

Report of the Comprehensive Evaluation Visit Team

Hawaii Community College  
Of the  
University of Hawaii System

200 Kawili Street  
Hilo, Hawaii 96720-4091

A Confidential Report Prepared for  
The Accrediting Commission for Community and Junior Colleges  
Western Association of Schools and Colleges

This report presents the findings of the evaluation team that visited  
Hawaii Community College  
Of the  
University of Hawaii System  
October 23 through October 26, 2006.

Dr. Jan Kehoe, Chair

Hawaii Community College  
Comprehensive Evaluation Visit Team Roster

Dr. Jan Kehoe (Chair)  
Superintendent/President  
Long Beach CCD

Mr. Mike Brandy  
Vice Chancellor, Business Services  
Foothill-De Anza CCD

Ms. Rosemary Brogan  
History Instructor  
Cabrillo College

Ms. Jan Ford  
Associate Professor of Mathematics  
Cuyamaca College

Mr. Kurt Green  
Faculty member  
Lake Tahoe College

Dr. David Morse (Team Assistant)  
Professor  
Long Beach City College

Ms. Kathy Lehner  
Superintendent/President  
Mendocino CCD

Ms. Melinda Matsuda  
Vice President of Student Services  
Chabot College

Mr. Luis Rosas  
Vice President of Academic Affairs  
Los Angeles Harbor College

Ms. Julie Slark  
Assistant Vice Chancellor, Ed. Services  
Rancho Santiago CCD

## Summary of the Comprehensive Report

Institution: Hawaii Community College

Date of Visit: October 23-26, 2006

Team Chair: Dr. Jan Kehoe

On October 23-26, 2006, a visiting team from the Accrediting Commission for Community and Junior Colleges arrived at The University of Hawaii's Hawaii Community College for a comprehensive visit. The members of the team were: Dr. E. Jan Kehoe, chairman; Dr. David Morse, team assistant; Mr. Mike Brandy; Ms. Jan Ford; Ms. Rosemary Brogan; Mr. Kurt Green; Ms. Kathy Lehner; Ms Melinda Matsuda; Mr. Luis Rosas; and Ms. Julie Slark.

Hawaii Community College is a part of the University of Hawaii system. It is one of seven community colleges in the system and is the only community college located on the island of Hawaii which is also the county of Hawaii. The island is the most southern of the Hawaiian Island chain. The land mass of the island (approximately 4000 square miles) is larger than the size of the other Hawaiian Islands added together. For statistical and political purposes, the island is divided into West and East Hawaii. It is the most ethnically diverse county in the U.S. and Hawaii Community College's faculty and student body reflect the diversity of the county.

Based on University of Hawaii's "Second Decade" Factor #6 and U.S. Census Bureau data, West Hawaii's has a projected "very high" need for Postsecondary education and training based on population age 16-24 with less than a high school diploma while East Hawaii has a "high to medium high" need. As a total, Hawaii Community College has the highest needs area of any of the islands. With unemployment of slightly over three percent, the unmet employment needs in the county are high.

Until 1990, Hawaii Community College was a part of the University of Hawaii at Hilo. The main college campus is located in Hilo and is split between the original Manono campus and space provided on the campus of the University of Hawaii at Hilo on the east side of the island. There is also a West Hawaii center in Kealahou (near Kona) on the west side of the island approximately 110 miles from Hilo. The center is in a leased facility of limited size.

The headcount enrollment of 2377 and full time equivalent student enrollment of 1480 has remained fairly stable in the last few years with approximately 1% growth each year

for the past ten years. The college is planning for the growth due to population growth projected for the island of Hawaii.

There are two new campus sites, one on each side of the island, approved by the legislature but awaiting funding approval by the governor. For the college to progress, it is necessary for these new facilities to move forward to construction and occupancy.

The team received a wonderful reception and greeting from everyone associated with the college. The college community showed the team the spirit of Aloha and made everyone feel welcome in their Hawaii Community College ohana (family). The team especially enjoyed the celebration dinner which was held in the college cafeteria for the 100<sup>th</sup> anniversary of the arrival of the people of the Philippines on the island of Hawaii.

Chancellor Freitas was a gracious and attentive host and personally welcomed each team member. Trina Nahm-Mijo, the ALO, saw to the team's every need and prepared very well for visit. The team appreciated especially the arrangements and transportation to the West Hawaii Center with Kathy Damon, the center director.

All team members reported cooperation and openness everywhere they went. The team room was well equipped and all documents were available and well cataloged. To acknowledge the good work that has been done and is ongoing the team wished to commend the college on the progress it has made in many areas since the last team visit in general and make the following specific commendations:

1. The college is to be commended for your rapid and successful implementation of program review and development of your mission statement and initiatives, for your implementation of a culture of inquiry and assessment, and for your renewed spirit and enthusiasm with which faculty and staff embrace improvement and change.
2. The college is to be commended for the broad range of staff development activities made available to faculty and staff and for a faculty, staff and administrative team who work energetically together to serve students.
3. In the last two years the college has made great progress in obtaining legislative approval for planning and initial infrastructure as well as structuring partnerships with private developers to assist in campus development.
4. The team applauds the college on its participation in system-wide conversations regarding curriculum changes that may negatively impact your students.
5. The college is commended for the deployment and support of technology to enhance student learning with their limited resources as well as improving the process for budget development and reporting in the last two years by making the process much more transparent and inclusive of all college constituent groups.
6. The college is to be commended for your effort to parallel the program review process for non academic departments by instituting "unit reviews."
7. The team also wanted to commend the college on the climate that has been created including the strong sense of pride, community, and access created for

students especially in view of your facilities challenges. We are especially impressed with your efforts in the Native Hawaiian program,

8. The team commends the college on the leadership currently being shown and congratulates the college community on their “esprit de corps” and wonderful spirit of ohana. The team urges the college community to attempt to keep that spirit as Hawaii Community College grows.

### **Recommendations**

After the team members had read and analyzed the self study, examined the evidence, interviewed college personnel and students, and discussed the findings in light of the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges 2002 Standards, conclusions were drawn and the following recommendations were made. The recommendations are based on specific standards sections cited in parentheses following each recommendation.

#### Recommendations #1, 2, 3, and 4: Planning

1. (Part A) The college needs to renew its attention to institutional long-term planning and the Academic Development Plan, including revising, as appropriate, and systematically implementing its goals, and evaluating progress towards implementation of the goals. Such a plan should be comprehensive and include integrated plans and a vision for educational programs, facilities, staffing, technology, support and infrastructure for technology and student services. (I.A.)(III.A.6.)(III.B.2.b)(III.C.1.a.) (Part B) The college should also identify measures of institutional effectiveness, integrated with institutional-level plans, communicate those measures, and evaluate progress on a regular basis. (I.B.1.) (I.B.2.)(I.B.3.)( I.B.4.)

2. Along with a focus on institutional planning, the college should align its departmental-level planning and program review, and student learning outcomes on course, program, and institutional levels, with the mission statement, including the mission of the West Campus. (I.A.4.)

3. Building upon current student learning outcomes efforts, the college should create a plan, with timelines for implementation, for the complete student learning outcomes framework which includes identifying SLOs at the college, program and course levels, implementing those outcomes across the college, assessing the outcomes, and using the results for improvement. (I.B.)(II.A.1.c.)( II.A.1.f.)

4. Academic planning should include dialogue on class, library and student services and scheduling decisions should include all affected areas or locations (centers) before being implemented (II.A.1.c)

#### Recommendation #5: Facilities Transition

5. That the college update their transition plan for facilities maintenance and improvement for the East campus at Hawaii CC and the leased facilities at West Hawaii and collaborate with U of H system to secure funding for this plan so the students attending Hawaii CC in the next 5-10 years can be adequately served with appropriate facilities while the new campus is under construction (III. B.1.a.,b.)

Recommendation #6: Governance Processes

6. The college should memorialize governance practices by establishing, publishing, and implementing a comprehensive written policy that defines and delineates the specific roles of faculty, staff, administration, and students in the college's decision-making processes. In order to ensure the integrity and effectiveness of the College's governance and decision-making processes, roles of governance groups, such as College Council and Academic Senate, should be regularly evaluated and results communicated with college constituent groups. (IV.A.2)(IV.A.5)

Hawaii Community College has progressed significantly and has the momentum to continue its significant initiatives. The faculty, staff, students, administrators, and Board of Regents are dedicated to serving the needs of the island of Hawaii.

# **ACCREDITATION EVALUATION REPORT**

## **FOR**

### **HAWAII COMMUNITY COLLEGE OCTOBER 23-26, 2006**

#### **INTRODUCTION**

On October 23-26, 2006, a visiting team from the Accrediting Commission for Community and Junior Colleges arrived at The University of Hawaii's Hawaii Community College for a comprehensive visit. The members of the team were: Dr. E. Jan Kehoe, chairman; Dr. David Morse, team assistant; Mr. Mike Brandy; Ms. Jan Ford; Ms. Rosemary Brogan; Mr. Kurt Green; Ms. Kathy Lehner; Ms Melinda Matsuda; Mr. Luis Rosas; and Ms. Julie Slark.

Hawaii Community College is a part of the University of Hawaii system. It is one of seven community colleges in the system and is the only community college located on the island of Hawaii which is also the county of Hawaii. Also in the system are three universities, the University of Hawaii at Manoa, the University of Hawaii at Hilo and the University of Hawaii at West Oahu.

The island and county of Hawaii is the most southern of the Hawaiian Island chain and county in the State of Hawaii. The land mass of the island (approximately 4000 square miles) is larger than the size of the other Hawaiian Islands added together. For statistical and political purposes, the island is divided into West and East Hawaii. The population of 162,971 residents makes the island the most ethnically diverse county in the U.S. and Hawaii Community College's faculty and student body reflect the diversity of the county.

Based on University of Hawaii's "Second Decade" Factor #6 and U.S. Census Bureau data, West Hawaii's has a projected "very high" need for Postsecondary education and training based on population age 16-24 with less than a high school diploma while East Hawaii has a "high to medium high" need. As a total, Hawaii has the highest needs area of any of the islands. With unemployment of slightly over three percent, the unmet employment needs in the county are high.

#### **History of Hawaii Community College**

The Territory of Hawaii Legislature established Hawaii Vocational School in 1941. In 1956 the name was changed to Hawaii Technical School and finally, in May 1970 to Hawaii Community College (HawCC). At this time the governance of the college was

transferred to the University of Hawaii System and the college became a unit of the University of Hawaii at Hilo. In fall 1990 the University of Hawaii Board of Regents voted to separate the college from the university. It has taken the ensuing years for the two entities to separate themselves administratively. In 1997, the UH Center at West Hawaii was also transferred to Hawaii Community College. The main college campus is located in Hilo and is split between the original Manono campus and space provided on the campus of the University of Hawaii at Hilo on the east side of the island. The West Hawaii center in Kealahou (near Kona) on the west side of the island is approximately 110 miles from Hilo. The center is in a leased facility of limited size.

In fall 2004, there were major changes in administration at both the college and system level. New policies and procedures were established to accommodate the focused emphasis on program review and student learning outcomes. The college is working diligently on integrating planning and assessment.

### **The Mission of Hawaii Community College**

Acting on one of the recommendations of the last accreditation team visit in 2000, the college community came together on March 3, 2006, for collaborative and interactive dialogue resulting in a revised mission and seven imperatives: Community Development, Workforce Development, Cultural Competency, Environment Hawaiian Culture and Values, healthy Communities, and Technology. The college also undertook the challenge presented in the last accreditation report to communicate island-wide their mission as well as the opportunities offered by the college.

### **The Hawaii Community College Service Area**

The headcount enrollment of 2377 and full time equivalent student enrollment of 1480 has remained fairly stable in the last few years with approximately 1% growth each year for the past ten years. The college is planning for growth based on growth projections that indicate a stable upward trend due to population growth projected for the island of Hawaii.

Hawaii Community College had a continuation rate in 2005 of 14%. The success rate, the sum of continuation and graduation rates was 34%. Most of the students who transfer to a university seem to stay in the University of Hawaii system. The Chancellor and his staff are developing partnerships with mainland universities to will provide additional transfer opportunities for students.

Community partnerships are strong throughout the island and courses are offered at several satellite sites in northeast Hawaii in Kohala at both the Waimea Middle School and the Kohala Center, on the Hamakua Coast at Honokaa, and on the south side of the island at Ka'u High School, Ka'u Rural health facility and the Na'alehu Youth Center.

The state legislature approved a permanent increase of over \$4 million and approved several personnel positions starting in the current fiscal year. There are two new campus

sites, one on each side of the island, approved by the legislature but awaiting funding approval by the governor. The Chancellor has worked tirelessly to forge private-public partnerships to help find alternatives way to assist in campus development. For the college to progress, it is necessary for these new facilities to move forward to construction and occupancy.

### **Summary of Recent Accreditation History**

In January 2001, Accreditation was reaffirmed by ACCJC with an Interim Report due by November 1, 2002. In January 2003, the report was accepted by the Commission. After the University of Hawaii System submitted a substantive change proposal to the Commission in January 2003, a team visited Hawaii in April to gather additional information on the changes. In August of the same year the UH system submitted a report on the reorganization. In October, 2003, Hawaii Community College submitted its mid-term report. The mid-term report was accepted in January, 2004. In April 2004, a team from ACCJC visited the UH System regarding the reorganization. Another team visited the UH System in November 2004, and again in April, 2005. The Commission issues a Warning at its June meeting over their concern that the college needs to focus on program review based on student learning outcomes. The college issues a Progress Report in October, 2005. Another ACCJC team visits the college in November 2005. The Commission accepts the report in January 2006, and removes the Warning status. The Commission also accepts the report of the UH System and commends the system. The Comprehensive Report for Hawaii Community College was submitted in September 2006.

### **Visiting Team Commendations for Hawaii Community College**

The visiting team received a wonderful reception and greeting from everyone associated with the college during the October visit. The college community showed the team the spirit of Aloha and made everyone feel welcome in their Hawaii Community College ohana (family). The team especially enjoyed the celebration dinner which was held in the college cafeteria in celebration of the 100<sup>th</sup> anniversary of the arrival of the first people of the Philippines on the island of Hawaii.

Chancellor Freitas was a gracious and attentive host and personally welcomed each team member. Trina Nahm-Mijo, the ALO, saw to the team's every need and prepared very well for visit. The team appreciated especially the arrangements and transportation to the West Hawaii Center with Kathy Damon, the center director. All team members reported cooperation and openness everywhere they went. The team room was well equipped and all documents were available and well cataloged.

To acknowledge the good work that has been done and is ongoing the team wished to commend the college on the progress it has made in many areas since the last team visit in general and make the following specific commendations:

1. The college is to be commended for your rapid and successful implementation of program review and development of your mission statement and initiatives, for your implementation of a culture of inquiry and assessment, and for your renewed spirit and enthusiasm with which faculty and staff embrace improvement and change.
2. The college is to be commended for the broad range of staff development activities made available to faculty and staff and for a faculty, staff and administrative team who work energetically together to serve students.
3. In the last two years the college has made great progress in obtaining legislative approval for planning and initial infrastructure as well as structuring partnerships with private developers to assist in campus development.
4. The team applauds the college on its participation in system-wide conversations regarding curriculum changes that may negatively impact your students.
5. The college is commended for the deployment and support of technology to enhance student learning with their limited resources as well as improving the process for budget development and reporting in the last two years by making the process much more transparent and inclusive of all college constituent groups.
6. The college is to be commended for your effort to parallel the program review process for non academic departments by instituting “unit reviews.”
7. The team also wanted to commend the college on the climate that has been created including the strong sense of pride, community, and access created for students especially in view of your facilities challenges. We are especially impressed with your efforts in the Native Hawaiian program,
8. The team commends the college on the leadership currently being shown and congratulates the college community on their “esprit de corps” and wonderful spirit of ohana. The team urges the college community to attempt to keep that spirit as Hawaii Community College grows.

### **Recommendations for Hawaii Community College**

After the team members had read and analyzed the self study, examined the evidence, interviewed college personnel and students, and discussed the findings in light of the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges 2002 Standards, conclusions were drawn and the following recommendations were made. The recommendations are based on specific standards sections cited in parentheses following each recommendation.

#### Recommendations #1, 2, 3, and 4: Planning

1. (Part A) The college needs to renew its attention to institutional long-term planning and the Academic Development Plan, including revising, as appropriate, and systematically implementing its goals, and evaluating progress towards implementation of the goals. Such a plan should be comprehensive and include integrated plans and a vision for educational programs, facilities, staffing, technology, support and infrastructure for technology and student services. (I.A.)(III.A.6.)(III.B.2.b.)(III.C.1.a.) (Part B) The college should identify measures of institutional effectiveness, integrated with

institutional-level plans, communicate those measures, and evaluate progress on a regular basis. (I.B.1.) (I.B.2.)(I.B.3.)( I.B.4.)

2. Along with a focus on institutional planning, the college should align its departmental-level planning and program review, and student learning outcomes on course, program, and institutional levels, with the mission statement, including the mission of the West Campus. (I.A.4.)

3. Building upon current student learning outcomes efforts, the college should create a plan, with timelines for implementation, for the complete student learning outcomes framework which includes identifying SLOs at the college, program and course levels, implementing those outcomes across the college, assessing the outcomes, and using the results for improvement. (I.B.)(II.A.1.c.)( II.A.1.f.)

4. Academic planning should include dialogue on class, library and student services and scheduling decisions should include all affected areas or locations (centers) before being implemented (II.A.1.c)

#### Recommendation #5: Facilities Transition

5. That the college update their transition plan for facilities maintenance and improvement for the East campus at Hawaii CC and the leased facilities at West Hawaii and collaborate with U of H system to secure funding for this plan so the students attending Hawaii CC in the next 5-10 years can be adequately served with appropriate facilities while the new campus is under construction (III.B.1.a.,b.)

#### Recommendation #6: Governance Processes

6. The college should memorialize governance practices by establishing, publishing, and implementing a comprehensive written policy that defines and delineates the specific roles of faculty, staff, administration, and students in the college's decision-making processes. In order to ensure the integrity and effectiveness of the College's governance and decision-making processes, roles of governance groups, such as College Council and Academic Senate, should be regularly evaluated and results communicated with college constituent groups. (IV.A.2.)(IV.A.5.)

Hawaii Community College has progressed significantly and has the momentum to continue its significant initiatives. The faculty, staff, students, administrators, and Board of Regents are dedicated to serving the needs of the island of Hawaii.

## **Responses to the Previous Team's Recommendations**

### **Recommendation #1**

The college created an excellent Academic Development Plan in 2001-02, and that plan identified specific goals and corresponding resources, as recommended, to address the Four Cornerstones. The Self Study response to this recommendation identified a variety of programs and activities which have since been implemented to reflect the priorities of the Four Cornerstones. The college is still wrestling with the vision and the mission statement and the role of the Four Cornerstones, which are now seven imperatives. As the college looks at Standard I, it can continue to think about the place of the Four Cornerstones in its planning process. Insofar as prioritizing college plans and related resources, this recommendation has been implemented.

### **Recommendation #2**

This recommendation has been successfully addressed by the college's targeted efforts to provide unique programs, services, and outreach to the large island. Noteworthy examples include the Kama'aina application for high school junior and seniors, the very active Hawaiian Lifestyles program which includes partnerships and satellites, the Tropical Forest Ecosystem and Agroforestry Management program, a town hall meeting, a marketing plan, and written and advertisement materials distributed to the community. The college continues to work on the role of the web site.

### **Recommendation #3**

The college provided resources to hire an institutional researcher in 2005, and a cohesive research function is in place. There are plans to hire additional, permanent staff, as the current position is temporary. Further, the Academic Development Plan included needs assessment data which the college used for its planning, and program review data is complete and available. A student learning outcomes framework is being implemented in academic and student services programs. SLOs have yet to be assessed. Consequently, this recommendation is partially met.

### **Recommendation #4**

Systems seem to have actually deteriorated during the first four years after the last visit. However, over the last two years system reorganization has improved, and Hawaii CC and UH Hilo have begun to work out many differences, including budgets and responsibilities for the campus in Hilo. Additional access for students has been established and although

the Library continues to be an area of concern, committees have been established to work on all aspects of Library and learning resource issues.

#### Recommendation #5

Since the last team visit, the UHCC Distance Education committee was formed and the members developed and published the University of Hawaii Distance and Distributed Learning Action Plan. Money from two federal grants has been used to support distance education initiatives. The Academic Senate formed a Distance Education ad hoc committee to review issues and make recommendations regarding Distance Education using the ACCJC Distance Learning Manual. The Academic Computing Unit and the Media Support services were among the first programs reviewed by the new program review committee. As a result, the College has submitted to the state a proposal for a Computing and Media Support Department.

#### Recommendation #6

This recommendation began to evolve as the new ACCJC standards were put forward. Development of SLOs is well underway, but curriculum review needs to be expanded to look at further SLO development and at SLO assessment strategies. The Educational Policy Committee, the CERC, and the curriculum committee all contribute to this development and should continue their efforts in this area.

#### Recommendation #7

This recommendation continues to be addressed. Money has now been set aside to work toward new facilities but has not yet been released by the governor. Staff members at both the Hilo campus and at the West Hawaii center are optimistic and enthusiastic about future building projects. In short, while much work remains to be done, the plans for addressing this recommendation appear to be in place.

#### Recommendation January 23, 2004:

The recommendations from ACCJC to Hawaii CC dated January 23, 2004 stated that the college should become active with the rest of the UHCC system in complying with a system-wide recommendation involving program review, student learning outcomes, assessment, and a methodology for resource distribution processes and decisions (p. 76).

In an action letter dated June 28, 2005, ACCJC issued a formal warning and requested that Hawaii CC submit a progress report by October 15, 2005. The concern expressed by the Commission was entitled *Program Review* and read as follows:

*Hawai'i Community College needs to provide evidence that demonstrates that a conscious effort to improve student learning is occurring at the institution and that the college organizes its key processes and allocates its resources to support student learning. Furthermore, the institution needs to demonstrate its effectiveness by providing evidence of the achievement of student learning outcomes and evidence of institution and program performance through ongoing and systematic evaluation and planning and improvement (1996 Standards III.A.all, III.B.all, III.C.all). (Progress Report, October 15, 2005 HawCC web site document)*

The 85 page response to this recommendation resulted in the college's removal from warning status on January 31, 2006 (p.285). The document is a comprehensive report covering the development and implementation of program review, including templates for all of the colleges in the system. It addressed and satisfied the Commission's concerns.

### **Conclusions:**

Hawaii CC has responded to the recommendations from the last visit and has made progress in most areas. Recommendations 2 and 6 and the special recommendation of January 2004 address the need for systematic planning and the implementation of SLOs for assessment and improvement. A warning was given to the college concerning these recommendations. However, the warning was lifted and the AACJC visit of November 2005 stated that "The College has developed an approach to planning and assessment that is integrated and systematic." (p. 76).

Some of the recommendations still require further attention, such as recommendations 3, 4, and 7, and thus the college needs to continue its efforts in addressing these areas of concern. These areas are now included in the current comprehensive team report under the appropriate standard section. Nevertheless, Hawaii CC has moved forward in a very positive manner in most areas, and the overall response to the previous recommendations is satisfactory and in many cases commendable.

## **Evaluation of Hawaii Community College's Response to ACCJC Eligibility Requirements**

### **1. Authority**

The authority for Hawaii Community College exists as a part of the University of Hawaii System and is given authority by the state legislature in state statutes (HRS, 304). The University is a public corporation under the University of Hawaii, Board of Regents (BOR). The Board has the responsibility for the successful operation of the community colleges and university campuses. The BOR has responsibility for establishment and termination of all instructional programs as well as the establishment of all certificates and degrees (UH BOR 2002b). The college meets this requirement.

### **2. Mission**

The college established a revised mission statement, vision statement and imperatives which were approved on July 20, 2006. The mission statement is published in the general catalog, as well as other appropriate publications such as the newsletter, and is on the college's website. The college meets this requirement.

### **3. Governing Board**

The Board of Regents (BOR) of the University of Hawaii System has authority for the successful operation and achievement of the purposes of the college (HRS, 304-3, 4) and its own policy (UH BOR 2002a, section 4-7). There is a subcommittee of the BOR which focuses on Community Colleges and makes recommendations to the full Board (12 members) on issues related to the community colleges. The Board adheres to a conflict of interest policy, which also requires impartial decision making and the upholding of professional standards.

### **4. Chief Executive Officer**

Hawaii Community College has a full-time chief executive officer who has administrative responsibility for the college. He is involved with all aspects of the college operations. Time that he spends off campus is dedicated to activities the further the mission and purpose of the college.

### **5. Administrative Capacity**

The college is well staffed with administrators with the appropriate credentials and experience to assure the functioning and support of the mission and purpose of the college.

### **6. Operational Status**

Analyses of enrollment show that the students are actively pursuing a degree or certificate. Schedules and catalogs are widely available. The distance education component is well developed and covers the extensive geographical area of the college's service area.

## 7. Degrees

The college offers twenty seven programs of study and a listing of degrees and the requirements for degrees and certificates is widely available. The degrees and certificates awarded are increasing.

## 8. Educational Programs

Academic and Vocational programs leading to degrees and certificates are consistent with the mission of the institution. New programs have been added to address community needs and employment opportunities of the college service area. All programs are presented in detail in the college catalog. Degree requirements are determined in policy and many degrees are articulated and available through agreements with other community colleges in the University of Hawaii system.

## 9. Academic Credit

Academic credit is awarded in a manner consistent with the Carnegie formula. The college maintains policies related to earning academic credit which are published in the catalog.

## 10. Student Learning Achievement

The visiting team concurred with the team who visited Hawaii Community College in November, 2005, in that the finding was that faculty and staff had been active in pursuing the establishment of Student Learning Outcomes that were tied to program review in determining effectiveness.

## 11. General Education

All academic and vocational degree programs have a general education requirement which meets commission standards. Quality and rigor is assured by articulation and transfer agreements with University of Hawaii at Manoa as well as course entry requirements and course prerequisites.

## 12. Academic Freedom

There are four safeguards of academic freedom for faculty and students within Hawaii Community College. The college's academic freedom policy is included in the catalog, Board of Regents policy is located in system policy publications, the UH Professional Assembly has a section of its bylaws devoted to academic freedom and the BOR employment agreement addressed the faculty's rights to academic freedom.

## 13. Faculty

Hawaii Community College has a substantial core of full-time qualified faculty for its enrollment size. Additional faculty have been approved and budgeted to further reduce the numbers of adjunct faculty. Responsibilities of faculty are included in the employment agreement with the University of Hawaii.

#### 14. Student Services

All students enrolled at all campus locations have access to student services. An enrollment management system has been included in the budget and all units of student services have undergone or are scheduled for program review.

#### 15. Admissions

Governed by Board of Regents policy, Hawaii Community College is open-admission, and provides access to high school graduates as well as other adults over the age of 18 who can benefit from enrollment in its programs. The admission process is well defined and widely published. The college has on-line registration and frequent orientation prior to the fall semester.

#### 16. Information and Learning Resources

Hawaii Community College provides seven locations for access to library resources. There is a facility shared by UH Hilo and Hawaii Community College in Hilo. Library and learning resources units are currently scheduled for program review to fully assess their effectiveness in serving the needs of the students.

#### 17. Financial Resources

The budget is prepared by the UH system and authorized by the State of Hawaii on a biennial basis. Long term liabilities and obligations such as employee-related health benefits are paid by the state. The state is self-insured and facilities maintenance is a system responsibility. Hawaii Community College maintains a required 3% reserve for contingencies as required by ACCJC.

#### 18. Financial Accountability

All funds of the college are independently audited and audit results are available to the public. The state of Hawaii also audits general funds and tuition and fees. Grants and contracts are regulated by the UH system office.

#### 19. Institutional Planning and Evaluation

The college has implemented on going planning and assessment processes as well as program review processes scheduled in a four year cycle.

#### 20. Public Information

Hawaii Community College publishes an annual catalog containing all required information regarding mission, website, courses, programs, degree requirements, student services, as well as admission and registration processes, policies, affecting students and faculty, administrator and Board of Regents information. The catalog is widely available including on the college website.

#### 21. Relations with the Accrediting Commission

Hawaii Community College adheres to eligibility requirements and standards of AACJC. Current accreditation documents are readily available including the most recent accreditation report. UH Board of Regents require that the Board be fully informed of ongoing activities of the college related accrediting processes as well as other evaluation

activities. The college has been responsive in addressing all previous recommendations of ACCJC visiting teams.

In the opinion of the October, 2006, team making the scheduled comprehensive visit, Hawaii Community College has fulfilled all of the eligibility requirements of the Accrediting Commission for Community and Junior College of the Western Association of Schools and Colleges.

# Standard I: Institutional Mission and Effectiveness

## Standard I Themes

**Dialogue** – New structures have been put into place to promote dialogue about institutional quality and improvement, including the Assessment Committee and the College Effectiveness Review Committee. Also, new efforts, including review of the mission statement, program review, and student learning outcomes implementation, have focused the institution on dialogue about quality improvement.

**Student Learning Outcomes** – Twenty of 27 programs, including some student services programs, have identified program-level outcomes which are in evidence in program review reports and the college catalogue. Some course-level outcomes are also in evidence in course outlines and in some program review reports, but assessment of outcomes has not systematically started. The college does not have a documented plan with timelines and procedures for identification, implementation, and assessment of outcomes at the course, program, and general education level, even though the college has intentions to pursue these activities.

**Institutional Commitments** - The college has demonstrated a commitment to quality improvement, of late, with 1) a viable program review model and implementation plan, 2) new Assessment Coordinator and institutional researcher positions, 3) student learning outcomes planning, and 4) review of the mission statement relative to student learning and intended student population, and a plan to review the mission statement every four years. The college has only to ensure that these practices endure and that institutional-level plans are integrated.

**Evaluation, Planning, and Improvement** – The notion of the “EPI” cycle is apparent throughout the Self Study. The program review template includes the reporting of data, evaluation and conclusions from that data, and plans for the future. The college acts on those program plans via their College Effectiveness Review Committee and budgeting. Some departments have used survey responses for planning. The college has yet to incorporate institutional-level EPI into its processes via the ADP and connection of the ADP to related strategies.

**Organization** - Hawaii CC is putting into place the organizational and structural mechanisms (program review, SLOs, committees, new programs such as supplemental instruction), as well as additional faculty and staff positions, to address the quality of student learning. The sustainability of these many efforts is yet to be realized. The UH system also continues to accommodate resources augmentation, specifically staff and facilities, that enhance opportunities for student success.

## **Standard I Report**

### **Observations and Evidence**

#### **Standard I.A. Mission**

Standard I is very well written and represents a thorough discussion of the status of the institutional mission and effectiveness assessment. The recent, high-priority focus on program review and program-level student learning outcomes is evident in the new and updated program review template, timelines, and reports, and the institutional workshops provided by the college for SLO development and implementation. The leadership of these efforts and the writers of this standard also engage in, and acknowledge a need for, dialogue about educational quality integrated with a culture of evidence.

Prior to focusing on program review and since the last comprehensive self study, the college completed the Academic Development Plan which, the document shows, reflected a complete analysis of community demographics and needs. By doing so, the college responded to a visiting team recommendation to actualize the visions of the Four Cornerstones. However, follow up to the ADP has not been consistent, strategic or necessarily intentional. Of late, it appears that attention to program-level review and SLOs has replaced the focus on institutional-level planning and assessment.

Hawaii Community College's new mission statement identifies its intended student population as "all segments of our Hawaii island community" and its educational purpose as promoting "student learning by embracing our unique Hawaii island culture . . ." The University community college system also has a mission statement for its community colleges. (I.A.)

The Self Study further describes the intended student population with the fact that the college serves the large geographical area of the entire island of Hawaii through a main campus, satellite sites, and distance education. To assess the needs of its intended student population, the college has conducted some surveys (student satisfaction surveys and the CCSSE), engaged in the first set of program reviews, and actively maintains contact and connections with community constituents and partners. Programs and services appear to be customized for the unique student population in terms of geographical span and community workforce need. Examples include the model home construction program, Hawaiian Lifestyles program, and growing programs on the West side of the island. (I.A.1.)

The new, current mission statement was approved by the governing board and is published on the college website and posters throughout the colleges. (I.A.2.)

The visiting team found a different draft mission statement for the UH Center West Hawaii. The fact that this site is over 100 miles away in Kona presents some challenges.

Not only is the environment different, the student populations of the two campuses reflect qualitative differences. The West Hawaii Center includes a variety of programs, including distance education, and program hosts. The current draft mission statement from the “UH Center West Hawaii ‘map’” states: “University of Hawaii Center, West Hawaii establishes a permanent UH presence in West Hawaii to provide individuals with access to programs offered elsewhere in the University system.” There is no reference to student learning in this statement.

There is a new Academic Senate resolution to review the mission statement every four years. These new efforts, however, are very recent and do not reflect long-term activity. (I.A.3.)

The former college mission statement and the Four Cornerstones were central to the goals of the Academic Development Plan of 2001-02. Since the development of that plan, the Four Cornerstones transitioned into the Seven Imperatives, as a result of a workshop/“Learning Day” in March 2006 attended by approximately 100 faculty and staff. Participants of this workshop also contributed towards the revision of the mission statement.

Faculty and staff who were interviewed by the visiting team expressed that the Seven Imperatives are currently central to program planning and decision making. The new program review report template includes opportunities for departments to describe the relationship of program mission statements with the college mission statement, including the Seven Imperatives. (I.A.4.) Otherwise, however, there is no structural link between the college mission statement and planning, as most all recent planning has focused on program review and SLOs.

### **Standard I.B. Improving Institutional Effectiveness**

The Self Study document itself provided a very forthright reflection of a widespread dialogue about student learning and institutional processes. It also described dialogue that took place in the development of the ADP in 2002 and during the more recent completion of program reviews, SLOs, the Seven Imperatives, and surrounding processes. Further, the dialogue described in the Self Study and demonstrated by those interviewed represents a collegial spirit and respectfulness (I.B.1.)

The Academic Development Plan identifies institutional goals, consistent with the Four Cornerstones, and related measurable outcomes statements. It is also the college’s intention that the College Effectiveness Review Committee evaluate program review reports using common criteria, and for the College Council to further review the reports for their consistency with the Academic Development Plan and vision/mission. Resource allocation decisions are then made as a result of these reviews. (I.B.2.)

With the new program review process in place, an active institutional research department function, SLOs in development, a dedicated Assessment Coordinator position, and the new processes of the Assessment Committee and the College

Effectiveness Review Committee, the college is renewing its attention to the planning and evaluation cycle and continuous improvement. The University has also provided support and structures, with several related workshops, their strategic plan and UH benchmarks and performance indicators updates. Evaluation data is prevalent, from UH MAPS and the institutional research department. (I.B.3.)

The Academic Senate and the College Council, which includes representatives from all campus constituents with the exception of students, both provide the official forums for broad-based planning activities. The intent of current planning efforts at the system level, according to UH documents, is institutional effectiveness improvement, via program review processes. Some recent resource allocation decisions, specifically a \$25,000 allocation from the UH, are intended to be responsive to program review findings (I.B.4).

The Self Study included a very limited number of examples of using documented assessment results for communication to constituencies. Most significantly, the college participated in a CCBenefits-sponsored economic impact study, the results of which were included in community newsletters. College and UH websites include a variety of statistical reports that are available for those interested. (I.B.5.).

Since initiating intensive program review practices, college groups have been engaged in evaluative dialogue about planning and institutional resource allocation processes. Alignment of program review with the ADP are being fine-tuned, re-evaluated, and re-invigorated as a result of this new emphasis. (I.B.6.).

While the institution is enhancing its evaluation and assessment mechanisms, such as the institutional research function and the implementation of program review and SLOs, these programs are so new that evaluation of them, beyond fine-tuning, has not yet taken place. (I.B.7.)

## **Conclusions**

Hawaii Community College is to be commended for their rapid and successful implementation of program review, for their implementation of a culture of inquiry and assessment, and for their renewed spirit and enthusiasm with which faculty and staff embrace improvement and change.

The creation of an integrated institutional planning and improvement model is partially but not comprehensively implemented. That is, the ADP, a complete college plan based in quantitative and qualitative evaluation and including goals and outcomes statements, was developed, but staff acknowledged that there has been little follow up in terms of implementation or evaluation towards progress. Also, the ADP is not well-connected or integrated to other planning-related activities, such as program review.

The college mission statement has recently been revised as a result of a college-wide workshop and a broad-based process. Reconciliation between the new college mission

statement and the draft statement of the UH Center West needs to be considered. A process is newly in place to review the mission statement every four years, and the new program review template provides departments with an opportunity to reflect on the connection between the college and department mission statements. Student learning outcomes are also a new focus. Otherwise, however, given the lack of recent attention to institutional planning since the ADP development, there has not been ongoing and long-term attention and centrality provided to the mission statement and a systematic cycle of planning and improvement at the institutional level.

At this critical time in the history of Hawaii Community College, when new needs, challenges, and opportunities are being identified and change is dynamic in the community, a visionary perspective is most important. With the recent attention to program planning, many changes in staffing patterns and major facilities planning, the college needs to strategize a programmatic and corresponding staffing and resources vision for the long term. (I.A.)

Likewise, a culture of evidence, a systematic, continuous quality improvement cycle, and assessment are very new to the college. *Ad hoc* assessment efforts, such as the CCSSE and student surveys for some college departments, are in evidence but are not systematically integrated into college-wide decision making processes. A full-time Assessment Coordinator position has been allocated, along with an institutional research position and office. Further, program review results will be considered in institutional budgeting. These recent efforts, which are represented in college committee and council documents, reflect a new commitment to institutional effectiveness assessment, but comprehensive planning and assessment processes have not yet been institutionalized in college structures. Student learning outcomes assessment is in the very initial stages, and there is yet no plan for systematic implementation of an SLO framework including SLO assessment and improvement at the institutional, program, and course levels. (I.B.)

### **Recommendations**

1. (Part A.) The college needs to renew its attention to institutional long-term planning and the Academic Development Plan, including revising, as appropriate, and systematically implementing its goals, and evaluating progress towards implementation of the goals. Such a plan should be comprehensive and include integrated plans and a vision for educational programs, facilities, staffing, technology, and student services. (I.A.)(III.A.6.)(III.B.2.b)(III.C.1.a.) (Part B) The college should identify measures of institutional effectiveness, integrated with institutional-level plans, communicate those measures, and evaluate progress on a regular basis. (I.B.1.) (I.B.2.)(I.B.3.)( I.B.4.)

2. Along with a focus on institutional planning, the college should align its departmental-level planning and program review, and student learning outcomes on course, program, and institutional levels, with the mission statement, including the mission of the West Campus. (I.A.4.)

3. Building upon current student learning outcomes efforts, the college should create a plan, with timelines for implementation, for the complete student learning outcomes framework, that is, identifying SLOs at the college, program and course levels, implementing those outcomes across the college, assessing the outcomes, and using the results for improvement. (I.B.)(II.A.1.c.)( II.A.1.f.)

## **Standard II: Student Learning Programs and Services**

### **Standard II Themes**

The six themes are clearly addressed in the report abstract and are also present throughout the report. The Organization of the college has systems in place which support student learning. The Administrative systems, College Council, Faculty Senate, Curriculum Committee, and the new Assessment Committee and CERC all work to provide an effective organizational framework for the college. There is an institutional commitment to evaluation, planning and improvement. The integrity of the college is evident in its publications and its work to serve the community, especially in its development of the Hawaiian Cultures program. The items of particular interest to the Commission are addressed below.

**Program Review**--The self-study document states that six academic programs and six units were reviewed in November 2005, and that all others will be reviewed in a systematic way over the next three years (p.106). Admittedly, this is a partial fulfillment, but it shows evidence of the institutional commitment to program review and the expected process and dialog. The four-year cycle began in 2005, which prohibits a full cycle evaluation. Overall, program review is in the process of being institutionalized, and attention will have to be placed on maintaining the momentum to stay on course. There is evidence that program review is being incorporated into the curriculum review process as the Educational Policy and Curriculum Review Committees guide the development of student learning outcomes at the course and program levels (p.118). The curriculum committee is serving as an advisory body, helping programs to effectively develop student learning outcomes when courses come to the curriculum committee for approval. There is a strong institutional commitment to the use of SLOs in program improvement, and programs and courses are working toward those objectives. A culture of SLO development was evident during the site visit. Administration, faculty leadership and individual faculty members expressed a commitment to the program review and SLO process. The next step for the college will be an effective assessment plan and the use of SLOs to drive improvement. The college Effectiveness Review Committee reviewed the twelve completed program/unit reviews in November 2005 with a focus on SLOs (p.121). As a result the first round of program reviews, a new template was developed. Faculty going through this round of program review praised the new template. The development and use of program health indicators is also an encouraging sign that the institution takes the program review process seriously and intends to incorporate it in the overall institutional planning and advancement processes (pp.108, 119). The college partially meets Standard II.A.2.a.

**Student Learning Outcomes**--Hawaii CC is moving toward the institutionalization of SLOs for all courses and programs with the involvement of faculty, staff, and advisory committees. The programs are in the early stages of designing assessment strategies (p.106). Hawaii CC appears to be responsive to the vocational and academic needs of its

service area. The vocational programs support local industry in a relevant and appropriate manner. Changing needs are met with corresponding adjustments in the curriculum as illustrated in the modifications to the welding program (p.107). Industry represented Program Advisory Councils and external agencies play a role in program review and SLO development of vocational programs (p.127). In the absence of a formal method of evaluating modes of instructional delivery, the senate recently established ad hoc Distance Learning Committee (p.108). These efforts are responsive to and partially meet Standard II.A.1.a.b.c.

The development of SLOs seems to be just beginning and at different stages for different programs. Currently, ten programs have developed specific program learning outcomes, and the faculty is in the process of revising all courses and programs to include SLOs (p.123). Student Services has not developed SLOs (p 140). Student progress toward any identified outcomes may not be possible at this time. It is encouraging that the faculty and the researcher are engaged in extensive dialog with regard to the development of SLOs and program review (p.118). This effort partially meets Standards II.A.1.c., II.A.2.e.f.g.

It is stated in the self-study that progress is being made to incorporate the effectiveness to produce SLOs as a component of the evaluation of faculty and others directly responsible for student learning outcomes. A draft of a modified Faculty Classification Plan that incorporates the responsibility of faculty to promote and help students to achieve SLOs was developed, but still needs review and approval by the system, the union, and the faculty (p.214). This effort supports Standard II.A.2.e.f. , Standard III.A.1.

**Institutional Dialog--** The self-study report contains references to dialog among faculty within the college and among the system colleges (p.123), staff (p.106), students (p.251), and advisory committees (p.127) throughout the document. Although the level and quality of the dialog cannot be assessed by simply reading the document, its presence is evident, and dialog as a theme is interwoven into the standards. The March 4, 2005 event sponsored by the Hawaii CC chancellor demonstrates a large scale effort to promote dialog on SLOs, program review, and assessment (p.145). It is clear that the college is adhering to the professional behaviors that are conducive to self assessment and institutional improvement. The observed dialog on distance education among campuses and systems facilitates the effort to provide educational access across wide distances throughout the state. Modern communications technology is properly utilized to promote and facilitate dialog, eliminating the distance barrier. The site visit confirmed that over the last two years, dialogue had successfully taken place as members of the college community worked to establish effective program planning procedures. West Hawaii frequently expressed the concern that they were at times out of the dialogue loop.

**Self-study Report--**A review of the accreditation self study report submitted by Haw CC indicates that the college is making a serious effort to fulfill the principles and guidelines of the accreditation standards and themes. The report honestly and factually depicts the history of the college and its parent university and offers an understanding of the culture and environment of its service population. Recent organizational restructuring

demonstrates that there is a system wide movement to make the community college campuses more autonomous and responsive to the educational needs of their immediate communities.

Although it is early to assert that the current administrative structure will meet the needs of an evolving community college system, the degree of progress made so far is promising.

The responses to the standards seem honest and to the point. The college either meets or partially meets every standard. Supporting documents are within the report or reachable without significant effort. Some materials can be found in the college catalog, registration booklet, or directly from the college website.

## **Standard II Report**

### **Observations and Evidence**

The general quality of Standard II is acceptable. It honestly addresses the challenges facing the college in the midst of system-wide administrative restructuring and recently developed procedures to institutionalize program review and the development of SLOs.

The college appears to be sensitive to the changing educational needs of its community. This is reflected by the innovations in instructional delivery in order to reach community members that have limited or no access to the main campus.

Standard II A seems a bit weaker than some of the other Standards in the self-study. The writing does not seem to demonstrate the “enthusiasm” for program review and the development of SLOs which is found in the abstract as compared with Standard I and Standard IV. Standard II is being honest in its assessment that Hawaii CC is only partially meeting the requirements of Standard II, particularly Standard II A. The site visit revealed that there was more enthusiasm than the self-study reflected. There is evidence of program review cycle implementation as well as student learning outcome (SLO) development at the course and program levels.

Standard IIB, Student Support Services, is well written and very thorough in terms of responding to the main and the sub-sections of each standard. Under the leadership of the Interim Dean of Student Services, student services faculty and staff are highly committed to creating a supportive learning environment for their students. They are also involved in ongoing assessment of student support services through the development of new unit review models with appropriate measures that would be used to improve the effectiveness of their services. Reviews of student support services are being incorporated into the college-wide assessment for institutional effectiveness. Recently, there is evidence of high morale, a strong sense of community and dedication, and a strong level of support

for student services. The commitment to following through on the thirty-one planning agenda items is evidenced by a timeline and tracking document so that progress can be monitored on a regular basis.

Standard II C appears to accurately portray the way in which the Library and Learning Services continue to struggle and work with the use of library facilities in conjunction of the UH. Library staff continues to evaluate and dialogue about services and service needs. The needs of distance coordination and services are raised in all three sections of Standard II.

### **Standard II.A. Instructional Programs**

Hawaii CC demonstrates responsiveness to the academic and vocational needs of its community. There is evidence of program adjustments to the changing needs of local industry. Research and analysis appears to be limited due to the fact that SLOs are still in development (p.106). The college has hired an institutional researcher, and data is being more effectively used in this round of cycle of program planning. Faculty expressed their gratitude for the information made available from the IR. Advisory committees appear to be effectively used in program planning in the vocational areas. (Sources: Members of the Advisory committees, faculty who completed program planning in nursing, ECE, and Business, and those going through the process in Applied Technology). The standard is partially met. (II.A.1.a.)

Distance education is used to accommodate students in remote locations. The college encourages the use of effective methodologies to advance student learning (p.106). West Hawaii relies heavily on the use of Distance Education. Courses also effectively use Polycom and video conferencing to make their classes available at both the Hilo campus and the West Hawaii campus. The nursing department in particular relies heavily on HITS to make classes available on both sides of the Island. The Hawaiian Cultures program effectively uses Distance Education to share its program through out the Islands. Faculty and Administration through the site visit noted that there is a need for increased support for the Distance Education program. An ad hoc committee of the Faculty Senate was established to work on Distance Education Standards, and two policy statements were brought to the Faculty Senate in October 2006. The biennium budget included recommendations for Distance Education and Instructional Technology support. The administration, faculty, West Hawaii, and members of the IT department all expressed concerns about the need for IT and Distance Education coordination and support. The need for Distance Ed supervision was expressed by the members of the ad hoc Distance Education committee, faculty in such programs as Accounting, AJ, and nursing, and the faculty at West Hawaii, and was reflected in the budget requests in the biennium budget. A Distance Education Specialist is included in the budget allocations and should help meet the needs for Distance Education and support. The members of the ad hoc committee and the faculty at West Hawaii as well as members of the IT department expressed the concern over the lack of technical support and the need for overall supervision. The self-study admits that there is not an effective method for

measuring the effectiveness of Distance Education and the ad hoc Distance Education Committee is addressing the problem. (II.A.1.b.)

The college is just beginning to develop SLOs at the course and program levels (p.106). The ongoing effort to incorporate SLOs allows the college to partially meet the standard.

Courses submitted for approval to the Curriculum Committee are checked for SLOs as part of new procedures (interview with member of the Curriculum Committee). The self-study cites individual programs, nursing, welding, substance abuse program and Business Ed that are engaged in program evaluation and meet the mission and they note that after much discussion most that most programs are developing SLOs in conjunction with their program reviews. Most programs are effectively engaged in program planning and are using planning to drive the budget. Business requested a Marketing instructor, it was supported by the college and put into the college budget, but the position was reduced at the system level and only partially funded. The IT request for funding was supported at the college level but was again reduced at the system level. The ECE department used program planning to develop SLOs across the community college system, so that the programs would all be articulated with one another and would adequately prepare students who were transferring to the university. The report mentions the need to develop college effective flow plans, and that the CERC (College Effectiveness Review Committee) will be helping in the process of establishing SLOs for programs. The report also states that there was “spirited dialogue” among the committee members in evaluating the program review process. From the site visit, this dialog appears to have resulted in a positive response by the programs, and a culture of program review has been established. The Curriculum Committee of the Faculty Senate is also working with all new courses and course revisions to ensure that SLOs are incorporated in to all courses. CERC helps programs to effectively write their program plans. The plans that were completed are quite good. The college realizes the need to continue to provide training in the development and use of SLOs, and it appears that Curriculum Committee is taking the lead in helping faculty to develop SLOs for their courses. The college administration and faculty also agree on the need to continue to evaluate the program review process. West Hawaii requests that there be a better effort to include the offerings and special needs of the programs in West Hawaii in the program planning. There is a feeling in West Hawaii that they are out of the planning loop. (II.A.1.c.)

The college presently employs program health indicators and advisory committees to evaluate the quality and effectiveness of its programs. The document states that the quality of instruction is maintained by a rigorous hiring process, a faculty review process, course and instructor evaluations, staff development, and curricular review processes (p.114). Faculty expertise is used in the development of classes and the development and use of SLOs. The college needs to continue to evaluate the ways in which SLOs are used to help improve instruction. Hawaii CC is trying to serve the diverse make up of the Island through distance education, the West Hawaii campus and new programs in Hawaiian culture and through the OCET. Standard II B covers many ways the college is meeting diverse needs. The Curriculum Committee of the Faculty Senate has set up procedures for curriculum development and evaluation, and the new processes have been

implemented. After the first round of program review, the curriculum committee revised the forms for proposing and modifying courses, and the new forms all require the development and use of SLOs. The curriculum committee has taken on the role of assisting faculty with course development, review and the use of SLOs. From looking at program plans and individual course outlines, departments and individual classes are developing SLOs. College administration and faculty agree that it will now be important to develop assessment strategies, rubrics, capstones, and other measurement instruments such as surveys of graduates or employers in order to evaluate SLOs. (II.A.2.)

Hawaii CC has procedures in place to support program review, and there is evidence that SLOs are currently under development (p.106). The interest and drive to maintain quality programs is primarily addressed by the quality of the individuals who are hired (p.114). The Curriculum Committee of the Faculty Senate has set up procedures for curriculum development and evaluation, and the new processes have been implemented. After the first round of program review, the curriculum committee revised the forms for proposing and modifying courses, and the new forms all require the development and use of SLOs. The committee has taken on the role of assisting faculty course development, review, and the use of SLOs. From looking at program plans and individual course outlines departments and individual classes are developing SLOs. College administration and faculty agree that it will now be important to develop assessment strategies, rubrics, capstones, and other measurement instruments such as surveys of graduates or employers in order to evaluate SLOs. The college partially meets this standard. (II.A.2.a.)

The college relies on faculty expertise in the development of SLOs (p.115). Advisory Boards are used to help in setting program and course objectives. Until the SLOs are fully developed across the curriculum, the college continues to rely on more traditional methodology to assess student success. The standard is partially met. (II.A.2.b.)

Program health indicators are utilized to identify weaknesses in instructional delivery and student learning and program review. The Establishment of an Office of Institutional Research has help program to acquire the data necessary for evaluation. Some programs have accomplished program review to this end (p.116), and all programs are on a four year program cycle. The college partially meets the standard. (II.A.2.c.)

Hawaii CC encourages a wide range of delivery modes and teaching methodologies in order to be more effective with a diverse population (p.117) Title III grants have played a role in helping faculty explore classroom assessment techniques and learning styles in the ethnically Hawaiian population. Video conferencing through HITS and Polycom and Distance Education over the internet are used to help serve the diverse and wide spread members of the HCC community. See Standard II A 1 b. The college meets the standard. (II.A.2.d.)

The college employs the Academic Development Plan, program health indicators, program/unit review, and the curriculum review process in the evaluation of courses and programs (p.119). Twelve programs have undergone program review with limited use of SLOs. The college has identified the need to continue to make an institutional

commitment to train faculty in the use of SLOs. The Faculty Senate, through the Educational Policy Committee and Curriculum Review Committee, has designed forms and processes to incorporate learning outcomes into the review process. At the site visit, it was apparent in talking with administrators, Department Chairs, and individual faculty, that the college has really made an intuitional commitment to the development of SLOs and that those SLOs will be used for effective evaluation and planning. The college realizes that it must begin to develop methods of assessing SLOs. While the college is using the program planning process to develop budgets, there are problems when those budgets are moved to the system level. According to the Vice Chancellor Academic Affairs, the new Vice President of the Community College System has also made a commitment to use the program plans in setting budget priorities. For Hawaii CC system-wide budget allocations continue to be a challenge. The standard is partially met. (II.A.2.e.)

The college will primarily rely on program health indicators, the existing program review process (four year cycle), and the Academic Development Plan until SLOs are completed and institutionalized, a process that is in progress. Both general and vocational education are now a part of the program review cycle. The college continues to work on the way in which systematic evaluation of programs will be incorporated into planning. There is a great deal of progress in this area, and the faculty engaged in the second set of program reviews have found the revised set of planning templates very helpful. Questions at the site visit continued to be raised about the way in which College Council and the Faculty Senate worked together to set priorities. West Hawaii expressed concern that they did not have enough input into the planning process. The standard is partially met (p.119). (II.A.2.f.)

Hawaii CC documents that it uses departmental examinations in developmental courses, mostly in the English department (p.119). Bias is minimized by repeated review of tests and the use of AIMS, a competency-based program consisting of tests and lessons for a wide range of reading abilities (pp. 120-121). This standard is met. (II.A.2.g.)

The college relies on traditional measures of student achievement. Each of the college's programs is at a different stage of developing program and course SLOs (p.123). The site visit confirmed that methods of assessing SLOs was the next step to be developed by the college in its efforts of use SLOs as effective measures of student achievement and for program improvement. (II.A.2.h.)

Learning outcomes are under development. Awards, degrees, and certificates are awarded to those who complete the course and program requirements in a traditional manner (p. 123). Now that the college has bought into the importance of SLOs at the course level, it needs to continue to work on the way in which SLOs will drive evaluation and improvement. (II.A.2.i.)

The self-study document states that there is no carefully considered philosophy of general education stated in the catalog. It also states that there is no institutional commitment to

ensure that each student receives learning experiences in each of the cornerstones (p.125) (II.A.3.)

Responses to the general education outcomes identified by ACCJC do not appear in the self-study document as outlined. Standard I addresses the way in which the mission statement is used to support program planning, including comprehensive learning outcomes, at the college. Seven competencies have been established for the Liberal Studies program and one of the seven, communication is being evaluated this year in all the classes taught in Liberal Studies. (II.A.3.)

All programs that award the AS and AAS degrees have one area of focused study (p.126). The standard is met. (II.A.4.)

Programs are annually reviewed using program health indicators. Industry-represented advisory councils and external agencies play an important role in evaluating curriculum requirements of vocational programs. Returns to Industry program results indicate that students acquire the required skills (p.127). The college meets the standard. (II.A.5.)

The University of Hawaii System Student Transfer and Inter-campus Articulation establishes clear transfer guidelines for students within the system and colleges and universities that have articulated with the system. The college meets the standard (p.129). (II.A.6.a.)

Procedures are in place to ensure that when programs are eliminated or program requirements are changed, students are properly phased out and complete programs without hardship (p.131). The college does not have recent experience with the elimination of programs following viability studies. The college partially meets the standard. (II.A.6.b.)

The college catalog provides the expected information to the target service area. It is a well composed publication adhering to standard practice. A first time reader is informed of the college's mission, purpose, and values. Procedures, regulations programs, and course offerings are well presented and properly indexed. This meets the standard. (II.A.6.c.)

The registration information booklet provides much of the expected information of a schedule of classes, but it refers prospective students to the college web site for class time and location information. There is some question about the value of the print document which does not include times and places. The effectiveness of the print document and the use of the webpage as effective for student use are being evaluated by the college. See Standard IIB (II.A.6.c.)

The college website is described as in need of serious attention. The self-evaluation for Standard II.B.2 states that its appearance and content reveal the lack of a webmaster. The college's current biennium budget includes the request for funding the webmaster position (p.150). At the time of the visit, a new web site version that demonstrated

significant improvements in structure, appearance, and navigation was introduced to the accreditation team members (<http://dev54.empowered.ws>). (II.A.6.c.)

The college catalog and the website work together to provide complete information, but neither are adequate singularly (p.132). There are no Public Relations or Marketing Office, and the college is concerned that there are mistakes in the catalog. There is also concern about the way in which material is presented on the webpage. As stated above, other areas of the self-study express concern over the webpage. There continues to be no Marketing Office but a request for a webmaster has been included in the biennium budget appropriations. This standard is partially met. (II.A.6.c.)

Governing board policies on academic freedom and responsibility, academic honesty, and institutional beliefs and worldviews are clearly presented in various documents listed in the self-study (p.134). The college meets this standard. (II.A.7.)

The Faculty and Staff Handbook includes code of professional conduct and is disseminated to faculty at the beginning of each semester. The Hawaii CC Faculty and Instructional Staff Professional Standards and Ethics document does not specifically address the need for faculty to distinguish between personal conviction and professionally accepted views in a discipline (p.136). (II.A.7.a.)

Students are informed in matters of Student Conduct Code through the college catalog. Copies are available in the office of the Dean of Student Services. (II.A.7.b.)

The college documents provided to staff, faculty, and students address the expectations and professional standards of the college (p. 135). (II.A.7.c.)

## **Standard II.B. Student Support Services**

Student services are making a concerted effort with support from the institution-at-large to assure the quality of student support services.

All student services units along with other non-instructional units are participating in program/unit reviews and are part of the four-year review cycle. Beginning in the first year with the review of Admissions & Registration and Financial Aid (2005-2006) followed by a review of the Counseling unit (including the Career Center and Disability Services), these program reviews provide evidence that student support services are working with measures that support student learning. The student services unit as a whole and each unit have mission statements that support the mission of the institution. The college partially meets this standard. (II.B.1.)

The institution provides a catalogue for its constituencies with precise, accurate, and current information regarding what is outlined in the accreditation standards. The Academic Freedom policy can now be found on page 30 of the 2006-2007 general catalogue. The college meets this standard; however, work on the catalogue and the

improvement of the Hawaii CC website can continue to ensure the most precise, accurate, and current information, as discussed in the Self-Study. (II.B.2.)

The publication “Fall 2006 Registration Information,” formerly called the Class Schedule, lists the titles of courses being offered and the class requirements, but the days and times and the instructors of each class are only listed on the website. Although student use of technology is strongly encouraged, both counselors and students agree that having these elements available on the hard copy is desirable and recommended. (II.B.2.)

Some student services units, i.e. Career Center, Disability Services, and Case Management Counseling, have developed unit-specific survey instruments to identify the learning support needs in relation to their particular service area. Additionally, the Community College Survey of Student Engagement (CCSSE) identifies the successes and challenges related to student services. However, no overall mechanism exists to identify the learning support needs of students in relation to the provision of appropriate services and programs in response to these findings. This has been recognized, and under the leadership of the Dean of Student Services this mechanism will be developed in 2006-2007. The college partially meets this standard through “pockets” of assessments. (II.B.3.)

Through the establishment of an ad hoc Committee on Distance Education, during 2006-2007, the college will make recommendations regarding student support services and accompanying resources to support distance learning and on-line services. Because of the offerings at the West Hawaii campus and at satellite locations, student use of technology to access student services resources and the response of all student services units to respond to students via e-mail is an attempt to provide appropriate, comprehensive, and reliable services. The college partially meets this standard. (II.B.3.a.)

The environment and the culture at the college encourage personal and civic responsibility through curriculum offerings, counseling services, and through student government and student life activities. The recent creation of the full-time Student Life Coordinator demonstrates evidence of the institution’s commitment to this standard. The college meets this standard. (II.B.3.b.)

The institution has a solid counseling program, as well as a distinction between educational counseling provided by counseling faculty and academic advising provided by instructional faculty. The college meets this standard. (II.B.3.c.)

There is evidence of programs, practices, and services that support and enhance student understanding and appreciation of diversity throughout the college as well as within student services. The college meets this standard. (II.B.3.d.)

The college regularly engages in dialogue regarding applications for admissions as well as placement instruments. The college meets this standard. (II.B.3.e.)

Secure, confidential, permanent records are maintained in both the Records and Data Management Office and the Financial Aid Office. In the Financial Aid Office, both paper and electronic files are maintained in accordance with federal Title IV regulations. The college meets this standard. Policies are in place for release of student records, according to FERPA, which is published in both the college catalogue and the Registration Information booklet. (II.B.3..f)

The institution is making progress towards this standard through college-wide review of non-instructional as well as instructional programs and units, requiring measurements to demonstrate contribution to the achievement of student learning outcomes. Incorporating these reviews for evaluation, planning, and the improvement of services will need additional attention to complete a full cycle for improving services effectiveness. This college partially meets this standard. (II.B.4.)

### **Standard II.C. Library and Learning Support Services**

The response to this standard is different for each of the three centers offering library and learning support services. It indicates that services vary from one location to another. Proximity to the main university library and learning centers is clearly an advantage over another location if one considers access to books and other reference materials. A visit to the University of Hawaii library revealed the obvious superiority of resources and materials available to students who can take advantage of the facility by having the proximity to do so. West Hawaii is a small facility but makes use of distance resources for the students. The TLC and the HKATLC provide effective tutoring services for the students. The major concerns with all sites are over technology resources which are echoed through out the self study. The West Hawaii campus has a library and combined learning center. They state that they have a “strong collaborative” relationship with the UH p 186 but would like more coordination in the planning process with HAWCC.(site visit) There is an institutional commitment to library and learning services and the library is included in the new facilities planning (p. 175) This standard is partially met. (II.C.1.)

Educational equipment and materials have suffered setbacks due to budget cuts but there is some recovery due to recent actions. Again, this can vary by location. Selection of materials appears to be made with collegial dialog and consultation. West Hawaii expresses concerns over the need for increased support for the technology needs at the site. There are concerns over worn facilities that need basics such as carpeting and new chairs (p. 185). (II.C.1.a.)

The self-study states that TLC and HKATC provide access and support for student, faculty, and staff to technology. Instruction and support for distance learning is also provided (p. 184). Hawaii CC has good programs in place to teach information literacy. They are working with the UH system to implement the new Learning Information Literacy Online program which the University is using. They are working to include information literacy in the development of SLOs. This standard appears to be met. (II.C.1.b.)

Access is provided with some variation according to location and the sophistication of available equipment. More limitations exist at WHLLC due to space restrictions. Some of this effect is compensated by information accessible by Internet (p.194). The TLC and the HKATC and West Hawaii do work to serve the distance education students but are concerned that they do not have the technology to serve the students. They do feel there is an institutional commitment to meet the needs of the students (p.183). West Hawaii is also concerned about space and service (p.172). This standard is partially met. (II.C.1.c.)

The self-study states that the library has an anti-theft system among other measures aimed at maintaining its resources secure (p.170). This standard appears to be met. (II.C.1.d.)

There are extensive agreements between the UH and HCC on library use and policy. While at times there is tension between the two systems they have developed committees and policies to work on their disagreements. UH works to make HCC students welcome on at the shared library on the UH campus. (II.C.1.e.)

Evaluation activities and progress varies according to location. The self-study states that the library at East Hawaii has evaluated its services and developed a strategic plan (p.190). While TLC evaluates each fall semester, HKATC will be developing its first evaluation in fall 2006. WHLLC has not developed an evaluation process but will be included in a combined evaluation with the Edwin H. Mookini library in 2008. (II.C.2.)

Hawaii CC faces the challenge that students obtain the same level of quality library services irrespective of location within the same educational delivery system. The standard is substantially but only partially met. (II.C.)

### **University of Hawaii, Hawaii Community College West Hawaii Center Report:**

Programs sizes are very limited at the West Hawaii Center, but the center seems to function well under restrictive circumstances. Most general education programs have one or two instructors, almost all of them hourly—only five or six of about thirty-five faculty are full-time. Much of the instructional program takes place through distance learning, and the center attempts to offer a full general education program in that manner.

Some of the specific programs are very impressive. The culinary program, for example, has recently received outside accreditation and offers service to the public twice per week with the students taking turns planning the menu. These public events sell out almost immediately. The program accomplishes these successes despite severe limitations in terms of space and equipment.

Such resource limitations seem typical for the center overall. The programs are very conscious of maintaining quality under these difficult circumstances.

No independent programs exist at this center; all programs are based out of Hilo. As a result, the center does not do separate program reviews or separate student learning

outcomes. Much of the faculty's involvement in program review and SLO development takes place by Polycom conferencing. Moreover, the faculty at the center is overwhelmingly adjunct, and adjuncts were clear that they are not involved in program review.

### **Conclusions**

Standard II is substantially met by Hawaii CC. It is encouraging to see evidence that the college is engaged in the process of program review and is currently developing course and program SLOs. There is ample evidence that the college cares for the quality of its educational programs and promotes the success of its students. The college should be commended for the progress it has made with program review and the innovative use of technology for instructional delivery. The college should also be commended for the development of its Hawaiian cultures program, which services the diverse needs of not only the Big Island but the entire state. The college should build on the work of the ad hoc Distance Education committee to solidify its evaluation of Distance Education courses and programs, and West Hawaii should be included in the planning and evaluation loop. In addition, the college recommendations in its self study on the effective development and use of a webmaster should continue to be explored. Finally, efforts should be made to be more inclusive of the faculty and staff of West Hawaii in the planning and review process including scheduling and evaluation.

There is evidence in standard IIB that the institution "admits diverse students who are able to benefit from its programs, consistent with its mission." There is truly a sense of pride, family, and community, and many of the staff who reinforce that message in their efforts to support student access are to be commended. Under the leadership of the Interim Dean of Student Services, the Information Services Specialist and the counseling faculty, as well as the Student Government leaders and the Native Hawaiian Program, have created a strong sense of presence in the community. The Strategic Enrollment Management Task Force will be looking further into community outreach and marketing efforts and making recommendations for any initiatives or resources needed to enhance these efforts. Currently there is no line-item budget or staffing assigned to coordinating the college efforts in these areas.

The Interim Dean of Student Services is to be commended for her vision for ensuring that student services staff work closely with all segments of the college community to ensure the importance and the role of support services for students and the importance of assessment of effectiveness for supporting student learning and success.

## **Recommendations**

4. Academic planning should include dialogue on class, library and student services and scheduling decisions should include all affected areas or locations (centers) before being implemented (II.A.1.c)

(Also see recommendation 3.)

## Standard III: Resources

### Standard III Themes

**Institutional commitment** to human resources is evidenced by solid processes in place for recruiting, hiring, evaluation, and providing comprehensive staff development opportunities despite the relative isolation of the island. The college has been very innovative in providing staff development through various distance delivery modes.

**Dialogue** regarding human resources has begun in the new program review planning process. Locally, the college has developed plans for staffing needs however how those needs get funded at the state level is unclear to many at the college. The dialogue regarding the planning, deployment, utilization and effectiveness of technology supporting learning was not evident on a consistent basis. In one statement in the self-study, the college stated that "there was no institutional coordination or dialogue about distance learning in general." The planning agendas in this standard set a course to improve this dialogue.

**Institutional integrity** and dialogue and have been important elements in reviewing and changing the practices in which resources are allocated and expenses are tracked. The college has made considerable improvement in this process by beginning to open up the mystery of the budget development, allocation and implementation process. Clearly there is more work to be completed in this effort. Some of the transparency of expenses they seek cannot be achieved within the framework of the existing financial computer system.

**Evaluation, Planning and Improvement** is in its early stages. Staffing needs are now being noted as part of the program review plans but the whole program review process is so new that evaluation and improvement cycle has not been completed yet.

The desired autonomy of the campus, as well as the age and distributed nature of the educational facilities in Hilo, has had a direct impact on the strategies to develop a physical site that is unique and dedicated to Hawaii CC. The dialogue now taking place with regard to new campus development is representative of the college effort to involve all stakeholders in the master planning for the new campus. The evaluation, planning and improvement theme is captured in the facility discussions as the college assesses their current facilities, plans for new and renovated facilities, and seeks to improve the facilities and the process by which strategies are developed. There is a sense of optimism about the organization of the physical facilities and the hope that a separate physical and organizational structure, in harmony with the Hawaii CC system priorities, is now on the horizon.

The theme of Evaluation, Planning and Improvement was evidenced in some areas of technology but not in others. Many times committees were convened to examine various

aspects of technology, but those results were not implemented or the committee fell into disuse without completing the cycle of evaluation and improvement. The theme of institutional commitment to the use of technology to improve student access and learning was evident in many of the actions the college has undertaken in the last few years. While these processes may not have been coordinated or implemented smoothly, there is clear evidence that the institution is committed to the deployment of technology to improve student learning. This commitment of the institution to the use of technology does directly relate to the student learning outcomes now being formulated and implemented. The theme of the proper organization to guide the deployment of technology and assess its effectiveness continues to be a challenge for the college, as noted in the team's recommendation regarding planning for technology.

The theme of evaluation, planning and improvement related to financial resources is evident at the college level in the development and implementation of the program and unit review processes. It is less clear how the theme of evaluation, planning and improvement, as related to financial resources, is carried out at the system wide level when scarce resources are allocated within the CC system.

The basic organizational structure of the college as it relates to the U of H and the system wide office continues to undergo rapid change as the autonomous nature of the CC system continues to evolve at the system wide policy level as well as at the local level. The lines of distinction with the U of H at Hilo seem to present a constant source of tension in some aspects of the community college operation

## **Standard III Report**

### **Observations and Evidence**

#### **Standard IIIA. Human Resources**

The University of Hawaii has policies and administrative procedures in place that ensure employment of individuals with appropriate education, training and experience to support the programs at Hawaii Community College. Through ongoing dialogue and commitment by the Academic Senate and the College Council to the relatively new program review process, results obtained are now used to identify the needs for new faculty, administrative, and Administrative/Professional/Technical personnel.

Administrative procedures on recruitment, selection, and appointments provide detailed guidelines and appropriate job applications to ensure that the pool of applicants interviewed are diverse and well qualified. Through board policy, job minimum qualifications, duties, and responsibilities are established. Job applicants receive the University of Hawaii Non-discrimination and Affirmative Action Policy as part of the application.

Once new faculty positions are identified, a screening/interview committee is finalized after its composition is reviewed by the EEO/AA Coordinator to ensure diversity. Interview questions, teaching demonstrations, role plays, examinations, and questions are developed and pre-approved by the EEO/AA Coordinator before committee members review the applications. Top candidates are identified by means of a ranking system with their strengths and weaknesses sent forward to the appropriate administrator who performs a second interview. Recommendations from the administrator are made to the Chancellor, who makes the final selection. Only applicants meeting minimum qualifications are considered for interview.

Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies as evidenced by the list of faculty, staff, and administrators listed in the college catalog. (III A.1.a.)

Section 9-15 of the Board of Regents policies establishes that a systematic evaluation of faculty will take place at least once every five years using procedures developed by the chancellor in consultation with appropriate faculty governance organizations. APT employees are evaluated once every three years. Evaluation procedures for the staff are found in the State of Hawaii Employee Performance Appraisal. Administrators are evaluated by the chancellor annually. A 306 Assessment Online Evaluation is administered for any administrator who wants to use it. The Chancellor is evaluated annually by the UH President and the Vice-President for Community Colleges based on a performance appraisal which includes a self-assessment of the year's accomplishments. (III A.1.b.)

A recent draft of a modified Faculty Classification Plan that incorporates the responsibility of faculty to promote and help students to achieve SLOs was developed. In its infancy, this plan will have to be reviewed at the system level before being sent to the faculty union and faculty governance bodies. (III A.1.d.)

The Hawaii State Ethics Commission provides guidelines for ethical behavior for all state employees. In addition, other university policies exist that deal with aspects of ethical behavior including conflict of interest, outside employment, nepotism, and technology. Hawaii CC distributes ethics guidelines to all college personnel to assure integrity in conformance with established standards. (III A.1.e.)

Division/Department Chairs meet bi-monthly with the Vice Chancellor for Academic Affairs to determine sufficiency of resources including staffing. Chairs assess their needs based on the discussions that take place at these meetings. Non-instructional programs review staffing needs on a regular basis. Vacant positions listed in the *Quarterly Vacancy Report* result from discussions and prioritizations based on the Academic Development Plan. Hawaii CC's new program review process is designed to be a more formal, data-driven assessment of human resource needs. With 12 Program/Unit Reviews completed

and reviewed by the College Effectiveness Review Committee, the Academic Senate and the College Council, the administrative team has been able to prioritize requests for additional staffing needs with the mission of the college in mind. Plans by the college to tie results of program review with the biennium budget cycle will allow for planning to drive budget in the area of staffing. (III A.2.)

The University of Hawaii has a system-wide Administrative Procedures Information System that consists of the BOR policies, administrative procedures, executive policies, the State of Hawaii's civil service policies and procedures and the UH administrative rules. Union contract agreements for faculty and staff are negotiated between the employer and the unions. (III A.3.a.)

Official employee personnel files for faculty and APT's and shadow files for executive, managerial, and clerical staff are maintained in locked file cabinets in the office of human resources. Any employee can access his/her personnel records at any time. (III A.3.b.)

The Board of Regents have policies on unlawful discrimination, anti-harassment, persons with disabilities, equal employment opportunity, drug-free workplace and campus violence in workplace, and gender equity that ensure support for its diverse personnel. Bargaining unit contracts also define employee rights in addressing fairness of benefits and working conditions. At the system level, the Director of Equal Employment Opportunity is responsible for community college oversight in implementation of EEO/AA Policies. At Hawaii CC the EEO/AA Coordinator is appointed to implement the Affirmative Action Plan and is in charge of recruitment of personnel, administering college hiring practices, and ensuring adherence to all policies. (III 4.a.)

The combined faculty, APT, and clerical staff at Hawaii CC including Caucasian, Japanese, Hawaiian, part Hawaiian, Filipino, Portuguese, and Chinese represent diversity proportional to that of its students. (III 4.b.)

In addition to the policies developed at the BOR level, union bargaining agreements, and system policies defining appropriate treatment of its administration, faculty, staff and students, Hawaii CC has a newly created Cultural Transformation Initiative work group to address sexual harassment and workplace violence through workshop opportunities. The college also ensures fair treatment of its students with established policies and grievance procedures on Sexual Harassment and Non-Discrimination, Equal Opportunity/Affirmative Action as written in the general catalog for the college. A college Student Grievance Committee and a Student Conduct Code Committee made up of faculty, staff and students are in place to ensure integrity in the treatment of students. (III A.4.c.)

The Staff Development Committee of the college surveys the needs of faculty and staff, solicits suggestions for activities, and works with the Assessment Committee and the Cultural Transformation Work Group to coordinate college-wide activities. Major staff development activities have addressed incorporating student learning outcomes into programs and curriculum. Also available to faculty and staff are distance education training opportunities including TCC, TALENT and HITS. A Hawaii National Great Teachers' Seminar is conducted each year. Sabbatical, professional, and personal leaves are available for faculty. An annual University of Hawaii Clerical Conference is held for all clerical staff. Orientations for new faculty and staff are held at the beginning of each academic year. (III A.5.a.)

The Staff Development Committee reviews all activity evaluations for improvement. However the recognition that “staff development must become much more a part of overall institutional planning if the college is to continue in its successful initial attempts to transform the culture and to change the way we ‘do business’” (page 221-222 of the self study) represents a need by the college to reassess how staff development planning can be incorporated into institutional planning to improve institutional effectiveness. (III A.5.b.)

With the establishment of a program review cycle, implementation of recommendations made by that Program Review Committee has started to change the way Hawaii CC goes about planning for its future. The process is in its infancy but it appears from the self study that the administration, faculty and staff are excited about the new process. The college self-study recommends the following in its self evaluation, “The College must take steps to integrate the development of existing human resources with institutional planning. The college must assess current practices and funding sources and develop a plan of action for the future. This plan should determine how the college will systematically integrate human resource development with institutional planning.” The college has recommended two items under the planning agenda, which reflect a theme that recurs throughout the self study regarding planning. These recommendations are: “1. The College will continue to evaluate and refine the program review process to allocate human resources in the biennium budget process. 2. The college will assess current staff development planning and develop a plan of action that would be integrated with institutional planning.” (III A.6)

### **Standard IIIB. Physical Resources**

The college is clearly in the midst of an extended transition for its physical facilities, from an ownership by the U of H, to an independent fully contained community college campus. This transition started in 1991 and continues today. The development of the Facilities Transition and Phasing Plan as well as the Long Range Development Plan was

conducted with broad dialogue on campus. The college indicated that a real estate Development Service Agreement for Hawaii CC in Hilo was signed with Hawaii Campus Developers LLC. Further progress was made in June 2006 when a MOU was signed with Hiluhilu Development LLC for the first extension phase of UH Center at West Hawaii. The West Hawaii site (Kealakekua) continues to be a challenge for the college as the classes and services are located in a leased facility constructed for standard office purposes and shared by other tenants.

The legislature appropriated \$18.2 million to move forward with plans, design, construction, and equipment “for the development of Hawaii CC at Komohana”, but these funds have yet to be released by the Governor during this fiscal year. At the time of the team visit, the college governance committees have passed resolutions to encourage the Governor to release these funds. The academic senate had set up a meeting with the governor’s representative to express their strong support for the release of the funds.

The college states that the development of a new autonomous site at Komohana is 10 -15 years away, therefore the importance of developing an intermediate facilities maintenance and renovation plan will be critical in order to adequately serve the many students attending Hawaii CC in that intervening time period.

Recent developments have resulted in a more specific definition of facility maintenance responsibilities with the U of H. The legislature appropriated funding in 2006 to set up the college’s own auxiliary unit consisting of janitorial maintenance, electricians and campus security. The college is currently recruiting for these new support services positions. The inclusion of this unit into the budgetary process will provide additional emphasis on program review for non academic units of the college as resources are added to the college budget. There continue to be detailed cost sharing agreements to be worked out with U of H relating to the Hawaii CC facilities on the U of H campus and the U of H facilities on the Hawaii CC campus. (III B.1 a.b.)

The college recognized the problems with inadequate facilities on the West and East Hawaii CC sites in their evaluation of this standard. The college identified the need for a clear transition plan for West Hawaii CC. The college is candid in their assessment that the facility in West Hawaii ...”is not adequate for growth and support of the college’s mission and purpose”. The college stated that the center in West Hawaii was the only center on all the islands that did not have a permanent location. The facilities at Kona are very limited. Classrooms are small and many of the support services and instructional programs are operating in very small spaces. The area is clean and functions well, but the space limitations clearly raise numerous issues for the Center. Building a permanent center to serve the needs of the students in West Hawaii remains a top priority for the college as evidenced in the Long Range Development Plan and the legislative approval of planning money in the Capital Improvement Project request submitted this year. This plan sets out the need for additional space for instructional and student support services programs to be located on the new campus. The college is beginning to compile equipment requests through the submissions of the program reviews. The equipment resources in Kona are very limited. Some of the equipment (like the polycom

conferencing units) is very impressive. In other areas, like the HITS system and most of the computers on campus, are very old and in some cases outdated. The college is encouraged to develop an equipment replacement plan based on this program review data, which will guide a systematic allocation of funds to keep equipment current to meet student needs. (III B.2 a.b.)

### **Standard III.C. Technology Resources**

Reporting to the Vice Chancellor for Academic Affairs, the Academic Computing Unit is responsible for the acquisition, and support for technology for Hawaii CC. HawCC offices, Learning Centers, and some classrooms are equipped with computers and peripheral devices that are connected to the University of Hawaii network/internet. In Kealahou, the University of Hawaii Center at West Hawaii supports the Hawaii Interactive Television System for courses sent between the two campuses and classes supported by the Title III program. The Center's facilities are also used for the distance education program offered by UH and Hawaii CC. (Standard III1.a.)

System-wide training for Hawaii CC faculty and lecturers is available through Teaching and Learning with Electronic Networked Technologies (TALENT). TALENT hosts the Summer Institute, a series of Internet-based courses and hands-on workshops which focus on pedagogical strategies surrounding the design, creation, and delivery of Internet support course materials. TALENT provides fast access to the WebCT Support and Resource Tools website for one-stop guidance for faculty and students in using WebCT. (Standard III 1.b.)

In 1999 a task force was established to advise the administration on technology needs but the work of this task force was not fully utilized to establish a college wide computing plan. A Technology Advisory Support Committee was formed more recently with wide representation of faculty, staff, and administrators appointed by the College Council to review the Academic Computing Unit and make recommendations about future technology needs at Hawaii CC. This committee developed the program review report for the Academic Computing Unit/ Department of Information Technology. The Technology Advisory Support Committee, however, has not met since the program review report was written in 2005. (Standard III 1.c.)

Instruction, student Services and the Office of Continuing Education are supported by computers, printers, computer projectors, VCR's DVD-VCR's and ELMO overheads. Students have direct access to over 500 computers at Hawaii CC with additional access to UH-Hilo computers. The UH Center at West Hawaii maintains computer access, printers, and a computer projector to support students and the instructional program offered there. Computer lab classrooms are utilized by the Business and CIS departments. Many classrooms at all three sites are multimedia classrooms. Hardware and software needs are provided by a current staff of two full time employees who are in charge of servicing all three sites of Hawaii CC. There is no current practice, process, or budget in place for

assuring technology upgrades and replacements to support the current technological needs of the college. (Standard III 1.d.)

The college's planning efforts for integrating technology into planning at an early stage have met with limited success. The unit review submitted for the Academic Computing Unit (ACU) in 2005 outlines the critical need for coordination and increased support for the technology currently deployed. The college has identified areas where they could improve the acquisition and support of technology through standardization of new technology purchases, early notice of pending purchases, and the deployment of a technology work order prioritization system that is understood and easily communicated.

The effort to integrate technology planning early in the discussion stage of program improvement is off to good start, but there is room for improvement in the process. It was the observation of the team that there is not an ongoing process to coordinate technology utilization, deployment, and support. (Standard III C. 2)

### **Standard IIID. Financial Resources**

Financial planning is becoming integrated with institutional planning primarily through the newly renovated program review process. The Academic Development Plan provides the broad framework for the mission and goals of the college so that it can be used to align resource allocation requests identified through the program review process. Biennium requests to the legislature include an information narrative that explains how resource demands relate to the system and the college's strategic plan. Planning at the college level is tied to external and internal research data and discussed through the Academic Development Plan. One problem, which still exists, is tying the program review cycle deadlines to the biennium budget request cycle deadlines. (Standard III D.1.a.)

The college is developing strong partnership initiatives, such as the recent agreements with private development companies to co-develop the East Hawaii campus and the West Hawaii campus. There is evidence that the newly implemented program review process is now being used to prioritize and justify resource requests to the legislature. Since Hawaii CC is a centrally controlled state system, there is not as much flexibility to develop local financial resources to sustain the college. There may be potential to develop foundation programs to support buildings and programs in the future. With the turnover of the administrative staff, efforts to develop other outside funding sources have yet to be explored. (Standard III D.1.b.)

Since Hawaii CC is only one part of the Hawaii educational system, many of the long term liabilities such as post retirement medical benefits, become the responsibility of the state, not the individual community college. The same is true for salary levels. Any change to salaries or benefit amounts are controlled at the system wide level. Any new permanent positions or programs have to be approved by the Board of Regents and become part of the base funding. The issue of insuring that support dollars flow with enrollment gains will become even more crucial as the college plans for new campuses

on the East side and the West side of the island. The current challenge at Hawaii CC is to have more control over their discretionary dollars so they can grow to achieve more local autonomy. (Standard III. D.1.c.)

Since the Hawaii CC has, until 1991 been a part of University of Hawaii, it had little control over financial planning. It has only been in 2006, that the first discretionary money for support positions has been delegated to Haw CC for auxiliary services. They are now in the process of filling those auxiliary positions authorized by the legislature. The college is only in its infancy in now assuming more control over budget allocations under the control of the college. The college is trying to open up the budget process in a more transparent manner to describe how local decisions are made as well as the manner in which system wide allocations are made to Hawaii CC. (Standard III. D.1.d.)

The college has been in an extended period of austere budgets in what has been described as a “mentality of deprivation” caused by a severe downturn in the State economy combined with the separation from U of H. In the last two years, the state economy has begun to rebound and new budget augmentations are finally beginning to appear at the local level. Audits are conducted at the system wide level and will be a part of the system wide evaluation of this standard. The college states that the audit would be a more effective tool if it were tailored to the campus to provide more depth and transparency of campus related issues. (III D. 2.a.)

The college clearly has improvements to make in the area of timely, understandable and transparent financial information as evidenced by this statement “the UH System budget, more transparent for system wide budget communication, becomes less so as it moves into individual college budget communication, and it is not readily transparent at the unit or program level without the help of a translation process.”

The college also states that the regular financial information is distributed to “senior administrative staff”, which does not make a good case for transparency. It is difficult for staff to analyze a departmental budget when the individual accounts cannot roll up into departmental information easily. This is a limitation of the current financial system run out of the system office. There is a system wide Business Process Council which has ongoing meetings to try to improve selected processes of budget, purchasing, reporting etc. The goal of this council is to make improvements in the next few years to these processes in anticipation of a new financial management system being installed in 2009. Student and faculty satisfaction with the Business Financial Unit and the college’s distribution of appropriate financial information is unknown as no survey instruments are in place to measure these factors. (III D. 2.b.)

Cash management, insurance and system wide reserves are handled at the UH system wide office. The college feels like this central system does serve their purpose well in case of emergencies or cash flow shortages. Recently, the all community colleges have been asked to build a 3% reserve for campus level contingencies. (Standard III D. 2.c)

The management of grants, financial aid, contracts audits, and auxiliary organizations is handled at the UH system wide office. The evidence supports the fact that any funds the college handles related to these operations are governed with integrity and in keeping with the mission of the college. (III D.2 d. e. f. g.)

The college does not yet have a formal review of its financial management processes, although this may occur as they rotate the “unit” review processes through the business office functions. (III D. 3.)

## **Conclusions**

The college meets the accreditation standard for Standard III.A. Human Resources. Policies and procedures are in place to ensure employment of individuals with appropriate education, training, and experience to support the programs at Hawaii Community College. Special attention is paid to make sure that the pool of interview applicants is diverse and well qualified. Individuals who apply for positions at the college are screened thoroughly with recommendations being made to the appropriate supervisor, administrator and/or chancellor. Degrees held by faculty are from accredited institutions.

Evaluations for all positions are completed on schedule in a systematic way. Results are available for review by the individual and secured in a confidential file. The Hawaii State Ethics Commission provides guidelines for ethical behavior while the Board of Regents has policies on unlawful discrimination. Union bargaining agreements and system policies define appropriate treatment of its students, faculty, staff, and administration.

The college is to be commended for its broad range of staff development activities made available to faculty and staff. College staff feels that staff development is an important activity and is supported by administrators college-wide. The planning culture at the college continues to mature, building on integrating staff development activities to support student learning outcomes and to carry out the plans of the college are recommended by the staff.

The college is to be further commended for a faculty, staff, and administrative team who work energetically together to serve the students at Hawaii Community College.

As stated on page 223 of the self-study, “The College must take steps to integrate the development of existing human resources with institutional planning. The college must assess current practices and funding sources and develop a plan of action for the future. This plan should determine how the college will systematically integrate human resource development with institutional planning.”

The college does meet the standards of accreditation outlined in Standard III.B. Physical Resources. While the college is in desperate need of new and additional facilities, there is a sense of optimism that a new campus is now on the horizon and could be a reality

with the partnerships being formed with private developers to assist in campus development. The initial steps of developing a new campus are so close to reality awaiting the final release of funds from the Governor. The college should be commended for the progress they have made in the last two years in obtaining legislative approval for planning and initial infrastructure as well as structuring partnerships with private developers to assist in campus development. The planning for the new campus and the short term maintenance of the existing campus is aligned with the institutional plans for student support.

As stated in the self study, the college partially meets Standard III.C. Evidence from faculty and staff surveys reveals that only 14% feel that Hawaii CC is equal to or superior to other colleges in the UH system in the area of technology. There are two major factors that may account for this perception.

1. The Academic Computing Unit (ACU) has only two full time employees supporting over 937 computers, 147 printers and 46 projectors on three different sites including Kona which requires a 5 hour round trip drive to service that location. The college completed a “unit review” of the ACU, which resulted in a major biennium request being formulated for the legislature consisting of an augmentation of 17 new positions and equipment in the amount of \$1.1 million. It was the teams understanding at the time of the visit that only 7 positions were forwarded for consideration and they prioritized as the lowest of three priorities at the system level, leading staff to believe that funding was not likely. So, without adequate staffing or an equipment replacement plan to keep the technology current for student learning, the situation could only get worse.
2. The college states in the self study that...”There has not been a campus wide plan for the implementation of technology and many of the computer systems have been fielded by individual departments and programs using departmental funds or grant monies.” It was apparent on the team visit that the college could benefit by building a structure to better coordinate the planning for technology support of instruction through the acquisition, deployment, support and assessment cycle. Clearly the Total Cost of Ownership concept would be a useful planning paradigm within this process.

In the area of distance learning there is evidence that the college is making great strides to deliver instruction through distance learning to an important number of students. The UH system provides good support and encouragement for this effort. Between the college and the UH system office there are excellent training opportunities for the support and encouragement of distance learning. The academic senate has taken the lead to review the ACCJC Distance Learning Manual and render a report by May 2007. There are ten strong planning agenda items in Standard III.C which detail the college’s plans in this area. The college has identified the need to determine an assessment method for the success of the technology that is deployed to improve student learning.

The college meets the accreditation standards for Standard III D Financial Resources. While increased levels of funding are needed to adequately support student services and support services, the college is effectively using the resources it has been allocated. The college is commended for improving the process for budget development and reporting in the last two years by making the process much more transparent and inclusive. Fundamental expense controls and enrollment management processes are now in place to insure that the college does not over spend its annual budget.

College staff feels that they will have the opportunity and responsibility of monitoring, analyzing and helping to develop budgets. There is a high level of optimism about the creation of an identity and a physical/organizational presence fully consonant with the Hawaii CC mission. This includes more responsibility for budget development and implementation.

The college should be commended for its effort to parallel the program review process for non-academic departments by instituting “unit reviews”. The templates have been posted to the web and a few unit reviews have been completed. A flow chart and schedule for program and unit reviews is also posted on the web to describe the program review process. A compilation of data and research projects is posted on the web to assist department heads in the preparation of their program and unit reviews under the research tab of the assessment home page. The other Hawaii community colleges are also completing program reviews for their non-academic departments, which will allow for comparisons of support and efficiency levels for these various departments. All of this speaks directly to the accreditation standards assessing the manner in which resources are tied to educational plans and institutional improvements.

### **Recommendations**

5. That the college update their transition plan for facilities maintenance and improvement for the East campus at Hawaii CC and the leased facilities at West Hawaii and collaborate with U of H system to secure funding for this plan so the students attending Hawaii CC in the next 5-10 years can be adequately served with appropriate facilities while the new campus is under construction (Standard III. B.1.a.b.)

(Also see recommendation 1.)

## **Standard IV: Leadership and Governance**

### **Standard IV Themes**

Overall, the six themes identified by ACCJC are present throughout the self-study. The college has taken strides to develop Student Learning Outcomes to incorporate them into the program review process. New processes for evaluation and planning have been developed, and even where such evaluative structures are not fully in place, the self-study acknowledges the need for their development. In terms of institutional commitment, the college's recent focus on program review and SLOs, as well as its recently reviewed missions statement and development of its seven imperatives, demonstrate a commitment to quality, self-assessment, and improvement.

The following themes are of particular note in Standard IV:

**Dialogue**—Evidence of dialogue is present throughout the various aspects of Standard IV. The chancellor's open and communicative style have helped to create a climate of consultation and shared ideas. New structures have been created to ensure that dialogue takes place across campus.

**Organization**—The college has developed or is in the process of developing structures that will address integrity, excellence, and student learning on an organizational level. Some of these structures are as yet too new to be fully evaluated. However, the self-study demonstrates that the college is clearly conscious of the need for strong organizational structures and is committed to developing and implementing mechanisms for effective organization.

### **Standard IV Report**

#### **Observations and Evidence**

##### **Standard IV.A . Decision-Making Roles and Processes**

The culture of any organization is influenced by its leaders. Due to various reorganizations at the system level, resignations, and retirements, Hawaii Community College has undergone numerous changes in administrative leadership over the last four years. The current Chancellor and two Vice Chancellors have been in their respective positions for only two years. During this period of transition, the processes and committee structure already in place have allowed the faculty, staff and interim administrators to act together to maintain a high level of service to the Hawaii Community College students. (IV.A.1.)

According to the self-study, due to the open-door, inclusive environment created by the new team of administrators, “campus morale has greatly improved with the new administration.” The general atmosphere of cooperation and positivity that is evident at the college appears to justify this assessment. (IV.A.1.)

Opportunities abound for all constituent groups to be involved in the decision-making process. The administrative team meets weekly. In addition to the Chancellor, this team includes the two Vice Chancellors, the Dean of Student Services, the Director of Continuing Education, Director of the UH Center at West Hawaii, and two interim Assistant Deans. Although all final decisions are delegated to the Chancellor, this team considers all recommendations coming from the College Council, Academic Senate, and Student Government and advises the Chancellor on college-wide implications of decision alternatives. (IV.A.2.)

Faculty members have the opportunity for communication and involvement in governance in several ways. The primary faculty organization is the Academic Senate. Participation and election of officers is defined in the Senate charter. Although an Executive Committee is elected and meets monthly prior to the monthly Senate meeting, the charter defines the Senate as a senate of the whole. All faculty members are invited to participate in the monthly Senate meetings. Any individual faculty member has the opportunity to place an item for discussion on the agenda. In addition to the Executive Committee, the Senate charter also provides for a Curriculum Committee, a Faculty Policy Committee, and an Educational Policy Committee. Through these committees, the faculty have a clearly defined role to develop and recommend improvements to student learning programs and services. (IV.A.2.b.)

Input from faculty into the college-wide decision-making process comes via a resolution from the Academic Senate, which is then presented either to the College Council or directly to the Chancellor and Vice-Chancellor, depending upon the topic. (IV.A.2.a.)

The College Council at Hawaii Community College is the institutionally recognized shared governance committee. Although the Council does not have an official charter detailing its purpose, goals and membership selection, the staff development handbook states that the Council “will serve as a vehicle for dialogue and consultation in college-wide matters involving budget, strategic planning, facilities, community relations, and fundraising.” It is a recommending body to administration. (IV.A.3.)

Faculty have input into College Council through the President of the Academic Senate, who sits on the Council, and through the six department chairs, all of whom have seats on the Council. (IV.A.2.a.)

The support staff at Hawaii Community College is divided into two groups: administrative or professional and technical (APT) and clerical or civil service employees. Although there are no organized groups parallel to Academic Senate or the Administrative Team, the APT and clerical staff have seats on the College Council. The representatives on College Council communicate with their respective employee groups

by using email distribution lists and visiting with colleagues personally. The college is small enough that input from the groups is easy to obtain. As discussed under conclusions, the clerical staff currently has no representative willing to volunteer for this College Council seat. (IV.A.2.)

Students participate in governance through the Student Government organization. Twelve senators are elected by the student body as a whole. Election turnout has traditionally been high at Hawaii Community College, with over three hundred students voting in the most recent student election. Opinions, recommendations for improvement, and concerns are frequently solicited by the elected senators with use of student questionnaires. The questionnaires are distributed and collected by the senators in the classrooms, the Learning Center, and informal student meeting areas around campus. Concerns and suggestions brought forward from the general student population are discussed by the senators and voted upon for further action. When the concern is a system level issue (such as the recent increase in student fees), the Student Government president takes the issue to the system wide caucus of presidents. If the issue is of a local college nature, the senators take it directly to the Chancellor or appropriate Vice Chancellor. (IV.A.2.)

The historical committee and organizational structure and the established culture of inclusion and open communication of ideas encourage and facilitate broad participation from all constituent groups at the College. (IV.A.3.)

This collaborative and communicative college culture has resulted in expeditious response to concerns brought up by the accrediting commission, ACCJC, the system office, and other external agencies. An example of this timely response is that when the College was placed “on warning” by the ACCJC with a letter dated June 28, 2005, College personnel and students responded immediately and worked together towards a solution. In less than six months, a visiting ACCJC team in November 2005 observed significant progress and the College was taken “off warning” with a letter dated January 31, 2006. (IV.A.4.)

Although the processes in place for participatory governance appear to be functioning effectively currently, no formal assessment of effectiveness has been conducted. A college-wide survey of employees in 2005 (126 respondents) indicates over 85% approval rating for the current administration and their leadership. However, no survey questions were included regarding the satisfaction with the constituent group organizations, such as College Council and Academic Senate. (IV.A.5.)

## **Standard IV.B. Board and Administrative Organization**

Hawaii Community College is one of seven community colleges that are part of the University of Hawaii system. The system also includes three baccalaureate and graduate level institutions. These ten higher education institutions are governed by a twelve

member Board of Regents that is responsible for setting policies and for selecting and evaluating the President of the University system. (IV.B.1.)

The system's administrative structure has been reorganized more than once since the last accreditation. The most recent reorganization, in 2005, has been in place for less than two years and thus has not yet had sufficient opportunity to address all previous concerns. However, the Board has demonstrated its ability to act quickly and cohesively and acts in the interests of the system. (IV.B.1.a.)

The Board of Regents establishes policies for the system as a whole and also for the seven community colleges. These policies are administered through the Vice President of Community Colleges at the system level and through the seven community college chancellors. The level of authority given the college chancellors has recently been expanded to include greater flexibility in personnel decisions. The responsibilities of the chancellors are clearly articulated in system policies. (IV.B.1.)

The Board bylaws and policies are published and available in hard copy on the college campuses, as well as on the Board website. According to interviews with several regents and the secretary to the Board of Regents, an annual Board workshop is conducted to discuss any necessary policy updates. The system administration routinely brings new and revised policies to the Board for approval. (IV.B.1.e.)

To orient and train new Board members, a two-day orientation process has been designed and is delivered to new regents by the administration and the secretary to the Board. The Training and Orientation Manual is available online. Additionally, the Board is instructed in the requirements of Chapter 84 of the Hawaii Revised Statutes regarding a code of ethics for all state employees and governing boards, and the resulting consequences of non-compliance. (IV.B.1.f.)(IV.B.1.h.)

The Board has not routinely evaluated its performance. Two years ago a workshop was held to begin an assessment process for Board effectiveness. The Board committed itself to developing a biannual process, but has not yet completed that task. (IV.B.1.g.)

The chancellor of Hawaii Community College takes responsibility for overseeing and administering all areas of the college. He performs his duties through consultation with the College Council and the Academic Senate as well as through less formal communication with other constituent groups. He has demonstrated effective leadership by moving forward various college initiatives as listed in the college's self-study. All campus constituencies demonstrated willingness and even an eagerness to attest to the chancellor's inclusive, positive, and effective management style. (IV.B.2.a.)

Under the chancellor's leadership, the college has instituted new planning processes such as a structure for program review. The program review process has been in place for less than two years, and thus conclusive statements regarding its effectiveness are difficult to make. However, both faculty and staff seem to be comfortable with the process and confirm its general effectiveness. (IV.B.2.b.)

The chancellor has also led the college in developing its seven imperatives. This list of imperatives serves as goals for the college and helps to guide both instructional and support programs. The imperatives are printed on college literature and are posted in visible locations around the campus, thus keeping them in the consciousness of the college community and helping to maintain the college's focus on pursuing them. (IV.B.2.b.)

Institutional practices at Hawaii Community College are consistent with system regulations and policies. The chancellor's open and inclusive style helps to ensure that college policies are observed and implemented appropriately. As noted in the college's self-study and exemplified by the testimony of various constituent groups, campus-wide discussion helps to focus the college on its mission and attempts to keep the college informed regarding policy and procedural issues. (IV.B.2.c.)

Organizational communication between the system office and the college is effective. The system's 2005 reorganization of the administrative structure for the community colleges is still largely untested, but individuals at the college level appear to understand the different roles and perspectives of the system and college administrative teams. (IV.B.3.a) Because the current system has been in place for less than two years, no comprehensive evaluation of the system's effectiveness has yet taken place. (IV.B.3.g.)

The system has a clear organization that allows the system to provide services that support the college. System administrators have defined areas of responsibility and leadership that ensure attention to all aspects of the college's mission. The Vice-President for Community Colleges oversees the smooth functioning of this structure. Once again, however, no systematic evaluation of the structure's effectiveness or ability to serve the individual colleges is yet in place. (IV.B.3.b.)

Resource allocation occurs through a consultative effort at the system level. The Community College Strategic Planning Council serves to ensure participation and fairness for all individual colleges. However, some individuals at Hawaii Community College question whether all colleges are given equal consideration in terms of resource distribution and feel that Hawaii Community College may not have received its share of resources in all cases. (IV.B.3.c.)

Expenditures are effectively controlled at the system level. The system office monitors expenditures and does not allow college's to operate at a deficit. (IV.B.3.d.)

The Vice-President for Community Colleges maintains functional responsibility for the community colleges while allowing the college chancellors sufficient autonomy to operate. The chancellors carry decision-making authority at their own campuses. The roles of the vice-president and the chancellors are clearly defined and properly observed. The dual reporting structure of the chancellors, who answer to both the Vice-President for Community Colleges and the President of the University of Hawaii, is still largely untested but appears to function appropriately so far. (IV.B.3.e.)

The Vice-President for Community Colleges serves as the liaison between the community colleges and the Board of Regents. The Vice-President makes presentations to the Board of Regents on behalf of the colleges and works with the college chancellors to disseminate Board of Regents decisions and policies. (IV.B.3.f.)

### **Conclusions**

Under the leadership of the current administration, constituent groups at Hawaii Community College feel they are invited and welcomed to be involved in governance and decision-making processes. The faculty, staff and students appreciate the open-door policies of the Chancellor, Vice Chancellors, and Deans. The informal culture of a flat organizational structure, with students, staff, and faculty being comfortable approaching the Chancellor directly, is made possible by the small size of Hawaii Community College and by the personal traits of the current leadership team.

Realistically, however, the College must prepare for a time when the current administrative team will retire or move on. The possibility exists that future administrators might not support open door policies and collaborative processes. Towards this end, the College needs to formalize its participatory governance processes and develop official College policies to insure continued participation by all constituent groups.

Related to this is the expressed lack of interest on the part of clerical staff and some APT staff to get involved in governance and decision-making. With a good administration that is making all of the “right” decisions, staff do not feel a need to be involved. However, a process should be established and perhaps an official organization of the staff members should be constituted. This would ensure staff inclusion in decision-making should less supportive administrators assume leadership in the future.

Likewise, some communication issues appear to exist throughout the college and particularly with the West Hawaii Center. While the chancellor’s openness and accessibility are uniformly praised by all constituent groups, many members of the college community seem under-informed regarding college policies and procedures such as evaluation, availability of staff development funds, and other procedural matters.

Finally, one campus constituent group that may feel less connected to the decision-making process is the adjunct lecturers. This faculty group seems to have limited voice in the consultation process, and thus the adjuncts’ potentially valuable contributions might not be included in the college’s otherwise inclusive dialogue.

The planning and decision-making processes at Hawaii Community College effectively include participation from all employee groups and students. This is primarily due to the personal styles of the lead administrators, and not necessarily to the defined structures and committees.

The chancellor provides exceptional leadership for the college. His style is inclusive and open, and he has moved the college in positive directions regarding planning, goal-setting, and improved campus environment. All campus constituencies attest to his ability to bring the college together and to move both instructional and operational programs forward.

However, one area in which the college could become even stronger involves dissemination of information regarding official policies and procedures. While the chancellor communicates well and ensures that the college is informed regarding planning, budget, campus events and news, and other matters, some college personnel demonstrate a lack of clarity regarding specific matters of procedure such as staff development funding, constituencies' official roles in governance, and other such issues. More complete communication and information dissemination regarding such policy matters would make the chancellor's admirable connection to the college community even more complete.

The relationship between the system office and the chancellor appears to be working effectively. The roles of the chancellor and the Vice-President for Community Colleges are clearly defined, and the two levels seem to compliment each other properly. The Hawaii Community College self-study notes that more time is needed to determine whether the system will adhere to its established roadmap for administrative structure, and the relationship between the Vice President for Community Colleges and the chancellors should be evaluated for effectiveness. To this point, however, the structure seems to function properly.

### **Recommendations**

6. The college should memorialize governance practices by establishing, publishing, and implementing a comprehensive written policy that defines and delineates the specific roles of faculty, staff, administration, and students in the college's decision-making processes. In order to ensure the integrity and effectiveness of the College's governance and decision-making processes, roles of governance groups, such as College Council and Academic Senate, should be regularly evaluated and results communicated with college constituent groups. (IV.A.2)(IV.A.5)