Interim Accreditation Report

Hawaii Community College
200 West Kawili Street
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Introduction and Statement of Report Preparation

This Interim Accreditation Report was prepared for submission to the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges by Hawaii Community College (HCC) faculty, staff and administrators. The Commission reviewed it at its January 7-9, 2001, meeting as HCC's self-study report and the report of the evaluation team that visited the College on October 24-28, 2000. The Commission, in its letter of January 19, 2001, to Provost Sakaguchi reaffirmed HCC's accreditation with a requirement that the College complete an Interim Accreditation Report. This report satisfies the requirement by providing information and analysis regarding the seven recommendations made by the evaluation team and reported to the College by the Commission.

Responsibility for the Interim Accreditation Report was assigned to the College Council. The council is a component of the shared governance structure at HCC and is comprised of representatives from all program, service, and administration areas.

The Interim Accreditation Report was addressed at the August 14, 2002, College Council meeting. The Council reviewed the plan for producing the report as well as progress made up until that time. Members of the council most familiar with the issues relevant to the recommendations provided the information and materials for the initial report. The College Council received a copy of the initial report at its September 10, 2002, meeting. College Council members shared the report with their constituents and asked all to direct comments to the College's Accreditation Liaison Officer. The final version of the Interim Accreditation Report was completed on October 1, 2002.

The following people were involved in the preparation of this report:

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Institutional Context

Changes have occurred and are occurring throughout the University of Hawaii System since the October 2000 evaluation team’s visit to HawCC. In June 2001, Evan Dobelle became the University’s President. President Dobelle has challenged faculty, staff, and administration to reshape the University. New relationships touching on all aspects of operations between and among campuses are now being explored and recommended. The reshaping of the University will undoubtedly mean significant changes in the University’s structure and the new relationships created will continue for some time to come.

Special attention is being directed at several pivotal organizational structures, which have direct and significant effects on HawCC. The Office of the Chancellor for Community College was the subject of critical review and analyses. The committee responsible for the review reported its findings and recommendations to President Dobelle in September 2002. Additionally, President Dobelle asked the facilities of HawCC and University of Hawaii – Hilo (UH Hilo) to consider how best to deliver higher education services to the communities of Hawaii Island. The respective representatives are engaged in constructing a plan for the future relationship between these two institutions.

The changes that have occurred, will occur, and are being anticipated will be reflected as much as is practical in a strategic planning process that is currently underway on all campuses in the University system. The University of Hawaii Board of Regents (BOR) at its June 21, 2002, meeting approved “The University of Hawaii System Strategic Plan: Entering the University’s Next Century, 2002-2010.” This plan provides the overall framework within which each campus of the University develops consistent goals and detailed implementation plans. The UH Community College Strategic Plan provides the overall direction for the community colleges for the six year period 2003-2009. This plan is under development and will be submitted to the BOR for approval in Fall 2002. HawCC and all other community colleges are in the process of preparing an Academic Development Plan (ADP) as part of the strategic planning process.
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 vision a reality by prioritizing college plans and related resources.

Progress

In August 2001, the Provost initiated discussions with faculty regarding the further development of the Four Cornerstones at an open meeting. A working group was formed to continue the discussion throughout the semester. The outcome of the discussions was a reaffirmation of the College's commitment to the Four Cornerstones. There was general agreement that the Four Cornerstones will be integrated into the curriculum, imbedded into the institution, and that the College should be a role model for the community in these areas (community work-based learning, environment, Hawaiian culture, and technology). Thus, the Four Cornerstones will continue to be important to the College's growth and development.

The ADP is the College's primary planning, implementation and resource allocation guide. All two-year colleges in the university system develop ADPs as part of the university's strategic planning process. The Chancellor of the community college system reviews and approves all ADPs, a procedure that includes consultation and agreement with each campus. The HawCC ADP will be revised, reviewed, and approved before January 2003. The new ADP will state the College's priorities as well as identify related resources. Planning for the Four Cornerstone areas will be included in the process.

The College's curriculum reflects commitment to the Four Cornerstones and their relevance to teaching and learning. Since the last evaluation team visit, two new degree programs have been developed and approved by the Board of Regents. The two programs address high priority concerns of the College in the areas of the environment and Hawaiian culture, which are two of the Four Cornerstones. The Associate in Applied Science degree in Hawaiian Life Styles was approved in Fall 2001 and the Associate of Science Degree and the Certificate of Achievement in Tropical Forest Ecosystem Management and Agroforestry was approved in Spring 2002.

Analysis

The College has communicated the vision as expressed by the Four Cornerstones in several ways. Starting in 2001-2002, the HawCC catalog included information about the Four Cornerstones (see Section entitled "The HawCC Learning Experience"). Additionally, discussions were held with faculty to reaffirm the importance of the Cornerstones and to advance their development. A work group is inventorying the college's progress, which will become part of the framework for action planning and will be incorporated into the ADP. The two new degree programs are evidence of collaborative work undertaken to make the vision a reality.
NAPA Actions
As the College Council continues its leadership in campus planning, it will deal with the role of the Four Cornerstones in the college's next ADP. College Council members will work with the groups they represent to ensure full participation.
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.

Progress

HCC’s mission statement has been the subject of considerable review. As mentioned above, each of the university system’s component campuses is involved in a strategic planning process at this time. While simultaneous strategic planning across the system itself is not unusual, the charge placed on various components of the system by the President makes the process quite different this time around. As the campuses of the system are reshaped, one can expect that mission of each will be evaluated and appropriately revised.

In the case of HCC, its relationship with UH Hilo and the larger university system may well change in the next year or so. Planning groups at HCC, UH Hilo, and the Chancellor’s office are busy reviewing and analyzing data and other information with the goal of recommending action to the President. The missions of the respective units may change as a result.

While the strategic and related planning processes have been underway, HCC has taken action to inform the communities it serves about its mission and purposes as it currently stands. Over the past year, the College mailed a newsletter to major stakeholders on the island. The point of the newsletter was to let them know what the College was doing in their communities to support community interests. It was an opportunity as well to help communities understand the College’s Four Cornerstones and their relevance to learning and community interests. The College is currently preparing a second newsletter, which will soon be mailed to the same group.

Analysis

In the context of the changes that are anticipated across the university system, HCC’s mission is being re-examined at several levels and from several perspectives. Within the College, the strategic planning process that will produce the College’s next ADP will focus on the mission statement.

Plans or Actions

Before 2003, the ADP will be reviewed and revised. As part of this process, the mission statement will be reviewed and revised. As the plans for the component parts of the university system become clearer, the mission of HCC can more comfortably articulated and communicated to island residents.
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.

Progress
HawCC has been working for several years to develop an institutional research capability. Progress has been slow, but steady, and is evident in program participation activities as well as personnel changes.

The Community College Leadership program of the College of Education at the University of Texas at Austin conducts the Community College Survey of Student Engagement (CCSSE). HawCC’s participation in the 2002 survey produced several useful reports: a report of mean comparisons and response frequencies for each survey item; an identification of items on which HawCC’s results differed from the comparison group to a degree that is statistically significant; a summary report that shows the college’s “strengths and challenges”, which are the areas in which performance is above or below the mean for the comparison group, and an overview of the aggregated results of the 48 colleges that participated in CCSSE 2002. The survey results provide the College with information that enables it to plan actions that will have a direct and immediate effect on student learning and institutional performance. HawCC will participate in future surveys as part of a broader strategy to improve institutional research on campus.

Along with developing its institutional research capability, the College has been organizing the tools to assess and improve student learning outcomes in educational programs and student services. For example, at least two attempts have been made over the past two years to launch an enrollment management program. Enrollment management will again be the focus of a special group being organized this Fall 2002 semester. The goal continues to be a planning agenda with specific objectives, timelines, and assigned responsibilities using the data gathered and as part of the strategic planning process.

In Spring 2001, the College Council surveyed faculty and staff to identify data regularly and systematically collected. The purpose was to identify who is collecting data, how they are collecting data, why they are collecting data, and to what use the data is being put. The Council is considering a model for institutional effectiveness measures, which may result in measurable outcomes being articulated in the revised AEP.

With respect to personnel, several years ago, the College created an institutional researcher position. The College advertised three times to find an institutional researcher, but found no qualified person. At about the same time, the College was
considering a reorganization of the Admissions and Records Office. As the College started developing more access sites around the island, the value of decentralizing admissions became apparent. The records operation, on the contrary, was thought to be more appropriately managed as a centralized function. The separation of Admissions from Records allowed new functional relationships to be developed, one of which addressed institutional research.

In this new setting, Admissions is better able to work closely with the College’s Information Center and the Counseling Unit’s Admissions Counselor to provide admission’s services. The Records function becomes records and data management and the job description of the person responsible has been revised to include the basics of institutional research. Additionally, an Educational Specialist in the Dean of Instruction’s office manages some surveys and program assessment activities, which adds to the college’s institutional research capability.

Analysis
The College participated in a national survey of community college students designed to identify successes and challenges in meeting student expectations and achieving institutional goals. The survey provided the College with research findings and related information that are more valuable than any quantitative or qualitative analyses completed on campus to date. Participation in this type of activity helps the College demonstrate its understanding of its students’ performance. This puts the College in a better position to answer to both internal and external constituencies interested in how well the institution is meeting its obligations.

The College redescribed one position and included in the position data management responsibilities in support of institutional research. The position provides at least one staff person with clear-cut, institutional research related responsibilities.

Plans or Actions
The College will participate in future CCSSE surveys as well as identify and train College personnel to support institutional research.
RECOMMENDATION FOUR

The relationship, communication and cooperation between the leadership of 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.

Progress
Since the accreditation review, the communication and cooperation initiatives between the leadership groups of HawCC and UH Hilo have focused on facilities and areas of shared services.

Early on in this effort, the College’s administrators maintained records of discussions with the UH Hilo administrators and the results of those discussions. The administration focused on documenting and attempting to resolve facilities issues, such as leaky roofs and other maintenance problems. Working with the University of Hawaii Community Colleges (UHCC) office, the administration had hoped to develop a plan for the ultimate separation of functions and facilities from UH Hilo.

During Spring 2001, the HawCC College Council undertook a comprehensive and objective review of the services shared between HawCC and UH Hilo. The review identified shared services, levels of effectiveness, problems, and challenges. The results were to provide a basis for discussion with UH Hilo as well as a framework for HawCC’s internal planning for separation of services from UH Hilo. The expectation was that the council would be involved in prioritizing services, determining which should be maintained at each institution, and developing a related ten-year plan.

In June 2001, the administrations of HawCC and UH Hilo agreed on several key facilities issues, including the transfer of an underutilized building on the Manono campus to HawCC. The transfer enabled the College to acquire renovation funds to transform the old building into modern classrooms and laboratories for the Early Childhood Education program, Agriculture program, and the Tropical Forestry Ecosystem Management and Agroforestry program. Several other similar agreements have been reached regarding specific rooms.

In October 2001, the new President of the University of Hawaii introduced the idea of realizing efficiencies by reintegrating HawCC with UH Hilo. In further discussions, he challenged the faculty of the two institutions to propose a structure. The HawCC faculty reviewed organizations where two and four-year institutions share facilities. The HawCC Faculty Senate is currently working with the UH Hilo Faculty Congress to propose a new structure between HawCC and UH Hilo.

In light of this situation, the review of previous agreements between HawCC and UH Hilo and further separation of facilities and functions by the HawCC administration have been put on hold until decisions are made on a future structure for the two institutions.
Analysis
The College took this issue seriously and attempted to improve relationships with UH Hilo. Several initiatives were undertaken; administrators tracked interactions, the College Council reviewed shared services, and the successful transfer of one building and agreement on other spaces.

Since the team visit, the University President questioned the organization and operational effectiveness of the university on Hawaii Island. That is, he pointed to the relationship between HawCC and UH Hilo and asked that it be examined by faculty with an eye toward improving educational services and operations. Representative faculty groups are in the process of examining the relationship and plan to report to the President later this year.

Plans of Actions
HawCC will continue to work jointly with UH Hilo on facilities and shared services as concerns arise. The larger organizational and structural issues will have to be resolved before the details of a good working relationship can be addressed. These large issues should be resolved by the end of this academic year.
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.

Progress
Since the Fall 2000 accreditation visit, HawCC has developed and pursued strategies to develop support services and secure additional funding for distance education. These are particularly important activities as the distributed learning model has been identified as a key strategy for access to HawCC.

HawCC joined other colleges in the community college system to form a distance education committee. The committee develops a common schedule of classes, recommends support systems, and addresses common concerns.

The UHCC distance education committee advocated for more funding for professional development, technical assistants, and equipment. The committee was able to secure alternative delivery funds from the University of Hawaii system. These funds were made available to the community colleges on a competitive basis to help them develop distance delivered courses, purchase equipment, and provide professional development opportunities.

HawCC continues to request funding from the State of Hawaii to support its distance learning initiatives through the formal University of Hawaii budgeting process. The College’s request in the 2001-2003 biennium budget for additional personnel and funding to support our distance learning initiative was not approved. However, the College has resubmitted its request for the 2003-2005 biennium budget.

In the meantime, HawCC is using its Title III grant to develop distance learning sites in Waimanalo and Kapa to provide access to post-secondary education. The grant provides monies for curriculum development, equipment purchases, site development and professional development.

The College’s biennium budget request includes positions to support the expansion of islandwide service (e.g., computer support and staff for West Hawaii). The College is using federal Title III funds to build an infrastructure for technology. The UH system is seeking additional financial resources to address the technology and staffing needs for programs delivered on a statewide basis.

Analysis
While there is considerable activity on campuses to address the issue of resources and support for the delivery of distance learning, the systemwide initiatives have the potential of restructuring the way distance learning will be delivered across all campuses. The UH systemwide strategic planning effort is under the direction of a university administrator.
and preliminary indications are that distance learning will become far more centralized than it is at present.

HawCC’s University Center in West Hawaii supports community college classes as well as bachelor and master degrees and graduate certificates delivered via distance learning technologies by UM Manoa, UM Hilo, and UH West Oahu. Thus, the funding and staffing needs at the Center are considerable and necessary if the Center is to improve the delivery of classes and programs to its students.

Plans or Actions

The systemwide distance education committee, Master Schedule Group (MSG), is the principal university decision-making group with respect to distance learning. HawCC’s representative in this group will continue to be the College’s primary source of information and influence in matters of distance learning. As in other areas, the College’s role may change in the not too distant future. Indications are that distance learning for the university may soon be assigned to the Vice President for Academic Affairs’ office.

The MSG focuses on system-wide use of HTTS (Hawaii Interactive Television System) for bachelors and masters degrees and/or graduate certificates. HawCC’s UH Center at West Hawaii representative in this group is the College’s primary source of information and influence in matters relating to HTTS, distance education scheduling, and priorities for the delivery of these degrees to the Center in West Hawaii.
RECOMMENDATION SIX

The college needs to develop and apply uniform standards for curriculum 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.

Progress

The Liberal Arts Program Unit Chair participated in system-wide discussions of the AA Degree Task Force Committee over this academic year to identify system-wide learning outcomes. At the end of the Spring 2002 semester, the AA Degree Task Force Committee completed a draft of learning outcomes by area (Written Communications, Symbolic Reasoning, Global/Multicultural, Arts/Humanities/Literature, Social Sciences, Natural Sciences, and Oral Communication). During Fall 2002, faculty from respective areas will have the opportunity to provide input. When approved, each campus can "match" its students learning outcomes to the agreed upon system-wide AA degree outcomes.

Faculty at HCC are beginning to identify measurable learning outcomes for courses they teach. The College recognizes that some staff development will be needed to support this activity. The Liberal Arts Unit Chair is beginning to coordinate staff development opportunities for faculty.

To address program review, the Liberal Arts Program completed its first Program Health Indicators (PHI) Review in Spring 2002. The "health" of the program was assessed using program health indicators representing program demand, program efficiency, and program outcomes. However, since this was the first PHI review completed for the Liberal Arts Program there are no previous PHI with which to compare results.

To strengthen the analysis, evaluation, observation, and conclusions drawn from the data for indices, a data pool much larger than was needed for the PHI report was included. Several indices were used to analyze program demand. While historical data was not available for a number of program demand indices, the data that is available indicates that there is sufficient overall demand. The Liberal Arts Program will monitor individual indices over time to better measure overall demand.

Several indices were used to analyze program efficiency. These indices appear to indicate a relatively efficient operation. Several indices were used to analyze program outcomes. These indices appear to be within the acceptable ranges and indicate a generally effective program.

The Division and Department Chairs of the Liberal Arts Program will continue to review and gather data that is needed to complete a comprehensive review. Discussions will take place to determine the appropriateness of the indices used to analyze program demand, program efficiency, and program outcomes.
Analysis
A recent internal restructuring at HawCC merged several disciplines into a Liberal Arts division. The Division, Unit, and Department Chairs, have been charged with focusing on learning outcomes. A UHCC AA task force was formed to look at the outcomes for liberal arts graduates and evaluate current core requirements.

The Liberal Arts Unit Chair, along with the Department Chairs, are coordinating efforts to develop measurable learning outcomes for the Liberal Arts degree program by participating in system-wide activities.

Plans or Actions
HawCC will continue to participate with other CC's to develop a program review process for liberal arts.
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.

Progress
There is a Long Range Development Plan approved by the BOR for a new site for HawCC. However, funds have not been made available to begin construction. The College is currently completing a transition plan for its Manono campus. The purpose of the plan is to develop the Manono campus enough to ensure functionality at this site until a new campus is built. The plan includes renovation of old warehouse type structures into modern classrooms and laboratories as well as the addition of portable buildings. Funds are available and construction has started that will transform two old buildings by Fall 2003. Funds are available and construction has started that will improve the sewer line and fire hydrants systems.

As mentioned earlier in this report, the College Council did an assessment of services shared with UH Hilo. One of the purposes of this assessment was to provide background information for planning. When viewed in the long-term, this analysis provides a basis for the College Council to set priorities for separating the functions from UH Hilo.

To be operating autonomously at a new site, the College needs a ten-year plan for developing capabilities in areas where the College currently depends upon UH Hilo. The intention is to incorporate these priorities into the College’s Academic Development Plan, 2003-2009, and have them become the priorities for future biennium budget requests.

Analysis
A ten-year plan is being developed. The plan will address the long-standing goal of autonomy at a site. The plan will include both facilities and services. The facilities plan will include a transition plan for Manono. The ten-year plan will be included in the College’s ADP.

Plans or Actions
The transitions that may occur across the university in response to the president’s initiatives may affect HawCC's goal of becoming autonomous at a site. New organizational and operational relationships are likely to emerge in the coming year. If so, facilities plans will have to be reconsidered in light of this new context. The transition plan intended to keep the Manono campus operational will continue regardless of any final decisions affecting long-term campus structures or relationships.