



UNIVERSITY of HAWAII®
LEEWARD
COMMUNITY COLLEGE

2014 Accreditation Follow-Up Report

Leeward Community College

Follow-Up Report

Submitted by:

Leeward Community College
96-045 Ala 'Ike
Pearl City, Hawai'i 96782

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

October 15, 2014

Follow-Up Report

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


From: Manuel J. Cabral, Chancellor
Leeward Community College
96-045 Ala 'Ike
Pearl City, Hawai'i 96782

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


Signatures:

 9/22/14

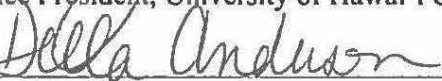
Manuel J. Cabral Date
Chancellor, Leeward Community College

 9/30/2014

David Lassner Date
President, University of Hawai'i System

 9/30/2014

John Morton Date
Vice President, University of Hawai'i Community Colleges

 9/22/2014

Della Anderson Date
Accreditation Liaison Officer
Director of Planning, Policy, and Assessment

 9-19-14

Momiala Kamahele Date
Chair, Faculty Senate

 9/18/14

Kay Ono Date
Chair, Campus Council

 9/18/14

Trong Dang Date
President, Associated Students of Leeward Community College


Certification of the Follow-Up Report Governing Board

To: Accrediting Commission for Community & Junior Colleges
Western Association of Schools & Colleges

From: Manuel J. Cabral
Chancellor, Leeward Community College
96-045 Ala 'Ike
Pearl City, HI 96782

We certify that we read the final 2014 Follow-Up Report and that we were involved in the reporting process.

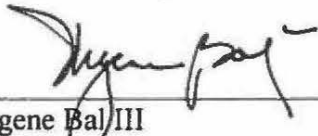
Signed:



Randolph G. Moore
Chair, University of Hawai'i Board of Regents

OCT - 1 2014

Date



Eugene Bal III
Chair, Board of Regents Committee on Community Colleges

OCT - 1 2014

Date

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Statement on Preparation of the Follow-Up Report

Background

The Accrediting Commission for the Community and Junior Colleges (ACCJC) reaffirmed the accreditation of Leeward Community College (Leeward CC) on February 11, 2013, with a requirement that the College submit a *Follow-Up Report* by October 15, 2013. The report was submitted as requested, and it was reviewed by the Commission in January 2014. On February 7, 2014, ACCJC requested Leeward CC submit a *Follow-Up Report* by October 15, 2014 to demonstrate full resolution of the UHCC System Recommendations 4 and 5. In addition, Leeward CC needs to demonstrate compliance with Standard III.A.1.c.

Preparation of the *Follow-Up Report*

The preparation of the *Leeward CC 2014 Follow-Up Report* was headed by the college's Accreditation Liaison Officer (ALO), under the guidance of Chancellor Manuel Cabral.

Upon receipt of the ACCJC letter dated February 7, 2014, Chancellor Cabral notified the college administrators of the need for a *Follow-Up Report*. The chancellor also had the letter and team report posted on the Accreditation page of the college website.

The responses for the UHCC System Recommendations were developed during the summer of 2014. On August 14, 2014, the chancellors were provided the draft responses and suggested changes were made. The final version of the system responses was sent to the campuses on September 9, 2014.

The *Follow-Up Report* was compiled by the ALO in early August 2014. The report was shared with administration and campus governance leaders on August 29, 2014. The Faculty Senate, Campus Council, and Associated Students of University of Hawai'i – Leeward reviewed the report in September 2014. The final draft was posted online for campus wide review on September 22, 2014.

Contributors to the report preparation included:

1. Chancellor
2. Vice Chancellor for Academic Affairs
3. Director of Planning, Policy, and Assessment
4. Institutional Effectiveness Officer
5. Faculty Senate Chair
6. Campus Council Chair
7. Associated Students of University of Hawai'i – Leeward CC President

Review and Approval

The review and approval of the *Follow-Up Report* included the following actions:

1. On August 29, 2014, electronic copies of the *Follow-Up Report Draft* were sent to all members of the college's major governance groups – Faculty Senate, Campus Council and the Associated Students of the University of Hawai'i at Leeward CC.

2. Feedback and comments from this review were incorporated during September 2014.
3. Faculty Senate approved the final Follow-Up Report on September 19, 2014.
4. Campus Council approved the final *Follow-Up Report* on September 18, 2014.
5. The Associated Students of the University of Hawai'i at Leeward CC approved the final *Follow-Up Report* on September 18, 2014.
6. After campus approval, the *Follow-Up Report* was transmitted to the UH Vice President for Community Colleges and the UH Board of Regents on September 22, 2014.

Response to the Commission Action Letter

As a result of the *2013 Follow-Up Report*, the Commission required Leeward CC to demonstrate full resolution of the UH System Recommendations 4 and 5. In addition, the College needs to demonstrate compliance with Standard III.A.1.c.

Commission Requirement

The Commission also requires Leeward Community College demonstrate that it has adopted, implemented, and is adhering to the UH Policy on faculty (full-time and part-time) evaluations to include, as a component, effectiveness in producing learning outcomes (Standard III.A.1.c).

UH Recommendation 4: Resources

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

UH Recommendation 5: Board and Administrative Organization

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

Commission Requirement

The Commission also requires Leeward Community College demonstrate that it has adopted, implemented, and is adhering to the UH Policy on faculty (full-time and part-time) evaluations to include, as a component, effectiveness in producing learning outcomes (Standard III.A.1.c).

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

Background

In response to the UHCC System Recommendation #3 from the 2012 Self Evaluation Report, the UHCC system developed two new policies to address faculty positions that were not covered by current policies on faculty evaluation to ensure the inclusion of effectiveness in producing learning outcomes as a component of the evaluation.

The first policy addressed the need to update the evaluation policy of faculty members who did not apply for promotion after achieving tenure or who had reached the rank of professor and were no longer eligible for promotion. In September 2013, [UHCCP 9.203 Faculty Five-Year Review](#) was approved. This policy includes the following statement:

All community college faculty members should strive for excellence in the performance of their primary responsibilities. Where appropriate, faculty members design measurable or observable learning outcomes and assess and provide evidence of student learning. Above all, faculty members work to improve student achievement and success. (page 2)

The second policy addressed lecturers, or adjunct faculty. There was no system policy that addressed evaluation of this group; however, Leeward CC had developed Lecturer Evaluation procedures that were in place in 2012. The College now adheres to [UHCCP 9.104 Lecturer Evaluation](#). The UHCC policy was approved as of December 2013. This policy includes the following statement on page 2: “Minimally, the lecturer evaluation submittal must include ... a self analysis of degree of attainment of student learning outcomes in the classes taught.”

In addition, the [UHCC Guidelines for Contract Renewal](#) for all probationary faculty has been updated to include a “self-analysis of the degree of attainment of student learning outcomes in the classes taught” on page 1. Furthermore, the [UHCC Guidelines for Tenure and Promotion](#) has also been updated to include a “self-analysis of the degree of attainment of student learning outcomes in the classes taught” on page T4 and P3.

Implementation

All of the UHCC policies pertaining to faculty evaluation have been implemented as of August 2014.

The Faculty Five-Year Review policy provides for notification of faculty scheduled for a five-year evaluation by May 1. As of May 1, 2014, 29 faculty were notified of their upcoming evaluations. Each of the faculty members received a [notification memo](#), a [timeline for submission](#), a copy of the [UHCCP 9.203 Faculty Five-Year Review](#), and a copy of the [Faculty Classification Plan](#). Division chairs that are due for evaluation received the same information as faculty; however, division chairs received a separate [timeline for Division Chairs](#) as the documentation is submitted to the appropriate dean. As per the vice chancellor for academic affairs, all faculty evaluations are due to the division chair or program dean by January 30, 2015.

The Lecturer Evaluation policy was approved late in the fall 2013 semester. Leeward CC already had a Lecturer Evaluation procedure in place, so this policy was implemented within the 2013-2014 academic year. All Leeward CC lecturers were evaluated as part of the implementation process. Lecturers were notified by April 30, 2014 if their contract was renewed for the following academic year. Leeward CC renewed lecturer contracts for 123 lecturers while two lecturer contracts were not renewed. In subsequent years, lecturers will be evaluated periodically as per the policy and the lecturer Step classification.

Faculty participating in the contract renewal process and the tenure and promotion process have also been notified of the changes to the guidelines requiring a “self-analysis of the degree of attainment of student learning outcomes in the classes taught.” The contract renewal process and the tenure and promotion process are currently in progress for the 2014-2015 academic year.

UH Recommendation 4: Resources

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

UH System Narrative Response for UH Recommendation 4: Resources

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

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

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

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

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

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

The development of University of Hawai'i system technology planning has involved three separate but related activities.

1. UH System Information Technology Planning Website

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

Under the leadership of Steven Smith, interim vice president for information technology and chief information officer, ITS has developed an online site that includes the UH system strategic plan. The site will be continually updated to reflect IT strategies, changes in the technology environment, application development, and timelines of any projects in active development. Colleges will use this site to inform their own technology planning.

The site is available at www.hawaii.edu/technology/strategicplan/.

2. Modification to the UH System Strategic Directions

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

University of Hawai'i Strategic Directions Report

Action Strategy 2:

UH increases opportunity and success for students through leveraging system resources and capabilities. Integrated academic planning across disciplines, levels and campuses, and collaborative/shared student services prevent unnecessary duplication and efficiently provide students throughout the State with access to educational opportunity and the support they need to succeed.

Tactics

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

The current draft of the UH strategic directions for 2015 – 2021 can be viewed under the System Priorities and Initiatives section of the System Academic Affairs website (<http://www.hawaii.edu/offices/app/>).

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

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

As part of the planning effort, the community colleges are

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

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

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

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

- b. Identifying which degree or certificate programs should be offered, in whole or in part, through distance education and what resources, training, and support systems would be necessary. The planning approach is to identify workforce needs both from economic and geographic views. In other words, what are the workforce needs on each of the islands and what are the related student and employment demands? The planning is being informed by analysis of data obtained through EMSI views of historical employment information, EMSI analysis of real time job searches, State and County planning documents on economic development trends, and community college enrollment, job placement, and earnings information.

Since populations and employment opportunities on the neighbor islands are often small but critical, the development of a strategy that uses shared resources and distance technology across the seven colleges is essential to meeting the workforce needs. The specific programs to be developed have not yet been identified, but as with the distance education course development, the plan will identify the resources, training, and support to assure the student access to and success in these programs on a consistent basis.

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

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

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

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

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

d. Adoption of Open Education Resources

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

The OER effort is in the early stages of development with the identification of open education librarians and repositories and the identification of a mechanism to match interested early adopter faculty with available content.

The revised plan setting the community college strategic directions, goals, and metrics for 2015 – 2021 is still in development and will be shared with the UHCC Strategic Planning Council in September 2014 and with the broader campus community in a series of meetings in November 2014. The intention is to adopt the plan in spring 2015.

As part of the plan, funds will be made available from the Innovation Fund for the development of the targeted online courses and programs, for the development of the professional development program, and for the development of OER materials.

UH Recommendation 5: Board and Administrative Organization

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

UH System Narrative Response for UH Recommendation 5: Board and Administrative Organization

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

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

1. Board Revision of Policies

The Board of Regents (BOR), as a follow-up to recommendations of the Advisory Task Group report to the BOR, continues to review and update its policies. Within the past year, BOR action has been taken to review and update the following policies or procedures:

August 22, 2013 – Interim Modification of Personnel Committee Procedures

New interim procedure requires that the BOR personnel committee approve all salaries in excess of \$150,000.

Reference: <http://www.hawaii.edu/offices/bor/regular/minute/20130822.regular.pdf>

September 19, 2013 – Chapter 9 – Amendment to Allow Internal Recruitment for Managerial Positions

Modifies the recruitment policy for academic managerial appointments to allow internal recruitment as an alternative to national recruitment.

Reference:

<http://www.hawaii.edu/offices/bor/regular/minute/20130919.regular.pdf>

October 17, 2013 – Modification to BOR By-Laws on Committee Quorum Requirements

Clarifies that all BOR members may attend any committee meeting as a non-voting member but that quorum remains based on the committee membership only.

Reference:

<http://www.hawaii.edu/offices/bor/regular/minute/20131017.regular.pdf>

November 21, 2013 – Chapter 10 – Amendment Clarifying the Role of the BOR in Land and Real Property Transactions

Establishes the broad policy purposes for land and real property transactions and the role of the BOR in approving such transactions. Directs the creation of a related executive policy.

Reference:

<http://www.hawaii.edu/offices/bor/regular/minute/201311210000.regular.pdf>

November 21, 2013 – Chapter 8 – Amendment to establish an University reserve policy

Establishes a University-wide targeted reserve policy for all funds with regular reporting to the BOR on campus reserve levels.

Reference:

<http://www.hawaii.edu/offices/bor/regular/minute/201311210000.regular.pdf>

November 21, 2013 – Amendment to BOR By-Laws – Hiring of Outside Counsel

Clarifies that in the event of any legal matter involving a conflict between the UH executive and the BOR that the BOR shall be empowered to hire outside counsel.

Reference:

<http://www.hawaii.edu/offices/bor/regular/minute/201311210000.regular.pdf>

January 23, 2014 – Amendment to the UH Mission and Chapter 4-1 related to Sustainability.

Modifies the UH mission to reflect the commitment to sustainability and incorporates related language into Chapter 4, Planning.

Reference:

<http://www.hawaii.edu/offices/bor/regular/minute/201401230000.regular.pdf>

January 23, 2014 – Modification to the By-Laws of the BOR related to Community Colleges

Establishes a clearer responsibility for the oversight of the community colleges through the community colleges committee with an emphasis on strategic directions and outcomes.

Reference:

<http://www.hawaii.edu/offices/bor/regular/minute/201401230000.regular.pdf>

February 20, 2014 – Modification to Chapter 8 on Investments

Allows the use of non-traditional instruments as a part of the portfolio for UH endowment and other investments.

Reference:

<http://www.hawaii.edu/offices/bor/regular/minute/201402200000.regular.pdf>

February 20, 2014 – Modification to Chapter 6 on Student Fees

Clarifies that all student fees must have an approved expenditure plan prior to the time the fee is first assessed.

Reference:

<http://www.hawaii.edu/offices/bor/regular/minute/201402200000.regular.pdf>

March 20, 2014 – Modification to Chapter 10 – Land and Physical Facilities

Clarifies language on the purpose and intent of land development and the overall goals of the University and the campus responsible as caretakers of the land asset.

Reference:

<http://www.hawaii.edu/offices/bor/regular/minute/201403200000.regular.pdf>

April 17, 2014 – Modification to Chapter 9 on Faculty Housing

Changes the name of the program to the University Housing Assistance program, modifies the purposes and priorities for housing assistance, and clarifies the enforcement procedures for the program.

Reference:

<http://www.hawaii.edu/offices/bor/regular/minute/201404170000.regular.pdf>

April 17, 2014 – Modification to Chapter 9 – Executive and Managerial Compensation

Updates the guidelines for establishing executive and managerial compensation and terms of employment

Reference:

<http://www.hawaii.edu/offices/bor/regular/minute/201404170000.regular.pdf>

April 17, 2014 – Modification to Chapter 9 – Faculty Tenure

Establishes the conditions under which tenure upon hire is granted for new executive/managerial personnel and establishes that the faculty fallback salary should be established at the time of initial hire.

Reference:

<http://www.hawaii.edu/offices/bor/regular/minute/201404170000.regular.pdf>

May 15, 2014 – Modification to Chapter 9 – Emeritus/Emerita Title

Clarifies the guidelines for the granting of emeriti titles to retiring faculty and other personnel.

Reference:

<http://www.hawaii.edu/offices/bor/regular/minute/201405150000.regular.pdf>

2. Modification of BOR Policies and Update of Related University Executive Policies

The University President established a systemwide committee of twelve members to undertake a systematic review of the overall University policy environment, including:

- a. Common format for all policies;
- b. Future review dates for each policy,
- c. Date of last review/update,
- d. Archive of updates for each policy,
- e. Designation of the owner/responsible office for the maintenance, and interpretation of each policy.

Among the accomplishments of the task force to date are:

- New policy templates have been adopted for Board of Regents Policies, Executive Policies and Administrative Procedures. The templates contain elements recommended by the Advisory Task Group. These elements include:
 - a. 3-year scheduled review dates with automatic review alert notices to be issued and tracking of completed periodic reviews,
 - b. Citation of prior policy amendment dates,
 - c. Hot-links to related policies,
 - d. Definition sections that will be aggregated into a master dictionary,
 - e. Delegations of authority that will be aggregated into a master listing, and
 - f. Hot-links to references and abolished policies.
- Policies have been reorganized into parallel 12 Chapters (current Chapter titles) of BOR Policies, 12 Chapters of Executive Policies and 12 Chapters of Administrative Procedures
 - a. To date, 17 obsolete Executive Policies have been abolished.
 - b. To date, 59 Executive Policies (61% of non-abolished Executive Policies)

have been converted and posted for review by the task group with additional converted policies being received daily.

- c. All 12 Chapters of Board of Regents policies have been redrafted and are pending technical review.
- d. A new Policies and Procedures Information System web page has been created and is being tested.
- e. An automated system-wide staff notification system is being tested to provide notices whenever new policies are created or existing policies are amended or abolished.

The revised policy environment is expected to be completed by September 2014, and when completed can be found at <http://www.hawaii.edu/policy/>.

3. BOR Self Evaluation

The Board of Regents had originally planned a tentative retreat in spring 2014 that included a self evaluation. This retreat was postponed because of the heavy workload of the BOR in conducting and managing the Presidential search and in implementing its new committee structure. This presidential search was completed in June 2014 and new BOR leadership was elected at the July 2014 meeting. The BOR retreat/evaluation session is now scheduled for November 2014.