



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

**Follow-Up Report**

Submitted by

Kaua'i Community College  
3-1901 Kaumuali'i Highway  
Lihu'e, Hawai'i 96766

to

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

October 15, 2014

## Certification of the Institutional Progress Report

Date: October 15, 2014

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

FROM: Kaua'i Community College  
3-1901 Kaumuali'i Highway  
Lihu'e, Hawai'i 96766

We certify that there was broad participation by the campus community and believe this Follow-Up Report accurately reflects the nature and substance of this institution.

Signed \_\_\_\_\_  
Dr. Helen Cox, Chancellor, Kaua'i Community College Date

\_\_\_\_\_  
Dr. John Morton, Vice President for Community Colleges Date

\_\_\_\_\_  
Dr. David Lassner, President of the UH System Date

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

Signed \_\_\_\_\_  
Randolph G. Moore Date  
Chair  
University of Hawai'i Board of Regents

Signed \_\_\_\_\_  
Eugene Bal III Date  
Chair  
Board of Regents Committee on Community Colleges

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## **Report Preparation**

The faculty and staff participated in the surveys used to evaluate processes. The faculty provided input for the guidelines for the post-tenure and part-time faculty evaluations and participated in the evaluations. The institutional researcher provided guidance for the evaluation survey, conducted the survey, and compiled the data. The College Council and Faculty Senate reviewed and approved College policies and processes. The University of Hawai'i Community College recommendations concerning Resources and Board and Administrative Organization were addressed by the UHCC System administrators, pertinent UH system organizations and the Board of Regents. The accreditation liaison officer compiled and edited the report.

## Response to the Commission Action Letter

### 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)**

*Standard IV. A. 5. The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.*

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](#) were created and in the Spring of 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](#).

The [College Council survey results](#) 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% 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% disagreed or strongly disagreed).
3. Using the current governance structure, College Council issues are resolved in a timely manner (53% disagreed or strongly disagreed).

4. Using the current governance structure, College Council issues are resolved in an effective manner (48% 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, 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 conducted in Spring 2014 at two meetings ([August 22](#) and September 19, 2014). 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 10 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 e-mail 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.

#### **UH 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)**

#### UH 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.1, III.C.2)

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

##### 1) UH System Information Technology Planning Website

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

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

The site is available at [www.hawaii.edu/technology/strategicplan/](http://www.hawaii.edu/technology/strategicplan/)

##### 2) Modification to the UH System Strategic Directions

The UH System strategic plan covering the period 2008 – 2015 is undergoing 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*

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*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.*
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The current draft of the UH strategic directions for 2015-2021 can be viewed under the System Priorities and Initiatives section of the System Academic Affairs web site. [www.hawaii.edu/offices/app/](http://www.hawaii.edu/offices/app/).

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

Distance Education has been a significant component of community college delivery of instruction with 1,626 completely online classes offered in AY2013-2014 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 University of Hawai'i

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

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

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

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

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

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

- c) Developing and providing a systemwide program of professional development and certification for faculty teaching online or hybrid classes. Review of the seven colleges revealed that all colleges offered, and in some instances, required

faculty to participate in training prior to teaching 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;
- v. certification for faculty completing the training.

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

d) Adoption of Open Education Resources

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

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

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

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

### **UH Recommendation 5: Board and Administrative Organization**

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

UH Recommendation 5: Board and Administrative Organization

*In order to meet the Standards, it is recommended that the UH Board of Regents (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, IV.B.1.g)*

#### 1. Board Revision of Policies

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

#### **August 22, 2013 – Interim Modification of Personnel Committee Procedures**

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

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

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

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

Reference:

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

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

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

Reference:

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

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

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

Reference:

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

**November 21, 2013 – Chapter 8 – Amendment to Establish an University Reserve Policy**

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

Reference:

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

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

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

Reference:

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

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

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

Reference:

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

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

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

Reference:

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

**February 20, 2014 – Modification to Chapter 8 on Investments**

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

Reference:

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

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

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

Reference:

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

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

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

Reference:

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

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

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

Reference:

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

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

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

Reference:

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

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

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

Reference:

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

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

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

Reference:

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

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

The University President established a systemwide committee of 12 members to undertake a systematic review of the overall University policy environment, including:

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

Among the accomplishments of the task force to date are:

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

- a. To date, 17 obsolete Executive Policies have been abolished.
- b. To date, 59 Executive Policies (61 percent of non-abolished Executive Policies) have been converted and posted for review by the task group with additional converted policies being received daily.
- c. All 12 Chapters of Board of Regents policies have been redrafted and are pending technical review.
- d. A new Policies and Procedures Information System web page has been created and is being tested.
- e. An automated systemwide staff notification system is being tested to provide notices whenever new policies are created or existing policies are amended or abolished.

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

### 3. BOR Self Evaluation

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

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

In 2013, the University of Hawai'i Community College (UHCC) System drafted and implemented new policies for conducting periodic evaluations for all faculty (full- and part-time). During the 2013-14 academic year, 80 percent of the 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 the Spring of 2014 were completed under the guidelines of the new UHCC Policy. However, the campus had a backlog of post-tenure faculty evaluations due in previous years. In those years, faculty who were to be evaluated were notified when their evaluation material were due to be submitted. But they did not submit their evaluation documents to their division chairs. In April 2014, the Vice Chancellor for Academic Affairs set [September 15, 2014](#), as the deadline to complete all past-due post-tenure evaluations. All faculty receiving such notice met the deadline and the college is now current on all post-tenure faculty evaluations.

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. In addition, the Vice Chancellor for Academic Affairs along with the Faculty Senate, revised the draft [Faculty Evaluation Reference Guide](#) to also incorporate as a component of the evaluation effectiveness in producing student learning outcomes.