



**UNIVERSITY OF HAWAI'I
KAUA'I COMMUNITY COLLEGE**

Midterm Report

Submitted by:

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Submitted to:

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

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Report Preparation

The faculty and staff provided course learning outcomes, service outcomes, and program learning outcomes in preparation for this report. The faculty and staff also participated in the surveys used to evaluate processes. The assessment committee chair and institutional researcher compiled the assessment data and provided input on the assessment process. The University of Hawai'i Community College recommendations concerning student learning programs and services and resources were addressed by the UHCC System administrators, the vice chancellors for academic affairs, and pertinent faculty groups. A draft of the report was emailed to the entire campus for comment and input. The accreditation liaison officer compiled and edited the report.

Response to the Commission Action Letter

Recommendation 1: Student Learning Outcomes

As noted in the 2006 visiting team report and to meet standards, the team recommends that the college accelerate the development, implementation, and assessment of learning outcomes for all courses, programs, and student support services, with special emphases on the assessment of institutional learning outcomes and on the timeliness and completeness of comprehensive program review. (ER 10, Standards I.B.1, I.B.6, I.B.7, II.A.1.c, II.B.4, II.C.2)

In keeping with the ACCJC Eligibility Requirement 10 and Standards I and II, the college has completed the assessment of the Institutional Student Learning Outcomes, completed the assessment of program learning outcomes, updated the comprehensive program review calendar to clarify timelines, and incorporated the assessment of the comprehensive program review more fully into the College processes. All impacted units have been collecting and analyzing their data for the past 2-3 years. The college has been using the student learning and service outcomes to achieve strategic goals.

Course Student Learning Outcomes

All courses offered regularly at the college have defined and assessed course-level student learning outcomes (CSLOs) ([Appendix I](#)). The college also has several courses which are offered infrequently or on a rotating schedule, and most of these courses now have defined CSLOs. Those that do not are in the process of being deleted or having their CSLOs approved through the Assessment and Curriculum Committee processes.

All courses undergo a rigorous evaluation process before being entered in the college's catalog of offerings. All new course proposals must have their CSLOs reviewed and approved by the Assessment Committee before the proposal can move forward through the division approval process and being reviewed by the Curriculum Committee. All extant courses must also undergo the same process on a five-year review schedule. The Assessment Committee reviews each course's student learning outcomes in relation to its description, purpose, and credit weight. In addition, CSLOs are evaluated by the committee for measurability, appropriateness, and completeness, and the Assessment Coordinator provides feedback, suggestions, and assistance to faculty who submit courses for approval. Faculty members are required to regularly assess student learning in their courses and to report on these assessments at the end of each semester.

On August 12, 2015, the college received a letter ([Appendix II](#)) from ACCJC stating that we were flagged for enhanced monitoring because the percentage of courses assessed has been falling. The following table tracks the number of courses assessed per semester. The Chancellor acknowledged this trend in a letter ([Appendix III](#)) to the UH Board of Regents and the Assessment Committee has developed several strategies which will be in place this fall (2015).

While each course will be assessed annually, faculty members no longer need to assess every section of every course every term; they have three options for reporting; and they have a new timeline for reporting.

Semester	Courses Assessed	Courses	Percentage
Fall 2011	112	179	63%
Spring 2012	114	178	64%
Fall 2012	138	184	75%
Spring 2013	171	191	90%
Fall 2013	92	176	60%
Spring 2014	136	204	68%
Fall 2014	141	206	69%
Spring 2015	141	206	68%

In response to faculty concerns about the limitations of the existing assessment system, the Assessment Committee developed a new policy (Spring 2013) which outlined what information was required and provided faculty with alternative options for the reporting method ([Appendix IV](#)). This new policy provided faculty with more flexibility in meeting their reporting requirements and the frequency of reporting for each CSLO; and also facilitated random representative sampling for larger classes and for courses with multiple sections by developing a sample size calculator tool (which calculated an appropriate statistically valid representative sample for any given class size) and a student random selection tool (which generated a random list of students in a given course to be assessed). The campus faculty members were slow to adopt this new policy so additional efforts were undertaken to streamline the assessment process.

In the 2014-2015 academic year, continued faculty concerns about the labor-intensive nature of the CARD system prompted the Assessment Committee to undertake a major review of how we collected assessment data. After examining models from other UHCC campuses and other ACCJC-accredited colleges, the committee developed new more user-friendly reporting forms and adopted a less labor-intensive schedule for CSLO reporting which will be implemented in Fall 2015. This new schedule aims to provide faculty with program-relevant SLO assessment data in a manner timely for inclusion in APRUs as well as course- and discipline-specific data at a point in the semester appropriate for collegial faculty review and collaboration.

Other methods of assessment employed at the college are Live Text, a few “designer” systems, and in July 2015 the English faculty committed to developing and implementing a discipline-wide review of representative student artifacts in Freshman English (ENG 100) for the assessment of CSLOs.

These new processes should reverse the trend in assessment to some extent and should be evident in the 2015 Annual Report due in Spring 2016. The current CARD system is a “homegrown” system built using Excel and Access, both MS products. The college has clearly outgrown this system and has had to wrestle with alignment problems caused by inputting by more than 100 individuals. As mentioned, some programs have adopted Live Text which was made available through a grant. Other programs are considering this software as well. The college will investigate several software packages in the coming months and make a decision to adopt a new system to meet our current and future needs. The CARD system will be kept until a new system is ready for implementation; and the historical and current data is cleaned, archived, and readied for input into the new package.

Program Learning Outcomes

The college has also accelerated the implementation and assessment of program-level student learning outcomes (PSLOs). As in the past, all programs are still required to report on their students' PSLO achievement in their comprehensive program reviews and in their annual program review updates (APRUs). The template used for reporting this information has been revised and clarified.

Programs have been reporting on their PSLOS in the [APRU process](#). Until now, this was left up to individual program coordinators but the data collection process lacked standardization. It was recognized as a piece that could be expedited by integrating it into the institutional student learning outcomes (ISLO) assessment process. Therefore, the Institutional Researcher and Assessment Coordinator took on the task of reorganizing program-level assessment. This involved reactivating and updating the experimental assessment database they had constructed as a pilot project in 2011-2012. All PSLOs for all instructional programs and almost 2,000 CSLOs from across the college's curriculum were inputted to the database. These outcomes were then cross-matrixed as identified by faculty in professional development activities conducted in Fall 2012 and Spring 2013. Required courses and courses fulfilling general education requirements for all CTE programs were included. In addition, the Liberal Arts faculty members were tasked with identifying their program's crossroad points wherein CSLOs for clusters of required courses could be used to assess the program's outcomes. This entire matrix was also inputted. In short, the assessment database now contains a means of connecting all PSLOs for instructional programs with individual CSLOs for courses within each program. As an example, the tables below show PSLOs for the nursing and culinary programs. Tables such as these are being generated for each of the programs ([Appendix V](#)) for inclusion in program reviews.

Nursing Assessments					
PSLO #	PSLO Title	# of Assessments	% Met	# of Assessments	% Met
		Fall 2012		Fall 2013	
1	Values and Ethics--Practical Nursing	187	100	128	98
2	Self-Assessment	55	100	26	85
3a	Life-Long Learning	32	100	26	81
4	Leadership--Nursing	87	100	26	100
5	Teamwork--Nursing	139	96	100	94
6	Broad Health Care System	119	100	52	100
7	Client-Centered Care	215	94	103	97
8	Communication--Nursing	151	79	26	100
9	Clinical & Critical Judgment	141	99	118	90
10	Medical Knowledge*	724	91	608	88

*Denotes an “informal” PSLO, a cluster of content and learning which, while not formally part of a program’s expected outcomes, is nonetheless considered important.

Culinary Arts Assessments									
PSLO #	PSLO Title	# of Assmt	% Met	# of Assmt	% Met	# of Assmt	% Met	# of Assmt	% Met
		Fall 2013		Spring 2014		Fall 2014		Spring 2015	
1	Students will be able to communicate with guests, co-workers, and supervisors by using oral, written, and nonverbal skills required in food services operations. ...	N/A	N/A	280	93	N/A	N/A	622	100
2	Students will be able to demonstrate reasoning and decision-making skills that reflect critical thinking (problem solving, creative thinking, quantitative reasoning, application, and resource management) and the current state of culinary arts	24	88	141	71	35	94	319	100

4	Students will apply work ethics, attitudes, and professional codes of conduct in the workplace with guests and with members of the culinary team including co-workers and supervisors....	12	100	111	93	17	100	2548	100
5	Students will demonstrate commitment to culinary arts and food service practices through professional behaviors that meet industry standards....	12	100	141	86	17	100	2574	100

Institutional Student Learning Outcomes (ISLOs)

The college completed its review and updating of its ISLOs in May 2013, and therefore had not yet completed any assessments of them by the time of the last accreditation team visit in October 2013. Now, with the completion of the assessment database, the college is able to obtain institutional-level student learning information.

At the same time that the CSLO and PSLO input was being completed in the assessment database, the Assessment Coordinator and Institutional Researcher also included information obtained from all teaching faculty regarding the relationships between their individual programs' PSLOs and the new ISLOs. This information was matrixed with the CSLOs and PSLOs, allowing the college to draw from a variety of resources when assessing ISLOs. For example, when assessing the college's written communication ISLO, one is able to draw on student learning data from not only the general education-required English course embedded in all programs, but also from any other course-level assessments directly relevant to continuing to develop students' written communication skills, regardless of the course alpha. This provides a much more robust picture of how students continue to develop their skills across the curriculum throughout their college careers. In addition, because the assessment information is anchored by student ID numbers, the College can filter ISLO assessments by program, stage of program completion, and student demographics.

The ISLO data that were generated this past summer are depicted in the table below. Faculty and staff will meet in September to discuss the ISLOs and progress towards college goals in general. The table below shows the ISLOs for AY 2011-12 and AY2012-13 but only the Fall 2013 data was completed for AY 2013-14. An initial observation is that the first two years are the same while the Fall 2013 data shows a definite downward trend, however the measurements for the Spring 2014 data have not been processed as yet. In all ISLOs the scores have appeared to drop. Aside from the unprocessed data some of this can be attributed to the CARD system which has become unmanageable particularly when trying to align CSLOs to PSLOs and onward to ISLOs. This alignment problem has slowed up the reporting immensely. The IR Coordinator and

Assessment Coordinator are still working on reporting the Spring 2014 data. As mentioned earlier, the college will be researching and subsequently migrating to new software in the next year and will provide interim funding for a support position to shore up the CARD system and transfer data to the new software. These efforts should culminate in a more complete and accurate ISLO measurement upon which the college can focus its efforts.

ISLO #	ISLO Title	2011-12	2012-13	Fall 2013*
1	Written Communication	85%	86%	69%
2	Oral Communication	85%	89%	72%
3	Reading	91%	92%	63%
4	Symbolic Reasoning	82%	82%	72%
5	Integrative Thinking	74%	75%	66%
6	Information Literacy	97%	98%	66%
7	Technological Competency	88%	89%	81%
8	Teamwork	96%	97%	Nd
9	Respect for Diversity	73%	74%	73%
10	Ethics	77%	79%	65%

*Fall 2013 data only

CCSSE Contributions to Assessing Institutional Learning Outcomes

Kaua'i Community College offers the Community College Survey on Student Engagement (CCSSE) once every two years. This survey provides the college with information about students' perceptions of its academic, professional, and social environments. As all of these aspects contribute to student learning, data from the CCSSE is highly appropriate for one dimension of assessment of the college's institutional student learning outcomes (ISLOs).

Applicable questions from the CCSSE were chosen for each ISLO to contribute to assessment of that ISLO ([Appendix VI](#)). Results are analyzed in two ways: improvement from previous CCSSE reports and comparison against other small colleges in the current CCSSE cohort. A percentage grade is assigned for each ISLO in both categories of analysis. The grades are determined by averaging the mean scores from each CCSSE question and finding the percentile rank on a normally distributed curve where the CCSSE cohort score is the mean and the standard deviation is 0.25. For example, the average of the CCSSE questions that assess written communication was 3.01 (on a 4 point scale) for Kaua'i Community College and 2.74 for the cohort of small colleges. On a normal curve with mean 2.74 and standard deviation 0.25, 86 percent of the area lies to the left of 3.01. Therefore, a grade of 86 percent was assigned for written communication in comparison with other small colleges.

		2012 CCSSE		Kaua'i CC		National Comparison
ISLO #	ISLO	2012	2012 Percentile	2014	2014 Percentile	Small Colleges
1	Written Communication	3.01	86%	2.78	55%	2.74
2	Oral Communication	2.6	78%	2.62	75%	2.45
3	Reading	2.66	73%	2.51	52%	2.49
4	Symbolic Reasoning	2.8	66%	2.89	74%	2.73
5	Integrative Thinking	2.98	74%	2.91	61%	2.84
6	Information Literacy	2.88	73%	2.77	53%	2.75
7	Technological Competency	2.8	59%	3.00	81%	2.77
8	Teamwork	2.7	85%	2.71	82%	2.48
9	Respect for Diversity	2.88	95%	2.64	80%	2.43
10	Ethics	2.78	90%	2.73	80%	2.52

The results of the 2012 CCSSE showed improvements across the board in student perceptions of key areas affecting student learning outcomes. The largest improvements were in written communication, respect for diversity, oral communication, and ethics. The 2014 CCSSE survey shows that in six of the categories, the college's mean scores dipped slightly when compared to other small colleges in the cohort. Those categories are written communication, reading, integrative thinking, information literacy, respect for diversity, and ethics. Of the remaining ISLOs, the means were slightly better with Technological Competency showing the biggest improvement.

Academic Support - Testing Center

The Testing Center (TC) created three service outcomes in 2012. The service outcomes were implemented in 2013 and baseline measurements were set using FY 2012 data. Outcomes include (1) supporting students, instructional faculty, and academic advising faculty by providing ADA-compliant access to course-related and placement testing; (2) supporting professional and workforce development by providing professional certification examination facilities; and (3) providing a safe and secure testing environment in the highest compliance with academic and professional testing standards.

Outcome 1: ADA Access - Tests Administered to ADA Students/FTE Students

Measurement includes the number of tests administered to students with documented accommodations forms per year per student FTE for that year.

Because ADA access numbers were not tracked in FY 2012, an estimate was created by cross-checking IDs provided by the Disabilities Services Office against IDs in our appointment system. A new marker was added to our scheduling system in 2013 to track this outcome. Staff use of the marker has improved over time, but it still relies on either student self-disclosure when making their appointment and/or faculty disclosure when submitting their exam. As the outcomes show, requests for testing accommodations are increasing.

Most of these requests were for extended time; however, the second most frequent request was for a separate location. Location accommodations were usually for fewer distractions, needing someone to read or transcribe for them, or natural lighting. Currently, we've been using a testing room in the University Center which can accommodate one student testing at a time. If location requests continue to rise, we may need to consider different solutions in the TC such as a separated soundproof testing booth that is ADA compliant and can fit two people and/or carrel desks to reduce visual distractions. We may even need to consider relocating to a larger space with offices that could be used in this way.

FY 2012: 55 tests with accommodations / 780 FTE = 0.0705
FY 2013: 57 tests with accommodations / 802 FTE = 0.0710
FY 2014: 127 tests with accommodations / 814 FTE = 0.1560

Outcome 2: Prof. Cert. - Numbers Represent Students and Community Members

This outcome measurement includes the number of professional tests administered per year for students and community members. Though numbers are increasing, there was a slight decline in professional exams administered in FY 2014. As expected, the completion of new contracts in 2014 and 2015 increased service requests in FY 2015. Some of the new contracts were completed due to phase out of paper exams to computer-delivered only exams (Praxis) or new in-service certification requirements (Medical Assistant). Demand for professional certification should steadily increase as more professional fields or test-vendors move in these directions.

With different vendor platform requirements and more stringent check-in processes for professional exams, we may need to rethink our current setup and staffing. Depending on the increase in this area, we may need to consider space issues similar to ADA access (soundproof interior room, carrel desks, or moving the TC to a larger location with offices and a check-in area).

The check-in process for professional exams takes longer than regular exams because it can include things like checking two IDs, pocket turn-out, eye glasses check, candidate photo capture, electronic signature, metal wand, or such. These checks increase line-wait time for our students. Currently, we try to schedule students strategically to decrease their line-wait time. If satisfaction falls due to wait time, we may need to consider additional staffing.

FY2012 – 97 exams administered (77 ASE, 20 Airport Fire)

FY 2013 – 224 exams administered (198 ASE, 10 Airport Fire, 1 ServSafe, 10 CNA, 5 others)

FY 2014 – 153 exams administered (113 ASE, 5 ServSafe, 34 CNA, 1 Dept. of Public Safety)

FY 2015 (unofficial) – 476 exam administered (270 ASE, 93 Praxis, 63 PearsonVue, 25 Medical Assistant, 17 Dept. of Public Safety, 8 others)

Outcome 3: Testing Candidate Satisfaction Results

This outcome measurement includes candidate satisfaction regarding services and atmosphere and any inspection reports. Measurements were changed from a 5-pt scale to one that indicates satisfaction (satisfied or very satisfied) in AY2013. With increased use and stricter contract requirements, we may see a decline in satisfaction. If a sharp decline happens, we may need to conduct a more specific survey to understand why.

Atmosphere is conducive to testing – F'12 is 4.79, F'13 is 98.7%, F'14 is 98.0%

Services are satisfactory – F'12 is 4.86, F'13 is 100%, F'14 is 100%

There are no external inspection reports as of this writing.

Student Services

The Student Services division has five major units: Counseling and Advising, Financial Aid, Admissions and Records, Student Life, and Marketing and Enrollment Management. All of the units have been have service outcomes, and they have been assessing these outcomes since the 2012 Self-Evaluation Report.

Counseling and Advising

- Service Outcome #1: “KCC Student Services academic advisors guides and supports students in developing an educational plan (Academic Planner) and pursuing that plan.”

This service outcome was assessed by collecting data on student persistence (see Charts A), completion rates (see Chart C), and student educational plan completion (see Chart B). This outcome impacts retention and persistence and is in alignment with University of Hawai'i Goal 1 on Educational Effectiveness and Student Success and KCC Goals 1: Access and 2: Learning and Teaching.

In 2013 a web-based data collecting system was created. Counseling and Advising developed academic planners for new and continuing students (see table on Education Plans Completed by Semester). The academic planner data will provide a better understanding of student persistence and goal completion which are performance indicators for the college's goals. In the Noel Levitz survey of students, 89 percent agreed that the planner is important and 91 percent said the planner helped them with academic goals ([Appendix VII](#)).

Chart A: Fall to Fall Persistence Data (Side by Side Comparison)

	% With Planners	Persistence Rate: Students With Planners	Persistence Rate: Students Without Planners
Fall 2007	1%	50%	53%
Fall 2008	1%	100%	55%
Fall 2009	4%	100%	55%
Fall 2010	4%	77%	48%
Fall 2011	15%	96%	54%
Fall 2012	24%	70%	52%
Fall 2013	43%	62%	40%
Fall 2014	36%	56%	46%

The chart above reflects the fall to fall persistence rate of those students who have academic planners compared to those students without planners. The data shows that the persistence rate is consistently higher for those students who use planners.

Chart B: Education Plans Completed

Term	# of Students*	Percentage Completed
Fall 2007	2	1%
Fall 2008	3	1%
Fall 2009	11	4%
Fall 2010	13	4%
Fall 2011	52	15%
Fall 2012	83	24%
Fall 2013	157	43%
Fall 2014	124	36%

* first term, degree seeking, freshmen

In 2013 the total number of planners that were developed for students was 474, and in 2014 the number was 310. Both of these numbers include students other than first term, degree-seeking freshmen. In addition, 12 percent of students who had planners developed did not attend Kaua'i Community College 2013-2014 academic year.

The use of planners is an effective way to keep students on track to graduate or achieve their educational goals. The staff will continue to implement this strategy to measure their Service Outcome (SO) in the future. Consistent collection of the planner information should reveal significant numbers. Overall, the graduation numbers are increasing and there are other items under discussion. Counseling and advising are looking at actual student goals such as transfer, work goals, or professional development to measure their SO more effectively.

- Service Outcome #2: “KCC Student Services academic advisors collaborate with all students, with an emphasis on academic probationary students, to develop an academic plan and/or contract for academic success.”

This service outcome was assessed by the number of probation students that had a Contract of Academic Success (CAS) developed and how well they did. Since this is a new initiative, the benchmark for success for this service outcome is that students on contract will be retained at a 10 percent higher rate than students not on contract.

The data collected on CAS revealed the total number of probation students was 87 in fall and 146 in spring. In fall, 34 students were placed on CAS (39 percent) and spring, 43 (29 percent). The goal was to have 50 percent on CAS for each semester, leaving a deficit of 9 students for fall and 30 for spring. The benchmark for this school year was to have a 10 percent higher success rate for those with CAS versus those without a CAS. The success of students on CAS in Fall 2013 was 61 percent successful 31 percent unsuccessful and Spring 2014, 65 percent were successful while 35 percent of students on CAS were unsuccessful. Although the goal of 50 percent was not met, the data shows that the CAS is helping students stay in school. Overall, those students that had a CAS developed did have a higher success rate of 50 percent than those who did not have a CAS.

FALL 2013	# of Students			Overall
Total Probation	87			
Total CAS	34	39% CAS Completed		61% CAS Success
Continued Probation	15			
Off Probation	6			
Did not return	13			
Non CAS	53	32 did not return	3 suspended and 29 dropped	39% Non CAS Success (21 contd.)
SPRING 2014	# of Students			Overall
Total Probation	146			
Total CAS	43	29% CAS Completed		65% CAS Success
Continued Probation	20			
Off Probation	8			
Did not return	15			

Non CAS	103	89 did not return	20 suspended and 69 dropped	13% Non CAS Success (14 contd.)
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After further discussion of the probation data, counselors discovered other possibilities of why the 50 percent goal was not met. Such as students self register for school prior to receiving probation notices thus making it difficult to require those students to come in to complete the CAS. The front office clerks have made several attempts to contact students but only 34 percent responded. Counselors are looking at how to develop a CAS with students who do not schedule appointments.

Of the 233 students placed on probation in 2013-2014 academic year, 71 percent did not return to school that spring and 42 percent that next fall. Because of the alarmingly large attrition rate, the counselors met to discuss possible ways to decrease these numbers. The admissions department was asked about the notice sent to students that are placed on probation. Counseling and advising updated the letter giving it a positive tone and asking students to seek out their counselor to assist them. The new letter will be sent to students starting Fall 2014 end of term. Counselors hope a friendly letter asking students to seek our help might increase the number of probation students returning.

The second thing counselors looked at is the probation process. When students are placed on probation, their student account is placed on hold which prevents them from registering for classes. Students are then notified by the Vice Chancellor for Student Affairs via email and the clerks in the counseling and advising office call each student to schedule an appointment. To determine the full impact of the hold procedure on probationary students, counselors will stop this practice at end of term Fall 2015. In May 2016, the data will be analyzed and recommendations to continue or improve the process will ensue and be implemented in Fall 2016.

Financial Aid Office

The Financial Aid Office’s service outcome is, *Kaua’i Community College Student Services assists students to receive all financial aid for which they are eligible in a timely manner and to understand the processes and procedures of the financial aid system.* To assess this outcome, Financial Aid Office is tracking the number of Free Application for Federal Student Aid (FAFSA) forms are submitted by the priority deadline, the amount of disbursements, and the number of Kaua’i Community College scholarship applications. In addition to these measures, students are now surveyed, via Noel-Levitz survey, for information about their awareness of deadlines and their satisfaction with financial aid services.

The Financial Aid Office has seen a dramatic increase in the number of FAFSA applications processed, the number of Pell Grant recipients, the number of scholarships awarded, and many other key markers for success due to a number of outreach efforts, marketing initiatives, and use of online resources.

The number of FAFSA applications that were completed by the priority deadline (by April 1) has increased substantially in the past six years, from 382 in AY 2009-2010 to 839 in 2014-15. As a result, disbursements for Federal Title IV aid funds increased from \$569,334 for the 2010-11 award year, to \$4,401,493 for the 2014-15 award year. Increased community awareness played a major role in these improvements, stemming from efforts in College Fair held here on Kaua'i, Financial Aid Nights at the various high schools here on the island, the annual College Goal 808 FAFSA completion event, as well as various workshops put on by KCC in which the financial aid department participates. Financial Aid Office also assists students/parents in completion of the FAFSA itself, either by appointment or by walk-in, in order to reduce the number of incomplete FAFSA's.

FAFSA Applications Completed on or Before April 1 (Priority Deadline)	
09-10	382
10-11	478
11-12	636
12-13	782
13-14	789
14-15	839

The Financial Aid Office is always striving for each student to get as many grants or scholarships as he or she is eligible to receive. The office has increased efforts to make all students aware of the Common Scholarship application including speaking at convocation to make instructors aware and asking for their participation in informing the students directly. Also, the Financial Aid Director spoke to students in their classrooms at the beginning of the semester. Various scholarship workshops have been conducted (with topics that include the Common Scholarship Application) including two workshops specifically held for this scholarship application process. In addition to workshops, brochures were distributed around campus and emails were sent to students during the application opening/closing date to ensure that as many students were aware of the process as possible. These efforts resulted in the number of scholarship and tuition waiver applications that were completed for the 14-15 award year reached 161 total, well above the 110 applications recorded in 2009-2010.

Scholarship and Tuition Waiver Applications			
AY	UH Common Scholarship Applications Initiated	Completed Scholarship Applications	Percentage of Completed Applications
12-13	179	54	30.17%
13-14	229	85	37.12%
14-15	360	161	44.72%

Financial Aid Office at KCC is very careful when advising students regarding loans, so as to ensure the student graduates with as little debt as possible. The current philosophy is to downplay loans to minimize student debts. However, when students do have loans, upon graduation it comes time to have them complete the loan exiting process. This process makes the student aware of their rights and responsibilities as a student loan borrower and the campus sends out emails to the relevant students, notifying them of this requirement, as soon as we're made aware that the student has graduated and/or dropped below half time enrollment. Upon starting the loan exiting process, students see who their loan servicer is and they select a payment plan. The office can assist with this process by explaining the differences between the payment plans and recommending a suitable monthly payment and term of the loan. The Financial Aid Office staff also reminds students about the Student Loan Forgiveness plan and suggests that they enroll in applicable payment plan. Continued advisement in this area helps to ensure a lower cohort default rate, as well as more effective overall default prevention for the campus and our students.

Results from a 2011 KCC FAFSA survey that was sent to 404 students who submitted their FAFSA after the April 1 priority deadline shows that there were 55 students who completed the survey for a response rate of 13.6 percent. The survey indicated that the top reasons for lateness were indecision about attending Kaua'i Community College and not knowing or understanding the financial aid process and deadlines. About 75 percent of the students surveyed filled out the FAFSA on their own (37) as compared to coming into the Financial Aid Office for assistance (13). The survey suggested that the Financial Aid Office could do more to increase visibility and access to financial aid, so we enacted the plans/efforts outlined above.

Noel-Levitz surveys ([Appendix VIII](#)) show promising data in a comparison between 2010 and 2014. The data shows improvements for the topic of financial aid in the areas of:

- Availability of financial aid - satisfaction score of 5.32 to 5.96
- Helpfulness of financial aid counselors - satisfaction score of 5.37 to 5.93
- Timeliness of financial aid awards - satisfaction score of 5.29 to 5.79

Admissions and Records

The service outcome for Admissions and Records is that *Kaua'i Community College Student Services provides a clear, systematic process by which students may apply for admission, receive credits for accredited and/or articulated prior learning, and register for Kaua'i Community College classes.* The assessments that will be used to judge the progress on this outcome are measurements of enrollment process completion, timeliness, availability and convenience, student satisfaction, and the number of transcripts that are processed.

For the past three semesters, the average yield rate of students that enrolled at Kaua'i Community College after having been offered admission remains at 60 percent. In the Spring 2014 semester, the Admissions and Records office accepted 427 students and 253 of which enrolled for the semester resulting in a 59 percent yield rate. As expected, during Fall 2014 the number of students that applied and received acceptance doubled in size. A total of 881 students

were accepted and 62 percent enrolled in courses. In Spring 2015, the Admissions and Records office accepted 440 students and 261 of which enrolled bringing the yield rate back down to 59 percent.

One of the goals that the Admissions and Records office has set is to increase communications with students whose applications are incomplete and remain pending. This has improved productivity and has decreased the turnaround time from the submission of the online application to acceptance. Despite improvements, the Admissions and Records office still struggles with the amount of incomplete applications received. Out of 10 applications, there are 4-6 incomplete applications that would require staff follow-up. To avoid incomplete applications, especially among prospective high school students, the Admissions and Records office has visited the three primary high schools and provided step-by-step instruction and guidance for students applying to Kaua'i Community College.

With the addition of the transcript evaluator, the Admissions and Records office has implemented new evaluation procedures. Upon request, students are now able to have their official transcripts reviewed following acceptance to Kaua'i Community College. The transcript evaluator will process the official evaluation once the student has registered for classes. The change in procedures aims to avoid students enrolling in courses that they may have already completed at another institution. It also aims to increase retention and graduation rates.

According to the 2014 Noel-Levitz Student Satisfaction Inventory Report, the Admissions and Records office ranked fourth in order of importance, preceded by Instructional Effectiveness, Academic Advising/Counseling and Registration Effectiveness. According to the survey ([Appendix VIII](#)), when students were asked about the importance of the Admissions and Records office, the average score was 6.51 on a Likert scale of 1 to 7, in 2010 the average was 6.40. The national average score for community colleges was 6.13. In addition, the satisfaction score was also higher with an average score of 5.94 (5.46 in 2010) compared to the national average score of 5.24.

Student Life (Student Government and Co-Curricular Activities)

Student Life

The Student Life outcome is that *Kaua'i Community College Student Services works to enhance the student experience at the college by actively supporting Kaua'i Community College student government and by encouraging student participation in the campus' extra-curricular activities and clubs.* Student leadership is measured by tracking the changes in leadership roles of students over a period of time. To measure participation, student life uses surveys, numbers of events, and attendance at events.

Student Government

One of the goals of Student Government is to promote leadership within the college, in the community, and beyond. ASUH-KCC Student Government leaders are given opportunities to participate in a number of state and national conferences that focus on leadership training and development. The three primary venues are: 1) HASLA - Ho'opili Hou Statewide Leadership

Conference hosted each year by a UH community college or university; 2) Association of College Unions International (ACUI) held at a mainland institution each spring semester; and 3) The American Student Association of Community Colleges (ASACC) Student Advocacy Conference which focuses on legislative advocacy and venue to address community college concerns. In addition, leadership training at the local level is provided during Club Social events held each semester or whenever needed. Each year, an average of 19 students participate in student government and typically all of them attend HASLA. Recruiting members for student government and other co-curricular activities is a challenge every fall. Student Life instituted new strategies to enlist students such as advertising at new student orientations and after school get-togethers every two weeks to discuss issues and careers in the student life field. The get-togethers provide interested students with educational guidance and career exploration in the student life arena. In addition, students are given the opportunity to work in Student Life through the Bridge to Hope Program that supports single parents with employment on campus and the Students in Service Program that gives students a stipend for completed volunteer services. Other opportunities to develop leadership skills, build personal confidence, improve planning and communication skills, and create long-term relationships with community groups are available through the Student Life office and its various volunteer committees.

The University of Hawai'i Community College (UHCC) System's student life coordinators and directors were on the verge of adapting new tools to measure student learning outcomes for leadership. However, recent changes in leadership at the system level; emphasis on statewide conference planning; and other administrative priorities delayed the development and implementation of a systemic student learning outcome that focuses on leadership. At the local level, students are encouraged to participate in hands-on activities to develop their leadership skills to enable them to transfer these skills to other campus leadership roles. The table below shows a collective list of ASUH-KCC Student Government participants over a three-year period. Of the 62 total student senators from 2012 to 2015, 24 students (29 percent) volunteered to increase their leadership roles by actively "stepping up" into executive/ administrative positions. Another 29 students or 47 percent of the total number of student leaders willingly accepted leadership/executive roles in other co-curricular campus clubs and organizations. At least one-third of student leaders accepted executive roles in student government. Nearly half of student leaders felt confident enough to lead other clubs and organizations with the skills and knowledge gained from their active participation in student government.

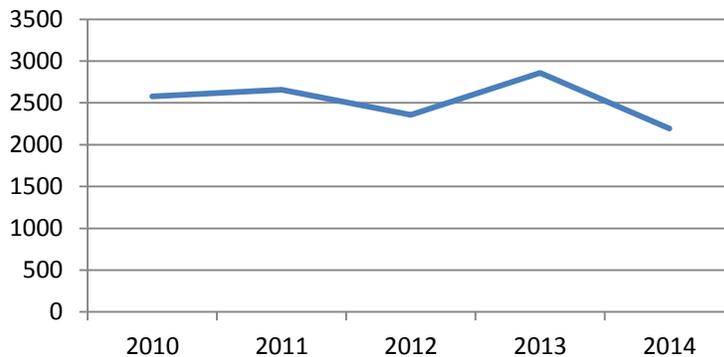
Academic Year	Total Senate	Stepped Up Into SG Executive Role	Stepped Up Into Other Leadership Roles
2012 to 2013	23	7	7
2013 to 2014	21	8	13
2014 to 2015	18	9	9
Total	62	24 (39%)	29 (47%)

Co-Curricular Activities

The Student Life office is responsible for creating and implementing programs that meet the broad interests and needs of all students. It was decided to separate student life activities from student government. Activities sponsored from 2007 to 2009 were completely sponsored by Student Government. In Fall 2010, the Student Activity Council (SAC) was formed specifically to focus on co-curricular activities. SAC was chartered to plan and implement activities for the campus community. This allowed for greater flexibility and inclusion of all students whose primary interest is co-curricular activities rather than governance or advocacy. To gain a better understanding of student needs, SAC explored the interests of students through informal student interviews and focus groups. In addition, survey results collected in 2010 provided leaders with a better understanding of the kinds of activities and events the committee should focus on in successive semesters. The results of the survey guided student leaders to organize and implement a number of activities during the 2010-2011 academic year including such events as Weekly Coffee Breaks, County of Kaua'i Candidate Forum, College Night, etc. (see [Appendix IX](#) for a more complete list). In addition, student leaders supported Kaua'i Community College institutional goals such as sustainability and zero waste initiatives and the establishment of the Board of Publications to help the college realize these priorities.

To measure student participation on campus a collective list of popular and reoccurring events and activities are recorded from Fall 2010 to Fall 2014. The data includes an approximate number of student participation documented from mandatory sign-in sheets for each event. The data shows participation in student life sponsored activities over the past four years. After the survey and implementation of different activities, the number of participants was up to 2,576 in 2010 and 2,658 in 2011. However, in 2012, the total number dropped down to 2,356. Lower numbers in 2013 showed 1859 participants, with an increase in 2014 to 2193 attendees (see graph below). The staff set a benchmark of 2,700 in 2012; however, this goal was not met in successive years. Therefore the benchmark will be reduced to 2300 attendees for annual co-curricular activities.

Attendees



In addition to the activities and events survey previously mentioned, Student Life also uses the Community College Survey of Student Engagement (CCSSE) to gauge student involvement and

interest in student organizations by measuring satisfaction, usage, and importance. The table below shows that in all categories, use, satisfaction, and importance of student organizations the means scores have grown steadily since 2010.

CCSSE Question (Mean Scores, Scale 1to 3)	2010		2012		2014	
	KCC	All Colleges	KCC	All Colleges	KCC	All Colleges
How often do you use student organizations?	1.36	1.35	1.40	1.37	1.45	1.39
How satisfied are you with student organizations?	2.03	1.98	2.12	2.01	2.24	2.04
How important are student organizations?	1.97	1.84	2.07	1.87	2.13*	1.88

*p=.31

Given the survey results and the ongoing need to recruit students for Student Government, Student Life will continue to use the SAC to implement activities since the CCSSE data has continued to show improvement. Though the numbers of students participating in activities have decreased, it had no negative impact on the CCSSE scores for 2012. In further analyzing the CCSSE scores for 2014, the data revealed that students are participating more in organizations than in 2012. In addition, students continue to feel that organizations play an important role in the collegiate experience. Students also continue to give a higher satisfaction rating than in 2012 and 2010. Student Life will continue to monitor future CCSSE surveys as the data continues to show that participation in campus events and organizations is an important aspect as it increases student engagement and provides access to leadership opportunities.

Marketing and Enrollment Management

The service outcome for Marketing and Enrollment Management is that *Kaua'i Community College Student Services strengthens the college's presence in the community through outreach and marketing efforts.*

The main focus of the Marketing department began as a two-fold effort: to establish and then maintain a good local image of the college, and second, to establish avenues of outreach for the college to participate in the life of the potential students on the island. These two points of emphasis work hand in hand, reinforcing the unique offering of Kaua'i Community College and reaching out to the island community to help them feel welcome at the college.

The outreach effort by the college was focused on:

- Defining a common look and message for the college to present to the community (branding).
- Recreating the image within the island community to emphasize that Kaua'i Community College was a valid first choice for higher education.

- Determining ways to reach to the community and especially the potential students, to make them aware of all that was being offered at Kaua'i Community College.
- Involving the entire campus community in the outreach effort and encourage them to work together in this effort.

In order to create a new branding for Kaua'i Community College, the media specialist and web specialist were included in the effort to create and operate a design team for the college. We looked at all the printed materials being used by the college. The response was to develop brochure templates and then to migrate the most commonly used materials to the new common branding. The team then focused on the existing college webpage that had been designed as a tool for research, information, and as an internal intranet access point. A new web design provided a more appealing look for new students, while mirroring many of the UHCC common elements, and maintaining the essential usability by the college staff and faculty. The marketing effort continues to use radio ads to reach to the adult learners, placing regular spots on local stations. The college increased its radio presence for the 4-6 weeks before each semester to provide further exposure to the offerings at Kaua'i Community College.

The marketing office shifted its focus to increase the number of campus tours provided, acknowledging that the second most important influence to college selection is campus tours. In 2013-2014, the marketing office hosted more than 600 students during the spring semester. The office also increased its presence in the local islandwide college fair, attended by all the high school juniors and seniors. The marketing office also pushed to increase its high school presence. The marketing staff and other college representatives were on campuses two mornings each week visiting the high school seniors in classes of 20 students at a time for 45 minutes.

The marketing office tracked data ([Appendix X](#)) in the past year to establish a baseline. The going rate for the three public high schools has remained virtually the same moving from 30 percent in 2012 to 31 percent in 2013 and 29 percent in 2014. Given this data, the office is going to continue to maintain outreach efforts. The plan is to expand to a regular presence on the high school campuses so as to establish Kaua'i Community College as a viable and normal next step for high school seniors. Statistical data should review the number of students visited at the high school campuses, the number of students who visit and tour the college campus, and track any trends in the percentage of high school students that enroll in the college. Marketing should work to establish the college brand on all college and print materials, and support college programs by creating new materials.

Comprehensive Program Review

The college strategic planning process takes place within the context of the UH and UHCC System mission and goals and informed by the needs of the Kaua'i community. Each year in September, the college reviews its progress towards its goals and determines the need to prioritize certain goals; these are termed strategic priorities. The UHCC System sets performance measures and tracks the goal data for each community college within the UH System. The college also has goals that address the Kaua'i community specifically. The college assesses its effectiveness using the comprehensive program review process and the annual program review process as well as other institution wide data. Additional legislative

funding that comes to the UHCC System is then allocated to each college according to how successful they have been in attaining their goals. The three parts of this integrated planning process are well connected and cyclical, providing a strongly supported structure throughout the entire UHCC System. The college has improved this process by updating the program review and planning timeline and including policy language that strengthens the integration of assessment and improvement.

Kaua'i Community College Policy 1-6 ([Appendix XI](#)) provides for an additional review of comprehensive program reviews (CPRs) of goal alignment and measurements by an administrative team who will report recommendations to the appropriate program representatives and the College Council. The program will discuss the recommendations with the division and any changes made as a result of the discussion will be delineated in a revised CPR. The 2012, 2013, and 2014 CPRs have been reviewed by the administrative team and recommendations ([Appendix XII](#)) have been discussed with program representatives. These CPRs were submitted on October 31 instead of December 31. This new deadline will provide more time for the College Council to review the annual program review updates (APRUs) and CPRs well in advance of the UH System's budget process with the legislature that begins in February. The CPR review and the other processes and events linked to integrated planning are included in both the KCCP 1-6 on Program Review and KCCP 1-8 on Policy and Procedures for New or Revised Mission Statement and for Integrated Planning ([Appendix XIII](#)).

The college updated the Comprehensive Program Review (CPR) so that the submission deadlines are clear and reasons for nonreceipt of reviews are indicated. CPRs are submitted annually in batches of four to eight programs at a time. In 2009, the Program Review Committee rearranged the [calendar](#) so that program submissions were more evenly distributed over a five-year period. This caused some programs to go for a longer period of time before submitting a CPR (as much as seven years for two programs). As of October 2013, all programs will be on the five-year schedule again. Some programs had not submitted CPRs for other reasons that were not made clear at the time of the team visit. A CPR is not submitted by the deadline for one of three reasons: one reason is that the program or service is new ("NA" entries are made on the calendar until the first submittal date); the second reason is that there is no faculty or staff in the program or service; and the last reason is that the program is accredited by another agency (programs accredited by external agencies are not required to submit CPRs). In the latter occurrence, the program continues to submit APRUs. In the second situation where there are no program faculty when the CPR is due, the CPR deadline is moved to an appropriate point in the future (usually three years), once the position is filled. The most current Calendar for CPR is made available on the [Program Review website](#). Recommendation 2 discusses the CPR in more detail.

Recommendation 2: Institutional Effectiveness

As was noted in the 2006 visiting team report and to meet the standards, the team recommends that the college:

- (a) develop a timeline for, and method of measuring its success in accomplishing its goals and quality assurance processes;**
- (b) integrate the results of measurements of success in accomplishing goals and quality assurance processes into its overall planning and decision making processes on a more comprehensive basis;**
- (c) incorporate on a regular basis the results of such measurements into the process of reviewing the mission statement. (Standards I.B.2, I.B.3)**

The current Kaua'i Community College goals are Access, Learning and Teaching, Workforce Development, Personal Development, Community Development, and Diversity. These goals are measured annually and results are reported to the college by the Vice President of Community Colleges (VPCC) in the spring with an update in the fall.

Timeline and Integration

The timeline for integrating the mission statement, goal measurement, dialogue, learning outcomes, and quality assurance processes has been updated and included in KCCP 1-6. As suggested under Recommendation 1, the program, College Council, and administrative reviews of the CPRs have been made more explicit and included in the timeline (in KCCP 1-6).

The report on the college's performance measures comes from both the UHCC System and the institutional researcher's office. The chancellor presents the VPCC's fall and spring reports at the annual Fall Convocation and arranges a College Conversation during the fall semester to discuss goal attainment and whether the college should change its strategic priorities (this is a subset or a refinement of a particular existing goal). The College Council will approve the strategic priorities, and they will be used as the focal points for the APRUs and CPRs in the following year. To date, the college has held a conversation on college goals in Fall 2013 for AY14-15 (Chancellor's presentation, [Appendix XIV](#)). The Fall 2014 Strategic Conversation concerned a budget shortage that limited the funding resource used in strategic planning needed to meet college goals. In addition to this, the college deemed it a good time to reorganize itself in a manner commensurate with the mission statement and the new UHCC strategic plan. At this meeting, the college decided to continue to use the existing 2014 strategic priorities for Fall 2015 and to reapprove the current mission statement. On September 4, 2015, the college held a conversation on College Goals (Chancellor's presentation, [Appendix XV](#)). Input from the meeting is being collated and aligned with system goals in preparation for discussion within the College Council.

The CPR process uses college goals and priorities to develop action plans that outline a vision for the next five years and beyond. The newly revised Program Review policy includes additional reviews of the CPR before it is finalized. Each year in the spring, an administrative

team will review the years' CPRs and prepare a list of recommendations based on alignment with college goals, benchmarks, and resource requests. The recommendations will be discussed with the program or unit representatives and then shared with the division and College Council. In October of the following fall semester, the data on action plans will be collected and analyzed in preparation for the annual College Conversation on the achievement of goals. In the past three years, the following CPRs have been submitted:

- Hawaiian Studies
- Continuing Education and Training
- Library
- Media Services
- University Center and Distance Learning
- Accounting
- Business Technology
- Electronics Technology
- Health, Physical Education, and Recreation
- Professional Development
- Auto Body Repair and Painting
- College Success

The administrative team has reviewed and discussed all of these CPRs ([Appendix XII](#)) and presented them to the College Council each year. The CPRs are used in the APRU process and in the discussion of College Goals that takes place at the beginning of the fall semester.

Quality Assurance of Processes

The APRU process (the UHCC System refers to it as the Annual Report of Program Data or ARPD) is visited annually by the UHCC Instructional Program Review Council (IPRC). This council is made up of UHCC faculty and staff from across the seven campuses who come together solely to evaluate the ARPD process. The process takes place over the academic year and changes are implemented in August. The [IPRC website](#) contains several agendas and minutes from various IPRC meetings that discuss process changes. The APRU process measures the achievement of college goals at the program or unit level on an annual basis. In Fall 2013 and Fall 2014, the College Council reviewed the resource allocation process and suggested changes to the stocktaking and the ranking procedures. These were implemented in Spring 2014 and 2015. The College Council minutes document these procedural changes ([Appendix XVI](#)).

The CPR process measures the achievement of college goals and learning outcomes over a five-year period of time, but it also contains a larger plan (and associated action plans) for the coming five years. The college has placed the evaluation of the CPR process on a two-year cycle, beginning Fall 2014. KCCP 1-6 has been revised to integrate the CPR process into the College Council on a schedule that will facilitate its inclusion in the College Conversation on the Assessment of College Goals. As mentioned, the APRU and CPR submittal deadlines are now October 31 of each year. The chancellor provides a recap of the VPCC's spring presentation on the campuses' performance data, as well as other goal measurements, during convocation

presentations (Fall 2013, Fall 2014, and Fall 2015). The College Conversations on college goals took place in September. This Conversation brings the integrated planning loop to a full cycle. Listed in the table below is the timeline for the evaluation of the various processes.

Process/Entity	Evaluators	Date of Evaluation
APRU (ARPD)	IPRC (UHCC Committee)	Annually
CPR	IPRC (UHCC Committee)	Annually
Resource Allocation Process	College Council	Annually (spring semester)

According to the table from the 2013 Follow Up Report, the Process Task Force was to review the CPR process in 2014. However, the task force chose not to review the CPR process since it was developed and implemented at the UHCC system level via the [University of Hawai'i Community College Policy 5.202](#) and requires input by all 7 campuses. It is currently reviewed by the [IPRC](#) along with the APRU process.

Mission Statement Review

The mission of the college is reviewed every two years by the College Council and this takes place in the fall. The last review was scheduled for AY2013-2014 and took place after the College Conversation on goals and strategic priorities. The 2014 conversation approved continuation of the current mission statement and the next consideration will be in two years. At this meeting, the College Council could have called for a more thorough review and the extensive five-year process would have been enacted (KCCP 1-8). Otherwise, a full campus-wide and community review of the mission statement takes place every five years to ensure that it accurately reflects the current mission of the Institution. The next five-year review will be in 2016.

Recommendation 3: Student Learning Programs and Services and

UHCC Recommendation 2: Student Learning Programs and Services

In order to meet the Standards, degrees offered by the colleges must be consistent with the general education philosophy as outlined in the college catalog, and the rigor of the English and math courses needed to fulfill the degree requirements must be appropriate to higher education. (ER11, Standards II.A.3, II.A.3.b)

Currently and historically all Associate of Arts (AA) and Associate of Science (AS) degrees offered by Kaua'i Community College required college-level (course numbers 100 or higher) general education courses. These courses meet requirements for transfer to four-year University of Hawai'i institutions as well as out-of-state colleges and universities. Three new AS degrees have been added since the 2012 Self Evaluation, an AS in Plant Biology and Tropical Agriculture, an AA in Hawaiian Studies, and an AS in Natural Sciences. The ASNS has three

tracks, Biology, Physics, and Plant Biology and Tropical Agriculture. All of the degrees and tracks require transfer level courses and the five program action request forms have been added to the end of [Appendix XVII](#).

At the time of the 2012 Self Evaluation Report, eight Associate of Applied Science (AAS) degree programs had requirements that were non-transfer level general education courses. The eight AAS programs are Automotive Body Repair and Painting (ABRP), Accounting (ACC), Automotive Technology (AMT), Business Technology (BTEC), Carpentry (CARP), Culinary Arts (CULN), Electrical Installation and Maintenance Technology (EIMT), and Hospitality and Tourism (HOST). The courses in these programs that students were allowed to take for general education requirements that were not college level are listed in the following table.

APRP	ACC	AMT	BTEC	CARP	CULN	EIMT	HOST
English 21	Anthro 20	Anthro 20	Anthro 20	Anthro 20	English 21	Anthro 20	English 21
English 22	Electricity 20	English 21	Electricity 20	English 21	English 22	English 21	English 22
Math 50	English 21	English 22	English 21	English 22	Math 50H	English 22	Speech 20
Physics 50	English 22	Math 50	English 22	Math 50		Math50	
Psych 21	Electronics 18	Physics 50	Electronics 18	Physics 50		Physics 50	
Speech 20	Speech 20	Speech 20	Speech 20	Speech 20		Speech 20	
	Speech 31	Speech 31					

For all eight of these programs, all elective options for courses below 100-level were eliminated. A new college-level physics course was developed to replace Physics 50. In addition, English 100, a transfer-level freshman English course, is now a minimum requirement for all AAS degrees. Math 100 or above is now the quantitative reasoning general education requirement. These changes were developed by the eight AAS programs, vetted through the curriculum committee, and approved by the vice chancellor for academic affairs and the chancellor. The eight program action request forms ([Appendix XVII](#)) show the new curricula for these programs and the signature and dates of the approval process. Though many of the 2014-15 graduating students fell under the older requirements, the college has graduated 15 percent (71) of the CTE students under the new requirements.

Recommendation 4: Academic and Non-Academic Grievance Procedures

Related to a recommendation from the 2006 visiting team, the team recommends that the college more fully disseminate the academic and non-academic grievance procedures in the schedule of classes, the college catalog, the college website, and the student and faculty handbooks. (II.A.6.c, II.A.7, II.B.2.c)

The Academic and Non-Academic Grievance Policies are located in three locations on the college website, in the college catalog, and in the college's handbooks. The college no longer assembles or prints a schedule of classes; instead, students are referred to their counselors or directly to the "Class Availability" site via a student information handout or newspaper ads. Each policy can be found one click from the front page under "Student Support Services." The policies are also located on the [Student Life website](#) under the Student Handbook, the Kaua'i Community College [Faculty and Staff Handbook](#) and in the [catalog](#). The policies are also made available to students via the Vice Chancellor for Student Affairs office or through any counselor.

Recommendation 5: Resources

UHCC Recommendation 3: Student Learning Programs and Services and Resources

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

After consultation with the University of Hawai'i Professional Assembly (the faculty union), the University of Hawai'i Community College (UHCC) System promulgated the Faculty Five-year Review ([UHCCP 9.203](#)) and Lecturer Evaluation ([UHCCP 9.104](#)) Policies, which include, as a component, effectiveness in producing learning outcomes. The college then based its procedures on these UHCC policies. These policies have been implemented and procedures followed, effective Spring 2014.

During the 2013-14 academic year, 80 percent of the college's part-time faculty underwent evaluations and 100 percent of full-time faculty who were due for periodic evaluations were evaluated according to the new policies. All post-tenure faculty evaluations that were scheduled to be completed in Spring 2014 were completed under the guidelines of the new UHCC policy.

In August 2014, the UHCC System office revised the faculty guidelines for contract renewals and revised the faculty guidelines for promotion and tenure. The new guidelines stressed the importance for these faculty evaluations to incorporate as a component of the evaluation effectiveness in producing student learning outcomes. An excerpt of the *Guidelines for Promotion and Tenure 2015* that is distributed to all faculty states (pages T-3-4):

The Community Colleges Classification Plan has been appended for your information and use. It is also important to include in your dossier a discussion of the following: (1) your own philosophy and goals regarding teaching (counseling, or appropriate area of instructional support); (2) your perceptions about the students we serve, including their needs and aspirations; (3) a concise self-analysis of how you have responded to these educational needs, including a self-analysis of the degree of attainment of student learning outcomes in the classes taught; and (4) the possible impact and contributions you have made toward achieving your professional objectives and meeting your students' needs. It is understood that you are not solely responsible for the attainment of student learning outcomes by all students.

Recommendation 6: Leadership and Governance

In order to meet the standards, it is recommended that the college strengthen evaluation of the effectiveness of the governance and decision-making structures and processes on a regular basis, and use the outcomes of evaluations as a basis for continuous improvement. (Standard IV.A.5)

According to the ACCJC in a letter addressed to the chancellor dated February 6, 2015, the Commission found that the college had addressed this recommendation and had fully resolved the deficiencies for Standard IV.A.5.

The college formed a Processes Task Force to develop an evaluation process for governance structures and to implement the process. The Task Force met at the end of the Spring 2013 semester and created a list of objectives to identify governance processes to be evaluated; to develop a system of evaluation for college processes to verify and improve their effectiveness; to establish evaluation schedule for processes; and to implement the evaluation processes. The Task Force identified the College Council and the Faculty Senate as the governance processes that should be evaluated. The team compiled a [research site](#) of other college evaluation tools and chose to use a survey to evaluate the effectiveness of the processes. Similar college surveys were perused and questions were analyzed for effectiveness. In the end two separate surveys ([Appendix XVIII](#)) were created and in Spring 2014, the surveys were implemented. In Fall 2014, the results of the survey were sent to each of the governance bodies for analysis, discussion, and to develop a plan for improvement. The results were also shared with the entire campus via email ([Appendix XIX](#)).

The College Council survey results ([Appendix XX](#)) contained 11 questions and several categories could be delineated such as service time, faculty, staff, and those who had previously served on College Council. When looking at the overall responses (n=37), the Council agreed to address 4 of the 11 questions which showed that about 50 percent or more of the responses disagreed or strongly disagreed with the statement. Either directly or indirectly all four statements dealt with communication issues.

1. Effective communication regarding College Council issues occurs across constituency groups e.g. administration, faculty, staff, programs, units (52 percent disagreed or strongly disagreed).

2. Employees have timely access to the information they need to make informed recommendations to College Council on institutional matter (50 percent disagreed or strongly disagreed).
3. Using the current governance structure, College Council issues are resolved in a timely manner (53 percent disagreed or strongly disagreed).
4. Using the current governance structure, College Council issues are resolved in an effective manner (48 percent disagreed or strongly disagreed).

The College Council discussed the data in their meeting on August 26, 2014, and during the September 9, 2014, meeting they approved five actions to improve communication:

- send constituents the agenda as soon as they receive it even if it is a draft,
- send constituents the official minutes as soon as they are approved,
- create a set of meeting highlights,
- evaluate the Council every three years (2017 will be the next year), and
- conduct a focus group of non-council members to investigate the timeliness and effectiveness issues.

The Faculty Senate (FS) examined and discussed the results of the Faculty Senate evaluation survey ([Appendix XXI](#)) conducted in Spring 2014 at two meetings. Although the number of survey respondents was small (22), the FS members focused on the two statements that elicited the highest percentage of "disagree" or "strongly disagree" out of the ten questions:

1. Using the current governance structure, Faculty Senate issues are resolved in a timely manner (50 percent disagreed or strongly disagreed).
2. Using the current governance structure, Faculty Senate issues are resolved in an effective manner (46 percent disagreed or strongly disagreed).

The remaining eight survey statements had much lower percentages of disagree/strongly disagree responses. The FS members approved the following actions to address timeliness and efficiency.

- The Faculty Senate will create a [new website](#) that tracks the progress of all initiatives and contains all pertinent documents so members can quickly locate information in order to be prepared to make informed decisions at each meeting.
- The website will also contain an interactive form that faculty can use to make requests directly to a Faculty Senate email box so there will be another avenue to bring issues/concerns to the FS's attention quickly and effectively.
- The FS evaluation survey will be conducted every three years (2017 will be the next year for the survey)

The recommendations from both the College Council and Faculty Senate have been implemented and are operational with the exception of the focus group. The new Institutional Researcher (hired in June 2015) will take on this task in the coming academic year.

Actionable Improvement Plans

1. *Standard I.A.3 (I-15) The next campus-wide mission review process should obtain additional input from the community beyond the Friends of Kaua'i Community College.*
The college approved the continued use of the current mission statement for the next two years. This was accomplished at the college goals meeting in September 2014. In 2016 a more extensive review (5-year review) will take place; at that time the college will incorporate additional input from the community. According to policy (KCCP 1-8), the chancellor will initiate the process as was done in 2014.
2. *Standard I.A.4 (I-21) The college will analyze appropriation trends.*

The vice chancellor for administrative services analyzed APRU appropriation trends since 2012 and found that the college has gone from awarding 39 APRU requests for 2012-13, to 51 in 2013-14 and 5 in 2014-15. The bulk of the awards were for projects that supported strategic priorities in Access and in Teaching and Learning with dollar values of \$185,000, \$88,000 and \$14,000 respectively. In 2014-15 the college found itself looking at a budget shortfall which limited the number of APRU requests awarded last year.

3. *Standard I.B.2 (I-44) The college will re-evaluate the performance measures for Community Development, Diversity, and Personal Development.*

The personal development goal is to provide life-long learning opportunities in the areas of personal and professional development. This goal is being measured with a professional development [tracking form](#) where office assistants input professional development activities/travel for faculty and staff. This process is led by the professional development coordinator and the chancellor and has been in use since Fall 2013.

The goal on student personal enrichment will be measured in three ways: participation in RICO student clubs, student activities council, and CCSSE data. Data for these activities are collected on a regular bases; ASUH-KCC tracks participation in student clubs and the Student Activities Council tracks student activities. The IR conducts the CCSSE survey every two years on the even years.

The college has a goal to contribute to community development and enrichment through campus leadership and collaboration and particularly to establish active collaborative arrangements to support community goals and needs which will be measured via a regular survey of KCC and our partner organizations. The diversity goal is about supporting diversity and cultural awareness through campus programs and fostering global understanding, develop partnerships with communities and organizations both within and beyond Hawai'i. Surveys were proposed for both of these goals; one will focus on KCC and partner organizations and the other will measure the diversity of faculty and staff. Neither of these surveys have been implemented since the IR office has undergone some turnover in the past year. The IR will take the lead in developing both instruments and implementing them by the end of Spring 2016.

4. *Standard I.B.5 (I-53) The college will implement a systematic plan to communicate information about institutional quality to the community.*

The college provides information about its programs and the student learning outcomes for programs through the [UHCC Annual Report of Program Data](#) website and the [KCC Program Review](#) website. These sites are updated annually. The Institutional Student Learning Outcomes were made available in Fall 2013 and were accessible to the community via the [Accreditation](#) documents.

5. *Standard II.A.1.a (II-11) KCC will increase the participation rate in completing CARDS.*

Faculty are required to regularly assess student learning in their courses and to report on these assessments at the end of each semester. The CARDS system is one of the processes used for assessment at the college and compliance has fluctuated over time:

Fall 2012 [138/184 courses (75%)]
Spring 2013 [171/191 courses (90%)]
Fall 2013 [110/182 courses (60%)]
Spring 2014 [139/204 courses (68%)]
Fall 2014 [141/206 courses (69%)]
Spring 2015 [141/206 courses (68%)]

In 2013, the Assessment Committee developed a new policy which outlined alternative options for the reporting method (Appendix IV). This new policy provided faculty with more flexibility in meeting their reporting requirements and the frequency of reporting for each CSLO, and also facilitated random representative sampling for larger classes and for courses with multiple sections by developing a sample size calculator tool and a student random selection tool. In the 2014-2015 academic year, the committee developed more user-friendly reporting forms and adopted a less labor-intensive schedule for CSLO reporting which will be implemented in Fall 2015. Other methods of assessment employed at the college are Live text, a few “designer” systems and in July 2015, the English faculty committed to developing and implementing a discipline-wide review of representative student artifacts in freshman English (ENG 100) for the assessment of CSLOs.

6. *Standard II.A.1.b (II-16) The college should analyze SLO assessment results from online and face-to-face sections to see if the results are similar.*

The assessment coordinator is currently revising our database so that the college can more readily evaluate CSLO assessment results in these different delivery modes for courses assessed up through the current academic year. The Assessment Committee and Distance Learning Committee will enlist the new IR in a study to compare SLO assessments in face-to-face and distance learning section in the AY2015-16. The top priorities for the Distance Learning Committee have been developing better faculty training procedures in distance pedagogy and course planning, ensuring that all faculty

teaching via distance technologies are technologically savvy, and ensuring that students enrolling in distance-delivered courses are equipped with the technological and self-management skills necessary for success.

7. *Standard II.A.1.c (II-19) All programs must assess PSLOs and finalize the alignment of ISLOs with PSLOs and CSLOs.*

All programs have CSLOs for all required courses matrixed with PSLOs and ISLOs in the existing assessment database. Various programs are utilizing CSLO data in different ways to assess their PSLOs. For example, because students can take so many dramatically different routes through the program, Liberal Arts is dependent upon the CSLO-PSLO linkages in its myriad courses to obtain a picture of student mastery of PSLOs. Externally-accredited CTE programs, such as Nursing and Culinary Arts, review their own PSLO data on an ongoing basis, Nursing with a joint faculty review of NCLEX data and course-level assessments, and Culinary with a review of course-level assignments cross walked with PSLOs and ISLOs, as well as ACF competencies, in Live Text. Automotive Technology and Health, Physical Education and Recreation will be adopting Live Text for this purpose in the 2015/2016 academic year. Other CTE programs, such as Accounting and Electronics Technology, use a similar faculty-driven review system to assess student mastery of PSLOs in courses, particularly in programs with capstone experiences such as capstone courses or internships. Still others, such as ABRP, rely upon a combination of general education course data and ongoing lab/shop observations to inform PSLO assessments. The Assessment Committee provides ongoing support for new programs and new faculty who need more assistance in developing appropriate program assessments, or in utilizing program-level reports which can be extracted from the assessment database.

8. *Standard II.A.2.b (II-26) Programs that do not have a written articulation agreement should work with their respective PCCs to develop an agreement with similar SLOs within the UHCC System.*

The college has about 18 separate articulation agreements within the system as listed on the [UH System Articulation Agreement](#) site. Since 2012, three new agreements have been reached with UH West O'ahu, they are the A.S. in Accounting to the B.A. in Business Administration with concentrations in Accounting, Finance, Management, Marketing, and General Business Administration (November 2014); A.S. in Business to the B.A. in Business Administration (November 2014); and the AAS in Hospitality and Tourism to B.A. in Business Administration (May 2014). The Electronics Technology, Automotive Mechanics Technology and Auto Body Repair and Painting programs are currently developing articulation agreements with their counterparts on other UHCC campuses.

9. *Standard II.A.2.d (II-33) The college will increase distance learning course offerings.*

In the last three years, the college has offered 14, 23, and then 34 (in 2014) distance learning courses as listed in the [class availability](#) websites.

10. Standard II.A.2.e (II-36) The college will continue to refine the CARD system to collect and use data.

In response to faculty concerns about the limitations of the existing assessment system, the Assessment Committee developed a new policy (Spring 2013) which clearly outlined what information was required and provided faculty with alternative options for the reporting method (Appendix IV). This new policy provided faculty with more flexibility in meeting their reporting requirements and the frequency of reporting for each CSLO; and also facilitated random representative sampling for larger classes and for courses with multiple sections by developing a sample size calculator tool (which calculated an appropriate statistically valid representative sample for any given class size); and a student random selection tool (which generated a random list of students in a given course to be assessed). In the 2014-2015 academic year, continued faculty concerns about the labor-intensive nature of the CARD system prompted the Assessment Committee to undertake a major review of how we collected assessment data. After examining models from other UHCC campuses and other ACCJC-accredited colleges, the committee developed new more user-friendly reporting forms and adopted a less labor-intensive schedule for CSLO reporting which will be implemented in Fall 2015. This new schedule aims to provide faculty with program-relevant SLO assessment data in a manner timely for inclusion in APRUs as well as course- and discipline-specific data at a point in the semester appropriate for collegial faculty review and collaboration.

11. Standard II.A.6 (II-55) The college will include PSLOs and UH System Foundations and Diversification designations in the college catalog. The college will make course syllabi accessible via the campus website.

The college has included PSLOs and the UH System Foundations and Diversifications in its [college catalogs](#) since 2012-13. The vice chancellor for academic affairs has collected syllabi each semester and uploads them onto the intranet CampusDocs>Office of the VCAA>Course Syllabi where it is available to faculty and staff. Most faculty upload their syllabi to the class management system, Laulima, where it is available to enrolled students. In Fall 2015, the VCAA will consult with the appropriate faculty groups before making the syllabi available via the campus website.

12. Standard II.A.6.a (II-57) The college will include a link to the transfer agreements on UH System Course Transfer Database on the KCC website.

There is a link from the [Student Support Services website](#) that links to the UH System Course Transfer Database.

13. Standard II.A.6.c (II-59) Upon the hiring of a marketing director (in progress), the college will develop a policy outlining the responsibilities of publications overview.

The main focus of the marketing department began as a two-fold effort: to establish and then maintain a good local image of the college, and second, to establish avenues of outreach for the college to participate in the life of the potential students on the island.

These two points of emphasis work hand in hand, reinforcing the unique offering of Kaua'i Community College, and reaching out to the island community to help them feel welcome at the college.

Beginning in November 2013, the marketing team ascertained there were challenges with the college's image. There was no consistent message, no branding for the college, and no clear vision for our message. The common perception of Kaua'i Community College was that it was the college you attended if you couldn't get into anywhere else. To help correct this perception, the marketing unit conducted interviews with more than 25 individuals in positions of leadership across the campus to help identify the strengths of Kaua'i Community College.

It was determined that the outreach effort by the college needed to be focused in several areas. The defining goals were:

- Define a common look and message for the college to present to the community (branding).
- Recreate the image within the island community to emphasize that Kaua'i Community College was a valid first choice for higher education.
- Determine ways to reach to the community and especially the potential students to make them aware of all that was being offered at Kaua'i Community College.
- Involve the entire campus community in the outreach effort and encourage them work together in this effort.

In order to create a new branding for Kaua'i Community College, our media specialist and web specialist were included in the effort to create and operate a design team for the college. This included budgeting time and materials, and acting as liaison between the different programs and divisions to deliver a more polished product from start to finish. The team designed a wave-like swoosh brand with the Kaua'i Community College color and logo. Next, it looked at all the printed materials being used by the college. Most, if not all, had no consistent look, making the college seem disconnected. The response was to develop brochure templates for bifold and trifold brochures, and then the graphic artist migrated the most commonly used materials to the new common branding.

The following year, the design team offered each program templates for brochures and webpages with technical and creative support from the team. The webpage templates allowed each program to customize the content, pictures, and videos, while still maintaining a branded visual layout homogenous with the entire new website.

14. Standard II.A.7.a (II-61) Policies regarding distinguishing between personal convictions and professionally accepted views in a discipline should be distributed to all incoming faculty.

The University of Hawai'i Community Colleges policy [UHCCP 5.211](#) provides a statement on professional ethics for faculty members. In addition, each faculty member

receives an UHPA Collective Bargaining Agreement contract when hired and within this contract are specific articles that discuss professional conduct and ethics (Article IV and IX).

This information is mentioned in the KCC catalog as well as the KCC faculty handbook. Beginning this August 2015, the professional development coordinator will include this as an agenda item in the New Faculty and Staff Orientation.

15. *The KCC college catalog should include a statement that the Student Academic Grievance Procedure is outlined in the Student Handbook and on the website.*

The wording in the 2015-16 Catalog reads:

Student Grievances: The process of addressing allegations of misconduct are in the Student Academic Grievance Procedure or the Student Non-Academic Grievance Policy & Procedure. Copies are available at the Kaua'i Community College Office of the Vice Chancellor of Student Affairs. The policies are also online on the KCC website under Student Support Services – Policies and in the Student Handbook.

16. *Standard II.B.3.c (II-83) The Early Alert form's usefulness will be assessed as a retention tool once it becomes formfillable and the campus (college conversation) will consider its effectiveness to determine if it will be continued to be used, the college should look at alternative methods of intervention, or dismiss the procedure.*

The Early Alert Form was made formfillable in Fall 2012 by Student Services. Although there has been no formal analysis for effectiveness, informally counselors report that the usage has gone down and that receipt of the forms is often too late to effect a change in student behavior.

In Fall 2015, the college will adopt Starfish, an electronic resource with multiple functions. Through Starfish, participating faculty will alert students that they have been dropped from classes due to non-attendance. In addition, weekly reports from Starfish will alert academic advisors attendance concerns of continuing students. The implementation of Starfish falls under the VCSA.

17. *Standard II.B.3.e (II-86) Continue the discussion within the system schools on the validity of cutoff scores.*

In Fall 2013, the college piloted a project to accept students into college-level math based on their high school GPA of 2.6 or higher and a C or better in Algebra II. This pilot was found to be successful and the following year the college piloted a similar placement project for English. Both of these placement methods are continuing. The college currently uses ACT's COMPASS placement test which will soon be discontinued so discussion of the cutoff scores is a moot point.

18. *Standard II.C.1 (II-101) The college will improve outreach to faculty and students for services with high rates of "n/a" (e.g., Tutoring, Instructional Technology, and Graphics Services).*

A. *The college will focus on tutor training/development to improve satisfaction levels.*

The 2014 CCSSE data for student satisfaction with tutoring was the same as in 2012 when it jumped up 13 percent for those who were very or somewhat satisfied with tutoring. In a tutoring survey, students indicated that tutors were helpful, responsive, and effective. In the past two years, tutor training has evolved to include not only an overview of tutor responsibilities, expectations and best practices but tutors are also given a tutor code of ethics by The National Tutoring Association. The importance of confidentiality is also included as is a module on sexual harassment. Each tutor is now given a copy of the form that will be used to evaluate them each semester.

B. *The college will increase the number of computers in the library.*

Since 2012, the number of desktop computers in the library increased by 12. Two were placed near the circulation desk, four went upstairs, five were placed in the lower floor, and Mac was provided for the digital arts class. Six more laptops were made available for students to check out. A cart of 20 chromebooks is made available via the library for classroom use.

C. *The college will finalize the responsibilities of the new career counseling and job placement position, advertise for the position, and fill the position.*

The career counseling, job placement and internship coordinator was hired and started on February 1, 2015. She reports to the vice chancellor for student affairs.

19. *Standard II.C.1.a (II-105) The college should conduct regular focus groups as part of a systematic plan for future reviews of the library.*

The library has been in the process of moving to another building since Spring 2015 due to the repair of the air conditioning system in the Learning Resource Center (LRC). The new location will be in the Social Sciences classroom and services will be severely limited. The head librarian has requested delaying the focus group until the library has moved back into the LRC in Fall 2017. At this time, he will convene a meeting with the new IR (Spring 2018 semester) and will prepare a schedule for subsequent focus group meetings at that time.

20. *Standard II.C.1.c (II-113) The college should increase the number and scope of online instructional materials for students and faculty.*

The selection of instructional materials is the responsibility of instructional faculty. Some faculty have chosen to use online materials and since the number of online courses has grown in the past three years by 20 classes, it is safe to assume that these numbers have grown.

21. *Standard II.C.1.d (II-115) The college will purchase additional dehumidifiers for the second floor of the library.*

The library is slated for a new air conditioning system in AY 2015-2016 which will impact the humidity levels in the library. The architect suggests that the head librarian monitor relative humidity once the new system is installed as it may preclude the need for dehumidifiers.

22. *Standard II.C.1.e (II-117) The college will explore options for centralizing external agreements for learning support services.*

The director of the university center and academic support is currently collecting all external agreements for learning support services. The documents will be housed with the vice chancellor for administrative services by the end of the Fall 2015 semester.

23. *Standard II.C.2 (II-122) The college will continue its efforts to finalize and/or revise SLOs and/or service outcomes for all units. The college will also encourage the use of benchmarks with appropriate peer institutions as an additional evaluative tool.*

All service units have established SLOs (as appropriate) and Service Outcomes and these outcomes are assessed and discussed in their APRUs. Library services has recently been collaborating with other UHCC and UH Libraries to develop systemwide student learning outcomes and appropriate assessment strategies in the area of information literacy.

The college has also begun exploring the use of appropriate CCSE results as one means of comparing the services we provide students with the results of appropriate peer institutions. Other means of using benchmarks with appropriate peer institutions are slated as a priority item for the Assessment Committee to discuss in the 2015-2016 academic year. This discussion will necessitate tackling issues as diverse as selecting appropriate units for comparison, selecting appropriate peer institutions, identifying responsible parties and timelines, and the appropriate use of the resulting data.

24. *Standard III.A.1.c (III-6) The college will recommend that the UH System enter into negotiations with UHPA to include achievement of SLOs as a component of faculty evaluations.*

This improvement plan is addressed in Recommendation 5.

25. *Standard III.A.1.d (III-7) Revise the Kaua'i Community College Faculty and Staff Handbook to improve citations for ethics policies that are applicable to all employees of the college.*

The ethics policy mentioned in the handbook (Constitution of the State of Hawai'i Article XIV Code of Ethics) is applicable to all employees of the college. The grant-funded employees who are hired under grants operate under the Hawai'i Revised Statutes Chapter 84 Standards of Conduct. The University of Hawai'i Community Colleges policy [UHCCP 5.211](#) provides a statement on professional ethics for faculty members. Additionally, each faculty member receives a Collective Bargaining Agreement contract when they are hired and when a new contract is negotiated. Within this contract are specific articles that touch on professional conduct and ethics (Article IV and IX). All of the above information will be added to the handbook by the director of the university center and academic support by Fall 2015.

26. *Standard III.A.5.a (III-19) The college should institute a more robust system for tracking and advertising its professional development activities. This is especially important as activities occur at all levels of organization, from college-wide workshops to individuals attending webinars and conferences.*

See response for Number 27 below.

27. *Standard III.A.5.b (III-20) The results of professional development assessments will be used to plan future professional development events and activities. The institutional researcher should collaborate with the professional development coordinator to develop a database that includes all college-sponsored professional development activities. An annual professional development survey will be taken in order to catalog the professional development activities of each employee.*

Since the Spring 2014 semester, Professional Development has absorbed the duties of the instructional technologist. This includes serving on the Distance Ed/Learning Committee, vetting and certifying instructors to teach online, troubleshooting technology issues for faculty and staff, providing support and tutorials for using eCafe, LauLima, Schoology, and GoogleDocs, and many others.

The good news is that with the establishment of the PD Center and the possible revamping of the current instructional technologist position, the current or future PD coordinator should have more time to focus on moving forward. The creation of the center, coupled with its successful implementations, has established a strong foundation.

A PD tracking system was implemented. Each event proposer must answer questions about the impetus for a particular function as well as how he or she plans to assess the event's success. In terms of tracking all PD, data is being inputted into a Google form and exported to a spreadsheet.

Since a “formalized” tracking method (which includes approximately 200 or so trouble calls) was implemented in the middle of last semester, a clear pattern has emerged. Many still need assistance with technology-related issues, and there is also growing demand for assistance with distance education tools. At current, the instructional technologist has a strong tech background and is equipped to help. Unfortunately, the current budget shortfall had an impact on the program. The PD coordinator position will be reduced to three credits in the Spring 2015 which will make it difficult to move forward with some of the planned events. A survey will not be conducted since the PD tracking system will track attendance to PD events.

28. *Standard III.B.1.a (III-26) The college will develop a facilities use study to better utilize existing facilities. The college must also study the work order process to assess timeliness of responses and completion.*

In 2014, the UH Board of Regents requested that each campus include a measure of classroom utilization in their efficiency reports. As a result, we performed an analysis and determined that for fiscal year 2014, the college's average classroom utilization was 46 percent. This information allowed us to better schedule classes for the upcoming Fall 2015 semester when approximately 12 percent of our classroom space will be unavailable due to a major renovation. The college has not yet assessed its maintenance work order process and system. The vice chancellor for administrative services will complete that assessment in fiscal year 2016 once the four open maintenance positions have been filled.

29. *Standard III.B.2.a (III-30) The chancellor, VCAS, and College Council should continue to evaluate the APRU budgeting process and develop strategic plans in preparation for the next revision of the Facilities Master Plan/LRDP. Total projected costs of operation and maintenance must be part of the facilities analysis.*

The fiscal year 2016 APRU process will require an analysis of the total cost of ownership for each request. The VCAS has proposed a change to the APRU form that will include this total cost field. The chancellor will bring this up at the College Council in Fall 2015.

30. *Standard III.C.1 (III-35) Monitor computer lab use and satisfaction data via the CCSSE data and Noel-Levitz. Consider including questions in the Learning Commons surveys and/or focus groups.*

The Computer Services department reported that lab use and satisfaction has dipped a little according to the 2014 CCSSE data but that there has been a significant jump in the use of mobile devices coupled with the increased usage of computer and information technology (CCSSE). The department will be submitting a Comprehensive (5 year) Program Review in Fall 2015 where survey questions and focus groups will be discussed.

31. *Standard III.C.1.a (III-38) A webmaster should be hired to develop and maintain the college's website and to incorporate other social media into marketing initiatives.*

A webmaster was hired in October 2013 and a new look for the college website was created. The webmaster is currently working with disciplines and units to refresh their websites. The webmaster reports to the director of the university center and academic support. A marketing and enrollment manager who handles social media and marketing was also hired in November 2013. He reports to the VCSA.

32. *Standard III.C.1.b (III-40) The college will standardize information dissemination, event tracking, and evaluation of professional development opportunities.*

A tracking system was created in 2012 and it tracks professional development travel via a Google form (link to form). Campus events are tracked with sign-in sheets and later input into spreadsheets. The professional development coordinator collects the information and reports on it via the annual program review process.

33. *Standard III.C.1.c (III-42) ITAC and Computer Services will complete the new software and hardware replacement plan.*

ITAC and Computer Services have drafted a new software and hardware replacement plan and it will be finalized in Fall 2015 as a part of the Comprehensive Program Review for Computer Services.

34. *Standard III.D.2 (III-61) The college will provide training on the use of KFS and update campus processes to identify issues to be addressed in the new system.*

The fiscal administrator and fiscal officer traveled to O'ahu to receive an overview of the new KFS system. Upon return, training was conducted by the FA and FO for the campus. Much of this training was at the point of use for specific processes such as requisitions. In addition, staff from the University of Hawai'i Financial Management Office - Fiscal Services Office traveled to Kaua'i to give specific training. account supervisors, secretaries, and office assistants were at the training sessions. Processes that were addressed included chart of accounts, general ledger, labor distribution, purchasing cards, and purchase/accounts payable electronic documents. At the minimum, training took place every semester with at least two workshops. Additional sessions were added when needed. In general, system workshop announcements are sent out via email to the campus every semester and are open to all.

35. *Standard IV.A.1 (IV-7) The college should ensure that electronic copies of minutes from all campus committee, division, and unit meetings are in CampusDocs.*

The division secretaries and committee chairs or secretaries ensure that minutes are uploaded to the appropriate folder on CampusDocs.

36. *Standard IV.A.2.a (IV-11) The college will improve access to policies by discussing them and their location at convocations and other appropriate venues.*

The VCAA ensures that old, new, and revised policies are uploaded to the KCCP folder in CampusDocs where they are accessible to all faculty and staff. All policies are discussed in divisions and input is shared via the College Council or Faculty Senate. When under review, actual documents or their location are emailed to College Council or faculty senate members who, in turn, share this information with their constituents. The location of the policies was discussed by the chancellor at the Fall 2015 convocation and by the professional development coordinator mentioned the same in the New Faculty/Staff Orientation.

37. *Standard IV.A.3 (IV-16) The Governance Manual should be reviewed and updated every three years, illustrating the flow of communication from all campus governance structures to College Council. This structure and process should be discussed during Convocation to inform or remind all employees and at College Council.*

The Governance Manual will be reviewed and updated by the College Council in Fall 2015 since it was last revised in 2012.

38. *Standard IV.A.5 (IV-21) The institutional researcher should develop a survey to evaluate the communication process between divisions and College Council. An evaluation process for division chairs will be broached with UHPA representatives.*

The processes task force developed a survey to evaluate communication processes and this is reported in Recommendation 6 of this document. An evaluation process for division chairs was vetted by UHPA and has been implemented since AY2012-13 by the vice chancellor for academic affairs.

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

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

The SET commended the UHCC for:

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

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

UHCC Recommendation 1: Institutional Mission and Effectiveness

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

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

UHCC Recommendation 2: Student Learning Programs and Services

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

UHCC Recommendation 3: Student Learning Programs and Services and Resources

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

UHCC Recommendation 4: Resources

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

UHCC Recommendation 5: Board and Administrative Organization

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

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

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

UHCC Recommendation 1: Institutional Mission and Effectiveness

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

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

Summary of Previously Reported Activities and Actions

UHCC Strategic Planning Process

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

The process is characterized by:

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

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

The annual spring meeting is used to review UHCC strategic outcomes and performance measures. The SPC monitors and advises on progress toward the UHCC strategic planning goals. The VPCC uses the meeting to gather impressions and reactions to progress to date and to emphasize and maintain the focus on the things UHCC has identified as important. The VPCC follows this meeting with visits to each college to present college-level detailed data. During the

open meetings for the college community at each campus, the VPCC leads discussions on progress and encourages feedback, e.g., new ideas, process improvement, and college innovations.

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

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

- Goal A (part 1): Educational Effectiveness and Student Success.
Special Emphasis on Part-Time Student Access and Success and Adult Learners
- Goal A (part 2): Native Hawaiian Educational Attainment.
Including Review of Other Underserved Populations.
- Goal B: Functioning as a Seamless State System.
Transfers and Articulation
- Goal C: Promote Workforce and Economic Development
Special Emphasis on STEM, Workforce – Energizing Areas, and Reviving the Global Curriculum
- Goal D: Hawai'i's Educational Capital/Resources and Stewardship
What It Means to be a Native Hawaiian Serving Institution
Government/Non-Profit Partnerships
Entrepreneurship, Commercialization, Resource Base
- Goal E: Develop Sustainable Infrastructure for Student Learning
Clean Energy, Sustainability
- Focus Area 1: Distance Education
Infrastructure for Student Learning, ADA Delivery, Rigor, Student Success

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

The BOR Standing Committee on Community Colleges met on August 30, 2013. The VPCC gave an update relating to the progress in meeting the goals in the current strategic plan and reviewed the process for updating the plan including the seven working group areas of focus.

The presentation and the direction of the plan were well-received by the BOR CC Committee and the Committee was informed it would be kept apprised of progress in the development of the plan.

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

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

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

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

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

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

2. Performance (Outcomes) Funding

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

The outcomes incorporated into the formula include the following:

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

The outcomes funding model has the following characteristics:

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

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

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

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

The system-level process is managed by the OVPCC through the UHCC I-PRC. The I-PRC is comprised of key data users from across the seven community colleges with functional representation of chancellors, vice chancellors for academic affairs, division/department chairs (with further representation from general education faculty and Career Technical Education faculty), assessment coordinators, and institutional research (IR). The I-PRC meets once in the fall and once in the spring semester. The fall meeting is used to discuss the current ARPD reports, college process/progress and mid-term data definition and data calculations (i.e., in the

2012 ARPDs the calculation of persistence was modified to exclude from the denominator those students who had received associate degrees and would not be expected to persist in the program). The spring meeting is used to assess the effectiveness of the UHCC System program review process (including ARPDs), review the measures and content, and ensure that the review provides the information necessary for program assessment and improvement. The Comprehensive Program Reviews, Annual Reports of Program Data, and Records of Proceedings for the I-PRC meetings are posted and made public on the UHCC website.

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

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

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

Following discussion at the chancellors’ August 2013 executive meeting, the VPCC issued a UHCC policy codifying the UHCC System’s commitment to a culture of evidence. The [UHCCP #4.202 Culture of Evidence](#) requires that at least every three years starting in 2013, the OVPCC will survey stakeholders and users of major UHCC analytical tools (e.g., UHCC Strategic

Planning Outcomes and Performance Measures, Comprehensive Program Reviews, Annual Reports of Program Data). This survey will measure the effectiveness of the planning process and importance and usefulness of the data and for training and/or professional development needed to maximize use of these tools for planning and resource allocation that supports institutional effectiveness in meeting college and system mission. The results will be made public by posting to the system website [Culture of Evidence](#).

UHCC Budget Allocation Process

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

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

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

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

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

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

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

Sustained Compliance Activity Since the Last Report

Strategic Planning

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

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

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

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

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

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

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

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

Performance Funding

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

Future Plans

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

Workforce Sector Modeling Tool

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

- Employment demand. Demand data will be collected at both state and local levels and be based on historical employment patterns as well as real time job search data. The employment demand will be vetted through industry and government panels to account for anticipated future changes that might not be reflected in historical or even current employment data;
- Wage data for each of the positions;
- Educational attainment required for the position at both the certificates and degree level and the mapping of these credentials to the institutions offering the credential;
- Career ladders within the sector; and
- Student placement into the various positions and sectors.

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

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

Plans are to complete the new tool by July 2016.

Academic Program Manager Tool

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

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

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

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

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

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

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

UHCC Recommendation 2: Student Learning Programs and Services

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

Summary of Previously Reported Activities and Actions

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

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

Sustained Compliance Activity Since the Last Report

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

Future Plans

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

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

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

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

UHCC Recommendation 3: Student Learning Programs and Services and Resources

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

Summary of Previously Reported Activities and Actions

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

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

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

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

Once tenured, a faculty member may, after a period of four years in rank, apply for promotion to a higher rank. The evaluation process for the promotion application is the same as for tenure

except that the criteria are based on the higher expectations as reflected in the faculty classification policy. An unsuccessful promotion applicant is eligible to re-apply in future years.

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

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

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

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

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

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

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

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

As noted by the team evaluation report, there was no system evaluation policy for lecturers and there were inconsistencies from campus to campus in the form of evaluation, frequency of

evaluation, and monitoring of evaluation. Previously, lecturer evaluations were at the department level and involve review of student evaluations and the insights of the department chair and/or discipline coordinator within the department.

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

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

Sustained Compliance Activity Since the Last Report

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

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

Future Plans

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

1. Creates a template for faculty that includes all required information and a structure to submit the information for evaluation,
2. Automatically loads to the ePortfolio information from the student information system, student evaluation system, and other sources of data for use by the faculty member,
3. Allows the faculty member to add documents and artifacts to the ePortfolio for consideration in the evaluation process in real time rather than waiting until an application is prepared,

4. Continues to grow over time as the faculty member proceeds through his or her professional career, and
5. Allows for secure and confidential sharing of the information to the various faculty review and administrative committees.

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

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

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

UHCC Recommendation 4: Resources

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

Summary of Previously Reported Activities and Actions

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

1) UH System Information Technology Planning Website

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

Under the leadership of the Vice President for Information Technology and Chief Information Officer, ITS developed an online site that includes the UH system ITS strategic plan. The site will be continually updated to reflect IT strategies, changes in the technology environment, application development, and timelines of any projects in active development. Colleges will use this site to inform their own technology planning.

The site is available at [UH System ITS Strategic Plan 2015](#)

2) Modification to the UH System Strategic Directions

The UH System strategic plan covering the period 2008 – 2015 underwent revision to address the planning period 2015 – 2021. The broad strategic directions include a goal of becoming a high performing system of higher education and includes the following action items related to distance education:

University of Hawai'i Strategic Directions Report

Action Strategy 2:

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

Tactics

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

The UH strategic directions for 2015-2021 can be viewed under the System Priorities and Initiatives section of the System Academic Affairs web site at [UH System Strategic Directions](#).

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

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

As part of the planning effort, the community colleges are approaching the development of distance education in several areas.

- a) Identifying which courses not currently offered through distance education should be offered to ensure that students on small campuses or in remote sites are able to remain on a degree pathway in a timely fashion. All UH's baccalaureate programs have been mapped to create four-year sequential courses of study. Using these maps, the community colleges have developed an overlay project that examines which courses within the first two years of these pathways are available to students on each of the seven campuses. The mapping project revealed that courses may not be available

because upper division courses not offered by the community colleges are identified as being in the first two years, major courses may not be available to students on a particular campus, or student demand for courses may be too small to justify an in-person class. The identification and monitoring of these degree pathways is now automated within the system.

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

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

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

- b) Identifying which degree or certificate programs should be offered, in whole or in part, through distance education and what resources, training, and support systems would be necessary to ensure that programs can be delivered with quality and with student success comparable to on-campus programs.

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

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

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

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

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

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

4) Adoption of Open Education Resources

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

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

Sustained Compliance Activity Since the Last Report

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

1. Major update of the UH System ITS Strategic Plan

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

2. Adoption of the UH System Strategic Directions

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

To help implement the UH System distance education efforts, the BOR included a request to the State Legislature for financial support to coordinate programming across the ten campuses and to provide seed money to develop needed courses. Unfortunately, the Legislature elected not to fund the request. Consideration is still being given to using other funds granted by the Legislature to the university for this purpose.

3. Adoption of the UHCC Strategic Directions

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

4. Adoption of Open Educational Resources (OER)

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

Planned Future Actions

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

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

UHCC Recommendation 5: Board and Administrative Organization

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

Summary of Previously Reported Activities and Actions

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

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

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

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

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

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

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

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

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

8. The BOR improve its accountability and financial oversight of university operations by additional involvement by the BOR Committee on Budget and Finance and improved periodic financial reporting mechanisms (the exact nature of the financial reports should be developed collaboratively by the Committee on Budget and Finance and University Administration but should also include reports comparing budgeted expenditures against actual expenditures).
9. The BOR take steps to improve the effectiveness of its scheduled meetings such as:
 - a. Referring informational items to standing committees, requiring less frequent reports of a recurring nature, or the use of a consent agenda.
 - b. Scheduling certain meetings as “informational only” meetings with no action items.
 - c. Expanding the use of standardized reports to enable quicker comprehension and understandability.
 - d. Establishing a prescribed total amount of time for public input at each meeting, after considering compliance with all appropriate legal guidance

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

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

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

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

In addition to the self-assessment and related actions outlined above and on the recommendation of the ATG, the UH System was developing an online policy management system that allows for development and approval of policies, distribution of policies, and tracks the policy history for UH policies, including BOR policies. The system will include a tracking mechanism to ensure that all policies are reviewed periodically and replaces a manual system kept in the BOR and other system offices.

Sustained Compliance Activity Since the Last Report

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

BOR Policy System

Viewing Policy RP 5.201

Title

Instructional Programs

Header

Regents Policy Chapter 5, Academic Affairs

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

Effective Date: Oct. 18, 2002

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

Review Date: August 2018

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

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

The BOR conducted its annual self-evaluation. Among the more notable actions taken as a result of the evaluation was a reconfiguration of the Board committees. The evaluation revealed some concern that the committee structure was not aligned with the UH Strategic Directions and that the Board could better provide oversight on the strategic directions if the committees were more closely focused on the major strategic directions. Specifically, the Board felt that having a committee on academic affairs, a committee on student affairs, and a committee on community colleges did not allow an integrated discussion or understanding of the overall university efforts to reach the student success targets described as the Hawai'i Graduation Initiative. The Board agreed to combine these three committees so that one Board committee could provide oversight on student success. Similarly, the university's research agenda was previously included with academic affairs which did not lend itself to oversight of the major Hawai'i Innovation research agenda in the strategic plan and so research was moved to a separate committee. These changes are effective with the Academic Year 2015-16.

Future Plans

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