

**Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges
Midterm Report for Kapiolani Community College
University of Hawaii**

Section 1: Responses to Recommendations from the Comprehensive Review in 2006

Recommendation 1) To more fully integrate planning, the college must:

A) Define the role of the institutional research office in planning processes and use data as the basis for institutional planning. (Standard IB.6)

This recommendation has been largely addressed through the approved college Reorganization Plan (see Appendix A), which established a new Office for Institutional Effectiveness (OFIE) combining the Office of Planning and Institutional Research with the Office of Planning and Grants, with a director and four newly hired full-time staff. This recommendation has also been addressed through the updating of the Strategic Plan for 2008-2015 (see penultimate draft in Appendix B), which includes six strategic outcomes, 27 quantitative and two qualitative performance measures, and a collegewide strategy to “Improve Ongoing Cycles of Integrated Research, Planning, Assessment, Evaluation, and Budgeting.”

OFIE provides leadership and coordination for long-range, strategic, and tactical planning; research in institutional effectiveness, especially in support of learning-centered faculty development opportunities and student learning outcomes; and grants and resource development in support of national promising practices as well as unique opportunities of Hawaii. As defined in the reorganization plan, OFIE develops, in consultation with the campus community, the College’s strategic plan, tactical plans, self study and accreditation process, and other long-range planning documents.

OFIE supports the Chancellor and the Planning, Policy and Assessment Council (PPAC) in establishing guidelines and policies for evaluation and accountability; prepares management information reports and other institutional research; oversees the implementation of improvements related to accreditation self study recommendations and campus planning agenda items; plans the long range development for facilities; establishes processes and procedures for annual program reviews and provides support to the academic and support units in creation of tactical plans based on institutional research data; manages and directs the collection and analysis of institutional research data and its use in management and resource allocation decisions; collects and analyzes data related to the various activities of the College, especially those related to instruction and instructional support; provides information in clear, usable reports; helps faculty, administrators, and staff interpret data that inform and guide the processes of institutional planning and decision-making, including budget allocation; develops methodologies and procedures for gathering internal and external data; and conducts institutional research and assessment for all academic, student services and continuing education programs.

Further, OFIE conducts program reviews, analyzes institutional effectiveness, and supports self studies for professional reaccreditation purposes; coordinates, administers,

and analyzes surveys, questionnaires and focus groups, including the end-of-semester student feedback survey; conducts studies dealing with a variety of institutional research issues ranging from demand forecasts, to characteristics of various college groups, to supporting recommendations for ending programs or establishing new ones; serves as an in-house consulting entity for faculty and staff in research design and statistical analysis so that data can inform decision making and resource allocation toward improved institutional outcomes; and supports planning activities for the College, including the preparation of strategic and tactical plans.

OFIE also has major grant development functions, using data to support the achievement of campus planning outcomes and performance measures. Grant-related processes necessitate close collaboration with vice chancellors, deans and faculty in grant identification, development, submission, assessment and evaluation, and reporting. OFIE staff review grant policies and timelines and communicate with funding agencies, and review grants information for alignment with strategic and tactical planning.

B) Refine the objectives in the College’s tactical and strategic plans so they are measurable, have obtainable benchmarks and assessment methods, inform the allocation of resources, and then regularly assess progress and use the results for improvement. (Standards IB.2, IB.3)

The updating of the College’s Strategic Plan for 2008-2015 began in October 2007 as University of Hawaii (UH) system planning processes were achieving consensus on five new strategic outcomes that had been at the forefront of an earlier “Second Decade Project.” All UH campuses were informed that this strategic planning process was to result in an update to the existing strategic planning document that covered the period 2003-2010.

In the spring and summer of 2008, as a result of their participation in the national “Achieving the Dream” (AtD) project, the UH Community Colleges (UHCCs) specified strategic outcomes and performance measures for improving Native Hawaiian Educational Attainment (Outcome A in the Strategic Plan) and Hawaii’s Educational Capital (Outcome B in the Strategic Plan). Appendix C provides two documents:

- 1) Early data tracking for these two AtD driven outcomes and the other three UHCC strategic outcomes;
- 2) The College’s AtD Implementation Plan;

The College’s “Strategic Planning Matrix” (on last page of Strategic Plan) exhibits the final baseline data from 2006 and the realistic, ambitious, and customized benchmarks we set for the college for 2015. In some cases, the College set higher benchmarks than the UHCC system. For example, under Strategic Outcome A, the College intends to increase Native Hawaiian enrollment by five percent annually, not three percent as stated in the UHCC AtD tracking data. The College also set higher benchmarks for Native Hawaiian degree and certificate completion and transfer than for all students. These higher benchmarks can be achieved because of our success in applying research-based best practices and directing external funding to these outcomes,

particularly funding from U.S. Department of Education Title III and the National Science Foundation.

In the Planning Matrix, the College consolidated the detailed “drill down” measures from the AtD tracking into more general performance measures for outcomes A and B. The Planning Matrix also links the performance measures with coded strategies (section 2 of the Strategic Plan) identified through the dialog in the strategic planning process which is detailed below.

In 2008, as the UH and UHCC frameworks were being refined, the College began formal meetings with campus representatives from a wide range of academic and support units, as well as the Faculty Senate, Staff Council, Student Congress, and Kalaulani, the College organization aligned with Pukoa, the Native Hawaiian advocacy body at the UH system level. To facilitate maximum participation, engagement, and dialog, meetings were scheduled on back-to-back Wednesday and Thursday evenings, once per month, in February, March, April, and May 2008, and a dedicated Laulima website housed all draft documents generated by the Committee to Update the Strategic Plan (CUSP) as they evolved.

Within the CUSP, four subcommittees were formed to address the five strategic outcomes identified by the UH system.

Group A: Focused on the framing documents for the updated plan, the mission, vision, values, planning context, and functional statements, and on the integration of planning agenda items from the College’s 2006 ACCJC/WASC Self Study as well as recommendations from the Accreditation Report from January 2007.

Group B: Focused on Strategic Outcome 1, Native Hawaiian Educational Attainment and Strategic Outcome 2, Hawaii’s Educational Capital.

Group C: Focused on Strategic Outcome 3, Economic Contribution and Strategic Outcome 4, Globally Competitive Workforce

Group D: Focused on Strategic Outcome 5, Resources and Stewardship.

Community stakeholders began receiving electronic drafts of the updated plan in February and joined the face-to-face phase of the four-group planning processes in March. Throughout the spring semester, participants were informed that the College was building on the UH and UHCC frameworks, that there was a new emphasis on measurable outcomes and that these outcomes would drive UH system budget requests to the Hawaii State Legislature. Further, participants were aware that the updated strategic plan would:

- 1) Impact three-year comprehensive program review in 2009 and 2012;
- 2) Guide three-year tactical planning by the College’s academic and support units and emphases for 2009-2012 and 2012-2015;
- 3) Initiate and drive long range development planning.

The collaborative work of the participants was further shaped by a thoughtful, comprehensive, evidence-based Planning Context statement developed by the UHCC system which focused on seven issues that will drive institutional transformation over the planning period. These include:

- 1) Globalizing economy and environment;
- 2) Severe social change and the inability of government to respond;
- 3) Education as a driver of economic development;
- 4) Escaping the low-wage, low-skilled Trap;
- 5) A poorly performing education-to-work pipeline;
- 6) Emerging opportunities identified—need for institutional innovation;
- 7) Heightened attention to diversified revenue streams.

In June 2008, the updated plan was further refined and formatted. Group A convened in early July to complete the integration of accreditation-related items and to review suggested formatting changes.

In late July 2008, the administrative staff met to review the following set of planning documents: a) Planning Process; b) Planning Shaped by External Context; c) Planning Shaped by Vision, Values, and Mission; d) Functional Statement; and e) Strategic Outcomes, Performance Measures, Campus Strategies.

At the UHCC system level, strategic outcome labeling was changed from numbers (1-5) to letters (A-E). The College then divided outcome E into two outcomes, one focused on faculty and staff development (E), and one focused on physical and technological resources and sustainability (F), resulting in six strategic outcomes.

In early August, the updated plan was the focus of an all-day administrative retreat. The administrative staff was impressed with the in-depth and detailed strategies identified by the campus and community representatives to the Committee to Update the Strategic Plan and their clear alignment with each of the performance measures and outcomes. From these detailed strategies a set of eight collegewide strategies were identified (these are detailed on the penultimate page of Strategic Plan in Appendix B):

- 1) Manage and grow enrollment strategically;
- 2) Diversify, improve and increase the College’s financial aid portfolio for students;
- 3) Develop a new ecology of engaged learning and teaching for retention and persistence;
- 4) Develop a new ecology of engaged learning and teaching for degree and certificate completion and transfer;
- 5) Diversify, sustain and increase the College’s funding portfolio and revenue streams;
- 6) Increase financial, technological, and physical resources and faculty and staff expertise;
- 7) Strengthen community outreach and partnerships;
- 8) Improve ongoing cycles of integrated research, planning, assessment, evaluation, and budgeting.

The implementation of detailed and collegewide strategies will help the College achieve the ambitious outcomes (6) and performance measures (29) detailed below:

<p>Table 1. Strategic Outcomes and Performance Measures, Kapiolani Committee to Update the Strategic Plan, 2008-2015,</p>
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OUTCOME A: Native Hawaiian Educational Attainment
PERFORMANCE MEASURES
<p>A1 Increase total fall enrollment of Native Hawaiian students by five percent annually, from 840 to 1,303.</p> <p>A2 Promote low-income Native Hawaiian students' success and graduation by increasing their overall financial aid participation rate from 19.4 to 38.0 percent.</p> <p>A3 Increase the percentage of Native Hawaiian students, who if assigned to a developmental reading, writing, or math intervention, successfully complete that sequence. Native Hawaiian success rates in developmental writing to increase from 72 to 81 percent; in developmental reading from 50 to 76 percent; in developmental math from 52 to 72 percent.</p> <p>A4 Increase by six percent per year the number of Native Hawaiian students who complete certificates and degrees, or transfer to baccalaureate institutions, while maintaining the percentage (71%) of transfers who achieve a GPA of 2.0 or higher at the transfer institution. Increase certificate and degree completion by Native Hawaiian students from 64 to 105 per year, and increase transfer by Native Hawaiian students from 59 to 85 per year.</p>
OUTCOME B: Hawai'i's Educational Capital
PERFORMANCE MEASURES
<p>B1 Increase total fall enrollment by two percent per year, from 7,272 to 8,918.</p> <p>B2 Promote low income student success and graduation by increasing their Pell Grant participation from 16.1 percent to 38.0 percent.</p> <p>B3 Increase the number and percent of all students, who if assigned to a developmental intervention, successfully complete that sequence and move on to degree applicable instruction to 80 percent. All student success in developmental writing to increase from 74 to 83 percent; in developmental reading from 63 to 80 percent; in developmental math from 62 to 80 percent</p> <p>B4 Increase by three percent per year the number of students who successfully progress and graduate, or transfer to baccalaureate institutions, while maintaining the percentage (78%) of transfers who achieve a first year GPA of 2.0 or higher at the transfer institution. Increase in certificate and degree completers is from 641 to 885, and increase in transfers is from 561 to 828.</p> <p>B5 Using effective distance and off-site learning, increase enrollment of students from underserved regions from 1,103 to 1,481, and increase degrees awarded to these students from 74 to 110.</p> <p>B6 Every two years, target 2 CCSSE benchmark items for improvement by the next administration of the CCSSE. These items should have major impact on student success. For example, as a result of CCSSE 2008, improve student effort in completing assignments on time, and improve faculty use of textbooks, readings, and assignments. Improve Active-Collaborative Learning and Faculty-Student Interaction Benchmarks to 80th percentile.</p> <p>B7 All certificate and degree programs complete two documented cycles of development, assessment, evaluation, and improvement of student learning outcomes. Career programs seek industry validation of learning outcomes.</p>
OUTCOME C Economic Contribution
PERFORMANCE MEASURE

C1 Increase extramural grant funds by 3 percent per year, from \$4.7 to \$5.9 million.
OUTCOME D: Globally Competitive and Collaborative Workforce
PERFORMANCE MEASURES
D1 Increase by 3 percent per year the number of degrees awarded, and/or transfers to UH baccalaureate programs that lead to occupations where there is a demonstrated shortage of qualified, local workers, or where the average annual wage is at or above the U.S. average (\$38,651). Increase in degree completion in these programs is from 301 to 381. Increase in the number of UH baccalaureate transfers in these programs is from 403 to 511.
D2 Increase total annual student enrollment in continuing education programs that address critical workforce shortages by three percent per year, from 5,269 to 6,675.
D3 Increase the enrollment of 25-55+ year olds in credit programs by 3 percent per year, from 2,221 to 2,813 students.
D4 Increase degree completion in career fields with integrated technology (Nursing, Health Sciences, Biotech, IT, Digital Media Arts, Food Service) by 8 percent per year, from 222 to 410 students.
D5 Increase the number of students pursuing the Associate in Science/Natural Science transfer degree, with concentrations in Physical or Life Sciences, from 5 to 300.
D6 Increase the number of globally competent and collaborative students through high quality, coherent curriculum aligned with general education learning outcomes assessed through ePortfolios or comparable assessment tools.
D7 Increase the number of students annually completing course-embedded Service-Learning assignments from 600 to 1,000.
D8 Increase International (F-1 and other visa) student enrollment by three percent per year, from 630 to 800.
D9 Increase the number of the College’s “TEACH Hawaii” students transferring to UHM as Pre-Education and Education majors from 110 to 150.
D10 Redesign curriculum approval and revision process and fully implement five year curriculum review process.
OUTCOME E: Resources and Stewardship: Recognize and Invest in Faculty and Staff
PERFORMANCE MEASURES
E1 Recruit, renew, and retain a qualified, effective, and diverse faculty, staff, and leadership committed to the strategic outcomes and performance measures. Increase professional development funding by three percent per year from \$776,000 to \$995,000. Funds allocated should support achievement of these performance measures and improvement of CCSSE Support for Learners Benchmark to the 80 th percentile.
E2 Strengthen faculty and staff development to increase by one every two years the number of programs that can be completed by students in underserved regions via distance and off-site learning.
OUTCOME F: Resources and Stewardship: Acquire, allocate, and manage public and private revenues and exercise exemplary stewardship.
PERFORMANCE MEASURES

- F1 Request \$45,000,000 in repair and maintenance funds over the period, an average of \$5.6 million per year.
- F2 Establish minimum technology standards for all campus learning and administrative spaces. Bring all classrooms, labs, and offices into compliance by 2015. Secure advanced technologies for student engagement.
- F3 Promote sustainability by reducing annual KWH/gross square feet consumed by 2 percent per year, from 20.12 to 17.47, and reducing annual consumption of water from 4,104,500 to 3,316,366 gallons.
- F4 Increase number of courses, programs and initiatives that integrate assignments and opportunities leading to improved sustainability learning outcomes.
- F5 Increase non-state revenue by three percent per year from \$23.5 to \$36.4 million.

Strategic outcomes and performance measures were then aligned with the eight collegewide strategies and the user friendly “Strategic Planning Matrix” which also incorporates the coded and detailed potential strategies for use by academic and support units in their three year comprehensive program review and tactical planning for 2009-2012 and 2012-2015.

In addition to the Planning Context provided by the UHCC system, the College developed a broader context section for the updated Strategic Plan (pages 8-13). This section describes the integration of accreditation planning agenda items and recommendations. This integration had been highlighted in the 2006 self study process and in numerous presentations to the Planning, Policy and Assessment Council (PPAC) and enables a comprehensive approach to planning that guides the College to be simultaneously accountable in measurable ways to Hawaii’s public and our institutional accrediting body. Specific accreditation-related planning items included in the new strategic plan are listed below:

- 1) Improve ongoing cycles of integrated research, planning, assessment, evaluation, and budgeting (Collegewide Strategy #8).
- 2) Redesign curriculum approval and revision process and fully implement five year curriculum review process. (Performance Measure D10).
- 3) Complete two documented cycles of development, assessment, evaluation, and improvement of student learning outcomes in all certificate and degree programs (Performance Measure B7).
- 4) Develop, assess, evaluate, and improve communication with and by governance bodies (Strategy E1E for inclusion in Executive Administration Tactical Plan, 2009-2012).

A broader “External Context” section also delineates a number of national higher education initiatives which guide the College and to which the College makes major contributions. The College is nationally recognized for learning-centered innovation and student engagement and for integrating innovation into its institutional mission and functions.

From 2005-2008, specific recognition was garnered for innovations in integrated international education, service-learning, learning outcomes assessment, and science,

technology, engineering, and math (STEM). National research-based best practices inform these initiatives and their ongoing improvement.

The College's national role, as well as its unique strength in international education within the UH system, resulted in the refining of our Strategic Outcome 4, adding "collaborative" to the UH system outcome. Our campus position is that students, faculty, staff, and the institution itself need to be "globally competitive," and, equally important, they need to be "globally collaborative." Our 20 years of national work and research strongly substantiates this position and our Outcome 4 now reads, "Globally Competitive and Collaborative Workforce." By simultaneously broadening and deepening this outcome, we position the College to further achieve ambitious indigenous, intercultural and international learning outcomes, and diversify and increase future external funding.

The "External Context" section also highlights five major issues confronting American higher education. These issues were identified in a letter written by presidents of major higher education associations to the two presidential candidates in fall 2008.

- 1) The access to success problem;
- 2) Maintaining the public trust through greater transparency;
- 3) Maintaining our competitive edge – from research to job training;
- 4) Advancing international education – our best diplomatic tool;
- 5) Success through proactive partnerships.

The "External Context" narrative also discusses western and Pacific regional issues and networking opportunities.

A new draft of the updated plan was prepared and shared with the PPAC and the wider campus at breakout sessions during the General Faculty and Staff meeting on August 21, 2008. A newly updated plan was shared with community stakeholders in late August 2008 and with the Student Congress on October 10, 2008. On October 17, 2008, the four subcommittees again reviewed an updated draft, which was revised and presented to the General Faculty and Staff Meeting on January 8, 2009. On January 22, 2009, a draft was submitted to the governance bodies for their formal review. The updated Strategic Plan for 2008-2015 was approved by all four governance bodies by June 1, 2009. Both the Faculty Senate and Student Congress expressed "reservations" about the development of "academies" as a strategy to support remedial and developmental students, and these reservations are being addressed in fall 2009 by the appropriate faculty in dialog with these governance bodies.

As part of the strategic plan updating process, the College's mission statement was slightly revised and it is being submitted through the office of the UH Vice President Community College to the UH Board of Regents for formal review and approval.

In fall 2009, tactical planning by academic and support units, and cross-curricular emphases will be shaped by program review data and strategic plan outcomes and measures. These tactical plans will identify measurable baseline data and improvement benchmarks that will inform the allocation of resources. OFIE will regularly assess progress and use the results for to support further improvements.

C) Evaluate the College's planning processes using a self reflective dialog that leads to improvement. (Standards IB.6, IB.7)

Dialog concerning the development of the strategic planning process was integrated into the monthly meetings of the Policy, Planning, and Assessment Council (PPAC), and formal approval for the plan was sought and received from the College's governance bodies, the Faculty Senate, Staff Council, Student Congress, and Kalaulani.

In March 2009, the College was recognized for excellence and innovation in strategic planning by the Society for College and University Planning and is currently participating in a national study of strategic planning and mission statement impact with eight other community colleges. This study will provide some external evaluation of our planning processes.

In fall 2009, results from three-year program reviews and the updated Strategic Plan, with its quantitative performance measures, will provide the framework for tactical planning for 2009-2012, for all academic and support units. When this tactical planning process is completed in January 2010, a full evaluation of college planning processes will be conducted by OFIE staff.

The quality of the College's processes to plan, implement, and institutionalize innovations was recognized by the National Science Foundation in January 2009. The College was the only community college selected to receive funding (approximately \$1,000,050 over five years) from the National Science Foundation in their "Innovation Through Institutional Integration" (I³) program. This selection highlights an institutional assessment and planning tool adapted and developed by the director of OFIE called the "Assessing Institutionalization Matrix" (AIM). The AIM was initially developed for use in large focus groups by Julie Muyliaert and Kevin Kecskes at Washington Campus Compact (2000). The AIM is a baselining and planning tool used by the College to successfully institutionalize service-learning and community engagement, and integrated international education and globalization. In 2009, the AIM was adapted into a survey instrument by two faculty co-principal investigators on the I³ grant and two OFIE professional staff. The administration of AIM campus-wide resulted in a survey return rate of 39 percent (N=187). Results are being evaluated and will frame tactical planning for 2009-2012 in science, technology, engineering, and math as they relate to the new Associate in Science Degree in Natural Science.

The AIM tool is being widely disseminated to partner tribal colleges and I³ universities, new applicants applying for NSF I³ funds, and colleagues in other National Science Foundation initiatives, including Hawaii-EPSCoR (Experimental Program to Stimulate Competitive Research), Islands of Opportunity-LSAMP (Louis Stokes Alliance for Minority Participation), and SENCER (Science Education for New Civic Engagements and Responsibilities). This dissemination will also result in internal and external dialog and evaluation and improvement of this baselining and planning tool.

As part of the College's NSF I³ project, it is contracting with an external evaluator to assess its internal project evaluation and related planning, implementation, and improvement processes.

In July 2009, consultants were hired to begin the process of long range development planning. Over the next twelve months, they will complete an assessment of the opportunities and limitations of an expanded physical footprint for the College. This long range development plan will represent a physical manifestation of the recently completed Strategic Plan. They will be coordinating their work, timeline, and reporting to

constituents (broader campus representatives, community stakeholders, UH Board of Regents) through a campus advisory working group comprised of the Chancellor, Vice Chancellor for Administrative Services, the Interim Vice Chancellor for Academic Affairs, the Director of the OFIE, and the Dean of Culinary, Hospitality and College Advancement, who also oversees the development of the new Culinary Institute of the Pacific facility. The consultants updated this committee on August 26, 2009, and presented their initial findings and project timeline to the PPAC on September 1, 2009. On September 26, 2009, a highly interactive long range planning charette engaged 20 community stakeholders from civic associations, Neighborhood Boards, the legislature, and city government. Six of these stakeholders were engaged in the earlier strategic planning process. The next consultant report to the PPAC is scheduled for November 3, 2009, and the next charette is scheduled for November 21, 2009

As the College moves to its third cycle of tactical planning in 2009, it has strengthened its commitment to the use of program review data and strategic plan outcomes and performance measures as tools for assessment and evaluation for program and institutional improvement, and for budgeting and resource allocation. Further, in July and August 2009, the OFIE developed and disseminated for review ten institutional effectiveness measures that it will be using, assessing, evaluating, and improving by 2012. The first five are academic progress measures tracking entering fall cohorts of KCC home-based students, and the second five are the benchmarks from the Community College Survey of Student Engagement (CCSSE):

- 1) Course success rates: percent of students who earn a “C” or higher
- 2) Fall to spring re-enrollment rates
- 3) Entering fall cohorts - percent earning 20 or more credits with C or higher or graduated or transferred within one academic year.
- 4) Entering fall cohorts - percent earning 40 or more credits with C or higher or graduated or transferred within two academic years.
- 5) Entering fall cohorts - graduated with Associates degree or 4-year transfer within three academic years.
- 6) Active-Collaborative Learning
- 7) Faculty-Student Interaction
- 8) Student Effort
- 9) Academic Challenge
- 10) Supports for Learners

In this institutional effectiveness model, it is hypothesized that improvements in the CCSSE benchmark scores in 2010 and 2012 will drive improvements in the top five academic progress measures and also drive improvements in student learning as assessed through emerging methodologies described at length below (See OFIE Research Briefs in Appendix D).

The Chancellor and administration are committed to this overall data-driven approach in developing and allocating budgets in these trying economic times for the state of Hawaii. With personnel costs taking up the largest proportion of the College’s internal budget, decisions about resource (re)allocations from within its existing state allocations are limited. A number of areas have been identified based on our strategic plan and recent

investments in Kahikoluamea and Science, Technology, Engineering, and Math have followed from the planning document.

In addition, the College has been aggressive in its search for external resources and, with a newly established Office for Institutional Effectiveness responsible for grants development, our efforts have been successful. Our grant proposals are all explicitly tied to the institution's strategic plan and to tactical plans at the department level. For example, a U.S. Department of Education Title III "Institutional Strengthening" grant awarded in July 2009 (\$3.3 million over five years) is directly targeting "weaknesses and significant problems" identified in program reviews, Achieving the Dream data, OFIE research and evaluation, and strategic planning.

In 2011, the PPAC will be asked to assess the progress of this planning process and to identify areas in need of improvement.

Recommendation 2: The College should complete, implement and then evaluate three curriculum oversight reforms currently being planned:

A) Redesign of the curriculum approval and revision process. (Standard IIA.2.a)

As of fall 2007, the College's Faculty Senate endorsed changes to the curriculum process such that multiple deadlines were available to faculty. Effective fall 2008, the Faculty Senate endorsed the initiation of a "presubmission checklist," a process that asks course proposers to consult with various stakeholders prior to submission of the proposals for formal review. While faculty proposers felt that implementing the presubmission checklist lengthened their part of the process, the members of the Curriculum Committee and Faculty Senate recognized that the quality of proposals improved and the review process was made more efficient as a result.

The curriculum management software package based on Leeward Community College's Curriculum Central has progressed more slowly than was anticipated. The program is now live and ready for implementation in fall 2009. However, KCC's Faculty Senate has elected to delay implementation until spring 2010. Nevertheless, some faculty are electing to use the software in fall 2009, piloting the system and enabling the reviewers to familiarize themselves with the software initially with a manageable number of proposals and working with the developers to address the remaining programming glitches.

B) Full implementation of the five year curriculum review process. (Standard IIA.2.e)

Mindful of the workload of the reviewers on Faculty Senate and Curriculum Committee and mindful of the harm to students if out-of-date courses were prohibited from the schedule, the department chairs opted to stagger the curriculum review over the next two years. Departmental timelines, due to the Vice Chancellor for Academic Affairs on August 17, 2009, identified which courses the departments will submit for review in each of the next four semesters. All but three of the departments have completed their plans for bringing all of their courses into compliance with the five-year review policy.

The timelines established by the departments will bring all courses into compliance with the five-year review cycle by fall 2011.

C) The process for establishing and validating course pre-requisites. (Standard IIA.2.b)

The mechanism developed in the former Planning and Institutional Research Office was not supported by Faculty Senate. Beyond the current questions in the course proposal documents that ask the faculty to justify prerequisites, no additional mechanism is being considered. However, new questions on the required course outline within Curriculum Central will require faculty to think more deeply about prerequisite skills. These questions are delineated in the Table below:

Table 2 Questions for Consideration in Specifying Course Prerequisites

i.	What basic skills (reading, writing, and analytical) are needed for success in this course? The concern here is with the skills levels required of students rather than the level of material in the class.
ii.	Amount and level of reading, writing or other independent work required. As a rule of thumb, much of the reading material for a freshman level course should be at the 12 th or 13 th grade level.
iii.	Amount and level of quantitative and logical reasoning required. Where the course involves use of mathematics, a minimum of one year of high school algebra, or its equivalent, as background for the course would be required for transfer courses.
iv.	Background knowledge in related subject matter expected of students entering the course. Is a course based on the expectation that students will have completed normal high school courses in related areas?
v.	Expectations for student participation outside of class. Students are expected to spend at least two hours outside of class for every hour in class by means of the following activities:
vi.	Justify the level of proposed course: 100 level, 200 level, or lower than 100 level.

Recommendation 3. It is recommended that in order to create continuity and to improve communication, the college must:

A) Develop a written description of its governance structure that defines the roles of constituent groups in governance. (Standard IVA.2)

The College has nearly completed this written description which includes: 1) the role of each constituent governance group as defined by University Board of Regents Policy and College guidelines; 2) the role of other participatory groups; and 3) college-wide decision-making processes that afford the greatest opportunity for participation by these groups and the individual faculty, staff, and students that comprise the College community. The College's administration researched governance processes used in other

institutions of higher education in Hawaii and other states. Beginning in January 2008, issues concerning governance policies, guidelines, and structures were discussed by the College's administration and eventually compared and contrasted to existing Board of Regents (BOR) policies. Based on the BOR policies which support participatory governance in the University of Hawaii system, a draft "*Kapiolani Community College Policy*" document was introduced on March 6, 2009, to representatives of the four governance groups: Faculty Senate, Student Congress, Staff Council, and Kalaualani. The purpose of this meeting was to introduce the concept of participatory governance and to obtain initial feedback from the representatives of each group. It was explained that this was an exploratory meeting and that the draft policy was being presented via Powerpoint to first determine whether or not there were issues or items that needed to be addressed before campus-wide distribution to garner broader feedback. The "policy" was distributed to the meeting participants as an unofficial preliminary draft, i.e., K 1.201, March 2009; they were asked to review it and submit further comments. On April 4, 2009, a revised PowerPoint presentation was given to the Chancellor's Policy, Planning, and Assessment Council (PPAC) and the revised draft document was distributed to PPAC members.

Based on discussions at these meetings, the draft document was further revised and renamed "*Participatory Governance Guidelines*," as only the BOR has the authority to make policy in this area, and was sent to the four governance bodies on April 13, 2009. The Chancellor requested a "formal response" through a "timely review and response in writing" concerning the *Guidelines* document, and stated that the administration was available to meet with representatives of the governance bodies. In addition, meetings were held for each of the governance groups: March 24, 2009, with the Faculty Senate Executive Committee; April 17, 2009, with the Student Congress; and April 20, 2009, with the Staff Council and Kalaualani Council Executive Committees. As a result of these meetings, the *Guidelines* document was revised and a third draft was sent, on April 20, 2009, to all of the constituent governance bodies. It was stated that this version superseded all earlier versions and was to be used for formal review.

While the April 18, 2009, version further clarified the role of the Faculty Senate in governance issues at the College, it did not change the concept of participatory governance as defined in the earlier versions. The *Guidelines* document was also distributed to and discussed with the Chancellor's administrative staff on May 12, 2009, a group that includes Vice Chancellors, Deans, and other administrative personnel, for discussion and feedback. In addition, the *Guidelines* document was sent to the University of Hawaii legal counsel for review to determine whether the language used was in fact within the scope of BOR and University policies and guidelines. At present, due to concerns raised by the governance bodies, the *Guidelines* document is being revised.

On June 23, 2009, the charter of the Pukoa Council was approved by the Board of Regents. The purpose of the Pukoa Council is to provide formal, independent voice and organization through which the Native Hawaiian faculty, administrators, and students of the UH system can participate in the development and interpretation of system-wide policy and practices as they relate to Native Hawaiian programs, activities, initiatives, and issues. The primary role of the Council is to provide advice and information to the President of the University on issues that have particular relevance for Native Hawaiians and for Hawaiian culture, language, and history. The Charter states that its Executive

Council is comprised of two representatives from each campus of the University of Hawaii system chosen by each campus council representing Kanaka Maoli on that campus according to each council's internal procedures. At Kapiolani, this council is called "Kalaualani" and advises the Chancellor on matters of the same nature as delineated above in describing the purview of the Pukoa Council.

B) Finalize, implement, and evaluate reorganization, and fill positions in a timely manner. (Standard IVB.2.a)

John Morton, Vice President for UH Community Colleges, formally approved the College's reorganization plan with updated and complete position descriptions on April 30, 2009. The following actions have been taken to implement the approved reorganization plan:

- 1) The Office for Institutional Effectiveness and the Office for International Affairs have been realigned within the Office of the Chancellor and unit heads are directing functions identified within the Reorganization Plan.
- 2) Position descriptions for the Vice Chancellor for Academic Affairs and program deans for Arts and Sciences, Health, and Hospitality, Business, Legal Education have been completed and reviewed at the campus and UH system levels. It is anticipated that recruitment and selection for these positions will be completed in spring 2010.
- 3) The position description to upgrade the Dean of Student Services to the Vice Chancellor for Student Affairs has been completed.
- 4) Campus operations such as printing, duplicating, mail and telephone operations are now based in Auxiliary Services, Security Services, and Facilities Management.
- 5) With the completion of required annual reorganization updates, many positions have been updated and realigned to reflect the approved reorganization plan.

C) Record and widely disseminate recommendations and decisions of its governance bodies. (Standard IVB.2.b)

Minutes from PPAC and administrative staff meetings are consistently updated. Governance bodies have not had sufficient staffing to record and widely disseminate their recommendations and decisions. In fall 2009, the Vice Chair of the Faculty Senate will be provided with three credits of assigned time to oversee and facilitate the Faculty Senate committee structures and functions and disseminate the work of these committees in a timely manner. In addition, student help clerical support has been provided to the Faculty Senate for these purposes.

Student Congress regularly disseminates its minutes, recommendations, and decisions via a limited distribution email list and will be moving this reporting to the campus website in 2009-2010.

Mechanisms to support improved recording and dissemination of decisions and recommendations by the Staff Council and Kalaualani need to be developed within the "*Participatory Governance Guidelines*" document discussed above.

D) Regularly evaluate the College’s governance and decision-making structures, widely communicate the results of these evaluations and use the results as the basis for improvement. (Standard IVA.5)

In 2011, with the reorganization in place and with the completion and acceptance of a document defining the role of governance groups and their roles and responsibilities in relation to administrative advisory committees and decision-making, the OFIE will develop a comprehensive evaluation of the reorganization in relation to governance and administrative advisory committees and decision-making structures. Results of the evaluation will be reported through the Policy, Planning, and Assessment Committee in 2012.

Section 2: Progress on Student Learning Outcomes Assessment

Overview

The Faculty Senate assumed the lead responsibility for developing and assessing student learning outcomes (SLOs) at the College. The Senate appointed an ad hoc committee in spring 2007 to spearhead the effort. The Committee submitted an SLO Assessment plan, which was approved by the College in March 2008, and is being overseen by the SLO Assessment Coordinator. In the plan, Course Competencies are defined as measurable skills, knowledge, and/or attitudes that students possess at the end of a course. Several course competencies constitute a broader outcome at the General Education and program levels. General Education outcomes are defined as cross curricular SLOs that two-year college graduates should possess to succeed in work, transfer education, and life. Program Degree and Certificate SLOs are defined as program-specific outcomes that two-year college graduates should possess to succeed in work and these are delineated in Appendix E.

The plan was broken into three phases beginning in the spring of 2008. The first phase required programs to develop and submit to curriculum committee program and General Education SLOs. Nearly all programs have identified program SLOs that have also been approved by the Faculty Senate and administrative reviewers. The Career and Technical Education (CTE) program SLOs have also been validated by advisory groups. The programs identified methods of assessing the SLOs and each assessed one or more SLOs in summer 2009. They will continue assessing programmatic outcomes and will have completed the cycle of assessing and improving student learning for all program SLOs by 2012. General education SLOs were also drafted and approved by the Faculty Senate, and groups of faculty are designing methods of assessment for each of the SLOs. The College needs to address the question of uniform General Education SLOs for both Liberal Arts and CTE programs.

For the second phase of the assessment plan, the faculty are aligning course competencies with program SLOs, and developing SLOs within two areas of General Education: foundation courses (writing, symbolic reasoning and global-multicultural Issues) and diversification (area) requirements. The bulk of this work was done in summer 2009, and will continue through fall 2009 as the College moves into phase three, which requires faculty to make changes to course competencies, curriculum, assignment

alignment, and assessment methods based on the discussions and findings from phase two. All courses have identified course competencies, defined as the knowledge, skills, and attitudes that students attain at the end of the course.

SLOs have been incorporated into the three-year comprehensive program reviews scheduled to be completed in fall 2009, and will be integrated into program and unit tactical planning for 2009-2012 in relation to new strategic planning performance measures and defined assessment, evaluation, and improvement cycles.

Specific Planning Agenda Items Related to Student Learning Outcomes Assessment

In the 2006 Self Study process, 14 campus planning agenda items related to assessing and improving student learning outcomes were identified.

Standard I.B.1

Continue to develop new three-year tactical plans for cross-curricular emphases and initiatives with measurable student learning outcomes.

Progress

The Service-Learning cross-curricular emphasis has completed two full cycles of rubric assessing and scoring learning outcomes demonstrated in required semester-end capstone essays. Further, the faculty coordinator of the emphasis has revised the essay reflection questions to better guide student learning and align with the new general education program outcomes. In 2009-10, Service-Learning, Writing Across the Curriculum and International Education will be developing new three-year tactical plans, aligning their activities with the General Education student learning outcomes, and developing and implementing assessment strategies. The Information Technology emphasis will develop a new three year tactical plan as a component of the overall plan developed by the Center for Excellence in Learning, Teaching, and Technology (CELTT), which will also include Learning Communities and other professional development initiatives. The plan will address the development of activities that align with the General Education SLOs and will develop and implement appropriate assessment strategies in all the relevant areas.

In 2009-10, the First Year Experience and Malama Hawaii initiatives will be integrated into the three year tactical planning of the Kahikoluamea program, including the development and assessment of SLOs. The Teacher Preparation initiative, now called the Center on Responsive Education, will complete a three-year tactical plan in 2009-2010.

Standard I.B.5

Evaluate and improve cycles of assessment documenting degrees of progress in achieving college goals and objectives and student learning outcomes.

Progress

Strategic Plan outcomes and performance measures and SLOs will be integrated into all tactical plans for 2009-2012, and 2012-2015. All degree programs will complete one cycle of SLO assessment and improvement by 2012, and a second cycle by 2015.

Progress on college outcomes, performance measures, and SLOs will be tracked by the Office for Institutional Effectiveness and reported through the Policy, Planning, and Assessment Council.

Standard I.B.7

Continue to improve institutional research, program review, and assessment.

Progress

The creation and staffing of the Office for Institutional Effectiveness within the approved reorganization (see Response to Recommendation 1) are resulting in improved research, program review, and assessment. OFIE is continuously seeking opportunities for external review of its processes to ensure continuous improvement. The SLO Assessment Coordinator is being re-assigned to OFIE in fall 2009 to better integrate assessment and evaluation tied to the Achieving the Dream Initiative and program and institutional SLOs assessment for improvement.

Standard II.A.1.a

Continue to use student outcomes data to ensure higher success rates for Holomua students in Arts and Sciences and Career programs.

Progress

The College created a new student success department, Kahikoluamea, focused on helping students to succeed in their first year of college, and more successfully transfer into liberal arts and career pathways. Kahikoluamea combines Holomua (developmental courses), the First Year Experience (FYE) program, and Malama Hawaii (Native Hawaiian initiative), counseling and advising services, and learning assistance.

The College is implementing a career pathways model to increase enrollment, financial aid participation, course success, and graduation/transfer rates of students through Personal Learning Plans (PLP) and First Year Experience programs that assist students in identifying majors and linking them to college pathway programs. As part of the pathways initiative, the Kahikoluamea department is developing academies which integrate and contextualize four courses: math, English, an introductory CTE course, and a student success course. Cohorts of students will enroll in the academy. The Kahikoluamea academy model is a holistic, research-based (references in parentheses below) program that:

- Is situated in Hawaiian values
- Integrates academic and student support services (Arendale, Tinto)
- Emphasizes the connectedness of knowledge and information (Dewey, Bruner, Kuh, Tharp, Vygotsky)
- Focuses on reflection and learning how one learns (Arendale, Chickering)
- Offers friendship through scholarship (Astin, Tinto, Vygotsky)
- Enculturates new students into their program of study (Vygotsky, Lave, Rogoff, Tharp)

The Kahikoluamea department created four one-credit modules (reading and research, rhetorical grammar, writer's workshop, and creative writing) to support students weak in any of these areas who are taking English 22 or English 100. Both of these are gatekeeper courses, which are those with high enrollment (>.5% of the total enrollment) and low success (< 70% success rate, defined as students earning a "C" or better). The modules were piloted in spring 2009. The College is using a pre/post test design to measure effectiveness of the treatment.

The Kahikoluamea department modularized its basic math course. Students testing into this course are given a diagnostic test and based on their strengths and weaknesses are placed into a module. The modularized design was first piloted in fall 2008.

The Kahikoluamea department piloted a hybrid (half lecture, half lab) model for the two-course developmental math sequence in summer 2009. The development of the hybrid model is based on research from the National Centre for Academic Transformation on the application of technology for improved learning.

Standard II.A.1.c

Continue to develop and implement the assessment of student learning outcomes for the majority of programs.

Progress

Nearly all of the Career and Technical Education (CTE) programs developed program learning outcomes, which were approved by the Faculty Senate in spring 2009. The CTE program SLOs were also validated by community stakeholders engaged on program advisory groups. CTE programs also aligned their courses with the program SLOs and assessed at least one program SLO in summer 2009.

SLOs for General Education were developed and approved by Faculty Senate in spring of 2009. General Education Assessment committees also drafted rubrics for the General Education SLOs. Two out of five rubrics are ready to be tested during the 2009-2010 school year. General Education courses have been aligned with the General Education SLOs and in August 2009 the course-level SLOs (referred to as competencies) for courses that meet General Education requirements were aligned with the General Education SLOs.

SLOs were developed by the counseling units in spring 2009. Activity/SLO alignment matrices were also developed. The counseling units will have assessed at least one SLO and submitted a report by December 2009.

The UHCC system developed two SLOs for tutoring programs. These will be reported on in the 2009 program review. SLOs have been incorporated into the three-year comprehensive program reviews scheduled to be completed in fall 2009.

Standard II.A.2.f

Continue to work with departments and units to fully integrate learning outcomes assessment as a goal in 2007-2010 Tactical Plans.

Progress

Initial efforts to create SLOs at the College began in 2003, albeit haltingly. The Faculty Senate assumed responsibility for the development of SLOs in 2006-2007 and

formed the Student Learning Outcomes Committee to organize the initiative. The committee conducted extensive research, including attendance at conferences, college visits, and literature reviews to learn how other institutions implemented their student learning outcomes and assessment. The Faculty Senate SLO Committee has 30 members representing broad discipline coverage. The group continues to meet with the SLO Assessment Coordinator to discuss assessment issues. Academic and support unit tactical plans for 2009-2012 will include SLOs assessment strategies and their implementation.

The College is working on an assessment plan for the diversification areas (Social Sciences, Arts and Humanities, and Sciences) and foundation areas. This work will complete the assessment plan for the AA degree.

Standard II.A.2.f

Continue to develop and improve a Learning Outcomes Assessment Committee website for faculty and staff to learn more about writing and assessing student learning outcomes.

Progress

The College is developing the Assessment Site for Kapiolani (ASK). It can be found at <http://askap.wordpress.com>. It is still under development, but it will contain assessment and evaluation resources as well as assessment reports.

Standard II.A.2.i

Continue to develop and assess workshops for assisting faculty in identifying, articulating, and measuring learning outcomes in all courses and programs.

Progress

The College appointed an SLO Assessment Coordinator to serve as a resource person for faculty and staff developing assessment plans. This Coordinator has delivered 14 SLO development workshops and 20 assessment rubric workshops to assist in the development of SLOs and assessment plans for the Career and Technical Programs, General Education, and Support Services. This Coordinator also worked with many faculty and program coordinators on an individual basis to determine assessment measures, interpret data, and discuss program improvement based on the data.

- The College sent 15 faculty and administrators to the WASC *Retreat on Student Learning and Assessment I* to learn more about issues in assessment (January 29-31, 2009).
- The Dean of Student Services and the SLO Assessment Coordinator arranged to have a facilitator from Academic Impressions deliver a workshop for the counseling units on SLOs and assessment.
- The College sponsored a course competency/ program SLOs alignment institute for faculty in summer 2009. During the institute the SLO Assessment Coordinator worked with General Education and CTE faculty to align course competencies with program SLOs. The Coordinator will continue to work with faculty during

the fall 2009 semester to make changes to course competencies, curriculum, assignment alignment, and assessment methods based on the discussions and findings from the institute.

- Faculty representing seven diversification areas (biological sciences, physical sciences, laboratory sciences, arts, humanities, literature, and social sciences) drafted diversification area SLOs in the summer 2009.
- Ten faculty attended the NSF National Science and Civic Engagement Summer Institutes for training based on the science of learning for the learning of science (for more see sencer.net).

Standard II.A.3.b

Continue to develop and implement ePortfolios for programs that wish to use these tools for assessment of program and student outcomes.

Progress

- ePortfolios have been launched for faculty professional development, through the College's participation in a national consortium project.
- Open Source software is being upgraded and will require the College to invest in creating new assessment matrices in the upgraded version of the software. The College is collaborating with UH Information Technology Services and UHM IT team to integrate ePortfolios into Lualima, the existing course management platform. The progress in this area has been slow, however, due to issues related to the perceived potential for disruption to systemwide operations of Lualima.
- The Kahikoluamea department is developing an ePortfolio and personal learning plan for students enrolled in the academic academies learning community. The first academy is scheduled to start in fall 2010.

Standard II.A.3.b

Continue to consolidate General Education outcomes for the College and the AA, ATS, and AS degrees and to align these consolidated outcomes with the ACCJC General education guidelines and the University of Hawaii at Manoa General Education core requirements.

Progress

AA General Education SLOs were approved by Faculty Senate in spring 2009. These outcomes are aligned with the ACCJC General Education standards. The College needs to decide if the ATS and AS degrees will adopt or adapt the approved General Education SLOs.

Standard II.A.3.c

Explore development of a Service-Learning General Education Requirement and develop a mechanism to verify that students have developed a willingness to assume

civic responsibility roles after leaving the College

Progress

Service-Learning capstone essay reflection questions are being aligned with General Education SLOs, and an additional question will guide students to reflect on their willingness to assume civic responsibility in the community while at and after leaving the College. As Service-Learning and community-based learning courses are further integrated into General Education for a growing number of degree programs, the capstone reflection assessment methodology will capture the degree to which students are willing to assume civic responsibility. Existing Service-Learning/Community-Based Learning pathways provide students with multiple semesters of service opportunities and it is anticipated that this learning outcome will be achieved at increasingly higher levels with each successful semester of service.

Standard II.B.4

Establish a consistent and continuous process of identifying and assessing student learning outcomes in courses and programs, including the Student Services Unit.

Progress

- The Dean of Student Services and the SLO Assessment Coordinator arranged to have a facilitator from Academic Impressions deliver a two-day workshop for the student services unit on SLO and assessment.
- The facilitator from Academic Impressions continues to support counselors through conference calls as they develop SLOs and assessment methods.
- The counseling units wrote SLOs in spring 2009. These SLOs are aligned with the Student Development Outcomes drafted by the counselors in spring 2007.
- The counseling units have developed Activity/SLO alignment matrices, and they drafted measurable outcomes for these activities in summer 2009.
- Counselors are organized into separate teams to address student services learning outcomes. During fall 2009, counselors will take their next step in the assessment process and create rubrics or other assessment tools. Through close interaction with the SLO Assessment Coordinator, counselors will understand how to collect and evaluate data in order to improve student achievement of learning outcomes and to ensure that they are meeting the needs of their students.
- The counseling units will have assessed at least one SLO and submitted a report connecting the results of the assessment to improvement of student learning by December 2009.
- The library is starting to write SLOs and develop an assessment plan in fall 2009.

Standard III.A.1.c

Continue to develop student learning outcomes and evaluation methods compatible with realistic achievement and to align these outcomes with faculty roles and responsibilities.

Progress

Language has been revised within the “Position Templates” and the “Tenure and Promotion” guidelines to promote greater faculty involvement in student learning outcomes assessment. Specific SLOs assessment language in the “Position Templates” language reads as follows:

Under general supervision, design, deliver, and assess instruction in [discipline or disciplines] in terms of student-learning outcomes; **develop and/or update course content and materials and teaching and assessment strategies and methods to 1) improve student attainment of learning outcomes; 2) address the learning needs of the college's diverse students.**

Specific SLOS assessment language in the “Tenure and Promotion” guidelines reads as follows:

Community College faculty members should strive for excellence in the performance of their primary responsibilities. **Where appropriate, they design measurable or observable learning outcomes and assess and provide evidence of student learning.** Above all they work to improve student achievement and success.

Standard III.C.1.d

Continue to promote interdisciplinary collaborations and development of assessment processes in writing, thinking and reasoning, Service-Learning, quantitative reasoning, information technology, Holomua, educational assisting, and teacher preparation.

Progress

The five General Education SLOs were the result of cross-disciplinary participation in committees focused on developing the outcomes, the assessment strategies, and the rubrics for assessing student work in the following areas: critical thinking, communication, ethics and diversity, aesthetic engagement and integrated learning:

- Make effective decisions with intellectual integrity to solve problems and/or achieve goals utilizing the skills of critical thinking, creative thinking, information literacy, and quantitative/symbolic reasoning.
- Ethically, compose, convey, and interpret varied perspectives with respect to an intended audience using visual, oral, written, social, and other forms of communication.
- Evaluate one's own ethics and traditions in relation to those of other peoples and embrace the diversity of human experience while actively engaging in local, regional and global communities.

- Through various modes of inquiry, demonstrate how aesthetics engage the human experience, revealing the interconnectedness of knowledge and life.
- Explore and synthesize knowledge, attitudes, and skills from a variety of cultural and academic perspectives to enhance our local and global communities.

The next step, beginning in fall 2009, will be to assess student work using the rubrics that have been developed.

Section 3: Response to Other Significant Planning Agenda Items

Standard I.A.3

Increase the number of key stakeholders and deepen their engagement in reviewing the Mission, Vision, and Values Statements in conjunction with the development of a new Strategic Plan for 2010-2017.

Progress

The larger role of community stakeholders in updating the Strategic Plan is described in the College's response to Recommendation 1b. These stakeholders will receive the published version of the Strategic Plan in the weeks ahead and many of them will be invited into the long range development planning just now underway.

Standard I.B.6

Continue to use recommendations from the Budget Execution Task Force to strengthen budgetary alignment with planning, evaluation, and improvement, and sound fiscal management.

Progress

As indicated in the College's response to Recommendations 1A and 1B, the updating of the strategic plan, its relation to program review and tactical planning for improvement, and OFIE assessment and evaluation, all position the College to exercise sound fiscal management as recommended by the earlier Budget Execution Task Force. The College continues to clarify the grants development functions within OFIE and will disseminate and provide training on completed guidelines for administrators, faculty, and staff in fall 2009.

Standard II.A.2.b

Continue discussions and implement the assessment of an online curriculum review process.

Progress

See the College's overall response in Recommendation 2.

Standard II.A.6.a

Monitor changes in enrollment of international and transfer students, as well as the number of new degrees and certificates offered.

Progress

The Honda International Center (HIC) closely monitors international student enrollment at the College with support from OFIE. HIC has a dedicated staff that provides intake, orientation, and course advising services to acculturate the new F-1 student to the College. Transfer student enrollment is monitored by the Kekaulike Information and Service Center (KISC). KISC provides intake, transfer credit evaluation and very basic advising assistance to support the transfer student's entry into programs and majors offered at the College.

The College's 2008-2015 Strategic Plan has benchmarks set for enrollment as well as completion figures. All academic programs will be addressing these benchmarks in their updated tactical plans for 2009-2012. In these tight fiscal times, the College is not anticipating adding any new degree programs but may develop certificate programs to address short-term and long-term labor force needs and opportunities.

While the local and national economy plays a role in terms of enrollment trends, the College has not experienced any declines since the last visit. Fall 2009 enrollment surged more than ten percent to a total of approximately 9,102 students (census date, September 26, 2009). Much of this enrollment growth was in courses offered via distance learning.

Standard II.A.6.a (2 agenda items)

Improve transcript evaluation services to ensure that timely evaluations are completed.

Progress

Transfer enrollment has grown in proportion to the College's overall growth in headcount. An additional staff member has been hired in KISC to handle transfer credit evaluations decreasing the time that students spend waiting for their credits from other colleges to be accepted and applied to their program of study. Additionally, the UH system has improved electronic access to the Transfer Student Articulation Database, which allows students to search online for course equivalences so that they can anticipate whether or not their credits will be transferred to KCC.

Standard II.A.6.a

Continue to develop, update, and improve the existing inter-college articulation database.

Progress

The online articulation database (www.hawaii.edu/transferdatabase/) has been operational for some time and includes updated information. The Vice Chancellor for Academic Affairs has been participating in systemwide meetings to enhance the website listings by including the General Education categories for each course.

Standard II.A.7.b

Establish formal review procedures for the Student Conduct Code so that the code is reviewed and improved regularly.

Progress

Based on a year-long review process by Deans of Students that included input from faculty and student groups, the University President approved a new systemwide Student Conduct Code on July 30, 2009. Currently, the College's Dean of Students is revising our code to be in alignment with the changes made systemwide. The revised campus code will be forwarded to the appropriate campus governance groups before being sent to the Chancellor for final approval.

Standard II.C.1.c

Continue to use the Community College survey of Student Engagement (CCSSE) improve the quality of the student experiences.

Progress

The CCSSE was administered institution-wide in 2008 and will be administered again in 2010 and 2012. The CCSSE data comprise five of the College's ten proposed institutional effectiveness measures, and specific CCSSE benchmarks are identified in the College's new strategic plan. Faculty and staff development efforts are being focused on improving the CCSSE benchmarks. The UHCC system is committed to conducting CCSSE in alternate (even-numbered) years.

Standard II.C.1.d

Establish 3-year replacement and maintenance plan for computer hardware and software coordinated by library, CELTT, and other units.

Progress

The College's instructional technologies are currently co-managed by instructional departments and the Center for Excellence in Learning, Teaching, and Technology (CELTT). The department chairpersons act as stewards of the rooms and equipment while the Center provides technical support and consultation regarding repairs and upgrades. CELTT also maintains a computerized inventory of classroom technologies and provides technical consultation services for major renovations to classrooms and other learning spaces. This cooperative management model has been shifting to a centralized management model directed by CELTT and guided by campus and departmental tactical plans. We implemented this new model in spring 2009. The college will be making major upgrades to our learning spaces in summer and fall 2009 with an infusion of nearly \$1.5 million through grant funding. Upgrade plans are also being revisited and revised as the technology landscape changes to include low-priced netbooks and sustainable technologies such as virtual servers and thin clients. A technology management plan will be updated, including the development of a feasible replacement and maintenance plan as part of the academic and support unit tactical planning for 2009-2012. The Library and Learning Resources Unit has met its goal to have all of the computers available to the students be no more than three years old.

Standard II.C.1

Continue to improve campus-system budgeting formulas for all units of the College.

Progress

The legislature, working with the UH system and the Vice President for Community Colleges, has established a task force and hired a consultant that are looking into the effectiveness of formula-based funding. A report is due to the UH President and legislature by January 1, 2010.

Standard III.A.1.a

Continue to update, formalize, and streamline hiring processes at the College.

Progress

The Human Resources office has actively engaged the campus through workshops and informational briefings on the variety of documents and forms that are required to successfully hire employees, and is working to improve clarity and timeliness of communication to streamline hiring processes.

Delays in processing appointments have been traced to lack of knowledge by initiating units on the legal and administrative requirements that need to be met before a successful appointment can be made, and to the statewide freeze on hiring and filling vacant positions. Prospective employees are also counseled on the timing of external state payroll deadlines that affect expected pay dates. The Human Resources office has also proactively established internal processing deadlines to manage workflows related to period specific appointments.

Standard III.A

Fill vacancies in the Human Resources Office and the Business Office.

Progress

Both offices continue to experience employee turnover. Since the accreditation team review, existing vacancies were recruited for and filled. However, new vacancies have occurred as employees have transferred or retired. The net effect has been no increase in permanent staffing levels. The economic downturn and position freeze introduced significant uncertainty in funding and future tenure of personnel. These two factors have further delayed action in filling of position vacancies. The understaffed condition in both offices persists.

Standard III.A

Continue to review and improve the Student Feedback Survey Form for improvement of instruction.

Progress

The Faculty Senate Evaluation Committee is currently reviewing the Student Evaluation Form. A problem with a deteriorating Scantron machine at UH Manoa resulted in incorrect faculty evaluations for spring 2009, and the college is considering moving the evaluation online. Discussions between the OFIE institutional analyst, administration, and the Faculty Senate have commenced.

Standard III.A.1.d

Broadly disseminate new university policy on faculty ethics.

Progress

The Statement on Professional Ethics (Faculty) (July, 2006) is available at <http://www.hawaii.edu/offices/cc/docs/policies/5.211.pdf> and is now on now posted on the faculty page of the College's website (kcc.hawaii.edu). The Chancellor's Office has made this posting known to the PPAC membership for distribution to all faculty.

Standard III.A.1.d

Continue to improve communication between the Center for Excellence in Learning, Teaching, and Technology and the Staff Council to strengthen professional development opportunities for staff members.

Progress

Two CELTT staff members now serve on the Professional Development leadership team. In addition, a needs assessment was conducted in 2008-2009 to guide the delivery of workshops for staff members. The new strategic plan has put equal emphasis on both faculty and staff development.

Standard III.A.3 and III.A.6

Improve position descriptions to better address changing needs in the Business Office, Human Resources Office, Student Services Center, Center for Excellence in Learning, Teaching, and Technology, Library and Learning Resources, and Auxiliary Services.

Progress

The Human Resources office has provided exceptional service to requesting units in review and classification of new and existing positions. In FY 2006, the College had 342 permanent positions appropriated. By FY 2009, the appropriated position count had risen to 389.5, an increase of 47.5 positions or 13.8%. The additional workload in establishing, classifying and recruiting these new positions has been accomplished with no additional staffing in the Human Resources office. In addition to this workload, the ongoing redescription and reclassification of existing positions due to changing program needs have increased. The recently approved and ongoing college-wide reorganization has specifically added additional reclassification action workload in the Human Resources office. The Human resources office has been able to address the increase in workload through the consistent and professional leadership of the head of the unit. During the preparation period of the campus' 2006 Accreditation Self Study, the Human Resources office was without permanent professional leadership. The consequence was that many personnel actions that required professional review were delayed or not addressed. Although significant progress could not be cited in the processing of personnel documents due to shortages in staffing, this dimension of Human Resources of position classification and review has experienced steady improvement.

Standard III.B.1.a (2 planning agenda items)

Continue to seek space in Waikiki to serve as an appropriate office and training center to serve the training needs of the hotel and restaurant industry.

Progress

The College once operated the Waikiki Lifelong Learning Center (WLLC) in Waikiki. There was no facility rental fee per an agreement with the WLLC partners. When the landowner decided to renovate the entire shopping center where the WLLC was located and future occupancy was uncertain, the College's Hospitality program and decided to close the WLLC and relocate to the main campus. The College has, nevertheless, continued offering programs and services to the hotel and restaurant industry. Meanwhile, some exploratory site visitations and conversations have occurred. However, no comparable space or rental agreement has been found to date. The Hospitality program will continue exploring its options.

Standard III.B.1.a

Continue to seek funding to address the College parking problem and for a multipurpose facility on campus.

Progress

To address the lack of parking on campus, the College has engaged adjacent property owners to help accommodate the surge in demand for parking during the beginning of the fall and spring semesters. Both state government and private property owners who have available space have been cooperative and are recognized for their assistance. The state has title, through the Department of Land and Natural Resources (DLNR), to vacant unimproved property on the slopes of iconic Diamond Head across the south side of campus. The use of the property for any type of activity is strictly controlled due to various statutory and administrative rules governing land classified as conservation. DLNR has allowed the College to use the vacant property for parking during the first months of both the fall and spring semesters. The property can accommodate an estimated 250 cars. There are community concerns with the long term commitment by DLNR for use of the land for parking; thus, the campus must be gracious in its short term use of the property.

Diamond Head Theater (DHT), across the street on the west side of campus, has always been an alternative parking area. To increase the capacity of the parking lot, we have hired a valet service to tandem park cars. The free service has been well received by both students and faculty. In addition to increasing capacity, the service provides the additional benefit to those under time constraints to leave their vehicle with someone and proceed to their appointments.

The College has negotiated an increase in bus service along route three, which serves the campus. On an experimental basis, additional buses will be scheduled from 7 a.m. to 10 a.m. Mondays through Thursdays along the Kapiolani Boulevard corridor of route three to the campus. Although temporary and experimental, the increase in seating capacity to the campus provides an alternative to driving. An increase in online and hybrid classes has provided a popular alternative to driving to campus.

The Long Range Development Planning process has begun and we will seek to address these needs as fiscal resources are identified.

Standard III.B.1.b

Continue to complete necessary repairs to all buildings and lighting.

Progress

During FY 2010, the College has under contract 10 repair and renovation projects worth \$12.8 million. The projects include repairs to air conditioning systems, reroofing, refrigeration replacement, security improvements, signage and interior renovations. The projects have been initiated through a variety of financing methods. In the past, the campus relied primarily on an apportionment of general funds from the community college system to maintain campus facilities. The amounts were insufficient to meet all of the required maintenance on the 25-year-old facilities. Since March 2007, the College has received \$6.3 million in U.S. Department of Education Title III Renovation funding to renovate the STEM Center, Kahikoluamea Center, Malama Hawai'i Building, CELTT, New Media Arts Lab, and Business Learning Center, as well as five classrooms supporting high profile initiatives on campus.

U.S. Department of Education funds are being combined with campus and state capital improvement funds to develop innovative and multi-faceted renovation projects. The College's proportionate share of the total community college systemwide repair and maintenance fund has increased over the past two years. The number and total value of projects under construction over the next 18 months will significantly improve the facilities at the College.

Standard III.B.2.a (2 planning agenda items)

Continue to investigate the process of acquiring the Makapuu parcel.

Progress

This is a specific emphasis within the new "Scope of Services" developed by the consulting team conducting the first phase of the Long Range Development Plan. Much of the parcel is University of Hawaii property, and the consultants will provide a comprehensive analysis of the physical opportunities and limitations of the space.

Standard III.B.2.a

Continue to request funds for updating of the College's Long Range Development Plan.

Progress

The College was able to secure funding, about 50 percent of what it requested, to contract a group of planning consultants to initiate long-range planning in July 2009. In August 2009, the consultants met with a Working Advisory Group comprised of the Chancellor, Vice Chancellor for Administrative Affairs, Interim Vice Chancellor for Academic Affairs, Dean for Hospitality and Community Advancement, and Director of OFIE to establish a timeline of activities and dialogs involving the wider campus and community stakeholders as well as the Board of Regents. On September 1, 2009, the consultants did an initial presentation to the Policy and Planning Assessment Council and other interested faculty and staff. On September 26, 2009, the consultants facilitated the first charrette with campus and community stakeholders. This first phase of planning will include a formal presentation to the UH Board of Regents at the College in April 2010.

Standards III.B.2.b, III.C.1.c, III.D.2.b.

Continue to use recommendations from the Budget Execution Task Force, to improve comprehensive human, physical, and technology resource planning, use, and assessment.

Progress

See the College's Response to Recommendations 1A and 1B and Planning Agenda Item under Standard I.B.6 above. Outcomes E and F of the updated Strategic Plan establish benchmarks for improvement related to comprehensive human, physical, and technology resource planning. These improvements will be specified in the tactical planning process of academic and support units in fall 2009.

Standard III.C.1.a

Continue to strengthen and increase learning resources and tutorial services for developmental and all students through a variety of methods including in-place and online technology.

Progress

Tutoring for students enrolled in below-college-level English and math classes has been maintained since the last visit. Despite fiscal setbacks, the College managed to train and offer online and in-person tutoring. For the upcoming semester, students will purchase textbooks that provide them with accounts for online tutoring services. In-person tutoring will be continued pending availability of funds.

The first system-wide requirements for a program review of learning support initiated in fall 2008 brought to light the diverse ways in which the College was serving students' need for tutoring and the lack of data on measuring effectiveness of tutoring. Starting in fall 2009, the various programs offering tutoring will be tracking student use of tutors, using a shared user satisfaction survey, and collaborating on designing effectiveness measures. With a fulltime tutoring coordinator, Kahikoluamea has taken on responsibility for tutor support for all levels of math and English tutoring. The online tutoring available through Smarthinking has been discontinued. The College is examining alternative ways to provide online learning support.

Standard III.D.1.b

Respond to the recommendations in the LERN report and assess the impact of changes.

Progress

In October 2005, the College commissioned the Learning Resources Network (LERN) to assess its continuing education programs and provide preliminary and final recommendations to improve the effectiveness of the programs. Seven major recommendations were made, including the recommendation that continuing education and training activities at the College be centralized into one unit with a unit head supervising continuing education and training, and reporting directly to the Chancellor.

The College's reorganization (approved in April 2009) includes the recentralization of community and continuing education and training programs under an Assistant Dean. Three tactical planning meetings with continuing education coordinators have been conducted as a precursor to the spring 2010 recentralization.

Standard IV.A.1 (2 planning agenda items)

Continue to develop electronic capabilities and training to convey information in an accurate and timely manner.

Progress

The Center for Excellence in Learning, Teaching and Technology provides online training for both new and seasoned faculty. New faculty enroll in "*Scenarios Online: Teaching in a Learning College.*" *Scenarios* is a six-week interactive online class facilitated by a seasoned faculty member. New faculty work their way through scenarios based on a new teacher's first semester. In addition, one of the faculty professional development coordinators has taken the development of online training as her sabbatical project.

Standard IV.A.1

Continue to provide an increasing number of faculty and staff with development opportunities focusing on UH System Portal Applications.

Progress

The Center for Excellence in Learning, Teaching and Technology has developed and offered an academy to train faculty to use the online course management system, Lulima, to support face-to-face instruction as well as hybrid and online courses. All of the training offered initially in face-to-face modules has been transferred online, thereby making it accessible to faculty as they need it whenever they need it.

Standard IV.A.2.a (4 planning agenda items)

Continue to update the Chair Handbook.

Progress

Given the rate at which forms and procedures change in the UH system, a static printed Chair's Handbook has limited relevance. The College has been providing ongoing training for department chairs, especially in the areas of personnel and business office procedures. A subset of department chairs and deans will begin codifying the training and making materials available online, scheduled for completion by fall 2010.

Standard IV.A.2.a

Encourage greater involvement in budget dialogs and provide timely, accurate, and accessible budget data to the academic departments.

Progress

In these difficult economic times for both State of Hawaii and the University of Hawaii system, the Vice Chancellor for Administrative Services convened campus

representatives to share budget issues and gather feedback on possible implementations related to ten percent and higher budget cuts. As the State budget worsens, strategies for budget restrictions are being considered at the UHCC system level. The Vice Chancellor provides timely, accurate, and accessible budget data when they become available.

Standard IV.A.2.a

Improve communication and governance processes and conveyance of accurate and timely information.

Progress

See the College's response to Recommendation 3A.

Standard IV.A.2.a

Encourage and work with students to update the Student Congress Charter.

Following an 18-month process that began in February 2008, the KCC Student Congress Charter was approved by the Chancellor in Summer 2009. The new Charter clarifies language regarding student eligibility and increases funding by ten percent. The process to update the Charter involved continuous dialog between the students and the Chancellor and included several formal meetings resulting in changes to the draft. At this point, the charters for the Board of Student Activities and Board of Student Publications will be updated to be in alignment with the newly approved Student Congress Charter. The Student Congress is at the point of implementing the changes resulting from the Charter revision process. An election will be conducted before the middle of the fall 2009 semester and leadership training sessions will be offered after the elections, providing opportunities for new members to review campus and system strategic planning documents and their role in the College's governance structure.

Standard IV.A.3

Continue to clarify and strengthen the roles and responsibilities of the Planning, Policy, and Assessment Council (PPAC) and improve communication of issues discussed and actions taken.

Progress

The PPAC is the major advisory group to the College's administration on issues of policy, planning, and assessment. The PPAC has clearly defined membership and all PPAC meeting minutes, decisions, and recommendations are posted on the College's web site in a comprehensive and timely manner. The ongoing delineation of membership on the PPAC due to the approved reorganization and clarification of the roles and responsibilities of the governance bodies in relation to the PPAC should further improve communication. There is also a need for PPAC members to better exercise their responsibilities as representatives to their constituents.

Standard IV.A.5

Develop department chair evaluation instrument after pilot testing.

Progress

The department chair evaluation has been conducted twice at the end of the academic year, 2007-2008 and 2008-2009. The current instrument is based on the duties and responsibilities of department chairs as outlined in CCCM 2250 and included in the current bargaining agreement. The department chairs are currently developing a proposal for an alternative assessment instrument.

Standard IV.B.1.a

Continue to collaborate with UH leadership and the Board of Regents to monitor and evaluate the changing relationship between the University and the State of Hawaii.

Progress

In response to Hawaii's economic downturn and decline in State revenues, the College's Chancellor works closely in collaboration with the Community Colleges Council of Chancellors, and through Office of the Vice President for Community Colleges and the President of the University and the Board of Regents to monitor and evaluate the College's and University's relationship with the State of Hawaii.

Standard IV.B.1.f

Continue to collaborate with UH leadership to support improvements in the orientation, development, and self-evaluation of Board of Regents (BOR) members.

Progress

The Vice President for Community Colleges is engaged in new Board Member orientation and the BOR itself has developed an orientation process for its new members. The most recent orientation took place on June 29, 2009, and included information about the community colleges, the accreditation process, and the Board's role in the accreditation. The board has begun development of a process for evaluation and assessment of performance.

Standard IV.B.2.a

Finalize the College Reorganization Plan. Update position descriptions. Submit for approval by the University of Hawaii Board of Regents. Recruit to fill positions

Progress

See response to Recommendation 3B.

Standard IV.B.3.a

Collaborate with UHCC leadership to refine functional responsibilities of the system and disseminate these responsibilities to the public.

Progress

The UHCC Campus-System Functions Map was reviewed and updated by the community college Chancellors at their 2009 planning retreat.

Standard IV.B.3.b

Collaborate with UHCC leadership to develop methods for evaluating the UHCC system.

Progress

Since the self studies were completed in 2006, Hawaii's community colleges have joined Achieving the Dream: Community Colleges Count. UHCC sought participation in this major national initiative because of its focus on issues that are directly related to the institutional expectations expressed in the ACCJC Standards for Accreditation. In addition to the core Achieving the Dream initiatives, Hawaii participates in the State Policy component of the initiative, which provides access to tools and "best practices". *The Community College Inventory: Focus on Student Persistence, Learning, and Attainment*, distributed as part of the Achieving the Dream orientation materials, provides descriptions of characteristics of colleges that are strongly focused on student success. Related to each characteristic is a set of indicators that more fully describe observable institutional practices. The UHCC system views these indicators as so significant that several have been incorporated into the UHCC System Strategic Outcomes and Performance Measures and will be regularly evaluated.

Standard IV.B.3.c

Collaborate with UHCC leadership to develop policies and procedures for allocating resources based upon program review and improvement.

Progress

In response to Hawaii's economic slowdown and decline in State revenues, in fall 2008 the Governor requested that all departments identify budget reductions for FY 2010 and FY 2011. The Vice President for Community Colleges, working with the Chancellors and Associate Vice Presidents, identified budget priorities and developed written policies to manage the reductions. The priorities identified Native Hawaiian student success, remedial/developmental education, and workforce shortage areas (including Science, Technology, Engineering, and Math). The agreed-upon priorities specifically precluded reductions in areas identified as important strategic outcomes in the UHCC Strategic Plan.

Update on Substantive Change in Progress, Pending, or Planned

On September 18, 2009, the College submitted a Substantive Change Request to ACCJC/WASC to establish additional locations geographically apart from main campus for two of its nursing programs, the: 1) Associate Degree in Nursing Program at Leeward Community College; and 2) Practical Nursing Program at Windward Community College.