Process for Budget Allocation and Planning Integration

The above review of budget allocation processes the College has employed during the last two biennia budgets identified evolving allocation practices that provided support for its planning processes. The College's budget allocation processes are integrated into an overall program review, planning, and budgeting timeline, Figure 3. *Annual Integrated Program Review, Planning, & Budget Allocation Timeline*. The components of the Timeline differ from the IIM Timeline previously submitted in the 2012 Self Study (p. 99), ([Reference](#), Endnote Rec1: 12) as the former does not include external grants, which have a dedicated purpose, or the ACCJC/WASC cycle. Figure 3. *Annual Integrated Program Review, Planning, & Budget Allocation Timeline* does provide a clear description and explanation of the planning timeline so as to demonstrate integration of planning with the budgeting process.

Figure 3 contains three rows that delineate the College's Planning, Program Review and Budget Implementation processes. It identifies the integration of activities from Assessing through Program Review (Row 1) and the Strategic Plan (Row 2) to Prioritizing, Planning, Reviewing Priorities, and Implementing Resource Allocation (Row 3). These processes occur within the context of reviewing and implementing the state wide University of Hawai'i System Annual Budget Cycle in which the College and the Community College system are active partners (Figure 1.). The Figure 3. *Annual Integrated Program Review, Planning, & Budget Allocation Timeline* describes the interaction and integration of assessment, evaluation, prioritizing, planning, reviewing, budgeting, and implementing processes.

Figure 3. Annual Integrated Program Review, Planning, & Budget Allocation Timeline

Annual Planning, Program Review & Budget Timeline	Fall	Spring	Summer
(Row 1) Assessing through Program Review: ARPD, CPR w/ Tactical Plans, PLOs, SLOs (Course Competencies)	<u>August-September</u> - Faculty/Staff: (F/S) Assess programs through ARPDS including SLO/PLO. <u>October - November:</u> - F/S Identify resource needs re: CPR/Tactical Plans & planning priorities. - F/S Review Program Learning Reports (Includes SLOs & PLOs).	<u>March:</u> - CPR 2012-2015 (includes Tactical Plan).	
(Row 2) Assessing institution-wide needs through Strategic Plan	<u>December:</u> - Departments post ARPDS w/tactical actions		
(Row 3) Prioritizing, Planning, & Review of Priorities for Resource Allocation and Implementation	<u>December:</u> - F/S meet with Deans and VCs to review ARPD resource requests and CPR, and prioritize all resource requests (in relation to data from ARPDS, CPRs, Strategic Plan-Score Card, etc.).	<u>January:</u> - Deans compile status reports with budgeting priorities from ARPDS, CPRs, identify other requests for resource funding by priority and submit to the VCs., who organize requests by deans' priorities. <u>February:</u> - VCs and deans review Strategic Score Card and institutional data & requests for resources, consider input from appropriate constituents, determine College's priority areas, and submit an Allocation Priority Plan to the Chancellor. <u>March:</u> - Chancellor reviews Plan, confers with AGOs and appropriate advisory bodies for review and approves Plan; Chancellor communicates Plan to campus & clarifies. <u>April - May:</u> - VCs and Deans communicate and clarify Allocation Priority Plan at program, unit, and departments, levels and review ARPD and CPR/Tactical Plan requests.	<u>June-August:</u> - Review & Evaluate for fiscal changes in UH System and student-generated projected tuition and fees. - State funds received (post July). Tuition and Fees received (August). - Review, evaluate, and revise Allocation Priority Plan - implement re: requests in ARPD, CPR, Prof Dev., Technology Plan, etc., based on available funds. - Review, evaluate and revise process and cycle as needed.

Note that Figure 3., Row 3 (Prioritizing, Planning, & Review of Priorities for Resource Allocation and Implementation) further improves the internal budget allocation processes mentioned earlier by not waiting to organize requests until funds become available. The process outlined in Figure 3. allows the College to be proactive in reviewing institutional and program data and determining areas to concentrate or focus its resources. The result is an annual Allocation Priority Plan that establishes areas to receive resources if funds become available, e.g., requests in developmental math, dual credit programs for high school students, STEM, transfer to 4-year colleges, student mental health, Pathways, retention, access, student engagement, First Year Experience, support for faculty classroom research, etc. Such a system also allows for funding priorities to be communicated to the campus community before funds are expended, resulting in a more transparent allocation process. In addition, Row 3 states that resource requests through the ARPD and CPR planning processes, as well as other resource requests, e.g., Professional Development (Sabbaticals, Teaching Equivalencies, and Travel) should be identified and prioritized so that request items can be evaluated systemically based on the priorities established in the annual Allocation Priority Plan.

Much of the infrastructure for implementing an integrated planning/budgeting allocation process through an annual Allocation Priority Plan has been established and is common practice at the College. For example, the rubric used to review applications for awarding Sabbatical Leave ([Reference](#), Endnote Rec1:13) clearly includes criteria such as “Potential impact on student success or graduation,” which directly supports the College’s “Strategic Outcome B: Hawai‘i’s Educational Capital: Increase the Educational Capital of the State by Increasing the Participation and Degree Completion of Students, Particularly from Underserved Regions ([Reference](#), Endnote Rec1:14, p. 27).

Also, the Sabbatical rubric criteria include “Alignment of outcomes with departmental/unit tactical plan, or Achieving the Dream, or Perkins indicators” which relates the request more specifically to the planning and review of the department or unit in which the faculty member works. Decision makers meet after reviewing and evaluating proposals and according to the rubric criteria and determine whether or not they are funded based on available funding.

A review of the rubric used to evaluate teaching equivalency (TE) awards further illustrates the established relationship that exists between allocation of financial and personnel resources and planning. The TE criteria include the need to state the relationship the TE has to the Kapi'olani Engagement, Learning, and Assessment Model (KĒLĀ) (which identifies 10 Institutional Effectiveness Measures designed to help the College achieve Strategic Plan Outcomes and Performance Measures), as well as a Source of Funding ([Reference](#), Endnote Rec1:15). Purposes listed for the 2013-2014 Teaching Equivalency requests include Arts and Science Assessment Coordinator, Service Learning, and International Coordinator. Each of these requests is directly connected to Strategic Plan Outcomes Performance Measures, i.e., Campus-wide Strategy 8 (p. 40), Strategic Outcome D7 (p. 43), and Strategic Outcome D8 (p. 43) respectively ([Reference](#), Endnote Rec1:16, p. 40). Vice Chancellors use these criteria to determine which TEs will be funded based on available funding.

It is clear that Kapi'olani CC has integrated its planning, including program review, with its budget process for resource allocations. Figure 3. *Annual Integrated Program Review, Planning,*

allocation processes. The College presents a clear description of the planning timeline that demonstrates integration with the College's budgeting process.

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- Rec1:16 Kapi'olani Community College, "KCC Strategic Plan 2008-2015" p. 40 (accessed September 3, 2013).
Doc #173: [Reference](#), Archive Link: <http://hdl.handle.net/10790/173>

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

Effective Communication

Since the team visit in October 2012, the College has renewed its commitment to communicating the College's planning and resource allocation processes:

- 1) Strategic Plan Scorecards ([Reference](#), Endnote Rec2:1)
- 2) Timeline for Institutional Planning, including annual budgeting cycle (See Table 1 below)
- 3) Annual Integrated Program Review, Planning, & Budget Allocation Cycle (See Recommendation 1, Figure 4)
- 4) Grants scorecard showing the alignment of Strategic Plan outcomes and performance measures with successful external grants
- 5) Long-Range Development Plan, Kapi'olani 2020, as the context for Strategic Plan 2015-20 ([Reference](#), Endnote Rec2:2)
- 6) Required integration of strategic plan performance measures in the tactical action Planning within the Comprehensive Program Reviews (CPR) for 2013-2016 ([Reference](#), Endnote Rec2:3)
- 7) UHCC Strategic Planning ([Reference](#), Endnote Rec2:4), and Strategic Plan Working Groups, 2015 and Beyond ([Reference](#), Endnote Rec2:5)

To ensure broad-based, campus-wide dialogue, the College conducted Follow-up Faculty Senate sponsored forums on January 18, February 20, March 20, and April 26, 2013. Through two of these forums, the Faculty Senate convened faculty and staff who provided valuable input on the planning and implementation of the College's Hawai'i Graduation Initiative, and on future directions in student learning outcomes assessment. The College is scheduling future forums to be sponsored by the Authorized Governance Organization.

Topic	ACCJC Recommendation	Date / Time	Where
Planning and Budgeting	1, 2	October 17, 2013 1:45-3:00 November 21, 2013 1:45-3:00	Olonā 202
Student Learning Assessment	3,4,5, 6	January 23, 2014 1:45-3:00 February 20, 2014 1:45-3:00	Olonā 202
Campus Technology Planning	8	March 20, 2014 1:45-3:00	Olonā 202

Additional feedback on its planning and budgeting processes came from members of the Policy, Planning, and Assessment Council ([Reference](#), Endnote Rec2:6) (see feedback on Sep 3 2013 PPAC- coming later).

The College had three levels of integrated planning processes: 1) Strategic Planning; 2) Tactical Planning; 3) Long Range Development Planning. These three processes are sequenced in the College's Institutional Improvement Matrix (IIM) in relation to:

- 1) Annual Reports of Program Data (ARPD), including program learning assessment and the identification of Next Steps for improvement ([Reference](#), Endnote Rec2:7)
- 2) Three-year Comprehensive Program Review (CPR), including Tactical Action Planning ([Reference](#), Endnote Rec2:8)
- 3) External State appropriation, biennial and supplemental
- 4) Internal budgeting
- 5) External grants
- 6) Accreditation Midterm and Comprehensive Reports ([Reference](#), Endnote Rec2:9)

The IIM places primacy on ARPD>CPR integration as this is how we align assessment, evaluation, and planning on annual and three year cycles. A revised Program Review Policy made possible this alignment. The Timeline below places primacy on Institutional Planning.

Figure 5. Timeline for Institutional Planning

Planning Focus	Date Completed	Additional Background	Related Developments
OFIE Established in Reorganization	April 30, 2009	See page 45 of Self Evaluation Document. See lead role for OFIE in institutional planning page 64.	OFIE also coordinates accreditation, research, assessment and evaluation, and grants development.
Strategic Plan, 2008-2015 (Reference , Endnote Rec2:10)	September 25, 2009	Alignment with UH and UHCC planning. Campus identifies 40 measures and submeasures. 20 community stakeholders and 23 campus representatives engaged over 24+ months. All 4 authorized governance organizations represented.	Strategic Plan Scorecards developed for 2012 and 2013. Campus Technology Plan strongly aligned.

Tactical Planning, 2009-2012 (Live Link , Reference , Endnote Rec2:11)	Fall-Spring 2009-2010	18 programs and units complete plans aligned with Strategic Plan, 2008-2015.	These tactical plans not well integrated with Program Review.
Long Range Development Plan for 2020: "Kapi'olani 2020" (Reference , Endnote Rec2:12)	Approved in principle by Board of Regents in September, 2010.	See PowerPoint at KCC homepage. See pages 74 and 107 in Self Evaluation Document. Identifies physical facilities needs NOT program developments.	
Institutional Improvement Matrix (IIM) (Reference , Endnote Rec2:13)	Reviewed by PPAC in March 2012	IIM revised in June and August 2012	Matrix Aligns Annual Reports of Program Data (assessment and evaluation), Comprehensive Program Review (CPR), Budgeting, Accreditation, and Planning.
Tactical Action Planning integrated within Comprehensive Program Review, 2013-2016 (Reference , Endnote Rec2:14)	April 2013	Posted at OFIE/Assessment Tab/Program Review. 24 program and units complete CPR. OTA and MEDA complete successful program accreditation. Annual Budget Cycle Developed	Annual Report of Program Data (ARPD): Process Improved 2010-2011. Integration of Program Student Learning Assessment, 2011 and 2012. New Program Review Policy reviewed by PPAC in spring 2012.
Strategic Plan, 2015-2020 (Reference , Endnote Rec2:15)		Integration of Program Developments with facilities development needs identified in Kapi'olani 2020.	Faculty and staff invited to participate at the fall 2013 Convocation.

Strategic Planning: From February 2007 to May 2009, the strategic planning process engaged 20 community stakeholders and 23 campus representatives, including members of the Faculty Senate, Staff Council, Hawaiian Council (named Pūko'a at the time and now named Kalāualani), and Student Congress. Over the two-year period, developments in strategic planning were shared

with the Policy, Planning, and Assessment Council. The strategic planning process and results were shared with the Faculty and Staff Convocation in fall 2007 and 2008. To communicate the strategic plan to the broadest audience, it has been posted on the College's homepage since fall 2009.

Campus strategic planning is done in close coordination with UH Community College System and the overall UH System. Of 40 measures and sub-measures, 31 align with UHCC System measures. The remaining nine measures are unique to the College and derive from 2006 accreditation recommendations, or initiatives for which the College has strong potential for garnering significant external funding (STEM, service-learning, community engagement, international education, teacher education, and sustainability).

To further improve communication, a strategic plan scorecard was developed in 2012 and is being updated annually. This scorecard tracks the College's progress on all performance measures ([Reference](#), Endnote Rec2:16). A separate scorecard showing the alignment of strategic plan performance measures and funded grants is presented below in the Resource Allocation section.

Strategic Planning 2015-2020

At the UHCC System, Strategic Planning for the 2015-2020 period has begun. New strategic outcomes and performance measures are being developed through coordinated dialogues with administrators, students, faculty and staff from all of Hawai'i's community colleges. The College will be again aligning our planning with the UHCC system, and identifying promising areas for external funding. The Chair of the Faculty Senate and the President of the Student Congress are actively involved in the initial UHCC Strategic Planning process.

The College's Hawaiian Council, Kalāualani, has two representatives that sit on the UH System Pūko'a Council. In January 2014, the College's two representatives along with the council's chair will again engage in campus strategic planning. Kalāualani seeks fairness and equity in campus decisions and resource allocations to Native Hawaiian programs and services. The Chair of the Staff Council will also be invited to engage in the campus strategic planning in January 2014 to represent the views and needs of the College's professional staff.

Campus dialogues will again be coordinated with KCC administration, faculty, and staff, governance and advisory groups, and key community stakeholders. The campus Strategic Plan will occur within the context of our LRDP for Kapi'olani in 2020.

Faculty and staff were invited to participate in strategic planning at the fall convocation and will again be invited in the spring convocation. Faculty and staff also can participate through the four Authorized Governance Organizations and Advisory Councils. The OFIE Director ensures the representation of the four Authorized Governance Organizations in this planning process. Faculty, staff, and students can also participate by directly contacting the Director of the Office for Institutional Effectiveness. Campus dialogues on strategic planning will be implemented through AY 2013-14 and 2014-15.

Tactical Planning To more effectively communicate planning processes a tactical planning framework is provided within the strategic plan document (p. 41). With the completion of the strategic plan in September 2009, programs and departments completed tactical plans for 2009-2012 ([Live Link, Reference](#), Endnote Rec2:17). In 2011-12, the Director of the Office for Institutional Effectiveness and Vice Chancellor for Academic Affairs, with input from other Vice Chancellors and Deans, completed an assessment of these planning processes. This assessment revealed that tactical plans were in alignment with the strategic plan but were not in alignment with our Annual Report of Program Data (ARPD) and three-year Comprehensive Program Review (CPR). Although the tactical plans were thoughtful, detailed and comprehensive, and provided a separate framework for program improvement, they were not carefully tracked as they were outside the existing program review process. In spring 2012, the College revised the program review process to integrate tactical action planning into the CPR, and we discontinued the separate Tactical Planning process. The new Program Review document can be found at ([Reference](#), Endnote Rec2:18).

At the time of the site visit in October 2012, this important transition was new and had not been effectively communicated. At that time the College was focused on evaluating ARPD with newly integrated program learning outcomes. The campus would not engage the new Comprehensive Program Review process, which evaluates three years of ARPD and integrates tactical action planning, until the spring of 2013. In spring 2013, 28 academic, educational and administrative support, and student services programs, completed CPRs, and all of these included tactical action plans based on ARPD analysis and focused on strategic planning performance measures and strategies. From 2013-16, improvements in ARPD will be driven by program tactical action plans.

Feedback from Deans and department chairs on the new CPR policy has already been solicited (see response to Recommendation #4). Over the next 12-18 months the College will further assess the effectiveness of the new Program Review Policy and CPR processes.

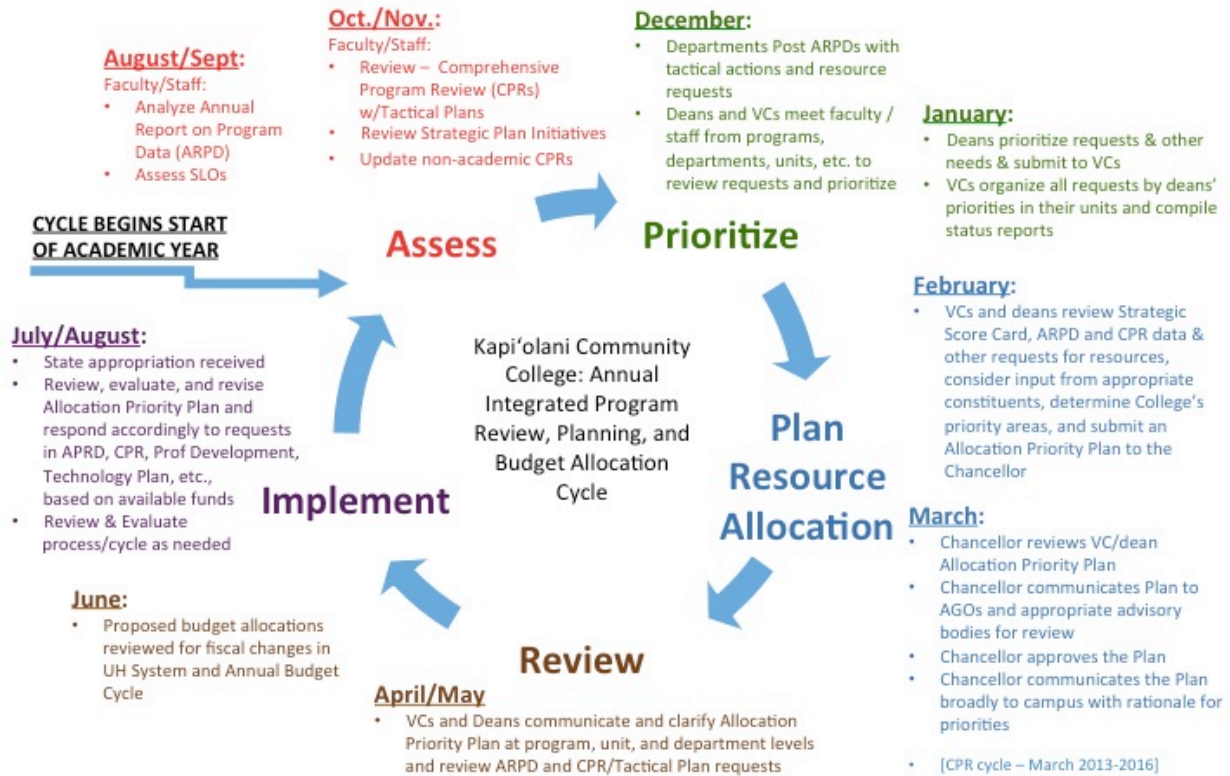
Long Range Development Plan The College completed a Long Range Development Plan (LRDP), entitled "Kapi'olani 2020." This process engaged numerous community stakeholders and campus representatives ([Reference](#), Endnote Rec2:19) and was approved in principle by the Board of Regents on September 16, 2010 ([Reference](#), Endnote Rec2:20). This LRDP focused on the physical facility needs of the campus over the next 5-10 years. It did not specify which programs were to be housed in the new facilities. The new campus strategic planning for 2015-2020 will provide insight into which programs might occupy the new facilities when and if State CIP funds become available ([Reference](#), Endnote Rec2:21).

Resource Allocation Based on Planning and Leading to Program Improvement

As indicated in our response to Recommendation 1, the College regularly uses strategic plan performance measures and tactical plans in internal budgeting for equipment and supplies, sabbaticals, conference travel, professional development, and assigned time (teaching equivalencies). The College uses these same strategic plan performance measures and legislative priorities to develop biennial and supplemental appropriation requests, and seeks external grant funding to meet these measures and priorities.

Figure 6. Annual Integrated Program Review, Planning & Budget Allocation Cycle

Annual Integrated Program Review, Planning, & Budget Allocation Cycle



Internal and External Funds

In spring 2013, the Chancellor allocated \$587,756 to departments and academic support units (Reference, Endnote Rec2:22). This allocation was based on needs identified in their tactical plans, since at that time, the new CPR process was not yet completed.

Actual dollars for professional development (\$1,335,488) exceeded the performance measure target (\$850,000).

Actual dollars in extramural funding (\$7,557,797) exceeded the target (\$5,456,269). Actual dollars in non-state revenue (\$41,101, 996) exceeded the target (\$32,408,343).

Below please see a “Grants Scorecard” showing the intentional garnering of external funds to meet strategic performance measures.

Figure 7. Grants Scorecard

Grant	Performance Measures
U.S. Department of Education Title III, 2009-2014	A1-A4, B1-B4 (Native Hawaiian and All Student Success)
U.S. Department of Education	D9 (Teacher Education)
National Science Foundation	A4a, A4b, A4c, B4a, B4c, B4d, D1, D4, D5 (NH and all student transfer and degree completion in STEM)
Corporation for National and Community Service	D7 (Service-Learning)
Housing and Urban Development	B5 (Outreach to Underserved Communities)
Freeman Foundation	D6 (Globally competent students (210))
Keck Foundation – Western Region	F4 (Sustainability)
Teagle Foundation – National Planning Grant	D7, F4 (Service-Learning and Sustainability)

Program Improvement

On Strategic Plan Scorecard 2012, six of the targets the College did not hit were in developmental writing, reading, and math. On Strategic Plan Scorecard 2013, the College hit or exceeded five of these targets, and closed the gap on the sixth. Endeavors in this area were primarily funded by Title III. Overall the College hit 30 of 40 targets delineated in this most recent Scorecard.

The actual number of Native Hawaiian students who completed certificates and degrees and transferred to University of Hawai'i at Mānoa, University of Hawai'i at Hilo, and University of Hawai'i West O'ahu (226) was nearly double the target (114). The actual number of all students who completed certificates and degrees, and transferred to UHM, UHH, and UHWO (1,522) exceeded the target (1,177). The actual number of students pursuing the Associate of Science in Natural Science degree (290) exceeded the target (215). Endeavors in this area were primarily funded by Title III and National Science Foundation.

The College hit its CCSSE decile target for Active-Collaborative Learning (70th among large colleges). The College completed one three-year cycle of Program Learning Assessment and will complete the second cycle in 2016, at the end of the current Comprehensive Program Review cycle. Endeavors in this area were primarily funded by College resources supporting professional development.

Over the next 12-18 months the College will assess the effectiveness of our communication of planning processes and related resource allocations to ensure that these allocations leads to program and institutional improvement.

References

- Rec2:01 Kapi'olani Community College, "KCC Strategic Plan 2008-2015" (accessed September 3, 2013).
Doc #1109: [Reference](#), Archive Link: <http://hdl.handle.net/10790/1109>
- Rec2:02 Kapi'olani Community College, "KCC Long Range Development Plan (LRDP) Update presentation" (accessed September 3, 2013).
Doc #449: [Reference](#), Archive Link: <http://hdl.handle.net/10790/449>
- Rec2:03 Kapi'olani Community College, "OFIE Website Program Review" (accessed September 3, 2013).
Doc #1965: [Reference](#), Archive Link: <http://hdl.handle.net/10790/1965>
- Rec2:04 University of Hawai'i Community Colleges System, "UHCC Strategic Planning Council Minutes 2013-03-15" (accessed September 3, 2013).
Doc #1966: [Reference](#), Archive Link: <http://hdl.handle.net/10790/1966>
- Rec2:05 University of Hawai'i Community Colleges System, "Strategic Plan Working Groups, 2015 and Beyond" (accessed September 3, 2013).
Doc #1967: [Reference](#), Archive Link: <http://hdl.handle.net/10790/1967>
- Rec2:06 Kapi'olani Community College, "PPAC Minutes 2013-09-03" (accessed September 3, 2013).
Doc #2026: [Reference](#), Archive Link: <http://hdl.handle.net/10790/2026>
- Rec2:07 University of Hawai'i Community Colleges System, "UHCC ARPD Website Home Page" (accessed September 3, 2013).
Doc #1968: [Reference](#), Archive Link: <http://hdl.handle.net/10790/1968>
- Rec2:08 Kapi'olani Community College, "OFIE Website Program Review" (accessed September 3, 2013).
Doc #1965: [Reference](#), Archive Link: <http://hdl.handle.net/10790/1965>
- Rec2:09 Kapi'olani Community College, "KCC Website Accreditation Page" (accessed September 3, 2013).
Doc #1969: [Reference](#), Archive Link: <http://hdl.handle.net/10790/1969>
- Rec2:10 Kapi'olani Community College, "KCC Strategic Plan 2008-2015" (accessed September 3, 2013).
Doc #173: [Reference](#), Archive Link: <http://hdl.handle.net/10790/173>
- Rec2:11 Kapi'olani Community College, "OFIE Website - Tactical Planning" (accessed September 3, 2013).
Doc #2008: [Live Link](#), [Reference](#), Archive Link: <http://hdl.handle.net/10790/2008>

- Rec2:12 Kapi'olani Community College, "KCC Long Range Development Plan (LRDP) Update presentation" (accessed September 3, 2013).
Doc #449: [Reference](#), Archive Link: <http://hdl.handle.net/10790/449>
- Rec2:13 Kapi'olani Community College, "Institutional Improvement Matrix (IIM) 2012-08-10" (accessed September 3, 2013).
Doc #1970: [Reference](#), Archive Link: <http://hdl.handle.net/10790/1970>
- Rec2:14 Kapi'olani Community College, "OFIE Website Program Review" (accessed September 3, 2013).
Doc #1965: [Reference](#), Archive Link: <http://hdl.handle.net/10790/1965>
- Rec2:15 University of Hawai'i Community Colleges System, "UHCC Strategic Planning Council Minutes 2013-03-15" (accessed September 3, 2013).
Doc #1966: [Reference](#), Archive Link: <http://hdl.handle.net/10790/1966>
- Rec2:16 Kapi'olani Community College, "KCC Strategic Plan 2008-2015" (accessed September 3, 2013).
Doc #1109: [Reference](#), Archive Link: <http://hdl.handle.net/10790/1109>
- Rec2:17 Kapi'olani Community College, "KCC Intranet Tactical Plans webpage" (accessed March 21, 2012).
Doc #158: [Live Link](#), [Reference](#), Archive Link: <http://hdl.handle.net/10790/158>
- Rec2:18 Kapi'olani Community College, "Comprehensive Program Review Template" (accessed September 3, 2013).
Doc #1971: [Reference](#), Archive Link: <http://hdl.handle.net/10790/1971>
- Rec2:19 Kapi'olani Community College, "KCC Long Range Development Plan (LRDP) Update presentation" (accessed September 3, 2013).
Doc #449: [Reference](#), Archive Link: <http://hdl.handle.net/10790/449>
- Rec2:20 University of Hawai'i, "Board of Regents Meeting Minutes September 16, 2013" p.20 (accessed April 16, 2012).
Doc #309: [Reference](#), Archive Link: <http://hdl.handle.net/10790/309>
- Rec2:21 Kapi'olani Community College, "OFIE Website Long Range Planning Development" (accessed September 3, 2013).
Doc #1972: [Reference](#), Archive Link: <http://hdl.handle.net/10790/1972>
- Rec2:22 Kapi'olani Community College, "Decisions on Additional Funding Based on Tactical Plans" (accessed September 3, 2013).
Doc #1120: [Reference](#), Archive Link: <http://hdl.handle.net/10790/1120>

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

Learning outcomes for every course have been assessed and that assessment has been documented and is available at ([Reference](#), Endnote Rec3:1). Outcomes for every instructional program have been assessed and documented in the annual report of program data and are available at ([Reference](#), Endnote Rec3:2). Results of these assessments have been used to improve both courses and programs. Examples are presented below. Assessment of student support outcomes is described in more detail in the College's responses to Recommendation 5.

Background

The College initiated the identification of course-level outcomes (competencies) and program-level outcomes in 1982, which have been published in the catalogs since that time. The requirement to assess these outcomes of learning and to use the results of the assessment has also had a long history in those programs at the College that are accredited by professional associations, e.g. nursing, culinary arts, radiologic technician, etc. For all other programs, the practice of program-level learning outcomes assessment is more recent.

Similarly, course-level outcomes assessment has been a practice of individual faculty members evaluating the learning of the students in their own sections of courses. In addition, faculty teaching writing courses have periodically conducted "paper exchanges," where student work was assessed to determine the degree to which students were meeting course competencies across multiple sections of courses. Furthermore, faculty in the developmental writing course have participated in portfolio exchanges to evaluate the learning of students in classes other than their own.

However, the systematic, standardized college-wide process for conducting and reporting the results of program-level and course-level outcomes assessment is a more recent institutional practice. The framework, process, and reporting tools were developed and implemented by faculty in stages over the course of the most recent accreditation cycle. As reported in the 2012 evaluation report for the comprehensive site visit, the Faculty Senate Ad Hoc Committee on Student Learning Outcomes (SLOs) established a framework for assessing program learning outcomes in 2007 ([Reference](#), Endnote Rec3:3) and a plan for assessing course competencies in 2010 ([Reference](#), Endnote Rec3:4). Materials to support faculty work on both course and program learning assessments were also developed for courses ([Reference](#), Endnote Rec3:5) and for programs ([Reference](#), Endnote Rec3:6).

Table 1 below summarizes the status of SLO assessment and the incorporation of that assessment into course and program improvement at the time of the comprehensive site visit (October 2012) and the progress made on meeting the visiting team's recommendation.

Table 1. Progress on Program and Course Assessment

October 2012 Self Evaluation Report	October 2012 SLO Implementation Report	October 2013 Follow-Up Report
PROGRAMS		
<ul style="list-style-type: none"> • 100% of 24 degree/certificate programs assess learning outcomes. • 2007: Faculty Senate approves assessment framework for program learning outcomes • 2008: Competencies for all courses are aligned with program outcomes. • 2011: Program Learning Outcomes Assessment included in Annual Reports of Program Data (ARPD) for instructional programs; more structure to be added to 2012 ARPD 	<ul style="list-style-type: none"> • 100% of 24 degree/certificate programs assess learning outcomes. • Fall 2012: Program Learning Reports integrated in instructional and student support ARPDs (KCC's template extended to all community colleges) • Revision of comprehensive program review policy in progress • All programs were to develop tactical action plans for improvement in their Comprehensive Program Reviews due March 31, 2013. 	<ul style="list-style-type: none"> • 100% of 24 degree/certificate programs assess learning outcomes. • 2012: ARPDs completed by all instructional and student support programs. All programs report results of program outcomes assessment and steps for improvement based on the results • 2013: Comprehensive Program Reviews completed by all academic programs and include results of program outcomes assessment and steps for improvement based on the results.
October 2012 Self Evaluation Report	October 2012 SLO Implementation Report	October 2013 Follow-Up Report
COURSES		
<ul style="list-style-type: none"> • 2010: Faculty Senate approved a "Proposed SLO Assessment Framework" for courses. • 2011: course assessment manual developed, includes process, sample 	<ul style="list-style-type: none"> • 66% of courses completed one cycle of outcomes assessment 	<ul style="list-style-type: none"> • May 2013: 100% of courses completed one cycle of outcomes assessment. • Course Learning Reports include evaluating results of assessment and steps for course improvement, as necessary

<p>assessment strategies, and reporting template.</p> <ul style="list-style-type: none"> • Summer 2012: “Closing the Loop” workshop brings 41 faculty together to complete course assessment cycle for their courses. 		<ul style="list-style-type: none"> • Summer 2013: Two assessment co-coordinators are participating in the WASC Assessment Leadership Academy. The third assessment co-coordinator is the lead faculty on the team participating in ACCJC’s Lumina-funded Degree Qualifications Profile (DQP) Project
<p>October 2012 Self Evaluation Report</p>	<p>October 2012 SLO Implementation Report</p>	<p>October 2013 Follow-Up Report</p>
<p>STUDENT SUPPORT</p>		
<ul style="list-style-type: none"> • 2007: Student Services develop student development outcomes • 2009 & 2010: Counselors trained in assessment • Documentation of assessment of SDOs in progress 	<ul style="list-style-type: none"> • 100% of student and learning support activities conduct assessment • Completion of Office for Student Services Assessment Presentations of Student Development Outcomes 	<ul style="list-style-type: none"> • Changed the Student Development Outcomes to Student Learning Outcomes for all academic and student services counseling units with 100% completion • 2012: Student Services ARPD completed with programs reporting results of outcomes assessment and next steps template to complete assessment cycle • January 2013: Five faculty attend training and appointed as Student Affairs Leadership Team for Assessment to represent all counseling units • Completed three-year comprehensive program review for Student Services, including outcomes assessment and plans for program improvement based on the results

Assessment of Student Learning Outcomes for Every Program and Every Course

(Note: While student support programs are mentioned in Recommendation 3, only a summary of the progress has been provided in the table above. The detailed report on the progress made on learning outcomes assessment in student support programs is included in the College’s response to Recommendation #5.)

Programs

Every one of the 24 instructional programs now has completed at least one and as many as three cycles of program learning outcomes assessment in a systematic, institution-wide process. All of the most recent programs assessments are available at ([Reference](#), Endnote Rec3:7). The program assessment process provides for an ongoing cycle of collecting and analyzing data on outcomes, identifying ways of improving the outcomes, implementing strategies for improvement, and re-evaluating the outcomes. As reported in our 2012 self evaluation document, a faculty member was appointed in 2009 to serve as the primary coordinator of assessment on the campus ([Reference](#), Endnote Rec3:8). Working closely with her colleagues and the Faculty Senate Ad Hoc committee, she built the foundation for the College's work on outcomes and assessment. Having completed the WASC Assessment Leadership Academy in 2010-2011, she designed the structure of our assessment cycle ([Reference](#), Endnote Rec3:9) and worked closely with the faculty on the implementation efforts. The cycle ensures that programs target continuous improvement of program and course outcomes. In 2011, the College published a program assessment manual ([Reference](#), Endnote Rec3:10) to assist faculty in assessing learning outcomes.

Because all the course competencies have been aligned with program outcomes, the assessment of program learning outcomes is accomplished through assessment of student work in various courses that support a particular program outcome. See the attached example of the alignment of course competencies and program outcomes for the Information Technology program ([Reference](#), Endnote Rec3:11).

In fall 2011, program learning outcomes assessment was included in the Annual Report of Program Data (ARPD), the document that guides the annual review of programs' demand, effectiveness, and efficiency. Individual degree programs reported their program outcomes, identified which outcomes had been assessed the previous year, the results of that assessment, and the actions to be taken based on those results. An example of a program review report is included ([Reference](#), Endnote Rec3:12) and all ARPDs for 2011 are available at ([Live Link](#), [Reference](#), Endnote Rec3:13). Click on the drop down menu labeled "Select from below" to choose a particular program's 2011 ARPD.

An assessment of the 2011 ARPDs shed light on the unevenness of the reporting across the various programs (and from college to college across the system). As a result, members of the University of Hawai'i Instructional Program Review Committee suggested modifications to the reporting so as to provide increased structure for the reporting of program learning outcomes assessment ([Reference](#), Endnote Rec3:14). The modifications included the system wide adoption of the College's program learning report template. The modifications were implemented in the 2012 ARPD as can be seen in the sample provided for the Information Technology program ([Reference](#), Endnote Rec3:15).

Accordingly, as of fall 2012, programs are now required to report the evidence of industry validation of the program learning outcomes, the expected level of achievement of the outcomes, the courses that were used to assess the outcomes, the assessment strategies used, the results, and the next steps, as required by the template. Using the Information Technology program as an

example again, the attached 2012 ARPD IT report ([Reference](#), Endnote Rec3:16) can be compared with the 2011 ARPD IT report ([Reference](#), Endnote Rec3:17) to see the change in the use and reporting of program learning outcomes assessment. All instructional programs completed ARPDs in 2012, and these are available online at ([Live Link](#), [Reference](#), Endnote Rec3:18). Click on the drop down menu labeled “Select from below” to choose a particular program’s 2012 ARPD.

The College has completed the revision of its three-year comprehensive program review policy based on an assessment of its effectiveness and the need to align the policy with more recent developments in learning outcomes assessment ([Reference](#), Endnote Rec3:19). Administrators and faculty, especially department chairs, worked through the revision in spring and fall 2012. Drafts of the policy were presented to the Policy, Planning and Assessment Council, with final approval given at the council’s June 12, 2012, meeting ([Reference](#), Endnote Rec3:20). In spring 2013, all instructional and student support programs completed comprehensive program reviews (CPRs), which require them to report on assessment results for program SLOs (administrative and other units also completed CPRs). The reporting templates are included in the appendixes of the revised policy ([Reference](#), Endnote Rec3:21).

As part of the CPR, instructional and student support programs must include their schedule for SLO assessment such that within the three-year review period, all program SLOs will have been assessed and report on the following: (1) a list of the program student learning outcomes and the dates they were assessed, (2) the results of the assessment, (3) the improvements that have been made based on an evaluation of the assessment results. Program improvements identified in the CPRs may have budget implications, which are also reported in the CPR. Continuing to use the Information Technology program as an example ([Reference](#), Endnote Rec3:22), the attached CPR illustrates the degree to which outcomes assessment is used to identify program improvements and is tied to resource planning. This integration of assessment and budgeting is seen in the assessment of program learning outcomes (pp. 24-28), program action plan (pp. 33-35) and the resource implications in Part IX (pp. 35-37). All CPRs for instructional programs are available at the Office for Institutional Effectiveness website ([Live Link](#), [Reference](#), Endnote Rec3:23). Additional information about the revision of the CPR is included in the response to Recommendation #4.

Courses

As reported in the College’s 2012 self evaluation, the Faculty Senate Ad Hoc Committee on Student Learning Outcomes (SLOs) distinguishes between course outcomes, called competencies, and broader learning outcomes, called student learning outcomes or SLOs at the program level. Course competencies are defined as “measurable skills, knowledge, and/or attitudes that students possess at the end of a course.” A systematic, institution-wide process for course-level outcomes assessment was developed in 2011 with the leadership of the faculty member serving as the assessment coordinator. In 2011, the College published a course assessment manual ([Reference](#), Endnote Rec3:24) to assist faculty in assessing learning outcomes.

In Spring 2012, two faculty were appointed by the Faculty Senate Chair to take over the Faculty Senate Ad Hoc Committee from the assessment coordinator, who had taken a position at another

campus. The listings of teaching equivalencies for 2011-2012 and 2012-2013 show resource allocations for course reductions to coordinate assessment. ([Reference](#), Endnote Rec3:25) ([Reference](#), Endnote Rec3:26). They continued the work on outcomes and assessment and oversaw the course and program learning assessment, one working with liberal arts and student services faculty and the other with career and technical education and continuing education faculty. The coordinators' role and that of the members of the Faculty Senate Ad Hoc Committee is to lead discussions among faculty and staff in developing assessment instruments, setting expected levels of achievement, and devising teaching strategies and methodology for improvement. Faculty discipline assessment coordinators work with the SLOs assessment coordinators to discuss, plan, and implement the course level assessments with colleagues in each discipline. The assessment coordinators have been reporting their progress to the Faculty Senate on a regular basis, promoting dialogue among the faculty representatives and their constituents ([Reference](#), Endnote Rec3:27) ([Reference](#), Endnote Rec3:28) ([Reference](#), Endnote Rec3:29) ([Reference](#), Endnote Rec3:30) ([Reference](#), Endnote Rec3:31) ([Reference](#), Endnote Rec3:32) ([Reference](#), Endnote Rec3:33).

The comprehensive visit in October 2012 and the preliminary feedback from the visiting team highlighted the need to focus efforts on implementing course-level assessment in all courses. At the March 5, 2013 meeting of the Policy, Planning, and Assessment Council, enhanced by the participation of the self study steering committee and other faculty, the Chancellor set a May 15, 2013 deadline for all program areas to complete at least one cycle of course-level assessment ([Reference](#), Endnote Rec3:34). At this meeting, dialogue among faculty and administrators resulted in the determination that all courses taught within the previous three years were subject to this mandate.

In fall 2012 and spring 2013, the two assessment coordinators worked in collaboration with program Deans and department chairs to ensure that program and discipline faculty were moving ahead with the established timeline for completion of course-level assessments. During the last academic year, the faculty identified the assessment strategies, gathered the student artifacts, assessed the learning attested in these artifacts, and reported the results of the assessment in 100% of all courses that had been designated. Between October 2012 and May 2013, over 200 courses were assessed, with the result that as of May 15, 2013, after countless hours spent by dedicated faculty, 100 percent of courses completed at least one cycle of outcomes assessment. Attached are the reports completed by the assessment co-coordinators and submitted to the Faculty Senate for instructional programs showing the list of courses and their status ([Reference](#), Endnote Rec3:35) ([Reference](#), Endnote Rec3:36).

In assessing their course outcomes/competencies, faculty may design and implement strategies that are most appropriate for their discipline areas. Course learning reports require that faculty identify the course-level outcome/competency that is being assessed, indicate the program outcome with which it is aligned, the assessment method used, the level of achievement expected, the results of the assessment, and the next steps to improve student learning in that course. The course-level assessment for LING 102, completed by a single faculty member who teaches all sections of the course, is attached ([Reference](#), Endnote Rec3:37). In those instances where multiple sections of courses are taught by a variety of faculty, the assessment process brings together the discipline faculty to assess student artifacts, evaluate the learning, and

determine course-level improvements when results so warrant. An example of this type of assessment and course report is attached ([Reference](#), Endnote Rec3:38). All course learning reports are viewable online ([Live Link](#), [Reference](#), Endnote Rec3:39).

Each department archives its course learning reports in a password-protected site on the Laulima course management platform. The course-level improvements identified by the assessment process are also reflected in curriculum documents. Item #51 in the course outline asks proposers to justify the changes being made to courses. See attached ([Reference](#), Endnote Rec3:40) for a copy of the course outline template, created for a “dummy” ADM 101 course. When the results of course outcomes assessment warrant a change in the content, competencies, or other significant aspect of the course, that information is included in Item #51 ([Reference](#), Endnote Rec3:41).

Having aggregated the course learning reports into a single archive for the purposes of this follow-up report, the College has developed a repository where faculty can now access course learning reports from departments other than their own. Similarly, program administrators can now access and assess reports from all academic clusters. A review of the course learning reports reveals the variability in the ways that faculty have assessed course competencies, documented that assessment, evaluated the results, and determined the next steps. The degree to which faculty have explained the processes used and the specificity of the next steps varies widely.

As a result of reviewing the reports of the 2013 assessment cycle, the College recognizes the need to provide assistance and support to faculty in completing these reports and to attain a greater uniformity in the quality of the reports. In support of this effort and with the express purpose of building assessment leadership capacity, the College is supporting two new assessment co-coordinators to complete the WASC Assessment Leadership Academy. See attached invoices ([Reference](#), Endnote Rec3:42) ([Reference](#), Endnote Rec3:43). These two faculty members will join a third faculty member to take over responsibility for coordinating assessment in fall 2013, working with individuals in both the instructional programs (Arts & Sciences and Career and Technical Education) and Student Services. The third member of the assessment team is also the lead faculty member coordinating the College's participation in ACCJC's Lumina-funded Degree Qualifications Profile (DQP) project. The focus of the College's project is on using the DQP model to revisit our General Education outcomes. The review and assessment of the General Education outcomes will also be informed by the College's nationally acclaimed service-learning program, which will be addressing the DQP categories of Civic Learning, Applied Learning, Specialized Knowledge, Broad and Integrative Knowledge, and Intellectual Skills in its fourth cycle of outcomes assessment.

The three co-coordinators are responsible for coordinating the assessment activities across the various program areas. The coordination is designed to ensure that all segments of the instructional programs and the student services programs continue to move in concert and assist in the completion of both the course and program learning reports. The coordinators also serve as active members of the Faculty Senate Ad Hoc Committee on Student Learning Outcomes. The College is funding the work of the two instructional faculty members serving as assessment co-coordinators through release from two three-credit courses each in both fall and spring. One assessment coordinator, working with student services personnel, is a non-instructional faculty

member whose assignments will be modified to allow for this work.

In addition, the archiving of assessment documents and the extracting of data for reporting purposes have been ongoing challenges. It is clear that the current practice of departments' archiving documents on password-protected websites is unwieldy at best. The College's Faculty Senate has taken a lead role in the University of Hawai'i Community Colleges' system wide development of a new curriculum data tool that will serve to more effectively integrate outcomes assessment and course and program improvements, facilitate the documenting of assessment results, and enhance the capabilities for aggregate reporting of the assessments.

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

The integration of program outcomes assessment into the Annual Report of Program Data (ARPD), starting in fall 2011, has provided the College with the vehicle through which learning outcomes assessment at the course and program level supports planning at the institutional level. The College's revised Comprehensive Program Review (CPRs) policy requires that results of program assessment reported in the three previous years of ARPD analysis be incorporated into the program's and department's tactical action plan and resource needs. These tactical action plans and identified resource needs inform decisions related to technology planning and academic program planning, all of which is aligned with the College's Strategic Plan. Discussion of the planning cycle and the use of data from ARPDs and CPRs is discussed in more detail in the College's response to Recommendation #1.

Background

As was reported in the College's 2012 self evaluation report, the primary institution-wide planning process involves the development of a six-year strategic plan, aligned with the University of Hawai'i system and University of Hawai'i Community Colleges system strategic plans and in support of the College's institutional goals. The most recent strategic plan, 2008-2015 ([Reference](#), Endnote Rec4:1) was drafted through extensive dialogue between critical stakeholders: faculty, staff, students, advisory board members, and members of the wider community (see pp. 4-8 of the plan). The six goals of the College's current strategic plan emphasize improving student achievement, contributing to the State's economic development, and serving as responsible stewards of resources.

In addition to a six-year strategic plan, at the time of the comprehensive site visit, the College supported planning at the program level through an Annual Report of Program Data (ARPD), a three-year Comprehensive Program Review (CPRs) and, at the departmental level, a three-year tactical plan, which was aligned with the expected outcomes identified in its six-year strategic plan.

The College policy outlined in detail the components of CPRs and tactical plans ([Reference](#), Endnote Rec4:2) (Original K5.202, effective 2009, attached). Comprehensive program review reports required the following components:

- Statement on the mission or purpose of the program, including the target student population
- Information on external factors affecting the program
- Historical trend data on key measures
- Program health indicators with benchmarks to provide a quick view on the overall condition of the program
- Required external measures

- Analysis of the outcomes over the three years, including an assessment related to progress in achieving planned improvements
- Recommendations for improvement or action to be incorporated into the unit plan or the College's next strategic plan.

K5.202 also outlined the components of the three-year departmental tactical plans, which documented specific directions for the department or unit and included the following components:

- Mission – Clear statement of purpose, department or unit mission should be tied to the overall college mission
- Goals – Broad statements, general directions, links to institutional goals.
- Objectives – Observable, measurable tasks
- Activities – Things done to achieve objectives
- Outcomes – Contains both baseline and benchmark data which may be quantitative or qualitative. These indicators should be supported by evidence such as evidence of structure, resources, process, student progress, and/or evidence of student learning.
- Means of Outcome Assessment – Indicators used to measure how well we have met our goals and objectives.
- Connections with other Programs – Explicit statements outlining how you will collaborate and cooperate with other programs to support their goals and activities.
- Timeline – When will the tactical plan objectives be accomplished/achieved within the 3-year plan?
- Resources – What will it take to accomplish the goals, objectives and activities?
- Responsibility – Names of individuals and/or office responsible for accomplishing the activities.

As of fall 2011, the ARPD required documentation of program outcomes assessment; however, reporting guidelines were not established and reporting was uneven. Projected for implementation in fall 2012, the ARPD template was revised to elicit a more structured response to the request for documentation of program outcomes assessment and the projected areas of improvement (see attached samples, 2011 IT ARPD, 2012 IT ARPD).

Table 2 below summarizes the status of integrating student learning outcomes assessment to support institutional planning decisions at the time of the comprehensive site visit (October 2012) and the progress made on meeting the visiting team's recommendation.

Table 2. Progress on Integrating Outcomes Assessment and Planning

October 2012 Self Evaluation Report	October 2012 SLO Implementation Report	October 2013 Follow-Up Report
<ul style="list-style-type: none"> • Six-year strategic plan, aligned with UH system, focused on student achievement (2008-2015) • Annual Report of Program Data (ARPD) focused mainly on health indicators (demand, efficiency and effectiveness). Student achievement data used to determine effectiveness. • Three-year comprehensive program review based on analysis of the three previous years of ARPD, including progress in achieving planned improvements • Three-year departmental tactical plans, aligned with College strategic plan, allow for inclusion of evidence of student learning • Fall 2011: Program Learning Outcomes Assessment added to ARPD, but with mixed results due to a lack of standardized reporting format; more structure projected to be added to 2012 ARPD 	<ul style="list-style-type: none"> • Implementation of standardized reporting of program learning outcomes in ARPD • Revision of College's policy on comprehensive program review (K5.202) in progress • All programs were to develop tactical action plans for improvement in their Comprehensive Program Reviews due March 31, 2013. 	<ul style="list-style-type: none"> • 2012: ARPDs completed by all instructional and student support programs. All programs report results of program outcomes assessment and steps for improvement based on the results • 2013: Revised policy on Comprehensive Program Review (K5.202) approved and implemented. • Comprehensive Program Reviews (CPR) completed by all academic and student support programs. • CPR requires reporting assessment of program learning outcomes, results of the assessment and plans for improvement based on these results. • CPR requires tactical plans based on these results and aligned with strategic and steps for improvement based on the results.

Since the comprehensive site visit in October 2012, the College has implemented significant changes in its planning processes and documents in order to better integrate the results of outcomes assessment.

Like all University of Hawai'i community colleges, Kapi'olani's instructional and student services programs complete an Annual Report of Program Data (ARPD). Effective fall 2012, and completed for the first time in December 2012, ARPDs now include a structured reporting template for the assessment and evaluation of student attainment of program learning outcomes, and the identification of improvements based on the results of that assessment process (see attached sample, 2012 IT ARPD). The College's program learning report template was adopted

for system wide use in the ARPD. The report is described more fully in the response to recommendation #3.

The three-year comprehensive program review has always included ARPD data as a component of the report. Given that the format of the ARPD had changed and with the increasing importance of outcomes assessment in planning and decision-making, the College revised its three-year comprehensive program review (CPR) policy in time for the next scheduled review cycle. The revision of K5.202 was approved by the Policy, Planning and Assessment Council at its meeting on June 12, 2012 ([Reference](#), Endnote Rec4:3).

Two major changes are reflected in the revised policy: (1) programs are required to report the results of program learning outcomes assessment and (2) tactical plans are now included in the CPR and are based on the results of an analysis of ARPD health indicators and the results of learning outcomes assessment. The net effect of the revised policy is that CPR now requires programs to review the previous three years of program accomplishments, including evidence of student learning, and to project the next three years of program improvement based on the results of that review.

Specifically, the revised K5.202 policy ([Reference](#), Endnote Rec4:4) includes the following components for instructional and student services programs, excerpted from the revised policy (where the reporting requirements differ for instructional and students services programs, these differences are identified below):

- College Mission Statement
- Program Mission Statement
- Executive Summary of CPR and Response to previous ARPD recommendations
- Program Description
- Quantitative Indicators for Program Review
- Curriculum Revision and Review (Instructional Programs only)
- Survey results (Instructional Programs only)
- Analysis of the Program
- Tactical Action Plan
- Resource and Budget Implications
- Evaluation of Data and Measurable Improvements (annually updated)

The revised CPR template specifically requires the programs to document their resource needs and makes it possible for the College to base its long-term resource allocations on these plans. Similarly, the revised ARPD specifically requires the programs to base requests for short-term resource allocations on the program improvements identified in the outcomes assessment process.

As a result of completing the first cycle of comprehensive program review based on the new policy, program administrators and department chairs have identified a number of areas that need to be addressed and that will lead to a further refinement of the policy in 2013-2014:

- Clarifying the timeframe for reporting
- Improving the instructions in the guidelines
- Creating a separate section for program technology needs
- Deleting the caveat for programs that have undergone recent professional accreditation
- Clarifying the level of specificity of the resource implications
- Reconsider the timeline for completing the CPR
- Reordering Part III and Part VI of the instructional program template so they are contiguous
- Providing training for department chairs and program coordinators
- Clarifying the connection between college mission and program mission
- Identifying more clearly the data that needs to be addressed in the updates

Furthermore, having completed assessment cycles using existing tools and reporting documents, the Faculty Senate has a three-year vision for improving the assessment process to more effectively integrate the assessment process using new curriculum data tools now under development. Upgrading the curriculum management tool to incorporate outcomes assessment and assessment reporting has been a major result of faculty deliberation and input to the UHCC system Vice President's Office. It is this outcomes assessment that informs not only the curriculum development process, but also the program improvement process and subsequently the budgeting process as well.

References

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

The academic cluster counselors and Student Services Target Populations counselors identified Student Learning Outcomes for all counseling programs. Each unit has assessed the student attainment of these outcomes. Results from these assessments were used to identify Next Steps for improvement and develop a closing the loop exercise to implement changes for improvement. This assessment work is documented in the Student Services Comprehensive Program Review (CPR).

After the Accreditation Team visit, it was apparent that there needed to be some clarity around which programs were required to complete SLOs. In the months following the visit, the College has defined these programs to include:

1. Business, Legal, Technology, Culinary, Hospitality
2. Disability Services Office
3. Health Sciences/EMS and Nursing
4. Honda International Center
5. Kahikoluamea Counselors
6. Kuilei Outreach Program
7. Maida Kamber Center for Career Exploration, Transfer and Graduation Services (Arts and Sciences Program)
8. Military Veterans Program
9. Native Hawaiian Career and Technical Education
10. Single Parent-Displaced Homemaker
11. TRIO Student Support Services

previously adopted by all of the instructional programs. This change was done to create consistency in format for SLO assessment. Copies of the new SLO templates were incorporated into the Student Services Annual Report of Program Data available on the UHCC ARPD website ([Live Link, Reference](#), Endnote Rec5:1). Printed copies were also added along with the PowerPoint presentations and bound into a report which was distributed to all counselors in December 2012 ([Reference](#), Endnote Rec5:2). In January 2013, Kapi'olani Community College sent a group of five counseling faculty and/or instructional faculty in student services to a conference in Portland, OR sponsored by the group Academic Impressions of Denver, CO. The conference title was: "Building a Coordinated Student Affairs Assessment Effort". Upon the return from this conference, these five individuals formed the Student Affairs Leadership Team for Assessment. They submitted a report ([Reference](#), Endnote Rec5:3) ([Reference](#), Endnote Rec5:4) to the Vice Chancellor for Student Affairs (VCSA) which included the suggestion of revising and updating the SDOs for the counseling units and renaming these outcomes to Student Learning Outcomes (SLOs) in order make the SLOs more robust as well as to clarify their intent. The team will be organizing a retreat to accomplish this objective, which will be tentatively scheduled in October 2013.

The counseling units next completed a separate template ([Reference](#), Endnote Rec5:5) in order to document the use of their assessment data for program improvement and submit it to the Student Services Coordinator by March 2013. The "next steps" template was created to help the counselors differentiate as to which improvements needed to be tied to budget allocations or whether improvements were a no-cost item. This activity resulted in having all groups bring their first cycle of assessment, utilizing effective methodologies in which they were trained, to a close during the spring semester of 2013 ([Reference](#), Endnote Rec5:6).

Recruitment is in process for a permanent Mental Health and Wellness Counselor. Once this position has been filled, work will begin to create a program and develop appropriate SLOs for a Mental Health and Wellness program. Similarly, the Student Engagement and First Year Experience Programs are filling all of its vacant positions and will begin to establish SLOs in fall 2013. The newly-established Transfer Year Experience initiative has been delineated as a program and will be required to submit assessment data on an annual basis beginning in spring 2014.

Currently, SLOs for admission, financial aid, and transcript/graduation information are incorporated into the counseling SLOs. The Kekaulike Information and Service Center have focused on assessment using achievement measurements for efficiency, effectiveness, and demand as reflected in the Student Services Annual Report of Program Data (ARPD) ([Reference](#), Endnote Rec5:7).

The deadline to submit the Comprehensive Program Review (CPR) was April 30, 2013. Counseling units falling within academic programs submitted their data and assessment to their respective academic dean. The counseling units within student services, which are referred to as Target Populations, submitted their data and assessment to the Vice Chancellor of Student Affairs (VCSA).

In writing the CPR for Student Services, the Target Populations counseling units met for a half-day retreat to dialogue about the tactical goals for the upcoming year ([Reference](#), Endnote Rec5:8). Both achievement and assessment data were used in determining the goals. An additional meeting will be scheduled in September 2013 to discuss the implementation of the tactics set forward in the CPR ([Reference](#), Endnote Rec5:9).

The need for additional dialogue regarding the ARPD and CPR process across Student Affairs is recognized. Three assessment coordinators have been appointed to organize assessment on the Kapi'olani Community College for the 2013-14 academic year, one of which is dedicated to Student Affairs assessment. One of the goals of this newly appointed assessment team is to create a clear communication track of the flow of two-way communication between all counselors, their respective academic units, and student services.

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Recommendation 6: In order to meet the Standard, the UHCC and the colleges shall take appropriate actions to ensure that regular evaluations of all faculty members and others directly responsible for student progress toward achieving stated student learning outcomes include, as a component of the evaluation, effectiveness in producing student learning outcomes. (Standard III.A.1.c)

Please see University of Hawai'i Community College Recommendation 3.

Recommendation 7: In order to meet the Standard, and the recommendation made in 2006, the team recommends that the College fill the vacancies deemed essential to the running of the College and remedy the time lag between the verbal commitment and an employee's start day of effected employees. (III.A.2)

The College has addressed this recommendation in full.

The 2006 recommendation reads: "Finalize, implement and then evaluate its reorganization and fill all acting and interim positions in a timely manner."

The Vice President for the UH Community Colleges (VPCC) approved KCC's reorganization plan and functional statements ([Reference](#), Endnote Rec7:1) in spring 2009. All vacant, interim administrative positions were filled a year later. The 2012 Team report also notes that the College meets Eligibility Requirement 5, Administrative Capacity.

- Vice Chancellor for Academic Affairs, filled spring 2010
- Dean, Hospitality, Business and Legal Education Academic Program, filled spring 2010
- Dean, Health Academic Program, filled spring 2010
- Dean, Arts and Sciences Academic Program, filled fall 2010

In 2008, a hiring freeze was imposed ([Reference](#), Endnote Rec7:2) for filling all vacancies of non-instructional faculty, staff and Civil Service positions. This freeze was in effect for three years and was lifted in September 2011. From March to October 2012, the vast majority of the previously frozen positions, mainly civil service and APTs, were filled. Ongoing and new vacancies are subject to the College's annual process whereby recruitment priorities are identified by assessing program needs and positions then allocated as needed.

The second part of the team's recommendation, "remedy the time lag between the verbal commitment and an employees' start day" is based on analysis on page 43 of the team's report,

"The time lapse is occasionally as much as six to eight months, and happens most frequently with IT future employees. Interviews suggest that the frustration is a cause of real concern and more than once an employee has 'quit' before he or she start [sic] the job."

The College hires faculty and staff in accordance with University of Hawai'i (UH) policies as well as state hiring policies. Faculty and APTs are hired in accordance with UH system policy 9.540 Recruitment and Selection of Faculty and Administrative, Professional and Technical (APT) Personnel ([Reference](#), Endnote Rec7:3). The collective bargaining agreement for the APT personnel also contains provisions for preferential rights to positions ([Reference](#), Endnote Rec7:4).

Hiring procedures for civil service personnel are regulated by State of Hawai'i law and the relevant bargaining agreements. The Department of Human Resources Development (DHRD)

website ([Live Link](#), [Reference](#), Endnote Rec7:5) serves as a clearinghouse for information on all civil service employment.

IT employees who are also APT's, are subject to an additional step of salary placement. The College must submit a salary recommendation based on an analysis of the IT Specialist's credentials and experience to a UH system committee, which reviews the analysis in light of salaries of other IT personnel across the system. A salary offer to the selected IT Specialist is dependent on the recommendation of this UH committee ([Live Link](#), [Reference](#), Endnote Rec7:6).

Human Resources (HR) staff identifies clear lines of responsibility in their training for all screening committee members. In this training they indicate that verbal commitments have no validity in the recruitment process. The Chancellor completes the recruitment through a written letter of offer to APT and faculty selectees. Civil service employees are hired through the State Department of Human Resources. In future trainings for screening committee members, HR will re-emphasize that verbal commitments have no validity in the recruitment process.

Transitions in Human Resource Office

On April 26, 2013, the College was informed of the retirement and/or the transfer of all Human Resources staff effective May 1, 2013. The College immediately activated a plan to:

- 1) Request and receive staff support from the UHCC Vice President's Office to assist in performing essential HR functions;
- 2) Post advertisements to initiate the recruitment processes to hire an HR Manager and Specialist. Both are APT Band B positions;
- 3) Form a committee to review the applicant pool for two APT positions that had been advertised several months earlier.

From May 1 to mid-August, the College received valuable staff support from the UHCC Vice President's Office. The Director of the Human Resources from the UHCC Vice-President's Office took the lead in coordinating the HR office workflow. Other staff assisted with HR functions and services and prioritized personnel actions for processing.

The advertisements to recruit the HR Manager and Specialist were posted in the first week of May. In early May, one casual hire was to be hired following personnel and HIRENET protocols, and another was reassigned from Honolulu Community College. The Chancellor approved the closure of the HR Office on May 7-8, 2013 so that processing of personnel actions could be expedited.

The Chancellor updated the campus through June and July asking the campus for their continued cooperation and understanding until the HR positions were filled.

On July 8, the Chancellor announced the appointment of a new HR Manager and Specialist. By mid-August, four of the five HR vacancies had been filled, and the last APT Band B position was being re-recruited as a result of a failed search ([Reference](#), Endnote Rec7:7).

References

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- Rec7:06 State of Hawai'i, "Hawai'i State Department of Human Resources APT Broadband System Website" (accessed September 3, 2013).
Doc #2006: [Live Link](#), [Reference](#), Archive Link: <http://hdl.handle.net/10790/2006>
- Rec7:07 Kapi'olani Community College, "Human Resources Update #7 Memo" (accessed September 3, 2013).
Doc #2007: [Reference](#), Archive Link: <http://hdl.handle.net/10790/2007>

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

The College has met this recommendation in full. A formal technology plan has been published. See the Kapi'olani Community College Technology Plan 2013-2015 ([Reference](#), Endnote Rec8:1).

The Kapi'olani Community College Technology Plan 2013-2015 was developed in alignment with the University of Hawai'i's strategic technology directions, the College's strategic plan, and the tactical planning done by departments and units in which they identify technology needs to support strategies for improving teaching, learning, and institutional effectiveness. During the planning process, the Center for Excellence in Learning, Teaching, and Technology (CELTT) is consulted to identify the technology best suited for these purposes. Funding for new technology is not currently centralized, and each department is responsible for funding their departmental-level technology needs. A one-time allocation of two million dollars from the state and \$500,000 from a Title III grant were used to upgrade equipment and technology in classrooms over the last six years.

The Technology Plan also provides an overview of trends in technology that will impact instructional and administrative technology. Resource challenges associated with the implementation of centralized technology asset management are identified and recommendations include hiring additional staff and creating a campus-wide technology advisory group.

References

- Rec8:01 Kapi'olani Community College, "Kapi'olani Community College Technology Plan 2013-2015" (accessed September 23, 2013).
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Recommendation 9: In order to fully meet the Standards, it is recommended that the College clarify and strengthen the review, assessment and planning recommendation roles of the Policy, Planning and Assessment Council to better serve and inform the College community and better align governance decision-making structures with those of the UH System. (IV.A., III.D., IV.B.)

The College's Governance document clearly defines the role of the Policy, Planning, and Assessment Council as the Standing Council that "advises the Chancellor directly." In addition, the same document aligns the PPAC within the governance decision-making structures of the UH System as one of "additional avenues available for participating in the governance of Kapi'olani CC..." ([Reference](#), Endnote Rec9:1, p. 2).

The College's Governance document reports the roles of the University of Hawai'i Board of Regents (BOR) established authorized governance organizations (AGOs), the primary avenues for the University's constituents to share and participate in the governance of the college. It also states how Kapi'olani CC expanded the opportunities for campus leaders, faculty, staff, and students to participate in the governance process through the use of standing advisory councils (StACs) that deal with a wide variety of long-term and/or ongoing college wide issues ([Reference](#), Endnote Rec9:2, p. 6).

Aligning Governance Decision-Making Structures

The Board of Regents' (BOR) shared and participatory governance policy ([Reference](#), Endnote Rec9:3) is the basis for the authority for the various governance bodies within the University of Hawai'i System. Kapi'olani Community College implements the BOR policy through the activities of its three authorized, constituent-based organizations:

- 1) Kalāualani, which represents Native Hawaiian interests;
- 2) Faculty Senate, which represents faculty interests;
- 3) Student Congress, which represents students' interest.

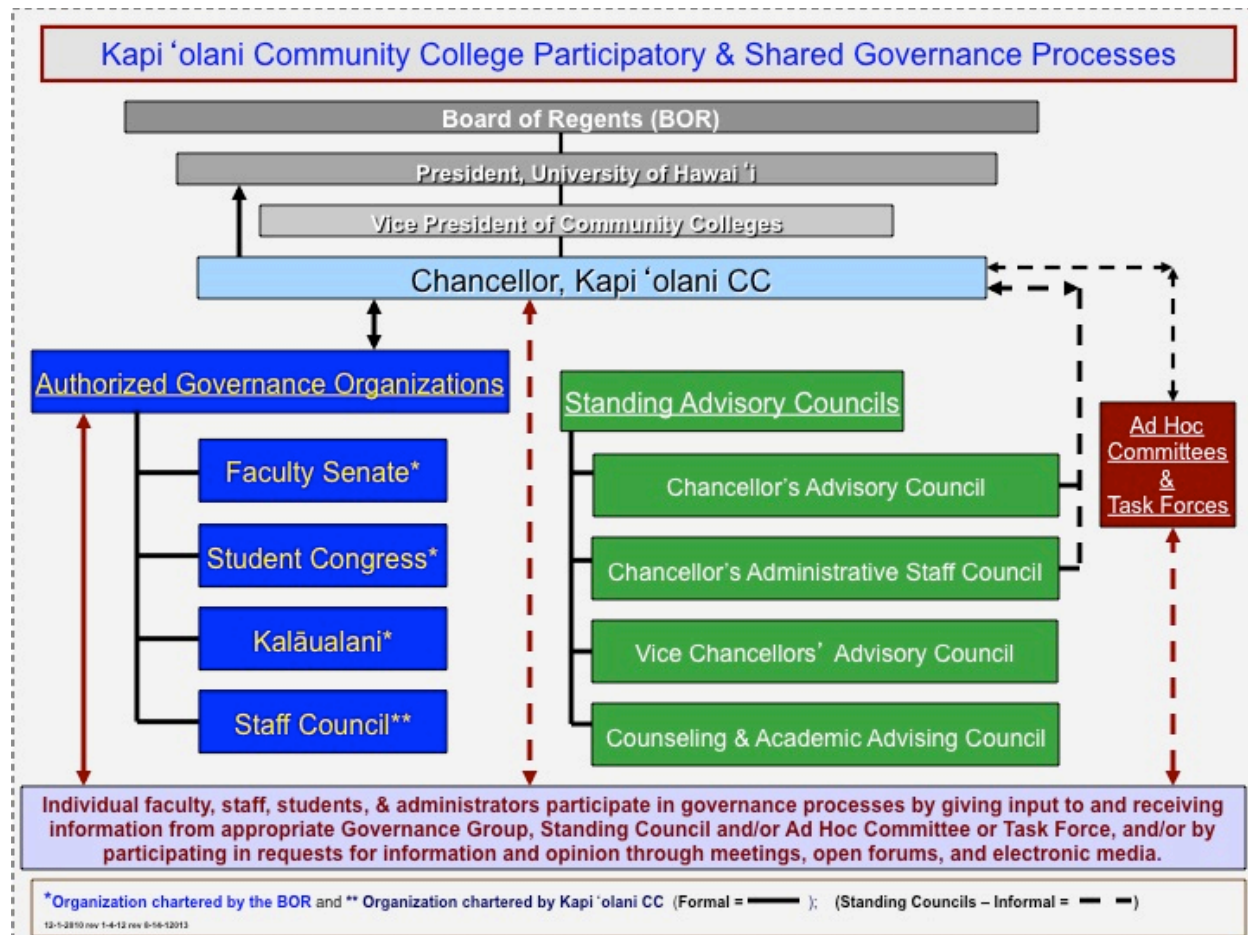
In addition, the College has established a fourth group, Staff Council, to represent its staff personnel ([Reference](#), Endnote Rec9:4, p. 3).

Figure 8 shows these authorized governance organizations (AGOs) in relation to their role as formal advisors to the Chancellor.

The BOR established the three authorized governance organizations (AGOs) and Kapi'olani CC the fourth, to ensure regular, organized and systematized participation in the governance of the college ([Reference](#), Endnote Rec9:5, pp. 15,16,18).

Each has a charter that explains the parameters of its responsibilities, its decision making processes, and the roles of committees in that process. The Administration communicates with the authorized organizations before making decisions that have a direct impact on their specified areas of responsibility.

Figure 8. Kapi'olani Community College Participatory & Shared Governance Processes



The Reference Guide further explains that “the governing board has final institutional authority, and recommends sharing authority with the understanding that some areas of decision making require joint endeavor and that others are essential separate jurisdictions in which one constituency has primary, but not exclusive, responsibility” (Reference, Endnote Rec9:6, p. 16).

The Reference Guide then provides examples of shared governance, such as, “The BOR has the responsibility to appoint and assess the performance of the chief executive, husband the endowment, and obtain needed capital and operating funds. Long-range planning is usually considered an area for joint efforts. The faculty has primary responsibility for the curriculum, methods of instruction, research, and faculty status” (Reference, Endnote Rec9:7, p. 16).

The College has also established Standing Advisory Councils (StACs) to advise the administration (see Figure 1.). The StACs at the College include the:

- 1) Chancellor's Policy, Planning, and Assessment Council (PPAC)
- 2) Chancellor's Administrative Staff Council (CASC)

- 3) Vice Chancellors' Advisory Council (VCAC)
- 4) Counseling and Academic Advising Council (CAAC)

The primary purpose of these standing councils is to advise on matters brought before them by the administrator who convenes the Council. This advice is of a different nature from that approved and communicated by an AGO and does not have the same gravity of a formal AGO recommendation. Through these StACs, the college is able to increase opportunities for campus leaders, faculty, staff, and students to participate in governance-related dialogues. The document entitled, *Governance at KCC* ([Reference](#), Endnote Rec9:8, p. 2) states, "While these modes of participation do not have the formal, authorized responsibilities and procedures of a BOR or college-chartered group, the college recognizes them as invaluable means of gathering information and advice that informs decisions on policy and operations issues."

There are numerous opportunities for the PPAC members to be informed and to inform and advise, as captured in the minutes of the PPAC meetings that are located on the College's website and accessible to all faculty and staff. For example, The Vice Chancellor of Academic Affairs (VCAA) presented at the March 6, 2012 PPAC meeting a plan to revise the Program Review Policy so that annual and three-year comprehensive program review could be integrated with the Tactical Plan cycle. The minutes state, "This will allow the College to create one process for review and integrative planning, with one document. The VCAA asked for input before March 20, 2012 and explained "The proposal will then go to VCAC for refining; it will be sent to the AGOs and finally adopted by the end of the semester." ([Reference](#), Endnote Rec9:9).

The process outlined above illustrates the value of the StACs, as both the PPAC and VCAC were involved in gathering information on policy and operations respectively, before sending the proposed policy change to the AGOs for final review before adoption. The PPAC minutes of June 12, 2012 report that the College Chancellor announced that the K5.202 Revised Program Review Policy was implemented. The minutes state:

"The new policy, earlier reviewed by the PPAC, combines tactical planning and comprehensive program review. The CPR has a section that provides the opportunity to state what you will do in response to weaknesses found through the CPR and ways to assist the College in achieving its goals. An improvement in the program is an improvement in the College. Heretofore, you only have to track your annual program review data (ARPD) and three year program review. The new policy is now in effect." ([Reference](#), Endnote Rec9:10).

It is important to reiterate that the StACs do not have the equal status with the BOR established governance decision-making structures, the chartered AGOs, in the UH System. This distinction and the responsibilities of each of the AGOs and standing advisory councils are clearly delineated and clarified in the document *Governance at Kapi'olani Community College* ([Reference](#), Endnote Rec9:11). While the College does not have the authority to endow the PPAC with authorities that might encroach on the authorized governance organizations established by BOR policy, it can clarify the role of the PPAC and strengthen the PPACs ability to perform that role.

Clarifying and Strengthening the Role of the PPAC

As a Standing Advisory Council, the PPAC is a fluid and dynamic advisory body. In September 14, 2004, the then Planning Advisory Council (PAC) approved, under then Chancellor John Morton, the renaming of its body to the Policy, Planning, and Assessment Council (PPAC) “to better reflect the focus and direction of the group as it relates to oversight and review of campus policies and processes.” ([Reference](#), Endnote Rec9:12). Also, mentioned in the minutes of the same meeting was the fact that the then PAC had approved the expansion of its membership at its May 4, 2004 meeting to include representatives from Student Services, Honda International Center, Auxiliary Services, Business Office, and Human Resources and that assessment of the PPAC would occur each March. Both the focus and direction of the group as well as its membership had expanded ([Reference](#), Endnote Rec9:13).

The PPAC was created to assist in implementing key components of the UH System-wide Executive Policy E4.201 Integrated Long Range Planning Framework ([Reference](#), Endnote Rec9:14, p. 2) by providing a venue for the collaborative planning processes the Policy promotes (pp. 2, 3). Since 2004, the PPAC has increased its membership from 17 members to include over 40 personnel composed of administrative leaders and faculty of Academic Programs and Administrative and Educational Support Units, the Counseling and Academic Advising Council, and representatives from the four authorized, constituent-based organizations ([Reference](#), Endnote Rec9:15). In addition, the College has significantly increased and modified its collaborative planning processes, e.g., ARPD and CPR. The role and make-up of the PPAC is open to continuous change as the College adjusts to external and internal forces and developments.

The PPAC has expanded its scope of business to include functioning as the Chancellor’s mechanism for presenting and discussing a wide variety of issues, concerns, and ideas. The PPAC serves as a forum for the open exchange of ideas of individual members and formally invited guests and for discussions concerning the decisions made by the authorized organizations and/or other advisory groups. The discussion and vote on how to proceed with technology upgrades and planning during the February 5, 2013 meeting (Agenda item 2a., Technology Update and Proposal Outline) is a good example of the current PPAC role ([Reference](#), Endnote Rec9:16).

As the PPAC is the only campus body to include a cross section of academic, support, authorized organizations, and management personnel, it serves as an integrative and centralized mechanism for discussion, analysis, and recommendation related to matters of policy, planning (i.e., program review, tactical plans, strategic and long range plans), budgeting, and program assessment. For example, much of the March 5, 2013 meeting was dedicated to Agenda items 2 and 3, the Accreditation Follow Up Report and concomitant Follow Up Report Schedule. The group discussed the issues and created an action plan for responding to Recommendation 3, i.e. it was decided:

“For any course that has been offered since 2011, a minimum of one competency will be assessed by May 2013. For every course that is offered, a minimum of one competency will be assessed every year. All course competencies will be assessed every five years.” ([Reference](#), Endnote Rec9:17).

The PPAC is a direct avenue through which the Chancellor can gather and disseminate information and is an essential element in the administrative decision making process for the Chancellor. The PPAC is utilized by the Chancellor as a forum for the exchange of ideas through direct interaction and communication of its members. The PPAC affords members the opportunity to debate issues, collaborate with a variety of colleagues and co-workers, and discuss, enumerate, elucidate, analyze, and evaluate ideas and policy issues of college wide importance. In addition, PPAC disseminates information and discusses issues with members of the groups, programs, and units it represents, in order to better inform PPAC and college decision making. For example, the Institutional Improvement Matrix ([Reference](#), Endnote Rec9:18) that included a timeline of the College’s planning and budgeting processes was introduced to the PPAC for comment and discussion during its December 13, 2011 (Agenda item 2e.), its February 9, 2012 (Action items 3a2), and its March 6, 2012 (Action items a.1.b.) meetings ([Reference](#), Endnote Rec9:19) ([Reference](#), Endnote Rec9:20) and ([Reference](#), Endnote Rec9:21).

At the March 6, 2012 meeting, it was highlighted that three columns were added in the matrix – External Budget Appropriations, Internal Budget Appropriations, and External Grants. The Chancellor clarified the College’s budgeting process in response to the discussion concerning planning and budgeting. The minutes state:

“The Chancellor explained that when College receives budget from VP UHCC allocations are made to the 3 Vice Chancellors and the Deans; they in turn make allocations to their units. This process of allocation allows for a more direct access and flexibility closer to the department level.” ([Reference](#), Endnote Rec9:22).

At the March 6, 2012 PPAC meeting the Strategic Plan Scorecard was disseminated and discussed to provide a forum for review of the status of the College in relation to its Strategic Goals. ([Reference](#), Endnote Rec9:23). A review of the topics presented to and discussed at the PPAC between 2007-2011 that was prepared for the initial ACCJC visit in 2012 illustrates that the PPAC members had the opportunity to discuss issues and inform and advise the Chancellor on a wide variety of institutional issues such as Strategic Plan, Tactical Planning, Long Range Development Plan, Accreditation, Enrollment Management, Learning Outcomes, and Budget. ([Reference](#), Endnote Rec9:24).

Under the College’s policy document, K1.120 (revised August 3, 2011), pp.1-2, the PPAC has the responsibility for review and recommendation to the Chancellor concerning:

- a) policies related to planning, assessment, and program review;
- b) the college mission statement;
- c) the college strategic plan and periodic assessment of progress toward the goals of that plan;

- d) the college long-range development plan, and periodic assessment of progress toward the goals of the plan;
- e) constructing the college budget and setting priorities;
- f) the tactical plans and periodic assessment of progress toward the goals of the plans; and
- g) the review of the results of program reviews for Academic Programs and Administrative and Educational Support Units ([Reference](#), Endnote Rec9:25).

On April 30, 2013, the Dean for Arts and Sciences conducted an assessment activity during the PPAC meeting. The PPAC members broke into small cross-functional groups. They were asked to respond to three questions: 1. whether or not the PPAC is currently fulfilling its mission and intent; 2. what is or is not working in PPAC; and 3. what about the PPAC could change. A recorder took notes in each group and submitted the responses ([Reference](#), Endnote Rec9:26). The minutes report that “The results will be compiled and discussed at the next PPAC meeting as part of the responses to the accreditation recommendations.”

Over the summer the PPAC responses were reviewed and deliberated ([Reference](#), Endnote Rec9:27); ([Reference](#), Endnote Rec9:28). The results were discussed with the Chancellor and the Administrative Staff Council at their August retreat ([Reference](#), Endnote Rec9:29). Issues are listed below in three categories:

Category 1 Whether or not the PPAC is currently fulfilling its mission and intent

- a) PPAC is fulfilling its stated mission, but not living up to its name, for example, we need to include the word “advisory” in the PPAC name.
- b) PPAC does review and recommend policy, for example, it does not set policy but it reviews and assesses policy.
- c) PPAC does not have any role in setting budget priorities, by the time it gets to the PPAC, decisions are made.
- d) PPAC fulfills its mission partially, as a mechanism for the Chancellor to gather and disseminate information and base his decision making but communication is more informational rather than an exchange of ideas.

Category 2 What is or is not working in PPAC

- a) PPAC members don't feel like they are contributing to the campus via PPAC, the PPAC is not a working group, or a group for the exchange of ideas, or an action decision-making group or a group for planning and budget construction; it mainly reviews and assesses; the group has no impact as it seems that decisions are already made.
- b) Lack of continuity in the group's functioning, no follow-up, no sense of dissemination of PPAC information outside of PPAC, some information is not pertinent to PPAC responsibilities.
- c) Discussions should be more data driven.
- d) Process should be more collaborative, not just a forum for updates, more of a mechanism to solicit feedback before decisions are made.

Category 3 What about the PPAC could change

- a) the need to improve meeting management, less presentations and more interactive discussions.
- b) share the big picture, what is the vision of the Chancellor, what does he want for the future of KCC, what are the planning resource priorities.
- c) clarify the role of the PPAC, what is the group supposed to do?, provide more opportunities for collaborative decision-making and transparency in budget allocation process; and create subcommittees or ad hoc committees to deal with the big issues, technology, and bring proposals back to the PPAC.

On August 15, 2013 the information gathered at the April 30, 2013 PPAC was presented to the group and discussed. Based on this assessment the following role clarifications and activities for the PPAC were provided ([Reference](#), Endnote Rec9:30):

1. The PPAC, as well as other Standing Advisory Councils, are advisory bodies but they do not have the same levels of responsibility and authorization to represent their constituents as the AGOs, i.e., the BOR governance advising organizations, (Faculty Senate, Kalāualani, Student Congress) and the Staff Council (KCC chartered).
2. The PPAC will meet in the beginning of each semester for a briefing of the state of the College, including budget, planning, enrollment; other goals and objectives will be reviewed and discussions will occur concerning how to improve results.
3. To strengthen the PPAC's ability to perform its advisory role, Work Groups will be created within the PPAC to provide proposals to the PPAC on the advice it should give to the Chancellor on topics such as budget and technology. Also, the PPAC will initiate disappearing work groups for a specific purpose, for example, to help determine who should or should not be on the PPAC and how to improve its functioning.
4. To strengthen the PPAC's ability to perform its advisory role, Work Groups will be meeting between regularly scheduled meetings of the full group. Most types of information formerly distributed at meetings to PPAC members will be disseminated through the Chancellor's Office. The Vice Chancellors, deans, and department chairs and unit heads will have the responsibility to further communicate this information to faculty, instructors, and staff. Vice-Chancellors and deans will have the responsibility of ensuring that information is clarified.
5. The name of this Standing Advisory Council should be changed from the Policy, Planning, and Assessment Council to the Chancellor's Advisory Committee.

The PPAC met on September 3, 2013 ([Reference](#), Endnote Rec9:31) and reviewed the proposals made to clarify and strengthen the Council's role as an advisory body. The Chancellor reviewed the five items presented at the August 15, 2013 PPAC meeting (above). The Council voted to change the Council's name to the Chancellor's Advisory Council as one way to clarify the advisory function of the Council. The Chancellor addressed two of the major roles of the Council, i.e., to advise the Chancellor and to serve as a communication mechanism for the flow of information.

In order to strengthen the advisory role of the Council the Chancellor proposed six Work Groups based on the eight college-wide strategies in the Strategic Plan ([Reference](#), Endnote Rec9:32, p. 40). The purpose of the Work Groups is to assess, prioritize, review, and make recommendations to the whole CAC and the Chancellor on issues, concerns, challenges, and opportunities facing and impacting the College. The Chancellor will discuss the Work Group proposal further with the Council, e.g., which group(s) to implement first, other opportunities for Work Groups, etc.

The Chancellor proposed Work Groups in the following areas:

- Budget
- Technology
- Planning and Institutional Assessment
- Professional Development
- Enrollment Management & Marketing
- Curriculum Instruction/Student Support Services

The Council will clarify the need and function of the CAC Work Groups so that they do not impinge on, but complement and supplement, the responsibilities of existing AGO committees.

The Chancellor reminded the members that they are responsible for two-way communication of information. The CAC is one of the communication avenues for the flow of information at the College. Members are responsible for disseminating information that is presented to and/or discussed at the CAC to their constituents. In addition, the members should bring to the CAC information from their constituents relevant to the issues discussed. Vice Chancellors and Deans are responsible to ensure that the CAC as a communication mechanism is functioning successfully.

Finally, the Chancellor established a Membership Disappearing-Work-Group. This Group will review the CAC membership (e.g., the size of the group and its representation - who should be represented in the CAC) and make recommendations to the full Council.

The College has clarified the role of CAC in relation to the overall governance decision-making structure within the College and the UH System. The College has assessed the CAC through its membership and implemented changes based on the assessment. It has clarified the role of the CAC, e.g., to advise the Chancellor and to communicate information to and from constituents; and it has strengthened the CAC's ability to perform its advisory role by establishing Work Groups in Strategic Plan-related areas. The College meets the criteria set forth in Recommendation 9.

References

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UHCC and UH Recommendations

UHCC Recommendation 1: Institutional Mission and Effectiveness

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

- ❑ The VPCC and the Chancellors develop broad-based, ongoing, collegial dialogue between and among the UHCC and the colleges to better assess the breadth, quality, and usefulness of UHCC analytical tools (e.g., UHCC Annual Report of Program Data (ARPD)) and planning processes through feedback from college stakeholders. In addition, the UHCC and Chancellors should provide training for the appropriate use of the tools to support on-going improvement and effectiveness.
- ❑ The Chancellors provide clear descriptions and training regarding the planning timeline and budgeting process. The information and training should be available to all college constituencies and reviewed regularly to ensure accuracy for resource allocations that lead to program and institutional improvement. (Standards I.B.3, I.B1, II.A.1.c, II.A.2a,e,f, II.B.1, II.B.3.a, and II.B.4, I.B.1, I.B.4, I.B.6)

Standard I.B.1 The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

Standard I.B.3 The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

Standard I.B.4 The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

Standard I.B.6 The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

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

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

Standard II.A.2.e The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

Standard II.A.2.f The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

Standard II.B.1 The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

Standard II.B.3.a The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

Standard II.B.4 The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

UHCC Strategic Planning Process

University of Hawai'i Community Colleges (UHCC) codified the strategic planning process in [UHCC Policy #4.101 Strategic Academic Planning](#).

The UHCC system has regularly monitored progress toward meeting established outcomes, updated assessment of the internal and external environments, and modified priorities as necessary to reflect changing conditions prior to the development of each biennial budget request. The UHCC System under the leadership of the vice president for community colleges (VPCC) has used the strategic planning process to set budget priorities as well as to establish a focus on critical issues affecting the colleges and the State.

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

The annual spring meeting is used to review UHCC strategic outcomes and performance measures. The SPC monitors and advises on progress toward the UHCC strategic planning goals. The VPCC uses the meeting to gather impressions and reactions to progress to date and to

emphasize and maintain the focus on the things UHCC has identified as important. The VPCC follows this meeting with visits to each college to present college-level detailed data. During the open meetings for the college community at each campus the VPCC leads discussions on progress and encourages feedback, e.g., new ideas, process improvement, and college innovations.

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

The UHCC System began the process of updating the current UHCC Strategic Plan in fall 2012 using the SPC meeting to review and discuss system data products, their status, and how the UHCC System puts data in front of people. The fall 2012 meeting also began the dialog about how to organize the UHCC System for the update of the strategic plan beyond 2015. More specifically, addressing what the system wants to accomplish at the system level and individual colleges and what the system wants to see measured or measured differently keeping in mind the UHCC System plan's link to the University of Hawai'i (UH) System plan and direction. The UH System plan is grounded in the [UH Second Decade Project](#) which identifies the state's higher education needs by geographic region and develops a set of state wide priorities.

At the fall 2012 meeting, the SPC established a process to identify additional areas of emphasis to be grouped under the current UHCC strategic plan's goals. In the spring 2013 meeting working groups, chaired by a chancellor with faculty senate chair (not of the same college), and a student leader supplemented by members knowledgeable and appropriate for the work, were formed. The organization and process for updating the plan beyond 2015 was part of the VPCC's spring visit to each of the institutions. The working group goals or focus from [UHCC Strategic Plan](#) are:

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

Infrastructure for Student Learning, ADA Delivery, Rigor, Student Success

The working groups will review current performance measures, identify which should stay and/or be revised, and identify potential new members during spring and summer 2013 meetings. The full SPC will discuss and compile measures at its fall 2013 meeting followed by visits by the VPCC to each college for open, system wide dialogue. Based on the results of those meetings, the measures will be refined and the full SPC will finalize outcomes and performance measures for the 2015 and beyond update. Results, progress, and next steps will be chronicled in the [SPC proceedings](#) or as an attachment.

The BOR Standing Committee on Community Colleges met on August 30, 2013. The VPCC gave an update relating to the progress in meeting the goals in the current strategic plan and reviewed the process for updating the plan including the seven working group areas of focus. The [UHCC BOR CC Committee Briefing](#) presentation and the direction of the plan were well-received by the BOR CC Committee. VPCC stated that he would provide another update to the BOR CC Committee in spring 2014.

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

UHCC System tools to support on-going improvement and effectiveness:

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

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

1. Community College Inventory: Focus on Student Persistence, Learning, and Attainment

The UHCC System uses the *Community College Inventory: Focus on Student Persistence, Learning, and Attainment* – a research based tool developed by the Community College Leadership Program, University of Texas Austin to evaluate UHCC system effectiveness. The inventory assesses eleven institutional characteristics that are strongly focused on student success. The Office of the Vice President for Community Colleges (OVPC) administers the inventory online in odd-numbered years (complementing the Community College Survey Student Engagement (CCSSE) that is administered in even-numbered years-- benchmark measurements included in Strategic Plan). The SPC affirmed that the eleven institutional characteristics are important to the system and incorporating selected outcomes in the UHCC

Strategic Plan supports the regular assessment and review for on-going improvement and effectiveness of planning. As required in the policy, and evidenced in proceedings of the SPC, the inventory results are reviewed and discussed by the full Council. Additionally, the 2006 comprehensive visit recommended the UHCC system evaluate the effectiveness of the dual reporting structure for chancellors and the Strategic Planning Process. Overwhelming consensus continues that both reporting and planning are working well and the 2015+ update planning process should also prove to be effective.

The chancellors reviewed the results of the 2013 survey at their August 30, 2013 executive meeting. "The UHCC system has a strategic plan that clearly and succinctly states its goals for future development" continues to receive the highest ranking within the category while "The UHCC system demonstrates its ability to stop doing things that are off mission, low-priority, and/or ineffective in promoting student persistence, learning, and attainment" continues to be scored the lowest. The full SPC will continue the review and discussion at the fall 2013 meeting.

2. Performance (Outcomes) Funding

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

The outcomes incorporated into the formula include the following:

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

For each outcome, the baseline is the value set by the strategic outcomes for FY 2010 and the target is the value set for FY2011 (for FY 2012 funding).

The outcomes funding model has the following characteristics:

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

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

3. Annual Reports of Program Data (ARPD) and Comprehensive Program Reviews

UHCC Program Review and Annual Reports of Program Data (ARPD) are codified in [UHCCP 5.202 Review of Established Programs](#). The policy, developed by broad system wide dialogue by chancellors, administrators, faculty, and staff defines programs subject to review, frequency of program reviews, content of the program review, dissemination of program reviews, and assessment of the program review process. Each college has established and operates its own college-level program review process within the framework of the UHCC system policy and the UH Board of Regents (BOR) policies.

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

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

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

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

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

Commitment to the Assessment of the UHCC Culture of Evidence

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

UHCC Budget Allocation Process

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

Despite the budget flux and the enrollment increases, the UHCC System and campuses were able to manage the finances and still maintain a healthy cash positions. However, in order to make the budget allocation process more transparent, the budget allocation model was put into a formal policy, [UHCCP #8.000 General Fund and Tuition and Fees Special Fund Allocation](#), that was promulgated in September 2013. Key elements of the budget allocation policy include

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

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

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

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

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

UHCC Recommendation 2: Student Learning Programs and Services

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

Eligibility Requirement 11 General Education

The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry. The general education component includes demonstrated competence in writing and computational skills and an introduction to some of the major areas of knowledge. General education has comprehensive learning outcomes for the students who complete it. Degree credit for general education programs must be consistent with levels of quality and rigor appropriate to higher education. See the Accreditation Standards II.A.3, for areas of study for general education.

Standard II.A.3 The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

Standard II.A.3.b (General education has comprehensive learning outcomes for the students who complete it, including the following) A capability to be a productive individual and life-long learner: skills 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.

In spring 2012, ACCJC identified an issue that longstanding general education requirements within some Associate in Applied Science Degrees (AAS) did not appear to meet accreditation eligibility requirements and standards. The historical practice of allowing English and Math general education requirements to be met through developmental courses or to allow other general education courses to have extremely low reading or math levels did not meet the standards and therefore, required curriculum and program modifications.

The University of Hawai'i Community Colleges (UHCC) immediately revised the policy on general education to bring the policy framework for general education into alignment with the standards and promulgated the new policy [UHCCP #5.200 General Education in All Degree Programs](#). Colleges then began the curriculum processes for making the necessary change in program requirements, including consultation with program advisory committees, faculty and program departmental review, curriculum committee and faculty governance review, and

administrative approval of the required changes. The evaluation report of the visiting teams reaffirmed the importance of making these general education modifications.

The approach has been similar on all affected campuses. The English requirement has been raised to English 100, the basic expository writing class, and the math requirement to Math 100, the basic non-algebra sequence college math class. Remedial/developmental classes no longer can be used to satisfy general education requirements.

At the same time, curriculum work has begun on the development of college-level applied writing and applied mathematics classes that could better meet the needs of the AAS degree programs while meeting the general education standards. Once these courses are developed, additional program modifications may be made to incorporate these courses either as the recommended or an optional means to satisfy the general education requirement.

In summary, all AAS degree programs at Hawai'i Community College, Honolulu Community College, Kaua'i Community College, and Leeward Community College are now in compliance with the standards. The program by program details of the changes and the processes leading to those changes are described in the college responses to this recommendation.

Kapi'olani Community College and Windward Community College were not impacted by this recommendation as they do not have AAS degree programs.

As a result of this change in degree requirements, an issue emerged related to the certificate level programs within the AAS degree programs. UHCCP #5.203 Program Credentials: Degrees and Certificates had an upper limit of 30 on the number of credits allowable for a technical certificate of achievement. Several programs expressed a desire to increase that number to enable a student who earned credit for all of the technical courses within an AAS field of study, but did not complete all of the general education, could be recognized through a certificate of achievement. Accordingly, [UHCCP #5.203 Program Credentials: Degrees and Certificates](#) was modified to raise the allowable number of credits in a certificate program within the AAS fields of study to 51. This policy was promulgated on September 2013.

UHCC Recommendation 3: Student Learning Programs and Services and Resources

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

Standard III.A.1.c Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

Regular Faculty Evaluation

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

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

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

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

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

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

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

After consultation with the faculty collective bargaining organization, the UHCC plans to adopt a policy on evaluation (sometimes referred to as post-tenure evaluation) that establishes a process requiring all faculty members to undergo evaluation at least once every five years. Because the evaluation process for contract renewal, tenure, and promotion were already comprehensive in scope, these evaluations are considered by policy to satisfy the five-year evaluation criteria. For faculty members who have not undergone a comprehensive evaluation, the policy will define a department-based process whereby the faculty member submits an abbreviated documentation of his or her contributions to their department and addresses their effectiveness as a faculty member. The assessment is based on the faculty member's rank and the related duties in the classification system. Under the current policy, the evaluation is entirely within the department unless there is a disagreement between the department chair and faculty member.

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

In accordance with the collective bargaining law, this collective bargaining organization must be formally consulted on the policy change. The revised draft policy was submitted to the University of Hawai'i Professional Assembly (UHPA) on September 13, 2013. After consideration of the comments from the collective bargaining organization, the revised policy will be promulgated and will guide future evaluations.

As a part of the revised policy, campuses will also be required to maintain and submit records certifying that all faculty members subject to the five-year evaluation have actually completed the evaluation process.

Lecturer (Adjunct Faculty) Evaluation

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

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

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

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

Because the lecturer's status and rank are the same across all community colleges, there is a compelling reason to maintain a consistency in the evaluation process for lecturers. Accordingly, the OVPCC, working with the campus academic administrators, plans to develop a new system policy on lecturer evaluations. The policy will leave the responsibility for the evaluation on the campus and largely within the department but does define the requirement for evaluation, frequency of evaluation, and criteria to be used in the evaluation.

In accordance with the collective bargaining law, lecturers who are half-time or more are included in the faculty collective bargaining unit and the collective bargaining organization must be formally consulted on the new policy. Plans are to submit the proposed policy to UHPA before the end of September 2013. After consideration of the comments from the collective bargaining organization, the new policy will be promulgated and will guide future evaluations.

Additionally, a joint task group from the collective bargaining organization and the community colleges plans to be proposed to consider whether lecturer pay advancement should be merit based rather than credit based and the criteria to be used in such a merit based system. Should such a system be developed and implemented after proper consultation, the evaluation criteria would need to also be adjusted to reflect the policy change.

Pilot Project for ePortfolio Evaluation of Faculty

The current faculty evaluation system is conceived as representing a continuum across the faculty member's professional career. The faculty expectations as defined in the classification system, rising expectations associated with the ranks, merit basis for promotion, importance of peer involvement as well as administrative oversight in the evaluation, and required periodic evaluation of all faculty are key principles in the evaluation system.

While guidelines are currently published on the different phases of the evaluation (contract renewal, tenure, promotion, post-tenure evaluation) the documents are paper documents created by and submitted by the applicant. This process results in the faculty member often having to find historic information as they create the application and creates inconsistencies in the information and materials that they may include and make available to the reviewers. The paper submittals are often very cumbersome and create problems in moving them from reviewing body to reviewing body.

To address these issues a pilot project is underway to consider whether an electronic portfolio approach would work to help faculty members build their evaluation portfolio in real time for use when the application period occurs. The ePortfolio could incorporate direct electronic feeds of information like the results of student evaluations, peer evaluations, student outcome and assessment results, historical teaching and non-teaching assignments, and other components of the evaluation process. The ePortfolio would also allow faculty members to introduce curriculum materials, professional development experiences, evidence of college or community service, and other documents into the process. Finally, the system would capture online the faculty member's assessment of the evidence as well as the reviewers' assessment and/or suggestions for improvement. The initial pilot project will involve faculty members from the campuses as well as UHPA-recommended members.

Other Modifications to Evaluation Policy

The guidelines for contract renewal, tenure, and promotion are reviewed each year for possible modifications. After consultation with the collective bargaining organization, these are then promulgated to eligible faculty.

The vice chancellors for academic affairs at the colleges have focused this year's review on the language in those guidelines related to learning outcomes and assessment and suggested modifications to ensure the applicant understands the expectations related to outcomes. These revised guidelines were submitted to the collective bargaining organization for consultation as required by law.

UH Recommendation 4: Resources

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

Standard II.A.1.b The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

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

Standard II.A.2.c High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

Standard III.C.1 The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

Standard III.C.1.c The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

Standard III.C.2 Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

In considering this recommendation and in discussions with the University chief information officer (CIO), it was determined that the primary issue was not that the various components of technology infrastructure and its relationship to teaching and learning were not planned. Rather, the issue is there was no source that provided a comprehensive view of the system approaches to technology and the resulting impacts on those approaches to college level planning and resource allocation. Similarly, there existed significant information on the impact and assessment of various technologies but this information was not necessarily reported in the context of the planning initiatives.

After further conversation, the solution did not appear to be developing a "Plan" in the traditional sense of a paper-based document focusing on intended changes over a period of time. Instead, a decision was made to develop a dynamic, online resource that would capture and make available to colleges information on the current state of various aspects of technology within the University, the current state of development projects underway, planned future development

projects, and longer term trends under consideration. As projects proceed through their development or new projects are added, the online plan would be updated to reflect those changes.

The online resource would also include links to policies, governance and development groups, budget and resource allocation information, assessment and outcomes information, delineation of college responsibilities for technology, and recommendations to colleges in implementing those responsibilities.

The online resource would cover the full-range of technology-related concerns including infrastructure, enterprise application, business process improvements, teaching and learning, distance education, information security, and other impacts of technology.

Finally, the online resource would document system wide academic plans for degrees and courses that would be distributed online or through hybrid instruction to extend the degree and course offerings to rural populations and the neighbor islands. This section would also identify necessary infrastructure, training, and support for distance-delivered programs, as well as links to the results and outcomes of distance education.

The outline of the online resource includes:

- I. Overview of the UH Commitment to and Planned Use of Technology
- II. Infrastructure
 - A. Intercampus and other external networks
 - B. Intracampus networks
 - C. Internet I and II connections
 - D. Wireless connectivity
 - E. Central IT servers and support services
 - F. Campus-based IT servers and support services
 - G. Data security
 - H. Other
- III. Enterprise Business Applications
 - A. Financial Management Systems (Kuali)
 - B. Student Systems (Banner)
 - C. Financial Aid Systems (Banner Financial Aid)
 - D. Degree Audit and Advising Systems (STAR)
 - E. Research and Grant Management Systems (myGrant)
 - F. Human Resource Systems (PeopleSoft)

IV. Business Process Improvements

- A. Workflow applications (eTravel, eLeave, etc.)
- B. Document management
- C. Data reporting and analysis
- D. Other

V. Academic Applications

- A. Supported distance learning technologies, including training
- B. Distance education program delivery
- C. Supported classroom-based technologies, simulation technologies, classroom design, etc.
- D. Supported computer and other teaching-related technology equipment

VI. Policies

- A. Data governance
- B. Data security
- C. User responsibilities
- D. Social media

The online resource/plan is currently under development through the University of Hawai'i Information Technology Services (ITS). During development, the site is being reviewed and critiqued by both the ITS personnel responsible for the functional area but also by campus- and system-level personnel who have responsibilities that are dependent on the use or understanding of the University's technology plans and directions. The site is expected to be released to the general UH community and the public in fall 2013. The development version of the site can be viewed at www.hawaii.edu/itplan.

UH Recommendation 5: Board and Administrative Organization

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

Standard IV.B.1.e The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

Standard IV.B.1.g The governing board's self evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

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

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

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

To address the issues of Board governance and self evaluation, the BOR engaged Dr. Terrence MacTaggart of the Association of Governing Boards to conduct an assessment workshop with BOR members as part of the meeting on October 18, 2012. [October 18, 2012 BOR Minutes](#) [pages 1-5]. The workshop covered a wide range of governance issues. On January 24, 2013, the BOR authorized the ATG to begin Phase 2 of its work focusing on UH Board governance and practice. The scope of Phase 2 was further defined at a February 21, 2013 meeting of the BOR to include both BOR operational matters and the high level organization structure of the University. The BOR received a status report on the ATG Phase 2 work at its April 18, 2013 meeting. The ATG presented its findings to the BOR in four reports:

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

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

Both Reports 1 and 2 were presented to the BOR Audit committee on May 16, 2013 and to the full Board at its May 16, 2013 meeting. [May 16, 2013 BOR Minutes](#) [pages 9-10].

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

1. The BOR work with the BOR executive administrator and secretary of the BOR to develop a process for tracking unfinished business and ensuring that such unfinished business be placed on the appropriate BOR standing committee (e.g., Committee on Community Colleges) agenda for follow-up and completion.
2. The BOR approve the University's general counsel as direct report to the University president and delegate the authority necessary to the president to oversee this position. The general counsel should have a dotted line reporting responsibility to the BOR to be able to provide it with advice and bring matters to its attention.
3. The BOR adopt an administrative procedure that members may follow to request that items be placed on the BOR agenda. The procedure should also include a section for feedback to members on disposition of the requests.
4. The BOR amend its bylaws to require appropriate action items be first referred to standing committees for review and recommendations. Each standing committee should maintain an annual calendar and compliance checklist to ensure all critical tasks are completed and specific duties and responsibilities are accomplished as outlined in the respective standing committee charters.
5. The BOR determine the nature and extent of staffing needed to support the additional workload of the standing committees and evaluate its current staff resources and assignments to determine changes needed to support the standing committees' workload.
6. The BOR work with UH System administration to ensure the strategic plan be regularly reviewed and updated with BOR involvement. The BOR, at the direction and leadership of the BOR chair, establish a "Board Goals & Accomplishments" annual or two-year plan.
7. The BOR orientation content should be reviewed and updated and that annual training updates be made part of its annual schedule. The BOR should also ensure that its

- members annually sign a statement affirming their responsibilities and commitment to meeting the expectations placed upon them as regents.
8. The BOR improve its accountability and financial oversight of University operations by additional involvement by the BOR Committee on Budget and Finance and improved periodic financial reporting mechanisms (the exact nature of the financial reports should be developed collaboratively by the Committee on Budget and Finance and University Administration but should also include reports comparing budgeted expenditures against actual expenditures).
 9. The BOR take steps to improve the effectiveness of its scheduled meetings such as:
 - a. Referring informational items to standing committees, requiring less frequent reports of a recurring nature, or the use of a consent agenda.
 - b. Scheduling certain meetings as “informational only” meetings with no action items.
 - c. Expanding the use of standardized reports to enable quicker comprehension and understandability.
 - d. Establishing a prescribed total amount of time for public input at each meeting, after considering compliance with all appropriate legal guidance

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

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

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

1. Changes to the policy on professional improvement leaves for executives (adopted February 21, 2013)
2. Changes to the BOR policies on intercollegiate athletics (adopted May 16, 2012). Note: While the community colleges do not have intercollegiate athletics programs, the policy change is reflective of the action of the BOR in reviewing and modifying, as appropriate, its policies.

In addition to the self-assessment and related actions outlined above and on the recommendation of the ATG, the University of Hawai'i System is developing an online policy management system that allows for development and approval of policies, distribution of policies, and tracks

the policy history for UH policies, including BOR policies. The system will include a tracking mechanism to ensure that all policies are reviewed periodically and replace a manual system kept in the BOR and other system offices. A system committee has been established to select and guide the implementation of the software.

Appendix A: Recommendation 1 Details of the Integration of Planning and Budgeting Processes

Below please find a fuller description of the integration of planning and budgeting processes shown in the Figure 3. *Annual Integrated Program Review, Planning, & Budget Allocation Timeline* and Figure 4. *Annual Integrated Program Review, Planning, & Budget Allocation Cycle*, i.e., assessing, prioritizing, planning resource allocation, reviewing, and implementing for the integration of planning and budgeting processes at Kapi'olani CC.

Assessment - Program Review

Process - Annual Report of Program Data (ARPD)

August/September (Figures 3. & 4.) initiates the planning-budgeting cycle starting with the Annual Report on Program Data (ARPD) for instructional and student services programs, which was established by University of Hawai'i Community College policy, UHCCP #5.202 ([Reference](#), Endnote AppA: 1). The University of Hawai'i Community College's (UHCC) Office of Academic Affairs coordinates the ARPD process. The Policy includes Attachment 1-A, which describes the requirements for ARPD ([Reference](#), Endnote AppA:2).

In 2011-2012, twenty-five Kapi'olani CC instructional programs completed reports on annual review of program data. Of the 25 instructional programs, 20 are career and technical education programs, two are general/pre-professional (AA in Liberal Arts and AS in Natural Science), and three are remedial/developmental programs, housed in Kahikoluamea. The remedial/developmental programs are not measured by the same health indicators as the other instructional programs, as they do not offer degrees or certificates. However, in 2011-2012, health calls were determined for the remedial/developmental programs as well. An executive summary of the 2011-2012 ARPD Instructional Programs can be found at ([Reference](#), Endnote AppA:3).

The UHCC Institutional Research Office (IRO) provides data annually (available in August) for assessing progress in meeting benchmarks set by the system. The data enable programs and units to identify strengths and weaknesses in demand, efficiency, and effectiveness. Based on the data and benchmarks, programs are rated healthy, cautionary, or unhealthy. The programs then identify in action plans (1) strategies for improvement and (2) the resources needed to implement the plans. Strategies and resource needs identified in the ARPDs may be then incorporated into the College's strategic and tactical plans and included in decisions made for allocation of resources if funding becomes available.

According to the Policy, each College is tasked to establish and operate its own program review process. At Kapi'olani CC, for example, deans inform the departments that the ARPD website is open and the data is available so that they can start the assessment process in reviewing their programs. Each of the programs reviews its metrics, determines what the data means, adds in its Program Learning Outcomes (PLO) assessments, evaluates all the data, and states what actions,

if any, they will take for improving, and what resources are needed to be able to take such actions. Deans provide department chairs with internal deadlines for review of ARPD, as a response is due back to the UHCC System IRO in December.

ARPDs for the College's instructional and student services programs are posted at the UHCC's [ARPD website](#).

Process Comprehensive Program Review (CPR) Process

In addition to ARPD, all programs according to UHCCP #5.202 ([Reference](#), Endnote AppA:4) are required to complete a comprehensive assessment at least once each five years in accordance with the schedule established by the college. KCC Comprehensive Program Review (CPR) cycle is every three years. The Policy also requires the College to make public the comprehensive review by posting to the college's website. The 2013-2016 CPR are currently listed at the OFIE Assessment and Evaluation Tab, Program Review ([Reference](#), Endnote AppA:5).

The Comprehensive Program Review provides each program the opportunity to analyze its previous three ARPDs, evaluate progress and areas needing further improvement, and identify the overall program health through the demand, efficiency, and effectiveness indicators, as well as students' successes in transfers to UH four-year institutions and external qualifying examinations. The CPR also reviews information about Distance Education (completely on-line classes) and for Career and Technical Education areas only, Perkins Core Indicators. Figures 3. and 4. show this review period in October and November annually while the actual developing of the CPR occurs every three years, the next iteration being due in March 2016.

In addition, the CPR includes assessment results for Program SLOs. The college is responsible for developing a schedule for SLO assessment that coincides with the years covered in the CPR so that within the review period, all Program SLOs will have been assessed. The Program then lists its Program Student Learning Outcomes and the date they were assessed; reports the assessment findings and changes that have been made as a result of the assessment findings. For all requirements of the CPR see UHCCP #5.202, Attachment 1-B (Comprehensive) Revised January 2012 ([Reference](#), Endnote AppA:6).

The importance of the CPR planning process to the College and its connection to resource allocation is captured comments made in the Student Services CPR 2013-16 ([Reference](#), Endnote AppA:7), which states:

“The Student Services Comprehensive Program Review (CPR) provides a regular assessment of the effectiveness of the nine Targeted Populations Counseling Programs comprising this unit. The VCSS, in consultation with the coordinators, counselors and staff members, is responsible for completing the CPR report by the deadline. The CPR provides an ongoing and systematic process for dialogue and assessment of student engagement, student learning, and student achievement and success outcomes. The results of the Program Review are used to refine and ultimately improve program practices, which increase student success rates with a focus on the strategic plan performance measures of *graduation*, *enrollment* and *Pell Grant* rates. The CPR process allows targeted populations coordinators and counselors to reflect on their practices and

ensure that planning efforts are aligned with the goals of the college. Annual Review of Program Data (ARPD) results are also used by the VCSS in decision-making relative to program improvement and resource allocations.”

The CPR process is different for each unit as it is based on Programs. Thus, while there are 11 Programs in the Health Academic Unit the many Arts and Sciences offerings of the College are considered one Program. Based on its structure each Program develops a process for analysis, review, and improvement, for example the Arts and Sciences CPR 2013-2016 reports:

“The Arts & Sciences academic cluster is substantially different from the rest of KCC in that it is composed of four large departments which contribute to a small number of cross-cluster academic programs. While A&S has come together to conduct other assessment activities, the 2013-16 Comprehensive Program Review (CPR) is substantially different from those previous planning efforts in that it specifically studies the *programs* that are housed in Arts & Sciences. This CPR focuses on the Liberal Arts program – the largest academic program of study at KCC.” ([Reference](#), Endnote AppA:8).

The Liberal Arts CPR explains that it is “the direct outgrowth of hundreds of hours of assessment work completed over the past three years. While the CPR is the product of the *Deans Advisory Council on the Comprehensive Program Review*, it builds upon three years of tactical planning and two Disappearing Task Forces composed of more than thirty individuals representing all departments and programs in Arts & Sciences. This CPR seeks to capture the important and meaningful dialogue in which they engaged.” ([Reference](#), Endnote AppA:9).

Prioritize (Consolidate and Set Priorities)

In December (see Figures 3. & 4.) the analysis of and response to the ARPD data is due back to the UHCC system Institutional Research Office. At this point, Vice Chancellors and Deans have been working with their Department Chairs, Program Coordinators, and/or Unit Heads to provide a cogent response to the initial ARPD data and to devise plans for future improvements and determine resource needs to support the efforts for improvement. Once the ARPD process is complete, the faculty and staff, in dialogue with their Deans, review the requests for resources in relation to Strategic Plan and Tactical Plan data to determine priorities for items requested for funding.

In January, the VCs and Deans identify the need for resources in the areas of institutional priorities, such as Professional Development (i.e., Sabbatical, Teaching Equivalency, and Travel). These latter requests for funding have in the past been reviewed separately from ARPD/CPR resource requests. However, due to the changing funding realities of the UH System and the assessed need to improve the coordination of planning and budgeting processes, it became evident that the College should review all funding requests as a system. This process allows all involved in the budget allocation process to better understand and communicate the impact of the sum value of requests for resources.

The assessment of funding requests (December and January, Figures 3. and 4.) includes review of all categories of the College’s activities needing financial resources in relation to planning

processes and outcome data. The requests are vetted through a process of dialogue with faculty and staff. The integrated and consolidated planning and budget cycles leads to each of the VCs and Deans, by January, having a prioritized list of items that support the Strategic Plan goals and reflect the needs identified in ARPDs (Part IV, Resource Implications) ([Reference](#), Endnote AppA:10). and CPRs (Part IX, Resource and Budget Implications) ([Reference](#), Endnote AppA:11 p. 4).

Plan Resource Allocation

In February (see Figures 3. & 4.), VCs and Deans meet to determine allocation priority areas that will be used as guidelines, e.g., a rubric for decision-making, when funding is available. In the past the resource allocation process has taken a few iterations, as it would include rechecking with faculty and staff to discern which of the individual priority items should be funded given a finite amount of funds. With an Allocation Priority Plan decisions for funding priority item requests can be made according to established priority areas. For example, given the availability of finite resources, whether to fund 50 laptops and two secure laptop storage areas for the practical nursing program ([Reference](#), Endnote AppA:12, p.22), or a Teaching Equivalency request to promote Faculty Development ([Reference](#), Endnote AppA:13) can be determined by applying the established priorities set by the Allocation Priority Plan. Of course these priorities are applied with a sense of flexibility as conditions at the College change and/or the availability of expected external funds can change. With the completion of this process, the VCs and Deans, through the Vice Chancellor for Academic Affairs, submit an Allocation Priority Plan to the Chancellor.

The Chancellor reviews the Allocation Priority Plan in March (see Figures 3. and 4) and approves it or returns the Plan to the VCs and Deans and asks them to resubmit if the proposed priorities are not supported by data and need. Once the Plan is approved the Chancellor will send it to the authorized governance organizations (AGOs) and advising bodies, as appropriate, for review and comment, and other advisory bodies, as appropriate, for review and comment. With all comments considered, the Chancellor communicates the Allocation Priority Plan to the entire campus.

Review

In April/May (Figure 3. & 4.) VCs and Deans communicate and clarify the Allocation Priority Plan at program, unit, and department levels and review ARPD and CPR/Tactical Plan requests for adjustments.

The College's budgeting process depends on projections made for the upcoming year and then the actual allotment receive from the legislature, tuition and fees received from student enrollment, and funds obtained from external grants. In June (see Figures 3. & 4.) budget allocations at the college level are reviewed for fiscal changes in the system. Also, the College receives funding and allocation direction from the University of Hawai'i System. For example, the June 28, 2013 memo to the Community College Chancellors entitled *FB 2013-2015 Biennium Operating Budget – Conference Budget* from Michael Unebasami, Associate VP for Administrative Affairs enumerates the funding appropriations for Community Colleges

Operating Budget – General Fund Adjustments ([Reference](#), Endnote AppA:14). Review and updates to the budget from within the College and at the UHCC system level occur regularly as they relate to tuition and fee projections and legislative appropriations and budget decisions by the Governor.

Implement

The new fiscal year begins in July; the Allocation Priority Plan can be implemented by priority area if funds are available.

Allocation updates are given by the VC of Administrative Services throughout the year to ensure that the VCs and Deans are aware of funding changes and can adjust the Allocation Priority Plan if needed ([Reference](#), Endnote AppA:15). Also, if needs arise during the year, they will be evaluated according to the priorities established by the Plan or the Plan's priorities can be adjusted so that funding aligns with the needs.

The College has begun communicating and clarifying the description of the integrated planning/budgeting process by presenting and discussing drafts of the *Annual Integrated Program Review, Planning, & Budget Allocation Cycle* (Figure 4., The Cycle) at various meetings, such as, the September 3, 2013 Chancellor's Advisory Council (formerly the Policy, Planning, and Assessment Council) ([Reference](#), Endnote AppA:16). It will continue to communicate and clarify the integrated planning/budgeting process through the use of The Cycle.

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