Response to Recommendations in the Last Comprehensive Evaluation

ʻAʻohe ʻuhu e loaʻa i ka pōkole o ka lou.

"No breadfruit can be reached when the picking stick is too short."

There is no success without preparation.

RESPONSES TO RECOMMENDATIONS IN THE MOST RECENT COMPREHENSIVE EVALUATION

On December 18, 2000, the College received the ACCJC/WASC "Evaluation Report: Kapiʻolani Community College," representing the findings of the accreditation site visit team from October 24-26, 2000. The team made four major recommendations and five other specific recommendations to the College.

Major Recommendations

1) Assess its current planning processes in order to determine and possibly revise its current planning models in such areas as student services, educational programs, fiscal resource allocations, and learning resource allocations.

Response: In a broadly collaborative process, the College developed an ambitious strategic plan for 2003-2010 that was aligned with UHCC and UH System planning. Based on best practice research models, the College then proceeded to develop three-year tactical plans for 2004-2007, for eight Academic Programs and nine Administrative and Educational Support Units. For example, the new Kekaulike Information Service Center has been integrated into the Student Services tactical planning. Internal and external funding strategies are being aligned with these tactical plans. Tactical plans and related budget decisions are developed and reviewed collaboratively with the Policy, Planning, and Assessment Council.

Since the beginning of 2005, the College has made significant progress in cultivating a culture of evidence to guide program improvement and enhanced institutional effectiveness. New tactical plans, more sharply focused on learning outcomes assessment, will be developed for the 2007-2010 period, and these, combined with UH System Initiatives, will drive strategic planning for the second decade of the new millennium.

2) Review its research mechanism in order to improve the ability to collect and analyze data on course prerequisites, competencies, and learning outcomes in order to support sound decision-making.

Response: The Office of Planning and Institutional Research has taken the lead in improving the collection and analysis of data on prerequisites. In spring 2005, the Director of that Office and the Deans' Advisory Council formed a Task

Force on Math and English prerequisites. With Perkins Leadership funds, the Task Force created a Course and Prerequisite Determination Form that will allow faculty to identify prerequisite *skills* instead of *courses* their students need, and then determine what percentage of Math or English course prerequisites are necessary for student success. In fall 2006, a few faculty members, on an experimental basis, will change their Math or English prerequisites from "required" to "recommended" and will assess what impact that change has on student success in their courses.

At the UHCC level, the Institutional Research Cadre, with representatives from all seven campuses, has identified a common set of data elements that will be extracted for each campus annually. These data elements describe student achievement and engagement at each of the seven campuses.

Also at the UHCC level, Deans of Instruction have been working to refine a consistent and detailed set of data that would be included in annual process of program reviews. The College has decided that detailed program review reports will be submitted every three years and used to inform the tactical planning process described above.

The College continues to cultivate a broader base of faculty understanding, expertise, and experience in learning outcomes assessment. A Title III grant for the period 2004-2009, supports development of a Center for Excellence in Learning, Teaching, and Technology, which will support ongoing improvements in learning outcomes assessment, development of e-portfolio research, and a wide range of learning-centered opportunities for faculty development. Development of the Center should result in improved outcomes on the Community College Survey of Student Engagement.

The breadth and depth of this work have been described in earlier progress reports and is available for review at the Quill Assessment website (http://quill.kcc.hawaii.edu/page/loa.html).

3) Develop solutions to issues and concerns emerging from the growth of non-credit, revenue generating centers, including a review of staffing needs in the areas that support the new College organization and the provision of training for department and program staff on the financial system.

Response: To address comprehensively the issues and concerns emerging from the growth of non-credit, revenue-generating centers, the College funded a

comprehensive, external review of these centers in conjunction with the work of the Budget Execution Task Force in 2005. The review, conducted by a consultant from the LERN organization, recommended that the non-credit program be refocused on continuing education and that an emerging Continuing Education Program be centralized, overseen, and supervised by a full-time director reporting directly to the Chancellor. The Acting Chancellor appointed a Task Force to recommend next steps in implementing the LERN recommendations.

4) Communications: Technologies, limited staffing, and the reorganized College structure have had an impact on communications within the College, as well as within the system. Methods such as electronic mail are established and widely available, but priorities, audiences, responsibilities, and so on need to be sorted out and clarified. The College used its technology well as it developed its self study. Applying these lessons to the communication infrastructure as a whole is one beginning for this process.

Response: The College website (http://www.kcc.hawaii.edu/page/home), and especially the Quill intranet site (http://quill.kcc.hawaii.edu/page/home), have greatly improved the availability of information to the College and its wider constituents. The meetings of the Policy, Planning, and Assessment Council have resulted in greater awareness of campus trends and directions by program heads, the Faculty Senate, the Staff Council, and the Student Council. The March 2006 survey of functions of the Policy, Planning, and Assessment Council provides baseline data for improvement of communication functions.

The tactical planning process, though new to most members of the campus community, has the potential to enhance communication significantly as program faculty begin to better align their roles and responsibilities around teaching and learning and program improvement. The Deans' Advisory Council is clarifying its purposes around implementation of policies, planning, assessment, scheduling, and budgeting.

Since the last comprehensive visit, the College was influenced by the deconstruction and later reconstruction of the UH Community College System. These changes are documented at length in UHCC and UH System midterm and progress reports. Although the UHCC System changes were significant, the College adapted a flexible administrative structure that enabled it to maintain high levels of campus dialogue and collaboration, respond effectively to major accreditation recommendations, develop an evolving culture of evidence and ongoing improvement, and identify new revenue sources.

RESPONSES TO RECOMMENDATIONS IN THE MOST RECENT COMPREHENSIVE EVALUATION

A number of personnel and programmatic changes have resulted in realignments of administrative roles and responsibilities with impact on communications (see "Organization of the Institution" and "Map of UHCC Campus-system Functions, April 2006" in this Self Study). However, most of the current administrators of the College have been at the College for a decade or more, and three of the current administrators are former members of the College faculty; these characteristics of the administration contribute stability and coherence.

Since the last comprehensive visit, as a result of the strategic planning process, the College created a Planning and Grants Development Office. This Office, which works collaboratively with faculty, administrators, and staff, has been successful in ascertaining external funding supportive of the more ambitious goals and objectives of the College strategic plan for 2003-2010.

The challenge ahead is to develop an improved infrastructure for grants administration and for sustaining and institutionalizing grant-funded activity. This Office has delineated improvement objectives within the Executive Administration's tactical plan for 2004-2007. In 2005, the Budget Executive Task Force made additional recommendations regarding the Planning and Grants Office, and these recommendations will be considered for action in fall 2006.

Other Specific Recommendations

The team recommends that the College assess the effectiveness of its institutional reorganization in terms of measuring student outcomes, adequate allocation of College resources, and allowing for meaningful communication of traditional disciplinary areas.

Response: The College maintains numerous ongoing collaborations with national higher education organizations to establish a "Best Practices" framework for assessing student learning outcomes. The College, in close collaboration with the Faculty Senate, established a Learning Outcomes Assessment Committee in October 2003. This committee has continued to facilitate a robust dialogue regarding student learning outcomes and assessment of outcomes. Specific reports of the Learning Outcomes Assessment Committee are available at http://quill.kcc.hawaii.edu/page/loa.html.

Since 2004, the College has reviewed various platforms for developing electronic portfolios for assessment of student learning outcomes and decided to join the Open Source Portfolio Initiative. In February 2005, the College was selected as

the only community college to participate in American Association of Higher Education 2005 cohort of the National Coalition on Electronic Portfolio Research (Cohort 2).

Faculty expertise in learning outcomes assessment has been developed through formative consultation and workshops for faculty in Holomua, Mālama Hawai‘i, Teacher Preparation, First Year Experience, Information Technology, and Writing Across the Curriculum.

The Service-Learning Emphasis has had a framework for student learning outcomes in place since 2000 and is working to further develop consistent pedagogical and assessment approaches to strengthen this framework.

Other important activities for learning outcomes assessment include the following:

- Development of draft rubrics for assessment of student learning across disciplines;
- Revision of student learning outcomes in the Quantitative Reasoning General Education Standard;
- Completion of a comprehensive plan for student learning outcomes assessment by the Culinary Arts Department; and
- E-portfolio assessments of learning Hawaiian values by Mālama Hawai‘i students.

The Office of Planning and Institutional Research provides timely access to data on student outcomes through the Banner Student Information System and the University of Hawai‘i System Institutional Research Office. This Office administers the Community College Survey of Student Engagement in even numbered years (2002, 2004, and 2006), and other targeted surveys of students, staff, and faculty that enhance the evolving culture of evidence on the campus. The Office also supports the tactical planning and assessment efforts of the Academic Programs and Administrative and Educational Support Units. These tactical plans are being aligned with budget decision-making processes and timelines.

Substantial, meaningful discussion of traditional disciplinary areas has been spurred by General Education reform at UH Mānoa, the creation of new requirements for the Associate in Arts degree, current discussions of appropriate articulation processes for General Education, as well as heightened interest in assessment of student learning outcomes. The College has also taken the lead in

developing new AS degrees in Life and Physical Sciences. Moreover, dialogues on traditional science disciplinary areas are underway on campus and throughout the UH System.

The team also recommends that the College implement its planning agenda to provide learning disability assessment services and increase the availability of tutorial services for all students.

Response: Prior to the 2000 visit of the accreditation team, the College had been successful in networking with other state agencies to provide free disabilities testing for students seeking post-secondary education services. However, because those networks are no longer available to the College, the current practice is to refer students to the Learning Disability Association website, (http://www.ldahawaii.org/) for testing information.

At the postsecondary level, per federal regulations, the student bears the responsibility for providing documentation of disabilities. At this time, the College is not seeking funds for testing but has focused its efforts on increasing counseling and tutorial services for students who have documented disabilities. In 2006, the College will be receiving funds from the Hawai‘i State Legislature to support a 1.0 FTE position for disability support services. This position will help provide improvements in support services for this targeted population.

The team recommends that the College develop a comprehensive, integrated College plan for the future of information and learning resource units that incorporates the purchase and servicing of administrative and instructional computer equipment; utilization processes, procedures and standards; a review of communication routes between and among all units and with faculty and staff; assessing the existing parity in staffing; faculty and staff training; how information on programs and services is disseminated; and resource allocation.

Response: The University system has a technology plan in place that provides a framework for campus-based planning. Rather than developing an overarching operations-focused technology and learning resources plan for the campus, the College has been moving toward development of various technology plans tied to addressing student learning outcomes and business operations.

RESPONSES TO RECOMMENDATIONS IN THE MOST RECENT COMPREHENSIVE EVALUATION

In 2005-06, a US Department of Education Title III grant resulted in the transformation of the Information Media Technology Services unit into the Center for Excellence in Learning, Teaching, and Technology. This transformation represents a significant new commitment to developing technology in support of enhanced student learning. However, this transformation has slowed the development of a comprehensive and integrated College plan for the future of information and learning resources.

In April 2006, at the Deans' Advisory Council meeting, the Interim Coordinator for the Center for Excellence in Learning, Teaching, and Technology, presented an overview of how the College uses technology resources and recommended that a Campus Technology Plan be created. The Deans' Advisory Council supported the recommendation and further agreed that the Coordinator should convene a committee, consisting of personnel from Academic Programs and Administrative and Educational Support Units across the campus, to work on the plan.

At that April meeting of the Deans' Advisory Council, a rough draft of a strategy was proposed to and accepted by the Council. This technology planning will be integrated into the new tactical planning for Academic Programs and Administrative and Educational Support Units for 2007-2010. The technology plan will address procurement of equipment, review of communication routes, information dissemination, and resource allocation. In AY 2006-07, the completed technology plan will be submitted for review and recommendation to the Faculty Senate, the Staff Council, the Student Congress, and the Policy, Planning, and Assessment Council.

The team recommends that the College strengthen its efforts to respond to any imbalances between the ethnic composition of the faculty and staff and the racial and ethnic distribution of the student enrollment.

Response: The policy of Kapi'olani Community College is to base all employment decisions on the principles of equal employment opportunity and to take affirmative action in the employment of women, minorities, individuals with disabilities, and veterans. The following is the specific College policy:

- To recruit, hire, promote, reassign, train qualified persons, and administer all personnel actions, such as compensation, without regard to race, gender, age, religion, color, national origin, ancestry, disability, marital status, arrest and court records, sexual orientation, or status as a covered veteran,

and to comply with all applicable federal, state, and local regulations regarding discrimination in employment.
- To undertake, through affirmative efforts, to improve employment opportunities for minorities, women, people with disabilities, and veterans,
- To provide reasonable accommodations where feasible, and otherwise treat equally, all qualified individuals with disabilities.

In accordance with this policy, Kapiʻolani Community College has established specific hiring policies and guidelines, including the annual development and implementation of an Affirmative Action Program. The scope of the Affirmative Action Program includes a profile of the workforce within each organizational unit or department. This array or display identifies distribution of the College workforce by pay, race, gender, and job title by each department. The report profile provides an overview of the workforce at the beginning of each year of the Affirmative Action Program and may assist in identifying any areas where women or minorities could be considered as underrepresented.

The formation of "job groups" is an essential step in the College development of its Affirmative Action Program. All job titles in the workforce are assembled into discrete groupings based on similar pay, content, and opportunity. The analysis includes a list of all positions by the following: 1) job title; 2) salary grade EEO-1 category for each job group, in ascending salary grade order; 3) the total number and percentage of incumbents by gender, race, and ethnic group; 4) the total number and percent of minorities; and 5) the total number of employees. The College has identified seventeen job groups.

An availability analysis is conducted to determine how many women and minorities are theoretically qualified for and interested in employment with the College. Such analysis is performed separately for women and for all minorities and takes into account not only how many individuals are available form the outside labor market but also how many individuals could be promoted or transferred from within the College workforce.

The availability data are used in combination with the job-group analysis to determine if underutilization exists in any job group. This process is referred to as "incumbency to availability" (also known as "utilization") and is a process that compares the percentage of minorities and women in the College workforce with the percentage of qualified minorities and women in the relevant labor market.

Many rules may be applied when analyzing "incumbency to availability" for minorities and women. The College applies the "80% rule." This rule states that whenever there is any difference between 1) the actual representation of women and minorities in the College workforce and 2) their relative availability in the relevant labor market, and 3) that difference is less than 80% of the sum of the external and internal availability and equals one person, a goal must be established for that particular job group.

The College follows special procedures for affirmative action recruiting. Positions in the underutilized groups are advertised during at least a 15-working-day period rather than the normal 10-working-day period; the positions are advertised twice on the University's website and in a newspaper of general circulation; and letters are sent to organizations and agencies representing women and minorities.

The College is a gathering place where cultural diversity is celebrated, championed, and reflected in the students, faculty, staff, administration, and curriculum. The College is recognized nationally by the American Council on Education, the Association of American Colleges and Universities, the Carnegie Foundation for the Advancement of Teaching, and the Campus Compact for its exceptional commitment to diversity and the student learning experience.

The team recommends that the University system accounting processes and the financial management system be reviewed and revised in order to allow for better data collection and accounting, as well as the timely reporting of funds.

Response: In 2003, adjustments were made to the accounting system to allow the reporting of information to match the organizational structure of the College. Previously, reports could be generated either for the College as a whole or for individual accounts, but reports could not be generated for organizational or program units within the College. The new coding enables these additional levels of reporting.

The conversion to a new student information system (Banner) and subsequent report development associated with that project have created improved reports related to generation of tuition by program. In 2003, the College anticipated that continuing education/non-credit revenues and expenses would be tracked in the Banner system. However, continuing education programs cannot be integrated into the regular Banner system until 2007 at the earliest. Currently, the commu-

nity college directors of Continuing Education and Training are examining an interim solution being piloted by Maui Community College.

In 2003, the University created a Business Process Council with explicit instructions to review and develop a project plan to replace or improve the University-wide Financial Management Information System (FMIS). Since 2003, improvements spearheaded by the Business Process Council and other partners include the following:

- An online system for automated preparation of travel requests and approvals;
- Continued enhancement in the online purchasing environment;
- Implementation of a financial datamart and report system;
- Near completion of a payroll projection system;
- Design and initial development for a unit budgeting system;
- Joining a new initiative implementing a new open-source financial system of, by, and for higher education;
- Selection, purchase, and initial implementation of an electronic research administration system; and
- Implementation of an online inventory system and online student employment system.

The College, as part of University-wide initiatives, participates in a new quarterly reporting system intended to meet the needs of top-level administrators and the Board of Regents in monitoring the fiscal health of the institution. The College budgeting systems, particularly at the program level, are based on Excel spreadsheets with interface to the UH Fiscal Management and Information System (FMIS). The College provides online access to FMIS data to department chairs, program and unit heads, and principal investigators of grants.

To improve financial management, the University has developed a fiscal data warehouse, with related management reporting. The warehouse is complete, and reports are now in development. The UH System provides access to the data warehouse program (Discoverer) so that users can create reports with financial data as needed. Workshops are being offered to train staff in the use of this program. Some reports should be available for analysis in FY 2007.