MEMO TO: Ms. Noreen Yamane, Chancellor
Hawaii Community College
200 W. Kawili Street
Hilo, HI 96720-4091

FROM: Barbara A. Beno, President *BA Beno*

DATE: December 5, 2013

SUBJECT: Enclosed Report of the External Evaluation Team

ACCREDITING COMMISSION for COMMUNITY and JUNIOR COLLEGES

Western Association of Schools and Colleges

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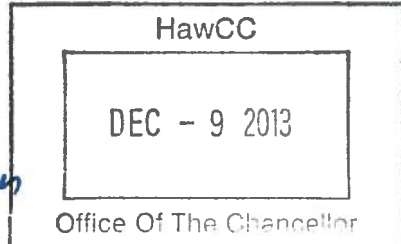
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Previously, the chairperson of the External Evaluation Team (Evaluation Team) that recently visited Hawaii Community College sent you a draft External Evaluation Report (Report) affording you the opportunity to correct errors of fact. We assume you have responded to the Team Chair. The Commission now has received the final version of the Report, a copy of which is enclosed for you. Please examine the enclosed Report.

- If you believe that the Report contains inaccuracies, you are invited to call them to the attention of the Commission. To do so, you should submit a letter stating recommended corrections to the ACCJC President. The letter should arrive at the Commission office by end of day **December 17, 2013,** in order to be included in Commission materials. The letter may also be sent electronically as a PDF attachment.

- If the institution also wishes to submit additional material to the Commission, it should exercise care, keeping in mind the Commission cannot read and absorb large amounts of material on short notice. Material should arrive at the ACCJC office no later than end of day **December 17, 2013**.

- ACCJC policy provides that, if desired, the Chief Executive Officer (CEO) may request an appearance before the Commission to discuss the Report. The Commission requires that the institution notify the Commission office **by end of day December 6, 2013,** or earlier, of its intent to attend the meeting. This enables the Commission to invite the Team Chair to attend. The CEO must provide any materials for distribution to Commissioners by December 17, 2013. Materials will not be accepted after that date.

The next meeting of the Accrediting Commission will be held on **January 8-10, 2014,** at the Sheraton Grand Sacramento Hotel, Sacramento, California. The enclosure, "Procedures for an Institutional Chief Executive Officer's Appearance Before the Commission," addresses the protocol of such appearances.

Please note that the Commission will not consider the institution as being indifferent if its CEO does not choose to appear before the Commission. If the institution does request to be heard at the Commission meeting, the chairperson of the Evaluation Team will also be asked to be present to explain the reasons for statements in the Report. Both parties will be allowed brief testimony before the Commission deliberates in private.

The enclosed Report should be considered confidential and not given general distribution until it has been acted upon by the Commission and you have been notified by letter of the action taken.

BAB/tl

Enclosure

cc: Mr. Erik Kalani Flores, Accreditation Liaison Officer (w/o enclosure)

Procedures for an Institutional Chief Executive Officer's Appearance Before the Commission

The Commission considers institutional accreditation actions in January and June of each calendar year. ACCJC policy provides that when the Commission is deliberating or acting upon matters that concern an institution, it will invite the Chief Executive Officer (CEO) of the institution to meet with the Commission in Executive Session.[1] The appearance is for the purpose of discussing issues of substance and any Accreditation Standards deficiencies noted in the report. There is no requirement that the CEO attend the Commission meeting. If the Commission is considering institutional action as a result of an evaluation team visit, and if the CEO elects to attend the meeting, the Commission will also invite the Chair of the Evaluation Team (Team Chair) or designee to attend.

An institution must send written notification to the ACCJC office at least 15 working days before the scheduled Commission meeting if the CEO wishes to attend. The institution should bear in mind the evaluation of the institution is based upon the conditions at the institution at the time of the team visit.

At the meeting, the institutional CEO will be invited to make a brief presentation, followed by questions from the Commission. The CEO is expected to be the presenter, and should consult with Commission staff if there are plans to invite other representatives to join the CEO. On the day of the Commission meeting, ACCJC staff will escort the CEO (and additional representatives) to and from the designated waiting area to the meeting at the appropriate time. An institution's presentation should not exceed five (5) minutes. The Commission reserves the right to establish a different time limit on such presentations.

The Team Chair or designee will also attend the presentation, normally by conference call. The Commissioners may ask questions of the Team Chair after college representatives have exited. The Team Chair will then be excused, and the Commission will continue its deliberations in closed session.

The CEO will be notified in writing of the subsequent action taken by the Commission.

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[1] Policies that are relevant to this process are the *Policy on Access to Commission Meetings, Policy on Commission Actions on Institutions, Policy on Commission Good Practice in Relations with Members Institutions, and Policy on the Rights and Responsibilities of ACCJC and Member Institutions.*

FOLLOW-UP REPORT

Hawaii Community College

200 West Kawili Street

Hilo, HI 96720

This Report represents the findings of the External Evaluation Team that visited

Hawaii Community College on November 18, 2013

Submitted to:

The Accrediting Commission for Community and Junior Colleges

Submitted by:

Dr. Marie B. Smith, Vice Chancellor, Los Rios Community College District (Retired)

Mr. Daniel Peck, Interim President, Mission College

Introduction:

At its meeting of January 9-11 ACCJC took action to reaffirm accreditation for Hawaii Community College with a requirement that the college complete a Follow-Up Report by October 15, 2013, followed by a visit of Commission representatives. On November 18, 2013, the visit was conducted by the visiting team of Dr. Marie B. Smith, Chair and Mr. Daniel Peck. The visit was to verify that the Follow-Up Report prepared by the college was accurate; to determine if the college had addressed the recommendations noted, resolved deficiencies and now meets Eligibility Standards and Accreditation Standards. The team found that the college was well prepared for the visit and had arranged a schedule that included all the necessary contacts to verify the contents of the report. The team began with an interview with the Chancellor and continued with meetings with the ALO, Vice Chancellor for Academic Affairs, Institutional Research Officer, and the Academic Senate President. In addition the team met with all college committees relevant to the recommendations in the action letter, to include: General Education Committee, Assessment Committee, Curriculum Review Committee, College Effectiveness Review Committee (CERC), and College Council. In each meeting, the college demonstrated candor and willingness to discuss the current state of each recommendation as well as the history of how the college addressed each issue. The team wishes to express its appreciation for the time and effort the college took to provide evidence of the current state of the college and its responses to the recommendations.

The Follow-Up Report and Visit were expected to document the resolution of the following college and system recommendations:

College Recommendation 1: Institutional Mission and Effectiveness, Student Learning Programs and Services, Resources, Leadership and Governance

To fully meet the Standards, and to fully satisfy the 2006 planning recommendation Part A, the team recommends that the College complete its implementation of the recently adopted Integrated Planning Process for Institutional Effectiveness to include: ongoing use of data and analysis to guide institutional improvement; pervasive dialogue about institutional effectiveness; completion and integration of component plans; and ongoing evaluation of planning processes. (I.B.1, I.B.3, I.B.4, I.B.6, I.B.7, II.A.1.b,II.A.1.c, II.A.2.a, II.A.2.c, II.A.2.e, II.A.2.f, III.B.1.a, III.B.2, III.B.2a, III.b.2.b, III.C.1, III.C.1.b, III.C.1.c, III.D.1.a, III.D.4, IV.A.3, IV.B.2.b)

College Recommendation 2: Student Learning Programs and Services, Resources, Leadership and Governance

In order to fully meet the Standards, and to fully satisfy the 2006 recommendation, the team recommends that the institution complete the identification of SLOs at the course, program and institutional levels. Further, the team recommends that the College implement a full and ongoing cycle of authentic assessment that assures continuous quality improvement of teaching and learning. (II.A.1.c, II.A.2.a, II.A.2e, II.A.3.a-c, II.C.2, IV.A.2.b, IV.B.2.b)

College Recommendation 3: Student Learning, Programs and Services and Resources

To meet the Standards, the team recommends that the College develop and implement a comprehensive technology plan integrated with resource allocation that includes and supports distance education (II.A.1.b, II.A.1.c, II.A.2.d, III.C.1, III.C.1.B, III.C.1.d, III.C.2)

College Recommendation 4: Student Learning, Programs and Services

To meet the Standard, the College should take appropriate actions to ensure that the General Education course certification process is fully implemented and effectively documented, with support and guidance from all responsible campus constituencies. Further, the Team recommends that the college use established processes and engage in ongoing and systematic course reviews such that all curricula are reviewed for currency, relevance, appropriateness, and future needs and plans. (II.A.3.b, II.A.3.c, II.A.2.e, ER 11)

System Recommendations

UHCC Recommendation 1: Institutional Mission and Effectiveness

UHCC Recommendation 2: Student Learning Programs and Services

UHCC Recommendation 3: Student Learning Programs and Services and Resources

UHCC Recommendation 4: Resources

UHCC Recommendation 5: Board and Administrative Organization

Note: The UHCC System Report is appended to this report and made a part of it.

College Responses to the 2012 External Evaluation Team Recommendations:

College Recommendation 1: Institutional Mission and Effectiveness, Student Learning Programs and Services, Resources, Leadership and Governance

To fully meet the Standards, and to fully satisfy the 2006 planning recommendation Part A, the team recommends that the College complete its implementation of the recently adopted Integrated Planning Process for Institutional Effectiveness to include: ongoing use of data and analysis to guide institutional improvement; pervasive dialogue about institutional effectiveness; completion and integration of component plans; and ongoing evaluation of planning processes. (I.B.1, I.B.3, I.B.4, I.B.6, I.B.7, II.A.1.b,II.A.1.c, II.A.2.a, II.A.2.c, II.A.2.e, II.A.2.f, III.B.1.a, III.B.2, III.B.2a, III.b.2.b, III.C.1, III.C.1.b, III.C.1.c, III.D.1.a, III.D.4, IV.A.3, IV.B.2.b)

Findings and Evidence: At the time of the visit, the College had made significant progress towards implementation of the Integrated Planning Process for Institutional Effectiveness. Three component master plans were approved, including the Technology Master Plan (TMP), Academic Master Plan (AMP), and Resource Master Plan (RMP). All three plans were endorsed by both the Academic Senate and the College Council, and all three plans have only been

adopted in the last two months (TMP on November 8, 2013, AMP on October 11, 2013, and RMP on November 8, 2013).

The AMP and RMP are both considered "live documents" and are directly tied to the Program and Unit Review Process. This process has been revised over the last year to create two distinct components. The first is a five year Comprehensive Review Process which is focused on the quality and health of the program; 20% of programs and units complete a comprehensive review in a given year. Comprehensive review documents are assessed through the College Effectiveness Review Committee (CERC). The second component is an annual Review and Budget Process, completed by all programs and units each year, which allows programs and units to provide updates on progress from the last year, update goals and actions, and request budget augmentations or additional budget items.

Under the guidelines for each plan, the "priorities" sections of both the AMP and RMP are scheduled to be updated annually based on a review of the Annual Review documents. Priorities are to be determined by each sector, compiled by administration over the summer, and brought back to the college at the start of each fall term for college approval. The revised Program and Unit Review Process allows for greater transparency and currency in budget allocation, as the process now allows for all programs to make requests each year. Prior to this change, programs could only make budget requests as part of the five year comprehensive document.

Although the college has developed a broad process along with the base component plans, a full planning cycle has not yet been completed and details of full implementation and integration are not yet in place. The Annual Review and Budget Process calls for a summary College Annual Budget and Action Plan Report, although the format for such a report or plan for its distribution and use in dialogue about institutional effectiveness has not been created. Until the college has completed a full planning cycle under the updated review process and utilizing the new master plans, it is not possible to gauge whether the college has fully responded to this recommendation.

Conclusion: Hawaii Community College has made significant progress towards this recommendation as stated in the Follow-Up Report, however implementation has not been completed and assessment for effectiveness is not complete. The recommendation is partially addressed and the Standards are partially met.

College Recommendation 2: Student Learning Programs and Services, Resources, Leadership and Governance

In order to fully meet the Standards, and to fully satisfy the 2006 recommendation, the team recommends that the institution complete the identification of SLOs at the course, program and institutional levels. Further, the team recommends that the College implement a full and ongoing cycle of authentic assessment that assures continuous quality improvement of teaching and learning. (II.A.1.c, II.A.2.a, II.A.2e, II.A.3.a-c, II.C.2, IV.A.2.b, IV.B.2.b)

Findings and Evidence: The college has made significant progress towards implementing a full and ongoing cycle of assessment at the course, program, and institutional levels. In addition to the full-time Institutional Assessment Coordinator (IAC), hired spring 2012, the college

established a permanent standing Assessment Committee focused on implementing this cycle. The committee developed an Assessment Handbook, redesigned reporting templates, and clarified the timeline and process as part of the Five-Year Comprehensive Assessment Plan 2013-2018.

The college reports that 96 percent of outcomes have been completed at the course level and reports that courses are being routinely assessed according to the cycle listed in the assessment plan. The remaining four percent of courses represent courses being phased out, new vocational/technical courses requiring industry input for creating student learning outcomes, and variable unit courses. New reporting templates have been developed to improve the level of documentation, with programs and units clearly identifying which areas were assessed as well as the results of the assessment. Reports are posted to a publicly accessible website, although they include a mixture of both the new reporting format and older formats. Example reports under the new format were available, but were not in use across the college until recently.

Program outcomes are well documented and have been in place for multiple years.

The college has drafted a plan for ongoing assessment of institutional learning outcomes (Fall 2013), with planned assessment of ILOs beginning in spring 2014. In preparation for implementation the college is aligning courses with ILOs: 32 alignments were identified in 2010-11, 72 in 2011-12, and 147 in 12-13. A complete cycle of ILO assessment has not yet occurred.

A comprehensive, college designed, database is under development to improve access and reporting capabilities of all levels of learning outcomes, although it is not yet in place. The college has limited but, in the college's view adequate, resources for developing this database. This work is primarily being carried out by the web and data support team with consultation on functionality and design by the IAC.

Programs and units also engage in dialogue on learning outcomes, although documentation is limited. College-wide dialogue on learning outcomes has been promoted through special sessions, including the E 'Imi Pono College Development Day and Spring 2013 retreat.

Conclusion: Hawaii Community College has improved documentation of implementation and assessment at the course level, although pervasive assessment of and dialogue on course outcomes is not yet evident. The College has developed a draft plan for assessment of institutional learning outcomes, but has not yet engaged in a full cycle of assessment. The recommendation is partially addressed, and the Standards are partially met

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College Recommendation 3: Student Learning, Programs and Services and Resources

To meet the Standards, the team recommends that the College develop and implement a comprehensive technology plan integrated with resource allocation that includes and supports distance education (II.A.1.b, II.A.1.c, II.A.2.d, III.C.1, III.C.1.B, III.C.1.d, III.C.2)

Findings and Evidence

In 2011-12, Hawaii Community College contracted with an external consulting firm to produce an analysis and report on the state of the college's technology use. One of the recommendations was to create a strategic technology plan to incorporate technology goals, plans, implementation strategies and a resource allocation model. The college acted on this recommendation and adopted a Technology Master Plan (2013-15) on November 8, 2013, which was based on the consultants' report. The plan includes nine strategic goals that will guide technology development and resource support within the college. In addition, the TMP addresses college needs and support requirements for Distance Education. The college is creating a Technology Advisory Committee as an ad hoc committee of the Academic Senate. This committee will guide the implementation of the TMP and assure that the goals of the plan are addressed within the governance structure. This draft plan has existed in the institution for over a year, but has just been recently adopted and endorsed by the Academic Senate (October 25, 2013) and the College Council (November 8, 2013). The membership of the Technology Advisory Committee has not been completed and the committee has not yet formally met. The college reports that the ad hoc Technology Committee will also determine composition and responsibilities of the permanent committee and seek endorsement by the governance system in the spring 2014 semester. After those items have been achieved, the permanent committee will be constituted and convened. Continued attention is required to fully integrate this plan within the governance system and use it to accomplish the identified goals.

The college also created an ad hoc Distance Education Committee as a committee of the Academic Senate, which will determine committee functions and composition. In the meantime, the college has allocated resources for distance education in this planning cycle, at the request of the Distance Education Coordinator, since the committee was not yet in place. These include a second member of the Instructional Technology Support Office (ITSO), provision for additional Distance Education training resources as well as professional development funds for ITSO staff. The team observed that with the implementation of this plan, the college will provide appropriate attention to Distance Education within its planning structures to assure appropriate development of this mode of instruction and support services.

Conclusion: By creating and beginning implementation of a Technology Master Plan that includes resource allocation and supports distance education, Hawaii Community College has partially addressed the recommendation. The college must now fully integrate the plan into their Integrated Planning Model and use it for resource allocation. The recommendation is partially addressed and the Standards are partially met.

College Recommendation 4: Student Learning, Programs and Services

To meet the Standard, the College should take appropriate actions to ensure that the General Education course certification process is fully implemented and effectively documented, with support and guidance from all responsible campus constituencies. Further, the Team recommends that the college use established processes and engage in ongoing and systematic course reviews such that all curricula are reviewed for currency, relevance, appropriateness, and future needs and plans. (II.A.3.b, II.A.3.c, II.A.2.e, ER 11)

Findings and Evidence

Hawaii Community College began working on the process of General Education course certification in 2011 resulting in a process which was used to certify four G.E. courses. In 2012, the Academic Senate revised the process based on input and review by the Liberal Arts faculty. As a result, the Senate formed an ad hoc General Education Committee at the end of the spring 2013 semester. The certification process is now in place, complete with appropriate forms and sign-offs, and includes appropriate curriculum review by the Curriculum Review Committee to assure currency, relevance, appropriateness, including assessment strategies. Twenty percent of the curriculum is reviewed each year in addition to new course proposals. The Curriculum Review Committee is one of the most active groups on campus, meeting approximately every other week during a semester.

Concurrent with this activity was the response to the 2012 comprehensive team recommendation regarding the need for English and math courses within the Associate in Applied Science degrees to be at college level. The college already had a systematic review process of all curricula through which an analysis was done of all the GE components of all degrees. The team observed evidence of the work of the Curriculum Review Committee in reviewing new courses as well as existing courses and programs. As a result of this on-going review process and analysis, and to respond to the college Recommendation 4 and UHCC Recommendation 2, all AAS degrees were revised to remove developmental courses in English and math and replace them with appropriate college level courses. All appropriate constituencies were involved in the review, including program Advisory Councils. These modifications were approved by the college's Curriculum Review Committee and the appropriate administrators in spring of 2013.

Conclusion: Hawaii Community College has addressed this recommendation by creating and using a General Education certification process, engaging in curricular review and using the process to replace developmental English and math courses with college level equivalents in the AAS degree. The College meets the Standards.

Follow Up Visit Report

University of Hawai'i Community College System

2444 Dole Street

Honolulu, HI

This report is appended to, and made a part of

the College Evaluation Team Report

This report represents the findings of the evaluation team that visited

University of Hawai'i Community College System

November 15, 2013

Dr. Helen Benjamin, Chair

System Evaluation Team

University of Hawai'i Community College System

FOLLOW UP VISIT TEAM
FRIDAY, NOVEMBER 15, 2013

Dr. Helen Benjamin (Chair)
Chancellor
Contra Costa Community College District
500 Court Street
Martinez, CA 94553

Dr. Thelma Scott-Skillman
Retired Interim Chancellor
San Francisco City College
3881 Errante Dr.
El Dorado Hills, CA 95762

Introduction

On November 15, 2013, Dr. Helen Benjamin and Dr. Thelma Scott-Skillman conducted a Follow Up Visit to the University of Hawai'i Community College System (UHCC). A comprehensive visit for the six colleges in the System and the System Office was conducted in October of 2012. Prior to the 2012 visit, one of the chairs of the college teams served as the "chair of chairs" and conducted the evaluation of the System Office. However, in the 2012 comprehensive visit, a separate team was established to conduct a visit for the System Office. Therefore, for the first time, a separate team was established for the one-day Follow Up Visit. The primary purpose of the Follow Up Visit was to document the progress the System had made toward resolving recommendations made by the comprehensive visiting team in 2012. The responses to the five System recommendations were included in the follow Up Report for each college.

The team chair met in advance of the visit by phone and through electronic means with the UHCC Vice President for Community Colleges (VPCC). Team members received the Follow Up Report in advance of the visit and had the opportunity to review the materials and visit the college and UHCC websites for information prior to their arrival at the System Office and the Hawaii Community College campus.

During the one-day visit, team members spent the morning at the System Office and the afternoon at the campus of Hawai'i Community College. The System Office was well prepared for the visit. The VPCC, the Director of Academic Planning, Assessment, and Policy Analysis, and the Executive Assistant to the VPCC met with the team to provide additional requested information, respond to queries needed in order for the team to complete its work, and provide details of actions taken by the System and the colleges in meeting the recommendations. A "tour" of the System website was provided, demonstrating easy access to and broad dissemination of essential information for all college and System constituencies as well as members of the public. Following the System Office visit, the team accompanied the VPCC to Hawai'i Community College where they continued discussions with the VPCC and met with the college chancellor, and attended a forum conducted by the VPCC. The forum held at Hawai'i Community College, was broadcast live with remote access to West Hawai'i Campus employees, located in Kona, HI. The VPCC updated more than 50 college employees in attendance on the progress on the System's strategic plan and the impact of the plan on their college in particular. The presentation, entitled "Moving Forward...2021", proved to be informational and inspirational for those in attendance.

The visit was very successful. It was obvious from the outset that the System Office and the colleges had taken the recommendations seriously and made considerable progress in the short time between receiving the recommendations from the Accrediting Commission on the October 2012 visit and the Follow Up Visit. Upon receiving the report of February 2013, the System Office led the colleges in focusing their collective energy on fulfilling the requirements made in the recommendations.

Recommendations made by the comprehensive visiting team of October 2012 and progress to date follow.

UHCC Recommendation 1: Institutional Mission and Effectiveness

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

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

Broad-based dialog and assessment of analytical tools:

The team found that there was on-going dialog regarding planning and the use of analytical tools provided by UHCC. Per UHCC Policy, Strategic Academic Planning, the VPCC convenes the full UHCC Strategic Planning Council (SPC) in the spring and fall of each year. The membership of the UHCC Strategic Planning Council consists of the Chancellor, Faculty Senate Chair, and student government chair of each college, and the Vice President and Associate Vice Presidents for the Community Colleges. The fall meeting is used to look at the strategic planning process and to introduce and/or review system-wide Strategic Planning initiatives. The spring meeting is used to review UHCC strategic outcomes and performance measures. The SPC monitors and advises on progress toward the UHCC Strategic Planning goals. The VPCC uses the Fall and Spring meetings to gather impressions and reactions to progress to date and to emphasize and maintain the focus on items/areas the UHCC has identified as important. The VPCC conducts follow-up visits to each college to present college-level detailed data and obtain feedback on the planning process, goals, and data. The following web site provides comprehensive information and evidence of the integrated planning process for the UHCC system and its colleges: http://uhcc.hawaii.edu/OVPCC/strategic_planning/appendixA.php

All college chancellors and appropriate staff are represented on various system-wide councils and committees that review tools for accuracy and usefulness. In turn, similar training and broad-based dialog occurs on each campus for faculty and staff who are responsible for utilizing the tools to conduct program reviews, curricular updates, and the like. College researchers work closely with the system research office to further explore the use of the analytical tools and the interpretation of the data. The team was provided examples of how the college's requests for data and/or explanation of data and formulae were provided by the system.

The analytical tools provided by UHCC are utilized system wide allowing for comparable data and economy of scale in development. One example is Curriculum Central that has been used as a common repository for all curricula in the community college system. There will soon be a replacement, the Kuali Student/Curriculum Management System, which will continue to be the single repository for community college curriculum in the UH system. The visiting team received feedback that there was expressed concern regarding the lack of a common system for SLO assessment. Several colleges are developing their own in-house assessment tool. There was concern that this multiple college-level approach would lead to duplicate use of resources and non-comparability of data across the system. It was expressed that the UHCC system was not supportive of developing a common SLO assessment system.

Planning description and training:

All of the community colleges in the University of Hawaii system are responsible for allocating funds received by the system and retained by the college according to planning and program review priorities. The UHCC system's Associate Vice President of Administrative Affairs meets regularly with the college to present information on its allocations, trends, and projections. The Chancellors and the College Councils in the system have been actively improving the planning and budgeting system to respond to changing needs and improve the system based on college participants' input. The colleges view these processes and the policies that support them as "living documents," meant to be regularly examined and changed based on experience. For example, the budgetary system was reviewed at the end of the previous academic year. This process resulted in increased and ~~current~~ updated information for consideration in allocating resources. Several visiting site teams observed the involvement of all appropriate groups in the budget and planning process and found evidence of changes to the processes that resulted from that involvement.

The visiting team for the UHCC system was able to attend the VPCC's fall presentation at Hawaii Community College, Hilo, HI. The presentation, which was live broadcasted, provided opportunity for employees at other college sites to receive data on progress towards the current Strategic Plan goals and future system and college enrollment projections. The presentation outlined possible changes from the current Strategic Plan that expires in 2015 to the next 2015 – 2020 Strategic Plan that is currently being developed. The organization and process for updating the Strategic Plan had been shared with the colleges during the VPCC's spring 2013 campus presentation. At the conclusion of the presentation, there was opportunity for questions and answers. Employees in attendance were attentive and seemed, based on the question and answer session, to be comfortable with the data and possible changes. Similar observations were shared by visiting team chairs of the colleges who were able to attend a presentation. Feedback on the planning and budget process obtained from both system and college employees conclude a more realistic and farsighted approach occurring now than in previous years. The current plan is evident of the inclusion of more ideas generated from the open dialog and process across all colleges.

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

Under this performance-funding model, most colleges have been able to meet all of their outcomes criteria and receive supplemental funding resulting in modest increase to campus funding base each year. Observation and analysis by visiting site team chairs conclude there is satisfaction with this funding model. While there is some concern regarding some of the 'bench marks', the campus leadership considers performance based funding measures to be fair.

The Annual Reports Program Data (ARPD) is standardized system-wide and is used by each campus to operate its own program review process. Each college is provided annual reports for all degree and certificate of achievement programs that are used by the colleges for their comprehensive program reviews.

Since the comprehensive accreditation visit in October 2012, all key data users have been surveyed to determine if any of the current data elements should be eliminated or if any new data elements should be added to the ARPD. The surveys identified a gap in data information provided at new faculty, staff, and administrator orientation. The UHCC Institutional Research Cadre is developing key data information to be included in orientations as well as website "cheat sheets" to direct inquiries to available tools and data.

Each college web site and the system web site provide easy navigation, clear, and comprehensive information on the strategic planning and budget process. Reaction from the system administration and college constituent groups to resulting changes with the integrated planning and budget process is positive.

Conclusion

The System has addressed the recommendation and meets the Standard.

UHCC Recommendation 2: Student Learning Programs and Services

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

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

In May of 2012, the General Education requirement to satisfy the recommendation was codified in UHCCP #5.200 General Education in All Degree Programs. Math and English requirements are now at the transfer level equivalent. It has been documented that all four colleges offering the AAS degree have implemented the new policy.

Conclusion

The System has addressed the recommendation and meets the Standard.

UHCC Recommendation 3: Student Learning Programs and Services and Resources

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

It was concluded in the October 2012 visit that the System met all of Standard III.A except Standard III.A.C.1, as a tenured faculty member who does not request promotion, or a faculty member who has completed all requirements of tenure and promotion, does not have the same requirement to analyze student-learning outcomes for improvement of effectiveness. The team found on this visit that the System has negotiated with its bargaining unit, developed, and approved a policy that has been updated for the first time since 1990. The updated policy reflects current ACCJC requirements and includes a provision for the inclusion of the tenured faculty member's obligation to be evaluated based on, among other things, his/her effectiveness in producing student-learning outcomes. In addition, a policy on the evaluation of lecturers has also been negotiated and approved. While the change in evaluation requirements has been negotiated, there has not been the opportunity since negotiation of this new evaluation provision to implement the change at the colleges and document evaluations with this component.

Conclusion

The System has addressed the recommendation and meets the Standard. However, implementation of the negotiated evaluation requirements has not yet happened and been documented.

UH Recommendation 4: Resources

In order to meet the Standards, it is recommended that a comprehensive UH system wide technology plan that includes and supports distance education be developed and implemented

and is integrated with institutional planning (Standards II.A.1.b, II.A.1.c, II.A.2.c, III.C.2, III.C.1, III.C.1.c, III.C.2).

The System took a novel, creative, and appropriate approach in its response to this recommendation. The System is in the process of creating "a dynamic, online resource" rather than develop a written plan that will provide pertinent information to users. The major sections of the resource follow infrastructure, enterprise business applications, business process improvements, academic, applications, and policies. The resource is currently under development and scheduled for completion in the spring of 2014. The team previewed the web site and found it to be an excellent resource for users with "just in time" information on current and future projects as well as long-term trends. The resulting information should strengthen the program review process and strategic planning to support resource allocations.

Conclusion

The System is in the process of addressing the recommendation but does not yet fully meet the Standard.

UH Recommendation 5: Board and Administrative Organization

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

The Board has been undergoing a thorough self-assessment that began during the October 2012 visit. They engaged the services of an experienced consultant who has led them through a rigorous process reviewing every aspect of their responsibilities. The result is a list of recommendations that will improve the effectiveness of the board.

Regarding the adoption of a regular evaluation schedule for the review of BOR policies and procedures, the UH System is in the process of developing an online policy management system that will allow for regularly scheduled development, review, revision, and tracking of policies and procedures. Because of the self-evaluation during the last several months, the BOR is on schedule with its self-evaluation and meeting the requirement of board policy that indicates that the evaluation must be dedicated solely to the work of the BOR. Indeed, this has been the case.

Conclusion

This recommendation has been partially addressed. Because the process for developing the policy management system is underway, the System partially meets the Standard.