Meeting Attendees: Gwen Kimura (C0-Chair), Pam Scheffler, Wilt Watanabe, Kate Sims (ALO), Mike Saito, Ellen Okuma, Patricia Lewis (Recorder), Dorinna Manuel-Cortez, and Joel Tanabe (Co-Chair)

Gwen convened the meeting at 3:10pm.
1. Minutes of the February 4, 2011 meeting were approved as submitted.

2. Standard Chair Updates:

- Standard I – Kalei reported that the rough draft for Part A is completed and is posted on Laulima. Mike said he is working on Part B of the draft. He encouraged committee members who were having difficulty with their section to talk to Kate.

- Standard II – Gwen reported that Sherri and Annie met together on March 3 to work on their section for A.I. Institutional Programs. They posted what they completed on Laulima but are still working on this section. They have scheduled a meeting with Kate, Joel, and Gwen for March 11, 2011 to go over their section.

- Standard III – Wilt reported that he met with his committee members earlier today and that the rough drafts for A. Human Resources and D. Financial Resources have been submitted to the ALO and Co-Chairs. Part B. Physical Resources rough draft will be turned in on the Mar. 25th deadline. Kate announced that because Mar. 25 is a Holiday (Kuhio Day), the deadline will be changed to April 1st for the second rough draft. Kate also mentioned that Part C-Technology Resources might be able to submit their report earlier because they are already 80% done with their draft.

- Standard IV – Pam announced that the rough draft of Part A. Decision Making Roles and Processes has been posted on Laulima.

Ellen, Kate, Joel, Gwen, and Pam attended the Polycom system-wide meeting to discuss Standard IV B regarding Board and Administrative Organization on February 24, 2011. At this meeting, it was decided that the Chairs of Standard IV will work as a team to write Part B. One reason for this collaborative effort was to be consistent across campuses in producing a common descriptive summary. However, each campus will have their own response for self-evaluation. KCC has already completed their report and will send Part B out to the committee to see and edit. Kauai CC complimented HawCC Standard IV 2006 Accreditation report and is using it as a model when writing up their draft. Cheryl’s office will be sending repackaged descriptions to campuses by March 14th. Description of Standard IVB should be completed by the end of Spring 2011 and writing of the Planning Agenda will start Fall 2011.
3. Guidelines for Formatting Report:
   - Kate used Standard 1A. Mission as an example of how to write your report. (See attachment)
     Font: New Times Roman
     Size: 12
     Margins: 1”
     The **Standard** should be included in bold, not in italics
     Sub-titles: 1) **Descriptive Summary**, 2) **Self-Evaluation**, 3) **Planning Agenda** should be bold
     Hyperlink: in brackets after the sentence, clear reference words used
     Green font signifies that information needs to be checked or updated

   - Dorinna will be responsible for all Hawaiian diacritical marks for the final report. She will send Kate the link that has this feature.

   - Kate has some ideas of how to make the document more esthetically pleasing and “fun” to read by inserting photos, text boxes etc. This will be done when the final report is ready to be worked on.

   - Tricia suggested that MS Publisher formatting instead of MS Word would be easier to manipulate. She will be able to assist us when that time comes.

   - Kate announced that the Standards should address individual sub-sections (when listed in the “Guide to Evaluating Institutions”) instead of merging everything together in your sections.

   Ex. Standard **II. A.1.a.** The institution identifies and seeks to meet the varied Educational needs of its students through programs...
      Descriptive Summary
      Self Evaluation
      Planning Agenda

   A.1.b. The institution utilizes delivery systems and modes...
      Descriptive Summary
      Self-Evaluation
      Planning Agenda

   - Gwen mentioned that each group needs to make sure there is evidence to support your findings and link, if possible, or keep a list of your resources.
Standard II has a list of their resources used and Standard III Technology is keeping track of interviews and sources that are readily available if we need to confirm or verify information.

- Ellen is continually organizing and adding materials to the archives so check it out on the Web if you need a link to support your report.

4. CCSSE data for Self-Evaluation Report:
   - Kate attended a CCSSE workshop last week and learned how to use some of the data results to help us, especially for Standards I and II, write our Self-Evaluation section. CCSSE can be a tool to use as evidence in our Accreditation process. We should involved Shawn to help us interpret the data and what to do with it. Kate will be working with different Standards to see where it would be applicable to use the CCSSE data.

5. Reminders:
   - Kate’s visit to Hilo on Mar. 18, 2011 has been changed to Mar. 11, 2011. Standard II scheduled to meet with Kate at 9:00 am on Mar. 11, 2011.
   - 2nd rough draft deadline changed from Mar. 25, 2011 to April 1, 2011.

Meeting was adjourned at 4:35pm
Standard I: Institutional Mission and Effectiveness

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

A. Mission
The institution has a statement of mission that defines the institution’s broad educational purposes, its intended student population, and its commitment to achieving student learning.

1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

Descriptive Summary

Hawai‘i Community College (HawCC) has a Mission Statement that is aligned with all the programs of services of the college, as well as the needs of the community it serves. The Mission Statement is:

Hawai‘i Community College (HawCC) promotes student learning by embracing our unique Hawai‘i Island culture and inspiring growth in the spirit of “E ‘Imi Pono.” Aligned with the UH Community Colleges system’s mission, we are committed to serving all segments of our Hawai‘i Island community. [Mission Statement]

According to the 2010-2011 Hawai‘i Community College Catalog, the College’s Vision Statement is:

To promote student learning, Hawai‘i Community College will emphasize the knowledge and experience necessary for students to pursue academic achievement. As lifelong learners, the students will become productive and engaged citizens capable of meeting the complex challenges of a global community.

To accomplish this vision, Hawai‘i Community College will ensure that graduates acquire the knowledge, skills, and values necessary to be effective members of their communities in the following ways:

• Graduates will be able to connect with their communities and contribute to the creation of healthy communities.
• Graduates will be able to contribute to the workforce of their communities and the creation of healthy economic and social environments.
• Graduates will be able to connect with their communities in a culturally competent manner that respects diversity and Hawai‘ian culture and values.
• Graduates will be able to connect with their natural environments and create sustainability.
• Graduates will be able to use technology to connect, contribute and create value in their communities. [College’s Vision Statement]

The University of Hawai‘i Community Colleges system aims to provide access to affordable post-secondary education with open-door opportunities in all Hawai‘i island communities. The entire island of Hawai‘i (4,040 square miles) is considered the primary community in which Hawai‘i Community College serves through distributed sites and the use of technology.

The college's main campus is located in Hilo (East Hawai‘i). The majority of students attend classes offered on the East Hawai‘i campus. To serve the whole island area, however, the college employs various methods such as offering classes at off-campus sites located on the island or delivered through various technologies. Extensive online options have now been added to the course offerings.

The University of Hawai‘i Center at West Hawai‘i and other sites located in Waimea, Honoka’a and Kohala (North Hawai‘i) and Kau (South Hawai‘i) are up to two hours’ drive away from Hilo. These locations offer face-to-face classes and the college delivers classes online via HITS (Hawai‘i Interactive Television System), and through Video Conferencing to better reach and serve the island community.

The college is committed to provide affordable, flexible, learning-centered, open-door tertiary education to the whole Big Island community. To fulfill the diverse educational training and community needs of island residents, the college offers a wide range and level of technical and academic courses (from developmental to baccalaureate level); certificate and degree programs; and various non-credit occupational training and personal and professional development courses and workshops. New programs are added to reflect the needs of the community.

For example, in 2010, Hawai‘i Community College added to its curriculum a Fire Science Program that prepares individuals with the academic knowledge and physical skills needed for entry-level employment in the Fire Service field, as well as meets the needs of in-service professionals. The Fire Science Program will help Hawai‘i Community College to honor its mission by offering a certificate and degree program in an area of need in the community. The proposal for the Fire Science Program was submitted to ACCJC and is pending final approval by the Board of Regents in Spring 2011.

In order to meet the higher educational needs of the island, HawCC began offering classes via distance for the A.A. degree in 1990, using the Hawai‘i Interactive Television System (HITS), which was funded by the State Legislature in 1984. When the internet became readily available and regarded as a legitimate and useful tool for distance learning, faculty began to create and offer a few classes each semester that lead to the A.A. degree via online. A Substantive Change Proposal for the A.A. degree by distance education was submitted to ACCJC and approved in Spring 2009.

Through Title III funding, the Hawai‘i Lifestyles program installed the necessary equipment and software to support interactive video (i.e., videoconferencing) in remote regions in order to reach underserved areas of predominantly Native Hawaiians.
Over time, it became evident that offering DE in general, and online classes in particular, was contributing significantly to the college’s ability to meet its mission. Students in far-flung areas of the island, as well as those who worked full time and/or had family obligations were now able to enroll in the college and pursue a degree, creating access and serving more students.

Faculty and staff in all these areas have always worked closely with Student Services to meet students’ needs, support student learning, aid students in the achievement of personal and professional success, and to ensure that the college meets its stated goals. Procedures designed and implemented over the past five years now require that program outcomes and course learning outcomes guide campus decisions and actions, and that these decisions and actions are directed toward meeting these goals. Success is measured utilizing a variety of assessment tools. Assessment data are employed in designing and implementing improvements to maximize student learning.

Currently the college is in the first year of the second five-year Comprehensive Program Review cycle of the incremental program/unit review process that will drive budget and strategic planning to help maintain and improve opportunities for student learning. Every program/unit will be required to complete a review every five years. The college has a total of 30 instructional programs including remedial developmental writing, reading, and math and 18 units who completed their reviews in 2010. Completed program/unit review reports are reviewed by members of the College Effectiveness Review Committee, Chancellor, members of the Academic Senate, and members of the College Council. The college administrative team then takes under advisement comments from these reviewing bodies.

Hawai’i Community College also gauges student satisfaction that helps the college to determine whether or not it is addressing the needs of the student population using the national normed CCSSE (Community College Survey of Student Engagement). A brief summary of the 2010 results are available. [CCSSE]

This continual cycle of dialogue (among key constituents), data collection, evaluation, planning, and improvement fosters college-wide commitment to achieve student learning of the very diverse community served by the college.

Consistent attention to issues of articulation between two-year and four-year institutions in the state system has also facilitated movement of students between campuses.

In addition, faculty and staff engage in dialogue through a number of forums: committees, e-mail (where committee minutes are disseminated and discussed), town meetings (to discuss major issues), Chancellor’s retreats (with faculty and staff leaders), program meetings, unit meetings, campus-wide meetings, and the yearly Learning Day in March and E `Imi Pono Day in the fall semester (set aside for all faculty and staff to discuss important college goals and operations). Faculty and staff surveys are also conducted. All vital documents, including surveys, studies, reports, and committee minutes are posted on the college’s website and available for information, review, and comment. [Committees] [Faculty Development] Faculty/Staff Survey Data. (Update links.)
Self Evaluation:

The College meets the Standard. Results on the Community College Survey of Student Engagement (CCSSE) establish that students are satisfied with their experience at the college based on their responses to specific questions from the on how attending the college contributed to their knowledge, skills, and personal development.

Planning Agenda:

The college will continue to make sure that the institution establishes student learning programs and services aligned with its purposes, its character, and its student population.