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Statement of Report Preparation

Responsibility for the *Midterm Accreditation Report* was assigned to the Hawai`i Community College (HawCC) College Council. The council is a component of the shared governance structure at HawCC and is comprised of representatives from all programs, services, and administration areas. These council members as well as other HawCC faculty helped prepare our submission to the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges.

HawCC and the University of Hawai`i System (UHS) have gone through a recent and extensive strategic planning process that is reflected in a number of reports. They include: the HawCC's *Academic Development Plan 2002-2010*; *The University of Hawai`i Community Colleges Strategic Plan 2002-2010*; *The University of Hawai`i System Strategic Plan: Entering the University's Second Century, 2002-2010*; and *University of Hawai`i Institutional Effectiveness Report 2002 Update*. Much of the information and analysis in this midterm report comes from these documents.

This report responds to the seven recommendations outlined in the January 19, 2001, Commission Action Letter sent to Provost Sandra Sakaguchi and also addresses self-identified issues outlined in the "Planning Summary" section of the *Hawai`i Community College 2000 Self-Study Report*.

In many cases, recommendations and self-identified issues are identical or closely related. In these cases, report responses are consolidated under one of the seven recommendations. Efforts were made to make this consolidation clear both in the text itself and through the table of contents. Some self-identified issues are not closely related to recommendations. In these cases, a separate section is provided for each issue.

Finally, it should be stated that the prescribed format for this report lends itself to a certain amount of repeated information. This is a conscious decision based on a desire to address each recommendation and self-identified issue.

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Institutional Context

HawCC is an institution in major transition. Although qualified people serve on an interim basis, key administrative positions including the College Chancellor, the Dean of Instruction, and the Unit Head of Liberal Arts need to be filled permanently. Extensive remodeling and infrastructure upgrading on the Manono campus continues, as well as discussions with the University of Hawai`i at Hilo (UH Hilo) concerning shared services, building use, and the delivery of higher education to the island of Hawai`i.

Additionally, significant system wide changes have occurred throughout UHS since the Accrediting Commission's evaluation team visited in October 2000. In June 2001, Evan Dobbelle became the University's President, and he immediately challenged faculty, staff, and administration to reshape UHS and to help him create a "system of differentiated yet integrated campuses."

New relationships touching on all aspects of operations between and among campuses have been and are being established. Many of these changes are outlined in *The University of Hawai`i System Strategic Plan: Entering the University's Second Century, 2002-2010* and in *The University of Hawai`i Community Colleges Strategic Plan, 2002-2010*. Representatives from every college were involved in the design, review, and approval of these plans.

One pivotal organizational change is the transition from a centralized office headed by a Community College Chancellor to a new structure in which the individual college's "CEO" or "Chancellor" will report directly to the President of the University of Hawai`i. The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges approved this substantive change in April 2003.

Other significant UHS changes include a major curriculum review of Liberal Arts, the implementation of the new *SCT Banner* database system, "branding" (including possible college name and logo changes), and the University of Hawai`i Foundation's Comprehensive Capital Campaign for system wide fundraising.

Despite these major internal and system wide transitions, HawCC's immediate future is known. The *Academic Development Plan 2002-2010* (ADP) outlines college priorities, articulates chosen paths for the immediate future, and confirms the college's close relationship with UHS.

RECOMMENDATION ONE

The leadership of the college, having consulted with the system Chancellor regarding the parameters within which it can realize its vision as expressed in the Four Cornerstones, should communicate this to the college community. The college should then work collaboratively to make the visions a reality by prioritizing college plans and related resources.

Institution's Response

In August 2001, the Provost initiated discussions with faculty regarding the further development of the Four Cornerstones. A task force was formed to continue discussion throughout the semester and a general agreement was reached: the Four Cornerstones will be integrated into the curriculum, imbedded into the institution, and the college will become a role model for the community in the areas of community work-based learning, environment, Hawaiian culture, and technology.

This vision is expressed in the "Mission" section of HawCC's *Academic Development Plan 2002-2010*. It states:

Four cornerstones frame the educational experience at HawCC: Hawaiian Culture, Environment, Technology, and Community Work-Based Learning. The College is a center for the study of Hawaiian Culture, with emphasis on the practice, perpetuation, and evolution of the culture. We strive to motivate, empower, and inspire learners to become aware of and be committed to sustaining Hawai'i's unique environment. We will expand the walls of the classroom into the island wide community and are committed to providing and maintaining the broad-base technology needed to do this.

In addition to this important planning document, information about the Four Cornerstones was published in the *Hawai'i Community College Newsletter*, the *Kukui News*, and the college's general catalog.

The college's curriculum and community partnerships demonstrate commitment to the Four Cornerstones. Specific examples for each cornerstone are outlined below.

Community Work-Based Learning

The college has a rich history of work-based learning, from the award-winning Model Home Project to a wide range of internships and service learning and volunteer work programs. These include co-op and practicum courses such as the clinical practicum in Nursing and the American Reads student employees' work experience.

HawCC's apprenticeship program presently provides evening and/or Saturday classes in the areas of carpentry, electricity, masonry, plumbing, refrigeration and air conditioning, and painting.

The Office of Continuing Education (OCET) has significantly increased both enrollment and the number of work-based classes offered every year since 1998. Part of this increase is due to work-training agreements with the Hawai'i Department of Labor's Workforce Development Division.

Environment

The Board of Regents approved the AS degree in Tropical Forest Ecosystem and Agroforestry Management, and this degree was added to the college's curriculum in 2001. This action, combined with the Environmental Studies Academic Subject Certificate and faculty sponsorship and planning of events such as the annual Earth Day Fair, illustrate the college's commitment to this cornerstone.

Hawaiian Culture

The college has established a center for the study of Hawaiian Culture, with emphasis on the practice, perpetuation, and evolution of the culture. The Board of Regents approved the AAS degree in Hawaiian Life Styles with three options: Hula (dancing), Lawai'a (fishing), and Mahi'ai (kalo farming). Many Liberal Arts and Career and Technical Education students select individual classes from the Hawaiian Life Styles Program to meet requirements in their majors. These choices contribute to Four Cornerstones educational experience framing.

Technology

The college offers an AS degree in Information Technology and through this program as well as through OCET classes provides extensive training in CISCO networking including classes in Basic Networking, Routers/Routing, Switching/Inter Routing, and WAN Technologies. The Informational Technology Program is unique in the fact that it offers training directly related to the technology needed by the Keck Observatory on Mauna Kea.

Recently, the college converted from analog to digital networking. This change and other efforts by the college has significantly expanded distance education course offerings and degree possibilities for both the East and West Hawai'i campuses. For example, the AS in Nursing degree is offered to students in West Hawaii via the Hawaii Interactive Television System (HITS) and WebCT. A complete listing of faculty's involvement in HITS, WebCT, and internet courses can be seen at <http://www.hawaii.edu/uicc.e-learn/>.

Other examples of the college's commitment to technology include partnerships such as the UH College of Education LEI Aloha Project (designed to update classroom technology) and Workforce Development Division computer training agreements with OCET.

Assessment of Progress Made

The college has communicated the vision as expressed in the Four Cornerstones in several ways.

Our mission statement emphasizes the importance of the Four Cornerstones, and “The Hawai`i Community College Learning Experience” section of the *Hawai`i Community College 2002-2003 General Catalog* details the Four Cornerstones framework. Information about the Four Cornerstones was also published in the *Hawai`i Community College Newsletter* and the *Kukui News*.

The Board of Regents approved the AS degree in Tropical Forest Ecosystem and Agroforestry Management and the AAS degree in Hawaiian Life Styles. The influence of the Hawaiian Life Styles degree is amplified by the fact that many students select individual courses from this major for general education requirements.

The conversion from analog to digital networking has enabled the expansion of distance education courses and degrees. Federal Title III funding has enabled the delivery of Hawaiian Life Styles courses through interactive video to more remote island sites. Through distance education, the West Hawai`i campus has expanded degree offerings and the number of “computer assisted instruction” courses. Conversion to *SCT Banner* demands that all HawCC students use e-mail and the Internet.

OCET significantly increased work-training agreements with the Workforce Development Division. These agreements lead to a significant increase in OCET enrollment.

Forecast of Activities

The college plans to continue the AS degree in Tropical Forest Ecosystem and Agroforestry Management and the AAS degree in Hawaiian Life Styles. Nursing and Allied Health will continue to offer the AS degree in Nursing via distance education.

Basic infrastructure and faculty training for the distance delivery of classes and educational programs is a priority. Some of the resource requirements for this goal will be met through federal and state grants.

The college will continue to inform faculty, staff, and the community about the Four Cornerstones through internal and external publications.

RECOMMENDATION TWO

The mission statement of the college should reflect its distinctive educational service on the island of Hawaii. Specifically, the college should make a concerted effort to market to the community its unique island mission and the relevance of its Four Cornerstones to providing a responsive educational environment.

RELATED SELF-STUDY PLANNING SUMMARY RECOMMENDATION

In the area of the Island Wide Plan, the college needs to expand partnerships with businesses, or other educational institutions to provide island wide delivery of educational opportunities.

Institution's Response

Mission Statement

The mission of Hawai'i Community College is to provide the community with an open-access and responsive educational environment that empowers learners to develop skills and knowledge to be responsible and productive in a complex world.

We consider our community to be the entire island of Hawai'i, and our vision is to serve this large geographic area through distributed sites. These specialized sites will provide area access to training and educational opportunities and support local economic development initiatives.

As previously noted, four cornerstones frame the educational experience at HawCC: Hawaiian Culture, Environment, Technology, and Community Work-Based Learning. Additionally, five long-term goals provide an overall, eight-year focus for both the UHcc System and our college.

These five goals are: promoting learning and teaching for student success; functioning as a seamless state system; promoting workforce and economic development; developing human resources through recruitment, retention, and renewal; and developing an effective, efficient, and sustainable infrastructure to support student learning. In the future, we will strive to meet all of these endeavors; it is our mission (*Academic Development Plan 2002-2010*, p. 6).

Marketing Efforts

The college developed a marketing plan and used several methods for advertising and promotion. One traditional method utilized faculty and staff participation in community groups and activities. Such participation is encouraged and is used as a means to evaluate faculty performance. During Spring 2002, *Contributing to the Community* was published and distributed to community members. This publication detailed the many contributions of time, energy, and expertise that the college offers to the community island wide.

Another, more modern marketing effort centered on college web site development. Programs, such as Nursing, have web pages that provide information for students world wide. Further information is given to these students via e-mail response and program brochures.

Other methods used to call attention to our mission, our product, and our operations included: mailing two different newsletters to major stakeholders, creating and conducting a town hall meeting on the future of the island of Hawai`i, aggressive use of free press releases to local media, and utilizing other opportunities to inform and promote. This promotion was done through public programs such as the Visiting Professor Series, lectures, open houses, career fairs such as the Women in Transition Seminar, and faculty visits to local high schools.

The new Information Center Specialist position illustrates the college's financial commitment to marketing. This position has resulted in new business contacts, better community representation, and a more efficient one-stop source for a wide variety of information about the college. Activities from this new position combined with improvements of the college's main web site and an e-mail targeting of relevant information to specific groups have improved marketing efforts.

The recently established position of Job Placement Coordinator is another illustration of the financial commitment to marketing. A job placement system is a powerful selling point when recruiting students and promoting the college.

Institution's Response to Related Self-Study Recommendation

Island Wide Plan: Expanding Partnerships

The college expanded partnerships with businesses and other educational institutions through grants, degree offerings, site development, contracts, and both formal and informal agreements.

Community Work-Based Learning classes were contracted with the Hawai`i Department of Labor's Workforce Development Division. Other new partnerships include the Hawai`i Small Business Development Center, the Hookena Village Community Development Project, and the Microenterprise Development Project for Native Hawaiians.

Often partnerships are between a particular academic or technical program and the business it serves. For example, the Food Service Program has built relationships with the Hawai`i Restaurant Association, the American Culinary Federation, the Rotary Club, and the Kohala Chamber of Commerce. Nursing recently offered a course on mentoring to selected Hawai`i island hospital employees. This course, developed as part of a Rural Development Grant project, has promoted a partnership between Nursing and the Hawaii Health System Corporation.

Assessment of Progress Made,
Including Island Wide Plan Self-Study Recommendation

HawCC's distinct service, unique island mission, and the relevance of its Four Cornerstones are clearly outlined in the *Academic Development Plan 2002-2010*. This document was distributed to all faculty and staff via e-mail. Hard copies were made available to student government officers, major stakeholders, and others in the community. Additionally, publications are available in the UHH and public libraries.

The college developed a marketing plan and used several methods (publications, newsletter, meetings, lectures, etc.) for advertising and promotion. Additionally, Information Center Specialist and Job Placement Coordinator positions were created, the college web site improved, and e-mail message promotions were conducted.

The college expanded partnerships with businesses and other educational institutions through grants, degree offerings, site development, contracts, and both formal and informal agreements with others.

Forecast of Activities

Now that the strategic planning process is complete, HawCC can more comfortably articulate and communicate to island residents its distinctive educational service.

One communication method will be further distribution of the ADP and publication of relevant articles through the HawCC newsletters. Public formats, web site review and revamping, continued use of the Information Center Specialist position, e-mail promotion and regular advertising through the local media (print, radio, and local cable) are other methods that will be utilized.

The college will continue to develop partnerships with business and other educational institutions. One development will be the CC Benefits Project. This project will help provide data to illustrate the socioeconomic benefits generated by the college. Another method for partnership will be the development of a formal job placement system through the new Job Placement Coordinator position.

The most significant partnership will be with UH Hilo. The special relationship that includes shared services and space is currently being studied and evaluated. Planning groups from both institutions will continue to meet until recommendations for President Dobelle are complete. These recommendations will significantly influence educational service on the island of Hawai'i.

RECOMMENDATION THREE

The college needs to develop the resources that will support a cohesive research function so that: (1) student learning outcomes in educational programs and student services can be assessed and improved, and (2) needs assessment data is gathered as a basis for an enrollment management plan. From this research data, the college can develop a planning agenda with specific objectives, timelines, and assigned responsibilities.

RELATED SELF-STUDY PLANNING SUMMARY RECOMMENDATIONS

In the area of Strategic Planning and Institutional Research, the college needs to:

- **Provide relevant information and data to support strategic planning**
- **Improve linkage among institutional research, strategic planning, and budget planning in a cohesive, integrated manner**
- **Document and communicate the progress of the college's implementation plans, including budget priorities and expenditures**

Institution's Response

Research Capabilities

Although further research is warranted, development of institutional research capabilities and a planning agenda has progressed significantly since the *Hawai'i Community College 2000 Self-Study Report*.

One step towards research development was the deployment of the Community College Survey of Student Engagement (CCSSE). During the 2001-2002 academic year, 230 HawCC students from randomly selected credit classes completed a six-page survey instrument. Administered by the Community College Leadership Program from the University of Texas at Austin and co-sponsored by the Carnegie Foundation for the Advancement of Teaching, the CCSSE Report is considered a reliable, research-based, and appropriate tool for assessing institutional quality.

In addition to conducting CCSSE research, the college reviewed relevant external research data and surveyed faculty to identify internal research projects. A composite of these projects and their findings was distributed to the College Council members who, in turn, distributed this information to their constituents. Additionally, relevant external research data was published in the college's ADP.

Another major step towards developing cohesive research is *SCT Banner*. The UHS conversion to the *SCT Banner* information and record management system will provide the college with a wide range of opportunities for improving and expanding data

collection and reporting capabilities, measuring institutional effectiveness, enhancing academic planning activities, and strengthening institutional research and grant development functions (*Academic Development Plan 2002-2010*, p. 11).

HawCC's Liberal Arts Program completed its first Program Health Indicator Review in Spring 2002. Program demand, efficiency, and outcome standards were used to determine program "health." Existing data, some of which was published in the ADP, was gathered into a data pool and then analyzed. Results indicated a relatively efficient and effective program in sufficient demand.

The AS Nursing Program underwent National League for Nursing Accreditation Commission (NCNAC) in February 2003. The program was awarded eight years of continuing accreditation with no revisit or interim report. This re-accreditation was in part based on systematic program evaluation plan. Nursing will continue to operate based on this evaluation plan as well as the program "health indicators" utilized by all vocational programs.

Through federal funding, HawCC hired a Job Placement Coordinator to research and describe existing job placement actions across the campus. This position led to a report completed on June 27, 2003, entitled the *Job Placement Report*.

Planning

Both internal and external research data and resulting plans for the future were published in HawCC's *Academic Development Plan 2002-2010*. College priorities are presented as a set of goals, A-E, with each set having a list of stated outcomes, strategies, and resource requirements. One of the ADP's essential strategies for student success is the implementation of an enrollment management plan.

With respect to personnel, the college has reorganized the Admissions and Records Office, separating the two operations and revising the job description of the records officer to include institutional research responsibilities. The aforementioned mentioned *Job Placement Report* identifies alternative job placement structures and processes for presentation to the Dean of Instruction and faculty. Additionally, an Educational Specialist in the Dean of Instruction's office manages some surveys and program assessment activities. These new and changed positions should aid the planning process.

HawCC is an active member of the system wide AA Degree Task Force Committee that is determining learning outcomes for general education courses in a wide variety of subject areas. During Fall Semester 2002 and Spring Semester 2003, the Liberal Arts faculty reviewed the system wide outcomes draft and began the process of "matching" college learning outcomes and individual course learning outcomes with those from UHS.

Additionally, the Liberal Arts Chair has and is coordinating staff development opportunities to help faculty identify measurable learning outcomes. This ongoing

process will help provide the data necessary to judge program demand, efficiency, and outcomes.

Institution's Response to Related Self-Study Recommendations

Data to Support Strategic Planning

Both external and internal research data was employed to guide the strategic planning represented in the college's ADP. Influential external factors included: geography, demographics, lower education trends, constraints and challenges, opportunities, and state and county economic outlooks.

Internal factors that guided the planning process included: CCSSE research results, statistics on enrollment (headcount, major, registration status, location, ethnicity, age, attendance status), degrees earned, curriculum overview, and OCET enrollment statistics.

AA Degree Task Force Committee data was and is being used to help support strategic planning for the Liberal Arts Division.

Improve Linkage Between Research and Strategic and Budget Planning

The close relationship between research and strategic and budget planning is illustrated in the college's recent ADP and biennium budget.

Document and Communicate Progress of Implementation Plans

Implementation Plans are detailed in the ADP. This document was made available to all faculty and staff, was mailed to those who support the college, and is available at both public and the UH Hilo libraries. Details of survey results published in the ADP were also presented to HawCC's faculty in a slide presentation at the All Faculty Breakfast in May 2003.

Assessment of Progress Made, Including Related Self-Study Recommendations

The *Academic Development Plan 2002-2010* is a significant step towards the development of a planning agenda with specific objectives, timelines, and assigned responsibilities. Guidelines expressed in this document combined with the potential capabilities of the *SCT Banner* information and record management system set in place the necessary infrastructure for effective planning based on relevant research.

The CCSSE study provided data about college experiences, how students spend their time, what they gained from their classes, an assessment of their interactions with faculty, counselors, and peers, school work challenges, and college support of their learning. This data was used to help write the ADP and in other planning.

Some progress towards providing the necessary personnel and training resources has been met, and a full-time Institutional Researcher is listed as a resource requirement in the new ADP.

The Liberal Arts faculty reviewed the system wide learning outcomes and began the “matching” process. Additionally, related staff development opportunities were offered.

This college’s ADP was distributed to all faculty and staff, mailed to college supporters, and is available to the public at both state and the UH Hilo libraries.

Forecast of Activities

The college plans to participate in further CCSSE studies. It is intended that these future studies will help provide accurate student characteristics data, assessment of educational programs and student services, and the quality of instruction. Additionally, the data from the 2001-2002 can be compared to the data in future studies. This will allow additional analysis.

The UHS conversion to the *SCT Banner* information and record management system will continue. Once conversion has stabilized, new processes directly related to enrollment management needs will be written.

The Records and Data Management Specialist, the Information Center Specialist, and the Job Placement Coordinator will have institutional research responsibilities. Relevant training will be provided to all. A full-time Institutional Researcher position is planned, but current Hawai`i State budget realities may delay this action.

Staff development opportunities will also be provided to faculty to help identify measurable learning outcomes. The Liberal Arts Division conducted the first Program Health Indicator Review in Spring 2002. This will be an ongoing process to help provide the data necessary to judge program demand, efficiency, and outcomes.

An enrollment management plan will be developed. Initially it will target lower enrolled Career and Technical Education majors.

RECOMMENDATION FOUR

The relationship, communication and cooperation between the leadership of the University of Hawaii-Hilo and Hawaii Community College must be strengthened. Previous agreements and areas of cooperation need to be reviewed and renewed, particularly with regard to facility utilization.

RELATED SELF-STUDY PLANNING SUMMARY RECOMMENDATION

In the area of Physical Facilities, the college needs to establish co-location agreements with UH Hilo.

Institution's Response

During Spring 2001, the HawCC Council undertook a comprehensive and objective review of the services shared between HawCC and UH Hilo. The review identified shared services, levels of effectiveness, challenges, and problems. The strategy was to gather information as a means to develop a solid basis for discussions.

In June 2001, administrators agreed on several key facilities issues. Building 393 on the Manono campus was successfully transferred from UH Hilo to HawCC. This warehouse-type structure is currently being converted into classrooms, labs, faculty offices, storage areas and ADA compliant restroom facilities. This renovated building will house the college's new Forest TEAM Program as well as the Agriculture and Early Childhood Education Programs. Similar transfer agreements have been reached regarding specific rooms such as Room 1, a multiple purpose room, in Building 379.

In October 2001, the new President of the University of Hawai'i introduced the idea of reviewing shared services between HawCC and UH Hilo. He challenged the faculty of both institutions to propose a structure that would best benefit the island of Hawai'i.

A subcommittee was formed in November 2001 to help organize a HawCC College Council retreat entitled "New Models for Shared Services with UH Hilo." Presented models included the University of Washington at Bothell and Cascadia Community College, Oregon State University and the Central Oregon Community College, Denver's Auraria Higher Education Center, and the Claremont system in California.

The retreat was followed by an open meeting in January for faculty and staff entitled "Exploring New Models for Shared Services with UH-Hilo". Information generated at the open meeting was recorded, organized, and distributed to college faculty and staff.

Faculty discussions, both structured and informal, continued at both institutions, but the primary focus for HawCC planners was the development and writing of HawCC's *Academic Development Plan 2002-2010*; *The University of Hawai'i Community Colleges Strategic Plan 2002-2010*; and *The University of Hawai'i System Strategic Plan*:

Entering the University's Second Century, 2002-2010. UH Hilo also focused on System and individual development planning.

In addition to these planning demands, efforts were made by both the College Council and Faculty Senate to determine the appropriate relationship between HawCC and UH Hilo. Discussions ranged from reintegrating HawCC with UH Hilo to HawCC developing its own capability for telephone, mail, and facilities maintenance services to a third party entity handling certain services for everyone.

Negotiating and articulating a new agreed upon structure during a time of dramatic System changes was not possible. Nevertheless, in July of 2002, HawCC Faculty Senate and UH Hilo Faculty Congress issued a joint memo to President Dobbelle indicating their intention to work together. Additionally, they presented an outline of the initial principles that will guide this work.

Institution's Response to Related Self-Study Recommendation

Co-location Agreement

Some steps towards a co-location agreement were reached regarding physical facilities. Building 379 and specific rooms such as Room 1, a multiple purpose room in Building 379, were transferred from UH Hilo to HawCC. Negotiations concerning additional building transfers are ongoing.

Assessment of Progress Made

Initiatives to improve cooperation between HawCC and UH Hilo included an agreement between administrators to track interactions. A College Council subcommittee identified, reviewed, and evaluated shared services, then recommended to the entire Council that HawCC develop its own capability for telephone, mail, and facilities maintenance services. Additionally, in response to President Dobbelle's request to explore shared services, the Council facilitated an open meeting for faculty entitled "Exploring New Models for Shared Services with UH-Hilo." Discussion are continuing.

Communication between the HawCC Academic Senate and the UH Hilo Faculty Congress resulted in an agreement that site utilization, shared services, and other factors should be determined by the leadership of the two institutions and not prescribed by Presidential decree. This position was sent to President Evan Dobbelle on July 5, 2002.

These negotiations with UH Hilo continue, but progress was and is affected by the demands of System planning, *SCT Banner* instillation and training, and state budget realities after September 11. Changes in HawCC and UH Hilo administrators and the need for consensus building are other factors that have and will effect negotiations.

Assessment of Progress Made to Related Self-Study Recommendation

Co-location Agreement

UH Hilo agreed to transfer underutilized buildings on the Manono campus. Building 393 and Room 1 in Building 379 were transferred, and the renovation of Building 379 will be completed in Fall 2003. The structure for further co-location negotiations, including the transfer of additional buildings, has been established between the Academic Senate and the Faculty Congress.

Forecast of Activities

The HawCC Academic Senate and UH Hilo Faculty Congress will continue to work together on a co-location plan to submit to President Dobelle. Within this plan, there will be provisions for the further transfer of buildings. Once the details of building transfer are confirmed, funding for renovation will be sought, secured, and implemented.

One of the criteria for choosing the new HawCC Chancellor will be the perceived ability to interact and favorably negotiate with UH Hilo.

RECOMMENDATION FIVE

Support services and new financial resources need to be directed to the distance learning delivery system, as the distributed learning model has been identified as an important access strategy for the Hawaii Community College.

RELATED SELF-STUDY PLANNING SUMMARY RECOMMENDATION

In the area of the Island Wide Plan, the college needs to increase the technological resources necessary to support an island wide delivery of educational opportunities.

Institution's Response

Open access to higher education is an essential mission component of both the University of Hawai'i System (UHS) and Hawai'i Community College. Because of the location, size, and rural nature of the island of Hawai'i, a distributed learning model is essential for island-wide access to educational opportunities. Since the Fall 2000 accreditation visit, HawCC has developed and pursued strategies to further develop support services and to secure financial resources for distance education.

UHcc System Support

The University of Hawai'i Community Colleges (UHcc) Distance Education Committee (a committee with members from all colleges in the System including HawCC) is committed to advancing the University of Hawai'i in the area of distance learning. Its duties include identifying necessary technology, making recommendations concerning support systems, and creating a common schedule of classes. The committee recently developed and published the *University of Hawai'i Distance and Distributed Learning Action Plan*.

This distributed learning plan lays out the specific actions UHS needs to take to advance distance learning. These actions include: (1) coordinate and facilitate distance learning in the seven colleges and three universities through a system wide council, (2) secure the funding to help create a first-rate infrastructure system, (3) provide the technical support and services to ensure access, (4) implement strategies to engage, train, and support faculty and staff, (5) capitalize on strategic international markets for profit-generation, (6) develop a coherent pricing and funding model, (7) resolve issues that create barriers to faculty participation including intellectual property rights, workload, and tenure and promotional processes, and (8) provide online electronic support and comprehensive orientation and training for students.

UHS has committed to increasing the number of students who register for distance education courses and programs to 7,500 by Fall 2010 and has set a resource requirement level of \$1,000,000 for distance learning infrastructure development (*The University of Hawai'i Community Colleges Strategic Plan 2002-2010*, p. 19).

HawCC continues to request funding through the formal University of Hawai`i budgeting process. However, the request for additional personnel and funding to support distance education initiatives was not approved during the 2003-2005 Legislative appropriations.

Government Grant Support

The college gained financial support for distance education by securing two large federal grants. These grants provided monies for curriculum development, equipment purchases, and both site and professional development. The Title III grant provided monies to develop distance learning in Waimea and Kau, to increase both video conferencing and on-site class offerings, to expand distance learning instruction positions in Hawaiian Studies, and to provide technical support.

One aspect of the Rural Development Project grant helped potential rural area teachers to have distance education access to a BA in Elementary Education. Grant monies also provided for extra distance education classes in math and English preparation and provided other West Hawai`i students with access to additional bachelor's, post-baccalaureate, and master's degree programs.

Training

HawCC encouraged existing faculty and lecturers to develop online versions of the classes they currently teach. A one-week training on how to use WEBCT to create and administer an online class was offered in both Hilo and West Hawai`i. This training, Talent 101, was offered in both the Fall 2002 and Spring 2003 semesters.

Institution's Response to Related Self-Study Recommendation

Increase Technological Resources

Some increases in the technological resources have occurred since the Accreditation Committee's last visit. Perhaps most significant is the change from analog to digital technology. Changes in site equipment were made at the college, in West Hawai`i, and at the new Waimea and Kau sites.

Another technological resource increase was the development of a new, system wide, computerized student information system through *SCT Banner*. The implementation of the *SCT Banner* registration system enables students who qualify to register online for any course offered by any college in the System, including distance education courses. This new computerized registration system is much more streamlined and distance learning accessible than previous registration methods.

Assessment of Progress Made,
Including the Related Self-Study Recommendation to Increase Technological Resources

Distance learning in the UHcc System has become far more centralized. The *University of Hawai'i Distance and Distributed Learning Action Plan* was developed with input from HawCC and other colleges in the System. Strategies in this plan, in combination with the new *SCT Banner* registration system, have increased distance learning class availability and access statewide.

Federal grant monies enabled the college to develop curricula, purchase equipment, and make both site and professional development possible. The college changed from analog to digital technology and from an older Aldrich record and registration system to the newer online *SCT Banner* system. This streamlined the registration process for distance learning classes.

Existing faculty and lecturers were encouraged to develop online versions of their classes. Talent 101 (utilizing WEBCT for instruction) was offered to both Hilo and West Hawai'i faculty. The Director of the West Hawai'i Learning Center attended an advanced distance education training session at Manoa in July 2003.

Forecast of Activities

The UHcc Distance Education Committee, under the direction of the Vice President for Academic Affairs, will continue to be the principal university decision-making group with respect to distance learning. HawCC will be primarily represented in this group by faculty and administrators from West Hawai'i.

The Master Scheduling Group, a subcommittee of this decision-making group, will continue to focus on the system-wide use of HITS (Hawai'i Interactive Television Service) and the scheduling of classes. Class scheduling will be designed to enable students to complete existing community college and university programs.

HawCC will continue to request funds, positions, and services through this UHS committee. Additionally, the college will seek funding through federal grants and continue to administer existing grants.

Both site and faculty development will continue, including multiple offerings of Talent 101 classes.

RECOMMENDATION SIX

The college needs to develop and apply uniform standards for curricula, including: (1) the identification of measurable learning outcomes for general education courses and the Liberal Arts degree program, and (2) a program review process for the Liberal Arts degree program. In support of these standards, written materials need to be developed and staff development opportunities provided.

RELATED SELF-STUDY PLANNING SUMMARY RECOMMENDATIONS

In the area of Institutional Accountability and Performance, the college needs to:

- **Develop ways to measure and assess learning outcomes of students' performance**
- **Assess the quality of instruction and student services**
- **Review the effectiveness of the College Council**

Institution's Response

One of the Action Strategies in the *The University of Hawai'i System Strategic Plan: Entering the University's Second Century, 2002-2010* is to “emphasize liberal arts education as the foundation for an educated community and competent workforce”. This commitment to Liberal Arts education at the community college level is also illustrated through the newly established, system wide, AA Degree Task Force Committee. The Task Force Committee recently engaged in a System review process for Liberal Arts. At the end of Spring 2002, the committee completed a written draft of learning outcomes for general education courses in a wide variety of subject areas.

HawCC's Liberal Arts Program Unit Chair participated in these system wide discussions. During Fall 2002 and Spring 2003, the Liberal Arts faculty from HawCC review the system wide draft and began the process of “matching” the college's learning outcomes and individual course learning outcomes with those of UHS.

HawCC also changed the internal structure of the college by merging several disciplines into one Liberal Arts Division. Hopefully, this new union combined with “matching” strategies will enable the development of uniform standards.

The first Program Health Indicator Review was conducted in Spring 2002. Program demands, efficiency, and outcome standards were used to determine program “health.” Results indicated a relatively efficient and effective program in sufficient demand.

The college recognizes that staff development is essential to the above process. The Liberal Arts Unit Chair has and will continue to coordinate faculty development opportunities.

Institution's Response to Related Self-Study Recommendations

Measuring Student Performance

CCSSE research indicated that, when compared to students from other small colleges who participated in the field test, HawCC students were above average in synthesizing and organizing ideas, information, or experiences in new ways. They were also more likely to participate in community-based projects, to work with other students on projects in class, and to have meaningful interaction with faculty.

The AA Task Force Committee recently engaged in a system wide program review process, completing a written draft of learning outcomes and student evaluation methods for general education courses in a wide variety of subject areas. HawCC's Liberal Arts Program developed methods to measure student performance during their Program Health Indicator Review.

Measuring Instructional and Student Service Quality

According to CCSSE survey results, student assessments of HawCC were favorable. Successes (areas where HawCC outperformed other small colleges who participated in the field test) and challenges (areas of under-performing) follow.

Students at HawCC interact more often with others from a different race or ethnic background. They expressed positive feelings about our college and indicated that they were encouraged to spend a significant amount of time studying and interacting with those from different social, economic, and ethnic backgrounds. They also stated that the college helped them cope with non-academic responsibilities (work, family, etc.) and provided the support they needed to thrive socially.

While at college, students indicated that they developed clearer knowledge about career opportunities and goals and further developed a personal code of ethics that included contributing to the welfare of their community and voting.

Student response scores in some areas were significantly lower than those recorded in other colleges of similar size. Our students tend to not use e-mail to communicate with their instructors, and the majority of students were only somewhat satisfied with computer lab services and availability. They also expressed the opinion that HawCC does not provide the financial aid support needed to afford their education and that they are less than satisfied with financial aid advising service.

Reviewing the Effectiveness of the College Council

The HawCC College Council is a college wide group with membership from all campus areas. It is a recommending body that serves as the vehicle for dialogue and consultation on college wide matters involving budget, strategic planning, facilities, community relations, and fundraising. The College Council's Committee on Committees helps to fill

committee membership positions by soliciting volunteers or conducting elections. It also reviews committee structure and annual reports and acknowledges committee member's participation.

Initially created in 1991 as a communication vehicle for the college, the original "Transition Council" was designed to improve internal communication. Membership included administration, faculty division chairs, the Senate chair, and representatives from Academic Support, Student Services, and Community Services/Special Programs. Both the Long-Range Development Plan and the college's first accreditation report (1995) were developed through the College Council.

In 1996 the Council's role changed from "communication coalition" to a collaborative decision-making and advisory body on college wide issues that are non-academic. By 1998, the Council began an annual process to evaluate the progress of ADP goals.

During the 2000-2001 academic year, the Council initiated an assessment of resources shared with UH Hilo. The College Council was instrumental in offering events that allowed college wide communication on shared services and open space. The following year, a campus wide planning effort began that resulted in a revised ADP. The Council also initiated a self-evaluation and determined its role for the immediate future.

Assessment of Progress Made,
Including the Related Self-Study Recommendations of Measuring Student Performance,
Measuring Instructional and Student Service Quality, and Reviewing the Effectiveness of
the College Council

Measuring Student Performance

HawCC changed the internal structure of the college by merging several disciplines into one Liberal Arts Division. A Liberal Arts Unit Chair was established and given the responsibility of coordinating relevant staff development opportunities. It is expected that this new unity will help in the development and application of uniform curriculum standards.

A UHcc AA Degree Task Force Committee engaged in a review process for the Liberal Arts degree program and, at the end of Spring 2002, completed a written draft of learning outcomes for a wide variety of general education courses. Student performance will be measured through these learning outcomes.

Measuring Instructional and Student Service Quality

CCSSE research offered relevant data for student, instructional, and student service evaluations. HawCC's Liberal Arts faculty conducted a Program Health Indicator Review based on program demand, efficiency, and outcomes. Results were positive.

Reviewing the Effectiveness of the College Council

The College Council met in April 2003 to discuss self-evaluation and plans for the future. Areas where the Council felt it was effective were in reviewing existing shared services with UH Hilo, investigating possible models of shared services, and strategic planning.

Fundraising activities centered on the new UHS Centennial Campaign. Council members and others submitted five proposals to the campaign (three were part of coalitions with other colleges). How effective these proposals will be towards generating money for the college is yet to be determined, but HawCC participation in the UHS process was solid.

Determining the Council's effectiveness concerning good communication throughout the organization was more difficult to evaluate. Reviewing College Council written documents and their distribution and the success of Council sponsored events such as the "New Models for Shared Services with UHH" and "Defining Our Destiny" suggested positive communication methods, but to suggest that this automatically equals good communication throughout the system is inaccurate.

What is accurate is that because of significant leadership changes, major demands concerning System and internal transition, and the events of September 11, the faculty, staff, and students experienced a period of unknowns. Communication clouded somewhat and there tended to be more of a focus on questions than answers.

Questions were brought forth in the April meeting. How much influence does the Council really have? Is it truly a problem-solving body or only an access site where both faculty and non-faculty can discuss issues and make recommendations? Is its purpose to communicate the administration's message or to help create it? How can communication improve?

Members at the April meeting were strongly in favor of continuing the College Council. They felt that efforts made concerning college-wide matters such as strategic planning, facilities, and community relations were valuable. The consensus was that non-faculty personnel input is essential and that the College Council affords a place for such input.

Forecast of Activities

The AA Degree Task Force Committee will complete its system wide review process, and a final draft of learning outcomes for general education courses will be published.

HawCC's Liberal Arts faculty will complete the process of "matching" college learning outcomes and individual course learning outcomes with those from UHS.

Program Health Indicator Reviews (required by all programs) will continue to help evaluate program demand, efficiency, and outcomes. Instruments will be developed to focus and standardized research data so that time-based comparative analysis studies can be conducted.

Relevant training for faculty will be provided, and the college will continue to participate in further CCSSE studies. These new studies will be compared to earlier studies.

The College Council will review its role, and purpose. It will better communicate its process for determining membership and selection of the Chair. Expanding membership to the Student Council Faculty Advisor will be discussed. In addition, a review of whom individual members serve and the means by which they communicate Council-related information back to their constituents will be conducted as well as efforts to make faculty and others aware of the process to add items to the agenda.

Finally, the Council will continue to review its responsibility and methods to improve communication throughout the organization.

RECOMMENDATION SEVEN

The college should focus its facility planning on the goal of becoming autonomous at a site, which when built out, will house all functions of a comprehensive community college.

RELATED SELF-STUDY PLANNING SUMMARY RECOMMENDATIONS

In the areas of Physical Facilities, the College needs to:

- **Implement the Long-Range Development Plans in East and West Hawaii Community College**
- **Seek additional funding for the repair and maintenance of facilities**
- **Establish and adhere to an equipment replacement schedule**

Institution's Response,

Including Related Self-Study Planning Summary Recommendations

Long-Range Development Plans (LRDP) for East Hawai'i:

Site autonomy has been and still is a primary goal of HawCC, but considering the state of Hawai'i's current fiscal condition and other Capitol Improvement Project priorities, an autonomous college with campuses in Hilo and West Hawai'i is a reality that is probably 10 to 15 years away. Nevertheless, long-range development plans have been developed and approved in concept by the Board of Regents for both Hilo and West Hawai'i.

In Hilo, the proposed location for a new campus for Hawai'i Community College is on a parcel of about 100 acres above Komohana Street. The planning process for this site occurred during the period 1994-1996 with consultation with administrators, division chairs, faculty and staff, and students. The Board of Regents approved the LRDP on March 22, 1996. The 100-acre site was planned to accommodate a student enrollment of 5,000 full-time equivalent (FTE), which would be approximately a 7,500 person headcount. In 2000, the plan was modified slightly to accommodate the designation of 30 acres for the development of the USDA Pacific Basin Agricultural Research Center facility.

Transitional Facility Plan for East Hawai'i:

Major building renovations and site improvement at the Manono campus combined with several renovation projects on the upper campus will ensure functionality and greater independence for HawCC. Current and future projects in this 10-year transitional plan have and will continue to be influenced by co-location and shared service agreements with UH Hilo.

One component of facility planning is the upgrading of infrastructure on the Manono campus. The campus's electrical system was upgraded in 1996. Sewer connection, fire hydrants installation, handicap accessibility and parking lot and road repavement will be completed by Fall 2003.

A second component of the Transitional Plan is the transforming of older unused or underutilized buildings into modern classrooms and offices. Building 388 is an example of this transformation. An existing warehouse structure housing trade and apprenticeship training programs, it was completely renovated in Spring 2000 and converted into two large classrooms with a multi-paneled movable room divider, a video conferencing classroom, a student learning center lab, faculty offices, storage rooms, a maintenance closet, and ADA compliant restroom facilities.

Other examples of transformation include Building 389A (a former material storage facility changed into a Hawaiian Studies Hula classroom), Building 387 (a former Machine Shop Warehouse to be changed into a Learning and Media Center) and Building 393 (a former UH Hilo Astronomy Warehouse to be changed into facilities for the Agriculture, Agroforestry, and Early Childhood Education Programs, including a new Children's Center). The Hula classroom project was completed and dedicated in February 2003, and the other two renovation projects will be completed by the end of Fall 2003.

Other renovations include the reroofing of Building 382 (Food Service Program cafeteria and dining facility), Building 392 (Applied Technical Education Division Office), Building 386 (Agriculture Program shop facilities), and Building 380 (Architectural, Engineering and CAD Technologies Program and Office of Continuing Education and Training computer labs). Reroofing for all these projects was completed by April 2003.

In addition to reroofing, Building 382 (Food Service Program) received a new air-conditioning and interior ceiling system, new fire suppression and exhaust ventilation systems, and ADA compliant restroom and locker room facilities. This project was completed during Spring 2003. Building 381, Room 107 is scheduled for Science Lab facility upgrade during 2003.

Renovation of utilized space on the upper campus includes the reroofing of the Auto Body Repair and Painting Shop (Building 321), the Automotive Mechanics Shop (Building 322) and the Diesel Mechanics Shop (Building 323). In addition to reroofing, a new oil separator system and security gate will be installed during Fall 2003.

In addition to upgrading infrastructure and renovating underutilized and utilized space, seven portable buildings are planned for the near future. They will be located in the rear of the Manono campus and will house future classrooms, labs, and offices for faculty and staff.

Long-Range Development and Transitional Plan for West Hawai`i:

In West Hawai`i, the proposed location for a University campus was determined through a community process conducted in 1990. In 1991, the Board of Regents (BOR) selected a 500-acre site at Kalaoa, which is above Queen Kaahumanu Highway and approximately two miles from the Kona airport. The planning process for this site was to establish a 30-acre campus that would accommodate a headcount of 1,500 students. The process included faculty, staff, student, and community consultation. The Board of Regents approved the LRDP in October 1998. This plan was considered the number one UHcc CIP priority and was included as a high priority in the BOR legislative requests for 2001-2003 and 2003-2005, but the LRDP did not receive an appropriation.

Options for private partnerships in the development of both permanent and transitional facilities for the University are being actively pursued. Plans for the establishment of an innovative educational village type vision with a private partner are under discussion. Additionally, the college is exploring a partnership with one of the resort hotels and with other educational partners to integrate the hospitality and culinary programs into a “resort for learning” concept.

HawCC and UH Hilo Shared Service Assessment:

Site autonomy, funding for facility maintenance and repair, and the establishment of an equipment replacement schedule is directly related to the unique relationship between HawCC and UH Hilo. In October 2002, the Accreditation Review Team recommended that previous agreements and areas of cooperation needed to be reviewed and renewed. In response to their recommendations, the College Council took on the task of reviewing shared services. These reviews are discussed in detail in the “Co-location Agreement” section of this document on pages 15 and 16.

Assessment of Progress Made, Including Self-Study Summary Recommendations

The college has taken steps to become more autonomous, but it is still within the System and a partnership that makes this goal a unilateral decision rather than an independent choice.

Long-range and transitional plans for both East and West Hawai`i are in place. Options for private partnerships to implement an innovative educational village type vision are being pursued in West Hawai`i. The transitional plan for East Hawai`i is advancing.

In East Hawai`i, funding for the repair and maintenance of facilities and infrastructure on both the Manono and upper campus has and is transforming the college. Sewer connection, fire hydrants installation, handicap accessibility, and parking lot and road repavement are complete. Existing warehouse structures have been and are being transferred from UH Hilo to HawCC, renovated, and turned into classrooms, offices, science labs, learning centers, and other needed facilities. New equipment and equipment

replacement schedules are in place, and more money is being sought through federal grants.

Forecast of Activities

Future discussions concerning the relationship with UH Hilo will be lead by HawCC's Interim Chancellor, the Chancellor for UH Hilo, the HawCC Academic Senate, and the UH Hilo Faculty Congress.

The Chancellors' initial task will be to determine the appropriate budget level for two campuses, secure funding from the System, and then allocate appropriate amounts to HawCC so it has control over and can bring services and resources to the college.

Once this budget is established, the governing bodies can move on to agreements on programs and other areas.

SELF-PLANNING SUMMARY RECOMMENDATION

In the areas of Financial and Human Resources, the college needs to:

- **Investigate ways to increase funding to support student learning**
- **Promote fundraising efforts through private donations and grants**
- **Reassess human resource needs as necessary**

Institution's Response

Increase Funding to Support Student Learning

Funding increases to support student learning included securing federal grants and the development of several scholarships. Federal grants supported student learning in Hawaiian Studies and Tropical Forest Ecosystem and Agroforestry Management. Other federal monies aided the Talent Search Program and the Job Placement Coordinator position. Additionally, several scholarships were secured and distributed.

Promote Fundraising Efforts

The response to fundraising, like many of the other issues the college now faces, is guided by a UHS approach. This approach, the Comprehensive Capital Campaign through the University of Hawai'i Foundation, is a fundraising campaign designed to raise significant levels of private gifts over the next several years.

The logic behind a system wide approach is that donor prospects are most likely to make substantial commitments to a university system when they are convinced that their gift furthers the basic and widely shared goals of the institution.

The campaign's priority-setting process should match the university strategic planning process and the broadly participatory values that have framed it. To ensure this, a series of workshops on campaign priority setting were conducted for all UH institutions.

HawCC submitted five different proposals to the UH Foundation Centennial Campaign. They included: the Advancement Center; Early Childhood Education Scholarship and Development Program; the Scholarship Fund for HawCC Kona; Project Transition Endowment; and Host Culture, Language and Hospitality Training for the Visitor Industry.

Reassess Human Resource Needs

Since January 2000, new position hiring was based on awarded federal grant personnel requirements, an expansion of non-credit (OCET) services, the need for additional institutional support for West Hawai'i, and the reorganization of East Hawai'i's

Admissions and Records office. Future human resource needs are outlined in detail in the “Resource Requirements” section of the ADP.

Assessment of Progress Made

Increase Funding to Support Student Learning

The college was successful in obtaining funding from several federal grants and some private funding for scholarships. Two individuals, one from administration and one from counseling, completed a five-day TGCI Grantsmanship Training Program.

Promote Fundraising Efforts

Need areas were identified and proposals submitted to the UH Foundation Centennial Campaign.

Reassess Human Resource Needs

Since January 2000, eleven full time and three half-time positions have been created to help meet human resource needs. Most of these positions are funded through federal grants such as Talent Search (1.5, Student Support), Perkins (2, Job Placement and Career/Technical Counselors), Title Three (1, Distance Education General Outreach) and Rural Development (1, General Outreach) and are non-tenure positions. The Talent Search positions are in West Hawai`i.

Some of the positions are through OCET. They too are non-tenure positions and their continuation is based on OCET’s ability to be self-supporting. Both positions (Civil Service Clerk III and Academic Support) are in East Hawai`i.

Other positions include a _ time APT position in Early Childhood Education, a _ time APT position in Food Services, an Academic Support Specialist position in Admissions, and a variable vocational instructor position in Welding. All these positions are in East Hawai`i.

Two other positions were created in West Hawai`i. One was an instructor in Biological Science and the other an Administrative Officer I position for fiscal matters. Of these positions, only the Administrative Officer I position is a permanent position. This is a reflection of state budget restraints.

Future human resource needs are outlined in the ADP (pgs. 33-35). These needs are assigned to specific goals and are contingent on the ability to secure funding

Forecast of Activities

The college will continue to seek funding through applications for federal grants and private endowments. Once proposals are reviewed and evaluated for feasibility by the UH Foundation, the college will join in Foundation fundraising efforts. Fundraising will be one of the major responsibilities of the new chancellor. Human resource needs will continue to be reassessed based on the ADP and System, and federal funding guidelines.

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