

Accreditation Midterm Report



UNIVERSITY of HAWAII®
LEEWARD
COMMUNITY COLLEGE

Leeward Community College

Midterm 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, 2015

Midterm 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.

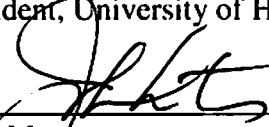
Signatures:

 9/22/15

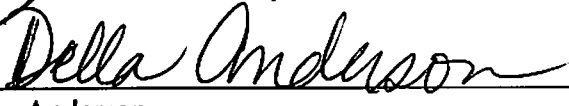
Manuel J. Cabral Date
Chancellor, Leeward Community College

 9/30/15

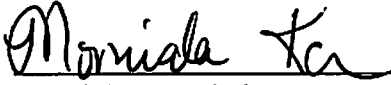
David Lassner Date
President, University of Hawai'i System

 9/28/15

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

 9/20/2015

Della Anderson Date
Accreditation Liaison Officer

 9/30/15

Momiala Kamahahele Date
Chair, Faculty Senate

 9/22/15

Kay Ojo Date
Chair, Campus Council


Certification of the Midterm 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 2015 Midterm Report and that we were involved in the reporting process.

Signed:



10/1/15

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

Date

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Statement on Preparation of the Midterm 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 needed to demonstrate compliance with Standard III.A.1.c. The report was submitted as requested and reviewed by the Commission in January 2015.

On [February 6, 2015](#), ACCJC indicated that Leeward CC had fully resolved the deficiencies that had been previously noted. The Commission also requested the College demonstrate consistent adherence to UH policies regarding faculty evaluations (full-time and part-time) and the inclusion of effectiveness in producing learning outcomes as a component of the faculty evaluation. This item will be addressed in the Midterm Report.

Preparation of the *Midterm Report*

The preparation of the *Leeward CC 2015 Midterm Report* was headed by the college's Accreditation Liaison Officer (ALO), under the guidance of Chancellor Manuel Cabral.

The College submitted two follow up reports since the self evaluation report and visit in 2012, and all of the recommendations have been satisfactorily addressed. A summary of the work completed in 2013 and 2014 is included in this report. In addition, this report will include the results of work completed on the Actionable Improvement Plans (AIPs).

On April 7, 2014, the ALO distributed a flyer to the campus to recruit 6-8 members for a Midterm Report Committee. The committee was created by the end of the spring 2014 semester and work began in fall 2014.

Contributors to the report preparation included:

1. Chancellor
2. Vice Chancellor for Academic Affairs
3. Director of Planning, Policy, and Assessment
4. Dean of Career and Technical Education
5. Program Coordinators for Automotive Technology, Culinary Arts, and Management
6. Institutional Effectiveness Officer
7. Faculty Senate Chair
8. Campus Council Chair
9. Associated Students of University of Hawai'i – Leeward CC President
10. Midterm Report Committee

The Midterm Report Committee met during the 2014-2015 academic year. Each member was assigned at least two Actionable Improvement Plans to research and provide a written response. All written responses were received by April 2015. The Midterm Report Committee members are:

Della Anderson, Chair, ALO and Associate Professor in Accounting
William Albritton, Assistant Professor in Information and Computer Science
Alicia Brown, Policy Analyst
Kathryn Fujioka-Imai, Associate Professor in English
Petersen Gross, Instructor in Information and Computer Science
Helmut Kae, Assistant Professor in Biology
Tina Lee, Instructor in Accounting
Andrea Wichman, Instructor in Math

Review and Approval

The review and approval of the *Midterm Report* included the following actions:

1. In May 2015, electronic copies of the *Midterm 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 summer 2015.
3. On August 28, 2015, the *Midterm Report Draft 2* was distributed to the campus via email and posted online.
4. Faculty Senate approved the final *Midterm Report* on September 2, 2015.
5. Campus Council approved the final *Midterm Report* on September 17, 2015.
6. After campus approval, the *Midterm Report* was transmitted to the UH Vice President for Community Colleges on September 22, 2015.

Response to the Commission Action Letter

As a result of the October 2012 visit, the evaluation team made one college recommendation and five UH and UHCC system recommendations.

College Recommendation 1:

The College needs to ensure that the course requirements for any AAS degrees are consistent with the general education philosophy as outlined in the college catalog, and in so doing, carefully consider the rigor of the courses needed to fulfill the degree requirements (ER 11, II.A.3, II.A.3.b.).

UHCC Recommendation 1: Institutional Mission and Effectiveness

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

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

UHCC Recommendation 2: Student Learning Programs and Services

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

UHCC Recommendation 3: Student Learning Programs and Services and Resources

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

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).

College Recommendation 1:

The College needs to ensure that the course requirements for any AAS degrees are consistent with the general education philosophy as outlined in the college catalog, and in so doing, carefully consider the rigor of the courses needed to fulfill the degree requirements (ER 11, II.A.3, and II.A.3.b.).

Summary Response for College Recommendation 1**Eligibility Requirement 11 General Education**

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

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

Standard II.A.3.b. *(General education has comprehensive learning outcomes for the students who complete it, including the following:) A capability to be a productive individual and life-long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.*

The [2013 Follow-Up Report](#) provides the detailed response to this recommendation. The recommendation was reviewed and resolved as per the ACCJC action letter dated February 7, 2014.

During spring 2013, program coordinators for Automotive Technology and Culinary Arts reviewed the degree requirements for their AAS degrees and compared the degree requirements with [ACCJC Standards](#) II.A.3. and II.A.3.b. Changes were made to the General Education requirements, and both the AAS in Automotive Technology and AAS in Culinary Arts were brought into compliance with Eligibility Requirement 11, as all of the general education requirements meet the “levels of quality and rigor appropriate to higher education.” In addition, both programs require a range of general education courses that ensure students meet Standards II.A.3. and II.A.3.b. On September 4, 2013, the AAS in Culinary Arts was approved to become the AS in Culinary Arts.

UHCC Recommendation 1: Institutional Mission and Effectiveness

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

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

UHCC System Summary Response for UHCC Recommendation 1: Institutional Mission and Effectiveness

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

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

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

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

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

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

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

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

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

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

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

The [2013 Follow-Up Report](#) provides the detailed response to this recommendation. The recommendation was reviewed and resolved as per the ACCJC action letter dated February 7, 2014.

The UHCC system has provided a Midterm Report to address the five system recommendations with a detailed response. See [UHCC Recommendation 1: Institutional Mission and Effectiveness](#).

UHCC Recommendation 2: Student Learning Programs and Services

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

UHCC System Summary Response for UHCC Recommendation 2: Student Learning Programs and Services

Eligibility Requirement 11 General Education

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

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

Standard II.A.3.b. *(General education has comprehensive learning outcomes for the students who complete it, including the following:.) A capability to be a productive individual and life-long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.*

The [2013 Follow-Up Report](#) provides the detailed response to this recommendation. The recommendation was reviewed and resolved as per the ACCJC action letter dated February 7, 2014.

The UHCC system has provided a Midterm Report to address the five system recommendations with a detailed response. See [UHCC Recommendation 2: Student Learning Programs and Services](#).

UHCC Recommendation 3: Student Learning Programs and Services and Resources

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

UHCC System Summary Response for UHCC Recommendation 3: Student Learning Programs and Services and Resources

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.*

The [2013 Follow-Up Report](#) provides the detailed response to this recommendation. The recommendation was reviewed as per the ACCJC action letter dated February 7, 2014.

Leeward CC was required to further demonstrate that it has adopted, implemented, and is adhering to the UH Policy on faculty (full-time and part-time) evaluations and now includes effectiveness in producing learning outcomes as a component of evaluation (Standard III.A.1.c) in the [2014 Follow-Up Report](#). This requirement was reviewed and resolved as per the ACCJC action letter dated February 6, 2015. However, the Commission did ask Leeward CC to demonstrate consistent adherence to UH Policies in regard to ensuring faculty (full-time and part-time) evaluations include the component of effectiveness in producing learning outcomes in this *Midterm Report*.

The UHCC system has provided a Midterm Report to address the five system recommendations with a detailed response. See [UHCC Recommendation 3: Student Learning Programs and Services and Resources](#).

Implementation at Leeward CC

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

The Faculty Five-Year Review policy provides for notification of faculty scheduled for a five-year evaluation by September 1. 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. In the recently revised UHCCP 9.203, all faculty evaluations are due to the division chair by December 1. The vice chancellor for academic affairs will submit a completion report to the chancellor by February 28 of the subsequent year.

This report includes a summary of the reviews, reports any deviations from the schedule, and identifies any planned follow-up actions as applicable. In March 2015, the summary report indicated that 29 senior faculty members were notified of the required evaluation. Of the total evaluations submitted, 21 submissions were evaluated as meeting or exceeding expectations. Three senior faculty members are currently under a plan for improvement. The remaining five faculty members did not submit a review document due to planned retirement, medical leave, or intention to apply for promotion.

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 if their contract was renewed for the following academic year.

In April 2014, Leeward CC renewed lecturer contracts for 123 lecturers while two lecturer contracts were not renewed. In April 2015, Leeward CC renewed lecturer contracts for 72 lecturers, did not renew two lecturer contracts, and had one lecturer contract conditionally renewed. In subsequent years, lecturers are evaluated periodically as per the policy and the lecturer Step classification.

Faculty members that have already participated in the contract renewal process and the tenure and promotion process have been notified of the guideline changes that require a “self-analysis of the degree of attainment of student learning outcomes in the classes taught.”

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 [2013 Follow-Up Report](#) provides the detailed response to this recommendation. The recommendation was reviewed as per the ACCJC action letter dated February 7, 2014. Leeward CC was required to demonstrate full resolution of the UHCC System Recommendation 4 in the [2014 Follow-Up Report](#). This requirement was reviewed and resolved as per the ACCJC action letter dated February 6, 2015.

The UHCC system has provided a Midterm Report to address the five system recommendations with a detailed response. See [UH Recommendation 4: Resources](#).

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.*

The [2013 Follow-Up Report](#) provides the detailed response to this recommendation. The recommendation was reviewed as per the ACCJC action letter dated February 7, 2014. Leeward CC was required to demonstrate full resolution of the UHCC System Recommendation 5 in the [2014 Follow-Up Report](#). This requirement was reviewed and resolved as per the ACCJC action letter dated February 6, 2015.

The UHCC system has provided a Midterm Report to address the five system recommendations with a detailed response. See [UH Recommendation 5: Board and Administrative Organization](#).

Response to Self-Identified Items

Actionable Improvement Plan 1

The OPPA will facilitate the publication and communication of the revised mission statement to the campus community and the public by fall of 2012. (I.A.2.)

Progress:

Chancellor Manuel Cabral presented the revised mission to the college community during the [college's convocation](#) on August 14, 2012. At that event, campus members also participated in [roundtable discussions](#) to generate ideas on how to carry out this actionable improvement plan regarding the publication and communication of the revised mission statement.

Chancellor Cabral sent out an [email message](#) to all campus members regarding the revised mission statement. Faculty and staff were given an attractive custom-designed [calendar](#) with the college's revised mission statement to post in their offices. In addition, framed large posters of the mission statement are displayed in all division, unit, and area offices, as well as in public areas, such as the student lounge and the learning commons. Furthermore, the revised mission statement prominently appears on the college's [website](#), on banners throughout campus, and is included in the chancellor's email signature line. Moreover, following the chancellor's lead, many faculty and staff have incorporated the mission statement in their email signature line as well.

Timeline: Completed fall 2012

Responsible Parties: Chancellor, OPPA

Actionable Improvement Plan 2

The OPPA will facilitate the integration of the revised mission statement into the 2012-2013 planning process and align it with the strategic plan by fall of 2012. (I.A.4.)

Progress:

The OPPA facilitated the integration of the revised mission statement into the 2012-2013 planning process. The 2012-2013 Annual Program Review (APR) [template](#) was revised to include the college's revised mission statement as a reference at the end of the document.

Timeline: Completed fall 2012

Responsible Parties: Office of Planning, Policy, and Assessment

Actionable Improvement Plan 3

The OPPA will coordinate professional development opportunities for faculty and staff to learn how to interpret data and use data to make decisions through an inquiry-based process by spring of 2014. (I.B.1. and II.B.4.)

Progress:

The OPPA staff initiated activities in November 2012 and is planning projects through fall 2015. The activities include professional development opportunities for faculty and staff to learn how to interpret data and use data to make decisions through an inquiry-based process.

The college successfully implemented the [Data Team project](#) funded by UHCC Achieving the Dream grant funds. This project involved 52 faculty, staff, and administrators in a data inquiry process over a period of nine months for the initial project. Once completed, an extension was granted to continue the data team format through a professional learning team program already implemented at the campus. One of the data team participants facilitated two additional data teams in fall 2013.

In the initial program, six teams were formed around division and/or programmatic groups. Each team worked with one of the three consultants to identify inquiry questions that could be explored through data analysis and discussion. The consultants made two visits to the campus – [November 2012](#) and [March 2013](#). The final teamwork was conducted via email and Skype.

Through this initiative, the campus institutional research office has become more integrated with faculty and staff. This work has continued with a 2015 Achieving the Dream funded grant to support *Action Research* with professional development teams. In addition, the Institutional Research staff presented at the 2014 Hawai'i Strategy Institute on the Data Team project. It is anticipated that these types of activities will continue beyond fall 2015.

Timeline: Completed spring 2013 with continuing projects through fall 2015

Responsible Parties: Office of Planning, Policy, and Assessment

Actionable Improvement Plan 4

The Campus Council will work with administration to better communicate to the campus community the planning process and the resulting institutional plan on an annual basis. (I.B.3. and I.B.4.)

Progress:

At the [September 10, 2012](#), meeting, Campus Council reviewed the Actionable Improvement Plans relevant to Campus Council. This AIP indicated the need to better communicate with the campus community. Campus Council members agreed to develop a dissemination plan for the respective constituencies that would be shared at the December 3, 2012 meeting.

At the [December 3, 2012](#), meeting the dissemination plans were shared and archived as part of the minutes from the meeting.

This issue was revisited during a discussion of further revision of the planning process at the [March 2, 2015](#), meeting. The revision of the planning process was approved pending the addition of a review of the prioritized resource requests list on the planning process flow chart. This addition provides all constituencies, including Faculty Senate, with an opportunity to review the prioritized resource requests list prior to the Campus Council recommendation vote. The final approved [Proposal to Revise the Planning Process 2015-2016](#) is dated March 2, 2015.

In the discussion, it was also suggested that the vice chancellor of administrative services "close the loop" at the fall convocation by providing information on the prioritized resource request lists and budget decisions. There was general agreement that using convocation would be an appropriate way to communicate with the campus on the planning and budgeting process.

Timeline: Completed spring 2013 and further revised spring 2015

Responsible Parties: Campus Council, Vice Chancellor of Administrative Services

Actionable Improvement Plan 5

Tk20 will be fully implemented and utilized by fall of 2014. Once fully utilized, the college will focus on reporting and using assessment results for program and institutional improvements. (I.B.5., II.A.1. and II.A.1.c.)

Progress:

As of fall 2014, Tk20, campus assessment software, has been fully implemented as a tool to collect and store assessment data across campus. The Tk20 system has provided the campus more ease in reporting and the security of a common place for assessment data to be stored. The Policy Analyst in the Office of Planning, Policy, and Assessment (OPPA) currently manages Tk20 by assisting users, uploading course and faculty data, developing reports and new functionalities, and offering campus training sessions. Training sessions are available to all faculty, program coordinators, and support area staff, and are coupled with general assessment information sessions and workshops. This effort has become institutionalized and is supported by campus leadership. Key training materials include a [Tk20 Quick Guide](#), a [PowerPoint presentation](#), and online training videos such as [Youtube video on Course Assessment Data Entry](#) and [Leeward CC tutorial on Tk20](#).

Assessment results are used in the campus' annual planning and budgeting process. Data is extracted from Tk20 and then summarized by program coordinators to demonstrate student PLO attainment. Currently, OPPA is working with Tk20 engineers to develop custom reports for the planning and budgeting process.

The UHCC system, through Perkins funding, is using LiveText for some CTE programs. At Leeward CC, the Culinary Arts program is using LiveText to collect assessment results. The Culinary Arts program has been informed to also summarize assessment results in Tk20 to ensure all assessment data, campus wide, will be held in one system.

Leeward CC Administration has supported Tk20 usage by funding professional development and travel to the Tk20 User Conference in Austin, Texas for the Policy Analyst and two faculty members in June 2014. Two additional faculty members attended the Tk20 Users Conference in June 2015.

Timeline: Completed fall 2014

Responsible Parties: Office of Planning, Policy, and Assessment

Actionable Improvement Plan 6

The OPPA will include disaggregated data on SLO assessment and student achievement for distance education students and compare that data with those collected for traditional students by spring of 2013 and then on an annual basis. (I.B.5., II.A.1.a., II.A.2.d. and II.A.2.e.)

Progress:

Regardless of whether a course is taught as a distance education (DE) or traditional face-to-face course, the course will have the same course learning outcomes (CLOs). Instructors who teach both DE and face-to-face courses are asked to disaggregate the assessment results in Tk20. Currently, the data can be entered separately for each method of delivery for each course, but Tk20 cannot generate separate reports for each method to make comparisons easily. Furthermore, it is not fully established that the entry of data for DE and face-to-face courses are to be entered separately, so not all instructors are entering separate data for the various methods of delivery.

Even though TK20 does not have the ability to provide CLO assessment reports for different course delivery methods, Leeward CC generates and reviews a [disaggregated student achievement report](#) each year for a five-year period. The report provides details about student completion rates in DE courses and face-to-face courses. The report shows that for the majority of courses, a student's successful completion rate for DE courses is very similar to those taking a face-to-face course.

Timeline: Ongoing. Continuing to work with Tk20 to provide easy reporting of disaggregated course assessment results.

Responsible Parties: Institutional Effectiveness Officer and Policy Analyst

Actionable Improvement Plan 7

The OPPA will coordinate assessment-related training and workshops to further develop practices and the use of results to improve student learning by spring of 2014. (I.B.6.)

Progress:

OPPA has developed and continually conducts a series of assessment training sessions and workshops. These training sessions are offered to all faculty and staff and can be customized to fit the needs of different areas on campus. The training sessions focus on assessment in general, the reasons for assessment, the variety of assessment tools, and the use of Tk20 as an electronic assessment management system. Lastly, these training sessions explain how assessment results are tied to the campus's planning and budgeting process.

Leeward CC administration has supported the need to enhance assessment on campus by funding three faculty members and one staff member to attend the WASC Assessment Leadership Academy (ALA). The ALA completers have all contributed to training sessions and assessment development.

Training sessions were continued with Division Assessment Representatives (DARs) monthly meetings; division-level, campus-wide, and support-area training sessions; and video offerings. See [AIP 5](#) for links to assessment resources.

DARs were given paid release time through spring 2014 to train faculty within their respective divisions to perform assessments and to record their data in Tk20. This "train-the-trainer" model resulted in a dissemination of assessment resources.

Date	Title of Training	Attendance
May 2, 2013	Assessment Presentation for Leeward CC Wai'anae	3 attendees
October 28, 2013	Assessment Made Easy with Tk20 – Campus Wide	10 attendees
November 14, 2013	Assessment Made Easy with Tk20 – Campus Wide	No record of attendees
February 13, 2014	Assessment Made Easy with Tk20 – Campus Wide	No record of attendees
April 8, 2014	Arts & Humanities Assessment and Tk20 Workshop	6 attendees
April 16, 2014	Assessment Made Easy with Tk20 – Campus Wide	13 attendees
April 22, 2014	Assessment Made Easy with Tk20 – Campus Wide	5 attendees
June 4, 2014	Assessment for Support Areas & Tk20	No record of attendees
September 18, 2014	Assessment Kick-Off Day – Campus Wide	13 attendees

Timeline: Ongoing

Responsible Parties: Policy Analyst

Actionable Improvement Plan 8

The OPPA will review models for institutional effectiveness and make recommendations for a redesigned comprehensive planning process for the college by spring of 2013. (I.B.6. and I.B.7.)

Progress:

In fall 2012, an ad hoc planning committee of the Campus Council was formed. The [purpose](#) of the ad hoc planning committee was to review the College's planning process and recommend changes that are mission-aligned and appropriately substantiated. The [agenda](#) of the first meeting provided a list of tasks and work plan for the year. At the April 15, 2013, meeting, Campus Council approved the [Proposal to Revise Planning and Budgeting Process 2013-2014](#). This proposal revised the Annual Program Review process in order to streamline the planning process and improve the budgeting process. This proposal also created a separate comprehensive review process that occurs every four years.

After using the revised process for two years, OPPA proposed revising the planning process even further. The [Proposal to Revise Planning and Budgeting Process 2015-2016](#) was submitted to the Campus Council. This proposal focused campus planning efforts on the Annual Report of Program Data (ARPD) planning document as the central planning tool. In addition, the Comprehensive Review and Evaluation template incorporates the ARPD elements and is completed in lieu of the ARPD in the year it's required to be submitted.

In March 2015, the Campus Council voted 14-0 in favor of the proposal with the addition of a review process of the prioritization of the resource requests. The flow chart on page 2 of the [Proposal to Revise Planning and Budgeting Process 2015-2016](#) includes this review process. All campus constituencies, including Faculty Senate, will have an opportunity to review the prioritized resource requests list prior to the Campus Council vote. This provides the campus community another opportunity to be involved in the campus-wide planning process.

During the Campus Council's discussion of the proposed process, a suggestion was made to involve the vice chancellor of administrative services in communicating final planning and budgeting decisions to the campus community via the fall semester convocation.

Timeline: Completed spring 2013 and further revised spring 2015

Responsible Parties: Campus Council and Director of Planning, Policy, and Assessment

Actionable Improvement Plan 9

The Faculty Senate and the Distance Education Committee will review the current process for evaluation of online and face-to-face courses and make recommendations to the vice chancellor of academic affairs to ensure comparable student learning in both delivery modes by spring of 2013. (II.A.1.b., II.A.2.d. and II.A.2.e.)

Progress:

The vice chancellor for academic affairs states that the evaluation of courses at Leeward CC is conducted through course learning outcomes (CLOs) assessment. This is a systemic process that ensures that all courses at Leeward CC are fully assessed (that is, student performance in all the CLOs are measured) on a continual five-year cycle. The Distance Education and the Program Review, Institutional Research, and Assessment (PRIRA) Committees (standing committees of the Faculty Senate) have stated that all courses are assessed in the same manner, regardless of the method of delivery, ensuring that a comparable measure of student learning can be achieved in all methods of class delivery.

Reporting on CLO assessment results in Tk20 is challenging when the course is taught both online and face-to-face. The data can be entered separately for each delivery method for each course, but the software cannot generate separate reports for each method to make comparisons easily. A [sample completed assessment form](#) demonstrates that separate data can be entered into Tk20. Campus assessment training sessions continue to emphasize the need for entering CLO assessment results in a comparative manner.

Additionally, the Distance Education (DE) Committee is reviewing the current process for evaluating online courses to ensure that student learning is comparable to the student learning in face-to-face delivery.

The college's DE Committee met on [October 1, 2012](#), to discuss this actionable improvement plan, which re-articulates Goal #1 of the college's Distance Education Strategic Plan. The committee is considering development of a rubric to evaluate online courses. All efforts of this committee will be coordinated with the Faculty Senate's ad hoc committee regarding student evaluation forms. The DE Committee continued discussions on creating an effective systematic evaluation of online courses on [September 23, 2013](#). Discussions are ongoing.

Timeline: Ongoing

Responsible Parties: Faculty Senate and Distance Education Committee

Actionable Improvement Plan 10

The dean of career and technical education will coordinate the development of a comprehensive assessment, review, and evaluation plan for OCEWD by fall of 2013. This plan will include publishing SLOs and assessment results for all courses and programs in a location that can be accessed by the campus. (II.A.1.c.)

Progress:

The Office of Continuing Education and Workforce Development (OCEWD) has developed a plan for assessing its courses and programs. Currently, all CLOs for OCEWD courses can be found on the OCEWD website by clicking on each course link. Additionally, all CLOs are listed at <http://www.ocewd.org/student-learning-outcomes.htm>. This website shows a list of all courses, organized by program, with the CLOs listed below each course. Course descriptions and CLOs are reviewed by four coordinators and three directors representing the UHCC continuing education divisions using Destiny, which is a new statewide enrollment system that can also be used to share data on courses.

OCEWD evaluates courses and programs by assessing graduate placement and employer satisfaction. Plans are in place to acquire state examination data from graduates to determine passing rates. Patrick Leddy, Senior Coordinator of OCEWD, is working on revising program learning outcomes as well.

Timeline: Ongoing

Responsible Parties: Dean of Career and Technical Education and Senior Coordinator of OCEWD

Actionable Improvement Plan 11

The OPPA will coordinate the design of indirect measures of assessment - specifically, exit surveys and focus groups to gather more in depth assessment data for the AA degree by spring of 2013. (II.A.1.c.)

Progress:

The OPPA worked with the Faculty Senate's Program Review, Institutional Research, and Assessment Committee to coordinate and design an [indirect assessment](#) of the Associate in Arts (AA) in Liberal Arts degree in spring 2014. The results validated the Leeward AA in Liberal Arts degree with students' self-report of overall mastery of the general education learning outcomes. The general education learning outcome that garnered the lowest ranking for graduates is Quantitative Reasoning. The results of this indirect assessment will be incorporated into the comprehensive program review of the AA in Liberal Arts degree conducted in 2015-2016.

Timeline: Completed in spring 2014

Responsible Parties: Office of Planning, Policy, and Assessment

Actionable Improvement Plan 12

The OPPA will facilitate a review of the current APR process to improve resource allocation decisions related to the College's revised mission statement by spring of 2013. (III.A.6.)

Progress:

Since 2006, a comprehensive budgeting review process has been in place at Leeward CC. The Annual Program Review (APR) process employs Leeward CC's mission and strategic plan as the basis for all budgeting decisions. The planning process incorporates data from course and program assessments as well as other institutional and program data measures to make resource requests. The resource requests lists are reviewed for alignment with the college's mission and strategic plan. This cycle ensures that budgeting decisions are to the benefit of the college and in alignment with college goals and plans. The issue with the APR process is that its strength was also its weakness – the process was too comprehensive.

Therefore, in 2012-2013, a review of the APR process resulted in modifications that were proposed and ultimately approved in spring 2013. See [AIP 8](#) for a detailed discussion of the modified planning process and a discussion of its further revision in 2015.

Timeline: Completed spring 2013 and further revised spring 2015

Responsible Parties: Campus Council and Director of Planning, Policy, and Assessment

Actionable Improvement Plan 13

To increase awareness and knowledge of budgetary and financial planning matters, the vice chancellor of administrative services will add additional resources to the College's intranet by fall of 2012. (I.B.4. and III.D.1.d.)

Progress:

The vice chancellor of administrative services provided the college community with a budget presentation at the fall convocation on [August 14, 2012](#). He also notified all faculty and staff that the [Budget section](#) of the intranet contains a wide range of current and historical budget and financial data, including detailed information on the operating, capital improvement program (CIP), and repair and maintenance (R&M) budgets, including additional links to a broader range of data available at the UHCC, UH, and state/legislative levels.

The Budget section contains various documents including the following:

- Operating Budget - updated through FY 2015
- CIP - updated through the 2013-2015 biennium
- R & M - updated through FY 2014
- Leeward Budget Resources Presentations - updated through fall 2015

- UHCC System Budget Data

Of particular interest on the Budget site is information related to the [FY 2015 Operational Expenditure Plan \(OEP\)](#), which presents a budget context narrative, accompanied with charts/graphs, and detailed information on each unit's tuition and fee budget allocations and funding recommendations for this fiscal year, which are based upon the college's planning lists derived from the annual program review process.

Information is available to faculty and staff related to budgetary and financial planning for the campus through the intranet.

Timeline: Completed fall 2012 with ongoing updates

Responsible Parties: Vice Chancellor of Administrative Services

Actionable Improvement Plan 14

The members of Campus Council will submit a plan to disseminate information to their respective constituencies by December 2012. (IV.A.1.)

Progress:

At the [September 10, 2012](#), meeting, the Campus Council reviewed the Actionable Improvement Plans relevant to the Campus Council. This AIP indicated the need to better communicate with the campus community. Campus Council members agreed to develop a dissemination plan for the respective constituencies that was shared at the December 3, 2012, meeting. Members of the Campus Council include division chairs of the instructional divisions, coordinators for Student Services and Leeward CC at Wai'anae, representatives of Academic Services, Administrative Services, the Faculty Senate, the Administrative Support Group, the Administrative Professional Technical (APT) Group, the Lecturers' Group, Na `Ewa, and Student Government. At the [December 3, 2012](#), meeting the dissemination plan was shared and archived as part of the minutes from the meeting.

Timeline: Completed fall 2012

Responsible Parties: Campus Council

University of Hawai‘i Community Colleges (UHCC)
System Recommendations

In conjunction with the 2012 comprehensive visits to the individual campuses, a System Evaluation Team (SET) was formed to examine University of Hawai‘i Community Colleges (UHCC) system level standards. The SET consisted of a chair, one additional member who was not part of campus teams, and one member each from the six campus teams.

The SET commended the UHCC for:

- dedicating efforts to support the success and achievement of Native Hawaiian students and the preservation and study of Native Hawaiian culture;
- establishing a fund to support innovation in support of student success and for preserving this fund in the face of serious fiscal challenges;
- encouraging and supporting a spirit of “ohana” throughout UHCC;
- adopting a tuition increase schedule for 2012-17 in order to provide stability and predictability; and
- using a common student database to transition students to four-year institutions, improving articulation, and awarding Associate of Arts (AA) degrees back to students based on their coursework at four-year colleges.

The SET also made five recommendations, all to meet standards, as follows:

UHCC Recommendation 1: Institutional Mission and Effectiveness

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

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

UHCC Recommendation 2: Student Learning Programs and Services

In order to meet the Standards, degrees offered by the colleges must be consistent with the general education philosophy as outlined in the college catalog and the rigor of the English

and math courses needed to fulfill the degree requirements must be appropriate to higher education (ER 11, Standards II.A.3, II.A.3.b).

UHCC Recommendation 3: Student Learning Programs and Services and Resources

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

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).

While not all of the recommendations applied to all colleges, the system team charged the UHCC System office with ensuring full compliance with the issues associated with these recommendations.

Over the next two years, as documented in follow-up reports and visits, all of the recommendations were implemented and the UHCC was determined to be in compliance with the standards and eligibility criteria cited in the recommendations. This mid-term report summarizes the actions that were taken to come into compliance, the further efforts to sustain compliance, and any future plans for enhancement.

UHCC Recommendation 1: Institutional Mission and Effectiveness

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- The Chancellors provide clear descriptions and training regarding the planning timeline and budgeting process. The information and training should be available to all college constituencies and reviewed regularly to ensure accuracy for resource allocation that leads to program and institutional improvement (Standards I.B.3, I.B.1, II.A.1.c, II.A.2.a, e, f, II.B.1, II.B.3.a, and II.b.4, I.B.1, I.B.4, I.B.6).

Summary of Previously Reported Activities and Actions

UHCC Strategic Planning Process

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

The process is characterized by:

- Defined metrics and targets over the planning period for key strategic directions;
- Strong alignment in both strategic direction and metrics with the University of Hawai‘i System strategic directions;
- The use of selected key metrics in system budget allocation, performance funding, managerial evaluation, and targeted use of innovation funding; and
- Regular monitoring and reporting of the progress toward the strategic goals with the broader college and general community.

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

The annual spring meeting is used to review UHCC strategic outcomes and performance measures. The SPC monitors and advises on progress toward the UHCC strategic planning goals. The VPCC uses the meeting to gather impressions and reactions to progress to date and to emphasize and maintain the focus on the things UHCC has identified as important.

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

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

The strategic plan in effect during the comprehensive visit covered the period 2008-2014. In fall 2012, the SPC established a process to begin the revision of the plan for the period 2015-2021. In the spring 2013 meeting, working groups, chaired by a chancellor with faculty senate chair (not of the same college), and a student leader supplemented by members knowledgeable and appropriate for the work, were formed. The organization and process for updating the plan beyond 2015 was part of the VPCC's spring visit to each of the institutions. The working group goals or focus from the [UHCC Strategic Plan](#) were:

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

The working groups were charged to review current performance measures, identify which should stay and/or be revised, and identify potential new metrics during spring and summer 2013 meetings. The full SPC discussed and compiled measures at its October 2013 meeting followed by visits by the VPCC to each college for open, systemwide dialogue. Based on the results of those meetings, the measures were refined and work continued to finalize outcomes and performance measures for the 2015 and beyond update.

The BOR Standing Committee on Community Colleges met on August 30, 2013. The VPCC gave an update relating to the progress in meeting the goals in the current strategic

plan and reviewed the process for updating the plan including the seven working group areas of focus. The presentation and the direction of the plan were well-received by the BOR CC Committee and the Committee was informed it would be kept apprised of progress in the development of the plan.

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

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

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

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

The UHCC System uses the *Community College Inventory: Focus on Student Persistence, Learning, and Attainment* – a research based tool developed by the Community College Leadership Program, University of Texas Austin to evaluate UHCC System effectiveness. The inventory assesses 11 institutional characteristics that are strongly focused on student success. The Office of the Vice President for Community Colleges (OVPC) administers the inventory online in odd-numbered years (complementing the Community College Survey Student Engagement (CCSSE) that is administered in even-numbered years-- benchmark measurements included in Strategic Plan). The SPC affirmed that the 11 institutional characteristics are important to the system and incorporating selected outcomes in the UHCC Strategic Plan supports the regular assessment and review for on-going improvement and effectiveness of planning. As required in the policy, and evidenced in proceedings of the SPC, the inventory results are reviewed and discussed by the full Council.

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

2. Performance (Outcomes) Funding

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

The outcomes incorporated into the formula include the following:

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

The outcomes funding model has the following characteristics:

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

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

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

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

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

Program Reviews, Annual Reports of Program Data, and Records of Proceedings for the I-PRC meetings are posted and made public on the UHCC website.

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

Following the comprehensive visits of fall 2012, the OVPCC surveyed all key data users (vice chancellors for academic affairs, deans, and assistant deans department and division chairs, program directors, and IR). The online survey asked users to evaluate the usefulness/importance of the current ARPD data elements and to suggest data they wish they had. The OVPCC Academic Planning, Assessment, and Policy Analysis (APAPA) Office compiled the results of the survey and conducted focus group discussions with the various constituents including additional training and professional development needed. The process identified a gap in data information provided at new faculty, staff, and administrator orientation. Current college practices do not include data training. The UHCC IR Cadre is developing key data information to be included in orientation as well as website “cheat sheets” to direct inquiries to available tools and data. Additional outcomes from focus group discussions were reviewed by the UHCC I-PRC in fall 2013 including how to meet identified training and professional development needs.

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

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

allocation that supports institutional effectiveness in meeting college and system mission. The results will be made public by posting to the system website [Culture of Evidence](#).

UHCC Budget Allocation Process

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

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

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

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

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

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

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

Sustained Compliance Activity Since the Last Report

Strategic Planning

The major focus during the past two years has been the completion of the [UHCC Strategic Plan](#) for the period 2015-2021. The process outlined above continued with active engagement by the Strategic Planning Council (SPC), working groups, public meetings, and Board of Regents briefings. At the same time, the University system was engaged in an update of its strategic directions and concerted efforts were made to align the University plan with the UHCC plan.

The SPC adopted the new plan at its spring 2015 meeting. Notable features of the plan include:

- Graduation targets consistent with the State of Hawai'i policy goal of having 55 percent of the working adult population having a college degree by 2025;
- A change in metric for transfer students to include all transfers rather than just within UH transfers, a change based on data suggesting that as many of 35-40 percent of the students are transferring to non-UH baccalaureate institutions;
- A change in metric for STEM graduates to include both community college graduates and baccalaureate STEM graduates who have community college background, a change intending to capture the total community college contribution to the STEM workforce;
- Targets to eliminate all access and success gaps for the following targeted populations:
 - Native Hawaiian,
 - Filipino,
 - Pacific Islander, and
 - Low income (Pell recipients).

Eliminating the access gap is defined as enrollment at or in excess of population percentages. Eliminating the success gap is defined as having graduation, transfer, and STEM graduation at or in excess of enrollment percentages; and

- Restructuring the developmental education program in both math and English to move from sequentially-based courses to co-requisite models of remediation.

The plan also continues a commitment to the use of performance funding for successful attainment of the targets in five metrics:

- Graduation,

- Native Hawaiian Student Graduation,
- Pell Student Graduation,
- STEM Graduation, and
- Baccalaureate Transfer.

The planning process also identified a structural weakness in the previous strategic plan efforts. The innovation efforts undertaken with the system's innovation fund were perceived to be disconnected from the more traditional academic decision making processes on campuses. While faculty were engaged in piloting positive changes in curriculum and practice, those changes were not impacting practice on a broader scale within the institution. To address this "scaling" problem, a new Student Success Council was added to the strategic planning process. The new committee draws on academic administration (both instructional and student support), institutional researchers, and faculty leadership. While the Strategic Planning Council remains responsible for the overall goals and directions within the plan, the new committee and working groups that it may form is charged with the detailed implementation of the different components of the plan.

Performance Funding

As noted, the UHCC continued its use of performance funding as one of the tools to assure alignment of strategic goals with budget decisions. In spring 2015, the State Legislature included in the University's appropriation an amount of \$6,000,000 intended for the University to implement performance funding across the University system. The legislative appropriation charges the University to develop a methodology for the implementation of the performance funding during the 2015-16 academic year with the intention of basing the allocation of the \$6,000,000 using that methodology in FY 2017. These funds would add to the pool of performance funding already in place within the UHCC.

Future Plans

Two projects growing out of the strategic planning process are being developed to further enhance the planning and assessment of college programs.

Workforce Sector Modeling Tool

Based on similar work in Colorado, the UHCC's are developing a planning model and tool that examines the key workforce sectors within the State of Hawai'i to better focus workforce development and training efforts. Within each sector, positions are identified and mapped along the following dimensions:

- Employment demand. Demand data will be collected at both state and local levels and be based on historical employment patterns as well as real time job search data. The employment demand will be vetted through industry and government panels to

account for anticipated future changes that might not be reflected in historical or even current employment data;

- Wage data for each of the positions;
- Educational attainment required for the position at both the certificates and degree level and the mapping of these credentials to the institutions offering the credential;
- Career ladders within the sector; and
- Student placement into the various positions and sectors.

The intention is to have a tool that can serve multiple purposes:

- Student – Provide the student with accurate and current information about job opportunities, wage potential, advancement potential, and educational opportunity;
- Academic program managers – Provide the program managers with more accurate information for use in program review and in managing both the curriculum and student experience;
- Academic planners – Provide planners with more timely information about significant gaps between available programs and emerging new areas of employment or surging demand. Alternatively, provide better information about employment declines that may require restructuring or elimination of programs; and
- Business and industry leaders – Provide a mechanism for the business community to provide valuable information on trends within the industries that impact program offerings of the colleges.

Plans are to complete the new tool by July 2016.

Academic Program Manager Tool

In assessing the UHCC integrated planning and assessment system, the sense was there was a gap between the student success goals and targets which were being captured and monitored at the institutional level and the data being used by and for program managers of individual academic programs. While the program managers had a rich set of data provided through the annual review of program data and through the program review process, there was not a consistent alignment of that data with the strategic targets nor was the data focused on the dynamic flow of students through the programs and beyond to either transfer or employment.

To address this deficiency, a new academic program manager tool is being developed that would provide program coordinators with a single location to manage students within their programs and to provide analytic data that aligns with the student success metrics. The tool is being designed to adapt the Completion by Design construct so that information is provided to program managers on several stages of student movement into and through the programs, including:

- Student engagement and recruitment,
- Student enrollment,
- Student progress,
- Student graduation or transfer, and
- Student job placement.

For each of these stages of student progress toward success, program managers would have available information about students, communication tools to reach students, data metrics to monitor both individual student progress and overall retention, completion, and placement data for students. The data would be differentiated by selected characteristics of students to allow analysis by sub-population.

In addition, program managers would be provided planning tools using the UHCC guided pathway registration system to identify the demand for courses within the program so that sufficient sections can be scheduled to assure student progress toward degrees.

By designing the system to be both a practical transaction management tool and a focused analytic tool, the academic program managers will be both more likely and more capable of making program decisions to foster student success.

The goal is to have the academic program planning tool completed by Fall 2016.

UHCC Recommendation 2: Student Learning Programs and Services

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

Summary of Previously Reported Activities and Actions

At the time of the comprehensive visit in October 2012, the UHCC was aware that four colleges (Hawai'i Community College, Honolulu Community College, Kaua'i Community College, and Leeward Community College) were out of compliance with granting the Associate of Applied Science degree (AAS). The level of English and math courses required for completion of the AAS degree was at or below the developmental education level and should have been higher.

In May 2012, the system policy was revised to comply with the recommendation and was codified in UHCCP #5.200 General Education in All Degree Programs. The four colleges then modified their degree program requirements for math and English to comply with the new policy, generally by adopting the common expository writing class and the general quantitative mathematics class for all AAS degrees. The follow-up reports and/or visits conducted in 2013 verified that all colleges were in compliance and the standards and eligibility criteria cited were met.

Sustained Compliance Activity Since the Last Report

Once the degree modifications were completed in 2013, no further curricular or policy actions have been required or implemented. All degree programs remain in full compliance with the recommendation.

Future Plans

As part of the planned restructuring of developmental math and English to move toward a co-requisite remediation model, work has begun on defining the student college level math and English courses and the nature of the co-requisite remedial support needed by the students. A task force of faculty in math and English, along with student support personnel and academic administration leadership, met several times during summer 2015 to develop preliminary plans for sharing with the broader college communities in the 2015-2016 academic year.

Preliminary discussion for math have focused on three distinct pathways – general quantitative reasoning and/or statistics for students in liberal arts fields not requiring calculus; pre-calculus for students seeking degree programs in STEM, business, economics, or other disciplines requiring calculus; and technical math for career and technical education with the technical math class incorporating both general education quantitative reasoning student learning outcomes and program specific math student learning outcomes to ensure students are competent in the mathematics used in their technical program. The

resulting remedial co-requisites would likely be different for these different student pathways.

Similar discussions have begun within the English working group about the possibility of having a technical writing course that would be an alternative to the traditional composition course now required of all students. No decision has yet been made on whether to adopt this added alternative.

The agreed upon target for full implementation of the co-requisite remediation support is fall 2016. The 2015-2016 academic year will be used to reach consensus on the design of both English and math pathways, the nature of the co-requisite support (e.g. class, laboratory, tutorial, coaching, etc.), placement or diagnostic tools to support the co-requisite design, and the student support and communication to students to fully implement the program. Any new courses developed as part of this effort would be required to meet all general education student learning outcomes for quantitative reasoning or communication and to be of a level of rigor consistent with the standards associated with this recommendation.

UHCC Recommendation 3: Student Learning Programs and Services and Resources

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

Summary of Previously Reported Activities and Actions

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

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

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

At the end of the probationary period, a faculty member applies for tenure. The tenure process includes a similar comprehensive review against the classification requirement but is more summative than formative. The successful applicant is granted tenure and the unsuccessful applicant is granted a terminal year contract. In addition to the department-based peer review, department chair review, and administrative review, the tenure application is also reviewed by a faculty committee composed of faculty members from outside the department and faculty members outside the college in the same discipline. The BOR is the final decision maker on granting tenure.

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

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

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

In accordance with the collective bargaining law, this collective bargaining organization was required to be formally consulted on the policy change. That consultation was conducted and the updated policy was adopted in September 2013.

The revised policy makes clear that the basis for the evaluation of faculty in the five-year review process is the same classification system and expectations, including assessing student learning outcomes, as for tenure and promotion.

As a part of the revised policy, campuses are also required to maintain and submit records certifying that all faculty members subject to the five-year evaluation have actually completed the evaluation process. See [UHCCP #9.203-Faculty Five-Year Review](#).

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

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

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

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

Because the lecturer's status and rank are the same across all community colleges, there is a compelling reason to maintain consistency in the evaluation process for lecturers. Accordingly, the OVPCC, working with the campus academic administrators, developed a new system policy [UHCCP #9.104-Lecture Evaluation](#). The policy leaves the responsibility for the evaluation on the campus and largely within the department but does define the requirement for evaluation, frequency of evaluation, and criteria to be used in the evaluation.

In accordance with the collective bargaining law, lecturers who are half-time or more are included in the faculty collective bargaining unit and the collective bargaining organization must be formally consulted on the new policy. The consultation was conducted and the new system policy on lecturer evaluation was adopted and promulgated in December 2013.

Sustained Compliance Activity Since the Last Report

An online monitoring system has been developed and implemented to track compliance with the faculty evaluation systems. The information in the system includes the last evaluation (whether contract renewal, tenure, promotion, or five-year evaluation) and the next expected evaluation date. The information is available to individual faculty so they can anticipate their next evaluation date and also available for department chairs and academic administrators who are responsible for compliance with the evaluation policies.

A non-substantive change to the faculty evaluation policy was made in December 2014 to adjust the submittal date for faculty members subject to the five-year evaluation but who were candidates for promotion. Since a successful promotion application would negate the need for an additional five-year review, the submittal date for the five-year review was moved to allow the decision on the promotion to occur first.

Future Plans

A joint task force of academic administrators and faculty union representatives has begun the development of an online, ePortfolio based system for creating the evaluation and assessment documents for faculty. The goals of the task force are to create a system that:

1. Creates a template for faculty that includes all required information and a structure to submit the information for evaluation,
2. Automatically loads to the ePortfolio information from the student information system, student evaluation system, and other sources of data for use by the faculty member,

3. Allows the faculty member to add documents and artifacts to the ePortfolio for consideration in the evaluation process in real time rather than waiting until an application is prepared,
4. Continues to grow over time as the faculty member proceeds through his or her professional career, and
5. Allows for secure and confidential sharing of the information to the various faculty review and administrative committees.

A recommendation has been made on a possible technology solution for the ePortfolio. Once it has been determined that the system meets all usability, security, and technical requirements, design of the templates and processes will begin.

While the ePortfolio system is intended to provide faculty with a more convenient means to document their work and prepare their applications, the use of common frameworks will also ensure that key criteria, such as those referenced in this recommendation, will be addressed in the application. Additionally, the digital submittal and processing of the evaluation documents will also improve the monitoring and timeliness of the periodic evaluations.

The full deployment of a system is not expected until 2017.

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).

Summary of Previously Reported Activities and Actions

As noted in the prior follow-up reports and visits, the development of the UH's System technology planning has involved four separate but related activities:

1) UH System Information Technology Planning Website

The UH 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 the Vice President for Information Technology and Chief Information Officer, ITS developed an online site that includes the UH system ITS 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 [UH System ITS Strategic Plan 2015](#)

2) Modification to the UH System Strategic Directions

The UH system strategic plan covering the period 2008 – 2015 underwent revision to address the planning 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 UH strategic directions for 2015-2021 can be viewed under the System Priorities and Initiatives section of the System Academic Affairs web site at [UH System Strategic Directions](#).

- 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 that the geography of Hawai'i 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 approaching the development of distance education in several areas.

- 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 UH's 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	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 to ensure that programs can be delivered with quality and with student success comparable to on-campus programs. 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 online. 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.

4) 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.

Sustained Compliance Activity Since the Last Report

In the past year since the last reporting on this recommendation, several actions have occurred that reflect continued compliance with the recommendation and the standards.

1. Major update of the UH System ITS Strategic Plan

The System IT strategic plan underwent expansion and revision under the leadership of the new CIO. The site now includes expanded information.

2. Adoption of the UH System Strategic Directions

The revisions to the strategic directions for the period 2015-2021 were adopted by the Board of Regents and are now guiding the overall University system directions. The adopted directions include the previously reported emphasis on distance education are an important mechanism for delivery of courses and programs across the ten-campus UH System.

To help implement the UH System distance education efforts, the BOR included a request to the State Legislature for financial support to coordinate programming

across the ten campuses and to provide seed money to develop needed courses. Unfortunately, the Legislature elected not to fund the request. Consideration is still being given to using other funds granted by the Legislature to the University for this purpose.

3. Adoption of the UHCC Strategic Directions

The [UHCC Strategic Directions 2015-2021](#), including a complimentary emphasis on distance education to that included in the UH System Strategic Directions, was adopted as planned in spring 2015.

4. Adoption of Open Educational Resources (OER)

A task force of faculty and librarians have begun implementation of OER by identifying sources of available OER texts and instructional materials, developing a repository mechanism for faculty and students to access the OER materials, and conducting two workshops for faculty interested in being early adopters.

Planned Future Actions

With the approval of the UHCC Strategic Directions, implementation activities include:

1. An agenda item at the fall 2015 executive retreat to discuss priorities for the use of innovation funds in support of the distance education efforts; strategy discussions on the staged development of OER materials, and organizational discussions on shared projects and staffing across the seven campuses related to faculty professional development, course development, and increased use of digital technologies in teaching;
2. Development of common training and certification for faculty teaching distance education;
3. Expanded staffing and faculty development resources for the identification and development of OER materials; and
4. Consideration of creation of a lead system distance education coordinator within the OVPCC.

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).

Summary of Previously Reported Activities and Actions

During the period 2012-2014, the BOR was been engaged in an intense period of self-assessment of itself and University governance and business practices. The impetus for this self-assessment was driven by an investigation into a failed concert meant to benefit the UH Mānoa athletics department that resulted in a \$200,000 loss to the University. The Hawai'i State Senate established a Special Committee on Accountability and broadened the investigation to include other aspects of University governance, accountability, and transparency. After a series of investigative hearings, the Senate issued a series of [recommendations](#) to the BOR.

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

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

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

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

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

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

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

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

operations by additional involvement by the BOR Committee on Budget and Finance and improved periodic financial reporting mechanisms (the exact nature of the financial reports should be developed collaboratively by the Committee on Budget and Finance and University Administration but should also include reports comparing budgeted expenditures against actual expenditures).

9. The BOR take steps to improve the effectiveness of its scheduled meetings such as:
 - a. Referring informational items to standing committees, requiring less frequent reports of a recurring nature, or the use of a consent agenda.
 - b. Scheduling certain meetings as “informational only” meetings with no action items.
 - c. Expanding the use of standardized reports to enable quicker comprehension and understandability.
 - d. Establishing a prescribed total amount of time for public input at each meeting, after considering compliance with all appropriate legal guidance.

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

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

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

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

In addition to the self-assessment and related actions outlined above and on the recommendation of the ATG, the UH System was developing an online policy management system that allows for development and approval of policies, distribution of policies, and tracks the policy history for UH policies, including BOR policies. The system

will include a tracking mechanism to ensure that all policies are reviewed periodically and replaces a manual system kept in the BOR and other system offices.

Sustained Compliance Activity Since the Last Report

The Policy Management System has been fully implemented. All BOR policies are publicly available in a format that includes a header showing the last review date and scheduled next review date. A sample header follows:

BOR Policy System

Viewing Policy RP 5.201

Title

Instructional Programs

Header

Regents Policy Chapter 5, Academic Affairs

Regents Policy [RP 5.201](#), Instructional Programs

Effective Date: Oct. 18, 2002

Prior Dates Amended: Jan. 13, 1966; Feb. 8, 1973; Oct. 20, 1978; May 21, 1982; March 18, 1983; Nov. 22, 1991; Oct. 31, 2014 (recodified)

Review Date: August 2018

During the development of the new Policy Management System, several policies were recodified. While all policies have a required review date, policies also continue to be revised in response to specific policy issues that emerge before the review date.

The Policy Management System has also been extended to the UH Executive Policies and Administrative Procedures that are derivative of the BOR policies. The same software interface and information, including the header with the scheduled next review, is used for the Executive Policies.

The BOR conducted its annual self-evaluation. Among the more notable actions taken as a result of the evaluation was a reconfiguration of the Board committees. The evaluation revealed some concern that the committee structure was not aligned with the UH Strategic Directions and that the Board could better provide oversight on the strategic directions if the committees were more closely focused on the major strategic directions. Specifically, the Board felt that having a committee on academic affairs, a committee on student affairs, and a committee on community colleges did not allow an integrated discussion or understanding of the overall University efforts to reach the student success targets described as the Hawai'i Graduation Initiative. The Board agreed to combine these three committees so that one Board committee could provide oversight on student success. Similarly, the University's research agenda was previously included with academic affairs which did not lend itself to oversight of the major Hawai'i Innovation research agenda in

the strategic plan and so research was moved to a separate committee. These changes are effective with the Academic Year 2015-16.

Future Plans

Other than monitoring continued compliance with the policy management system timelines for policy review and modification and continued engagement by the BOR in regular evaluation as defined by Board policy, no further actions are planned.

