

EVALUATION REPORT

University of Hawai'i
LEEWARD COMMUNITY COLLEGE
Pearl City, Hawaii

A Confidential Report Prepared for
The Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

This report represents the findings of the evaluation team
that visited Leeward Community College from October 23 – 26, 2006

James Kossler, Ed.D
Chair

LEEWARD COMMUNITY COLLEGE

Visiting Team Roster
October 2006

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SUMMARY OF EVALUATION REPORT

INSTITUTION: Leeward Community College

DATES OF VISIT: October 23 -26, 2006

TEAM CHAIR: James Kossler, President
Pasadena City College

A ten member accreditation team visited Leeward Community College from October 23rd through October 26th, 2006, for the purposes of determining whether the institution continues to meet accreditation standards, evaluating how well the institution is achieving its stated purposes, analyzing how well the college is meeting the Commission standards, providing recommendations for quality assurance and institutional improvement, and submitting recommendations to the Accrediting Commission for Community and Junior Colleges (AACJC) regarding the status of the college.

In preparation for the visit, team members attended an all day training session on September 13, 2006, conducted by the AACJC and studied Commission materials prepared for visiting teams. The team was divided into four committees, one for each standard. Team members read carefully the college's self study report, including the recommendations from the 2000 visiting team, and accessed the online evidence provided by the college.

Prior to the visit team members completed written evaluations of the self study report and began identifying areas for further investigation. On the day before the formal beginning of the visit, the team members spent an entire morning discussing their views of the written materials provided by the college and reviewed the extensive interaction which the college had had with the Commission since the last comprehensive visit. During the afternoon the entire team visited the evidence room and spent a number of hours reviewing the documentation provided.

During the visit, the team met with over 100 faculty, staff, administrators, and students. The team chair met with members of the Board of Regents, the president of the university and various administrators from the community college system. In addition, two team members visited the system office, and three team members visited the Wai'anāe Center, a satellite campus of Leeward Community College. The team also attended two Open Meetings to allow for comment from any member of the campus community.

The team felt that the self study report was well written, and that the inclusion of a "cross-walk" made it reasonably easy for team members to navigate through the themes to the comments for each of the standards. The evidence was thorough and well organized, and college staff members were very accommodating in making themselves available to team members for interviews and follow-ups. The college prepared well for the visit and demonstrated significant progress since the last comprehensive visit.

Major Findings and Recommendations of the 2006 Visiting Team

As a result of the October 2006 visit, the team has made five recommendations:

Recommendation #1: Improving Institutional Effectiveness

The team recommends that the college maintain the newly-approved Leeward Community College Assessment, Program Review and Planning Process, standardize the terminology used in the process, and evaluate the effectiveness of the process after several cycles of full implementation. The evaluation should also include an assessment of the effectiveness of resource allocations in achieving their desired outcome. (Standard IB.2, IB.6, Standard IIID.1c, IIID.2g, IIID.3, and Standard IVA.2, IVA.2a, IVA.3)

Recommendation #2: Instructional Programs

The team recommends that the college, having completed student learning outcomes for all its courses and for most of the programs offered by the college, complete student learning outcomes for the remaining programs (some certificate programs and the academic support programs), and initiate or continue the process of assessing the outcomes and applying the results of that assessment to the continuous improvement of the instruction and services provided to its students. (IIA.1a, IIA.1c, IIA.2a, IIB.4, IIC.2)

Recommendation #3: Student Support Services

The team recommends that the college implement a program for developing student leadership participation in the campus decision-making processes. (II.B.3.b, III.C.1.c, IV.A.2, IV.A.2.a, IV.A.3)

Recommendation #4: Physical Resources

The team recommends that the college develop and implement a plan for ensuring that campus facilities are accessible to students, staff, and community members with disabilities. (IIIB.1.b)

Recommendation # 5: Administrative Organization

The team recommends that the college fully implement the Leeward Administrative Reorganization which was approved by the Board of Regents in October of 2006 and, after several years of full operation, evaluate its effectiveness in addressing the college's problems with administrative instability. (Standard IV.B.2)

ACCREDITATION EVALUATION REPORT FOR LEEWARD COMMUNITY COLLEGE

Comprehensive Evaluation Visit
October 23-26, 2006

Introduction

Leeward Community College is one of seven community colleges within the University of Hawai'i. The main campus is situated on forty-nine acres near the geographic center of O'ahu between Pearl City and Waipahu. In the fall of 1968, the college opened to 1,640 students in buildings which once housed Pearl City Kai Elementary School. Today, Leeward is one of the largest community colleges in the state with over 6,000 students. The college operates a satellite campus at the Wai'anae Center, and since the early 1980's has hosted the University of Hawai'i West O'ahu campus on its grounds.

The college service area includes the communities of Waialua, Wai'anae, Leilehua, Mililani, Pearl City, Nanakuli, Kapolei, Waipahu, 'Aiea, Moanalua, Campbell, and Radford. In presentations made by university representatives, the Leeward Community College service area was identified as one of the fastest growing areas in the state. The service area includes some communities where income levels are higher than the state median, as well as communities where income levels are significantly below the median.

Leeward Community College offers an Associate in Arts degree, five Associate in Science degrees, and three Associate in Applied Science degrees. The college also offers a number of Certificates of Completion.

Since the last comprehensive visit in 2000, the college and the entire University of Hawai'i system have been in a protracted dialogue with the Commission, principally around the issues of program review and system governance. During that time the college submitted six progress reports to the Commission and was visited by Commission teams on four occasions. In addition, the college was placed on "Warning" from January of 2004 though June of 2005.

Since the last visit, the University of Hawai'i has gone through two system reorganizations (in 2002 and 2004) and replaced the president in 2004. In May of 2005 the Provost/Chancellor of Leeward Community College resigned his position and the current Chancellor was appointed by the Board of Regents in May of 2006.

Team Evaluation of Institutional Responses to 2000 Recommendations

Recommendation #1

The team recommends that curriculum review and revision be made a systematic and cyclical process with the goal of assuring academic rigor and integrity in all courses and programs (Standards 4D.2, 4D.6). 1994 recommendation carried into 2000 study.

The self study report stated that in August 2001 the former provost/chancellor created seven Accreditation Implementation Committees (AIC) including one for curriculum revision and review. In March 2003 that committee established the Policy on Curriculum Revision and Review. The November 2003 ACCJC visiting team found the online database, Curriculum Central, for filing and retaining core course outlines to be a “significant advancement”. They further encouraged faculty to continue developing course student learning outcomes and assessments, and to use the data to plan course and program improvements and to evaluate institutional effectiveness. The November 2005 visiting team found the college actively engaged in assessment activities. What remained to be seen was how well faculty and staff implemented the assessment findings.

The self study report also indicated that faculty members are currently designing and assessing student learning outcomes, collecting data, making and implementing action plans, and evaluating results.

The team confirms the college’s active and ongoing engagement in assessment, data collection, and improvement planning. As of the team’s visit, over 20% of courses had gone through the first phase of SLO assessment, result evaluation, and improvement planning. Several other courses had implemented changes based on the evaluation results.

The team confirms that this recommendation has been met.

Recommendation #2

The team recommends that the college clearly define the role of all constituencies on the Campus Council.

The Campus Council charter and by-laws were approved on September 28, 2000. The charter identifies the purpose, function, and membership of the council. Team members met with representatives of the council. The representatives defined their roles and responsibilities as members of the council. The members interviewed also commented on their individual responsibility to obtain input from their respective constituency groups and to report back to the group. There are 21 members on the council. Each representative serves a one year term and may serve multiple terms. The Chair of the council is elected by the membership of the council.

Council members commented that they have the opportunity to review the agenda and place items on the agenda for discussion. For administrative support purposes the chancellor's office coordinates the development of the agenda. The council meets not less than three times per semester.

The Campus Council is responsible for reviewing a number of activities that affect the campus with the most noteworthy being the planning and resource allocation process. The Campus Council members have the opportunity to obtain and review all supporting data when considering recommendations. The council members noted they make recommendations as a Council to the Chancellor for action as appropriate.

Based on a review of the established Campus Council charter, interviews with representatives of the existing Campus Council and a review of the minutes of past Campus Council meetings, the constituencies of the Campus Council have clearly defined roles.

The team confirms that this recommendation has been met.

Recommendation #3

The team recommends that the college analyze factors that may be contributing to administrative instability and turnover and develop appropriate local responses. (1994 recommendation carried into 2000; address in 2006)

The self study report indicates that the lack of advancement opportunities at the college, low salaries relative to senior faculty, workload issues, and lack of training all contribute to administrative instability and turnover. The self study report further states that Leeward has the reputation of "being tough" on administrators, but that "the new emphasis on dialogue, transparency in governance, and the data-driven decision-making should take some of the focus off of individuals and concentrate it on shared goals and objectives." The hope is that this will make the college less confrontational (originally said "adversarial") and more collaborative.

The college has made significant progress in addressing the administrative structure and appropriate position classifications in an attempt to stabilize administrative leadership and provide the support needed for a campus involved in active planning and accountability. An administrative reorganization plan was recently approved, and while not all positions are currently filled, there is movement toward implementation of the new structure.

The team confirms that this recommendation has been substantially met. See 2006 Recommendation #5.

Recommendation #4

The team recommends that the college reexamine and adopt the application of the Program Health Indicators (PHI) model (or another appropriate program review model) to all its programs, and especially to student services, so that a structure, process, and culture are developed for its effective use in planning, decision making and program performance improvement. (Standards 5.3, 5.10)

The accreditation team recognizes the ongoing work around the implementation of a process for program review. The college has conducted continued dialogue around an appropriate process to implement for program and institutional assessment. To this point, the majority of the work has been around defining and approving a process. Recently, the college defined, approved, and implemented a comprehensive program review model (the Leeward Community College Assessment, Program Review and Planning Process). The program review model consists of program reviews required for unit/areas, and a summary Annual Review. The Program Reviews by department include SWOTs (Strengths, Weaknesses, Opportunities, and Threats). The program reviews also include student learning outcomes, including implementation, assessment, and use of results. The Program Reviews are then tied to the budget and strategic decision making process. The program reviews and annual reviews are tied to the mission statement. The program review process includes four core areas adopted by all colleges and universities in the system. The college has completed the first round of program review and annual review. The reviews are comprehensive.

The team confirms that this recommendation has been met.

Recommendation #5

The team recommends that the college identify and make public expected learning outcomes for all of its degree and certificate programs; that the general education component of all degree programs be published in clear and complete terms in the general catalog; that the general education component be based on a philosophy and rationale that are clearly stated and publicized; and that criteria be provided by which the appropriateness of each course in the general education component is determined. (Standards 4B.3, 4C.2)

The college has defined and published student learning outcomes for the Associate in Arts degree in its course catalog. The general education student learning outcomes, as well as the rationale for inclusion of general education, are clearly delineated. The student learning outcomes for the A.S. degree areas, including specialized degrees such as the Associate in Science Business Technology Program, are included in the catalog.

While the student learning outcomes for the A.A. and A.S. degrees are listed in the catalog, they are difficult to find. Specifically, several programs are listed in the catalog first, many of which refer to the general A.A. and A.S. student learning outcomes, and then include their industry specific student learning outcomes. Yet, the general A.A. and

A.S. degree outcomes are not listed until later in the catalog, after some of the specialized degrees.

Prior to being included in the general education component, the curriculum committee must verify that it meets the student learning outcomes.

The team confirms that this recommendation has been met.

Recommendation #6

The team recommends that the college review the changes in placement scores that have resulted from its use of the COMPASS test and develop appropriate response strategies in the student services and instructional areas to ensure that students achieve their educational goals in as timely and efficient a manner as possible.

The self study report indicates that the college needed to gather data to assess the validity of the COMPASS test and the test cut-off scores. In the interim, the college implemented several response strategies to ensure COMPASS test scores did not impede a student's ability to achieve his/her educational goals in as timely and efficient manner as possible. The team found in discussion with administrators that the strategies are still in place and a validity assessment has been done on two separate occasions-the most recent results arriving during the team visit. Since COMPASS is used system-wide, decisions based on the assessment results have yet to be announced to the college.

The team confirms that this recommendation has been met.

Recommendation #7

The team recommends that the college review its practices related to storage and safety of student records to determine if they are in compliance with established guidelines. The college should pay particular attention to requirements related to ensuring that files are protected from fire and other disasters. (Standard 5.9)

Citing Standard 5.9 of the old standard and now under standard III.B.1 Resources, the 2003 visiting team noted the college had fully addressed the recommendation and that files were secure in fireproof containers. This was observed and verified in the Admission and Records office. Also demonstrated was the SCT Banner system process for registration, transcript, and academic records. All information is hosted and stored at the University of Hawai'i Manoa Campus and transactions are real time. The older student records are scanned and stored on tape and locked in fire proof boxes. The electronic information is stored within the Admissions and Records office and back up information is housed in another computer mainframe elsewhere on campus. The plan was to dispose of the old records once scanned and electronically stored; however, a project is currently underway to verify scanned information with hard copy prior to destruction of records.

The team confirms that this recommendation has been met.

Recommendation #8

The team recommends that the college formalize its planning procedures in the areas of technology and information and learning resources to address needs in the following areas: determining the sufficiency of information and learning resources, planning for the acquisition and maintenance of educational equipment and materials, ensuring accessibility of information and learning resources, providing professionally qualified staff, ensuring sufficient and consistent financial support, forging outside agreements, and evaluating the adequacy and effectiveness of learning and information resources and services. (Standard 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7)

Technology, equipment, and staffing requests are made through the LCC Assessment, Program Review and Planning Process. The program reviews in Language Arts, Mathematics and Sciences, Social Sciences, Arts and Humanities, Business Technology, and Vocational Technical programs addressed technology enhancement and equipment requests.

The second phase of the annual review process includes a wider cross section of the college, with the creation of Phase II Committees which will focus on areas of space allocation and use, staffing, information technology, and external issues. These committees are to consider planning lists resulting from program review to recommend priorities based on their areas of expertise and to be submitted to the Executive Planning Committee for budget priorities of the college.

The team confirms that this recommendation has been substantially met.

Eligibility Requirements

1. AUTHORITY

The visiting team confirmed that Leeward Community College is authorized by the University of Hawaii Board of Regents to operate as an educational institution and to grant degrees. The college is also accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association for Schools and Colleges.

2. MISSION

The visiting team confirmed that Leeward Community College's mission statement is approved by the University of Hawaii Board of Regents and is appropriate to a degree-granting institution of higher education and the constituency it serves. The mission statement is regularly reviewed, updated and is published in the college catalog.

3. GOVERNING BOARD

The visiting team confirmed that Leeward Community College has a functioning governing board (The University of Hawai'i Board of Regents) that is empowered to formulate policy, maintain integrity, financial stability, and to ensure that the college's mission is being carried out through the Chancellor. Its membership is sufficient in size (representing geographic subdivisions of the state) and composition to fulfill all board responsibilities. The Board has also recently created a Board Community College Subcommittee to concentrate on issues specifically related to the community colleges.

4. CHIEF EXECUTIVE OFFICER

The visiting team confirmed that Leeward Community College has a chief executive officer who is appointed by the Board of Regents and his primary responsibilities are to the college.

5. ADMINISTRATIVE CAPACITY

The visiting team confirmed that Leeward Community College has an administrative staff that supports the necessary services for a college of its purpose, size, and complexity.

6. OPERATIONAL STATUS

The visiting team confirmed that Leeward Community College is operational with students actively pursuing its degree, certificate, continuing education, and workforce development programs.

7. DEGREES

The visiting team confirmed that Leeward Community College offers 51 programs of study leading to degrees or certificates and 93% of students have declared a program of study.

8. EDUCATIONAL PROGRAMS

The visiting team confirmed that Leeward Community College's A.A., A.S. and A.A.S. degree programs are congruent with the college mission statement; are two-year

collegiate level programs in recognized fields of study; are conducted at levels of quality and rigor appropriate to the degrees offered and culminate in identified student outcomes.

9. ACADEMIC CREDIT

The visiting team confirmed that Leeward Community College awards academic credits based on generally accepted practices in degree granting institutions of higher education.

10. STUDENT LEARNING/ACHIEVEMENT

The visiting team confirmed that Leeward Community College defined expected student learning and achievement outcomes for the A.A. degree program, these outcomes are published in the college catalog and are listed in the curriculum management system. The college is currently working on doing the same for the A.S. and A.A.S. degrees. The college has a regular and systematic assessment structure in place which has been partially implemented on approximately one-third of the college's courses.

11. GENERAL EDUCATION

The visiting team confirmed that Leeward Community College defines and incorporates into all of its degree programs a substantial component of general education to ensure breadth of knowledge and promote intellectual inquiry.

12. ACADEMIC FREEDOM

The visiting team confirmed that Leeward Community College students and faculty are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general.

13. FACULTY

The visiting team confirmed that Leeward Community College employed 170 full-time faculty members as of September 2006. The faculty members are qualified to conduct the college's programs and meet minimum requirements established by the signed agreement between the University of Hawai'i Professional Assembly and the University of Hawai'i Board of Regents.

14. STUDENT SERVICES

The visiting team confirmed that Leeward Community College provides appropriate student services that support student learning and development within the context of the institutional mission.

15. ADMISSIONS

The visiting team confirmed that Leeward Community College's admission policies support the open access policies of the University of Hawaii Community Colleges.

16. INFORMATION AND LEARNING RESOURCES

The visiting team confirmed that Leeward Community College provides long-term access to sufficient information and learning resources and services to support its mission and all of its educational programs in whatever format and wherever they are offered.

17. FINANCIAL RESOURCES

The visiting team confirmed that Leeward Community College documents a funding base, financial resources, and plans for financial development adequate to support student learning programs, and services to maintain and improve institutional effectiveness and to assure financial stability.

18. FINANCIAL ACCOUNTABILITY

The visiting team confirmed that Leeward Community College annually undergoes and makes available an external financial audit by a certified public accountant.

19. INSTITUTIONAL PLANNING

The visiting team confirmed that Leeward Community College has made significant progress in implementing an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and reevaluation for the improvement of institutional structures and processes, student achievement of educational goals, and student learning.

20. PUBLIC INFORMATION

The visiting team confirmed that Leeward Community College provides a comprehensive catalog that contains all the required information.

21. RELATIONS WITH THE ACCREDITING COMMISSION

The visiting team confirmed that Leeward Community College adheres to the eligibility requirements, accreditation standards, and policies of the Commission. The Board of Regents and College are committed to disclose and communicate to the Commission required information necessary to carry out the Commission's accrediting responsibilities.

Accreditation Themes

Institutional Commitments

Leeward Community College has made a true commitment to a central issue: student learning as a basis for action. This is documented in many areas.

- The mission statement was developed over time and then approved by the board of regents in 2004. A later revision made in September 2006 inserted the phrase, ‘The College is committed to the achievement of student learning’.
- There is a clear referencing to the mission in all learning areas such as course development, outlines, and assessment.
- The mission and goals are referenced in the decision making process, specifically with planning, budget, and evaluation.
- The program and annual review process reflect the theme of ‘student learning is a basis for action’.
- Students stated that they are aware of student learning outcomes (SLOs) and their purpose. Because everyone talks about them and specific SLOs are in every course syllabi.

The college is committed to supporting student learning and student outcomes. This commitment was confirmed through conversations with faculty, staff, students, and administration.

Evaluation, Planning, and Improvement

The visiting team felt that the college has demonstrated a true commitment to evaluation, planning, and improvement with the implementation of the program and annual review processes. These two review processes help determine the human, financial, physical, and technology resource needs. These revised processes have only been implemented in the past year with limited participation to date. However, with time, the decision making processes is expected to bring a greater participation of all employee groups. The visiting team did note changes in curriculum and/or practices as a result of the assessment process.

Student Learning Outcomes

The visiting team confirmed that the college has made substantial progress on the implementation of student learning outcomes. The team confirmed that a process has been implemented for faculty and staff to systematically design, assess, and analyze data in an effort to improve student learning at the course, program, and degree level, as well as for student services, and academic support programs. Program review is required by all areas and is tied to the annual review. The team verified that these are in turn tied to the budgeting procedures, and that individuals on campus are aware of this new process.

The new program review template for assessing student learning outcomes includes an

area for assessing breadth, depth, rigor, sequencing, time to completion, and synthesis. However, it is not clear how often, or to what extent, each of these areas is being addressed in the process. The first completed program review for the Associate of Arts degree includes breadth, depth, and rigor, but does not include course sequencing, time to completion, or synthesis. The team recommends that in the use of the program review template, and subsequent annual reviews, that the college ensures each area of the template is completed, evaluated, and used.

Each course has student learning outcomes tied to course outlines. In addition, several of the courses are in Phase I (assessment) and Phase II (use of results). The materials presented in course outlines on the phases I and II indicate strong dialogue among faculty. In many cases, assessment measures have been, or have been recommended to be, validated. Finally, assessments have, for the most part, been conducted across sections and instructors, further strengthening outcomes for all students, regardless of when or from whom they take the course.

In addition to course level student learning outcomes, the college has completed substantial work on student learning for the Associate of Arts degree and should be commended. It is evident in the student learning outcomes, the assessments, and the use of results, that substantial dialogue has occurred in this area, as well as thoughtful and reflective analysis of student learning.

The team found that the faculty continue to question the use of student learning outcomes for faculty evaluations. Members of the college faculty stated that they would like to work with the system wide Human Resources Office to recommend revision of the guidelines for contract renewal, tenure, and promotion to reflect an emphasis on producing student learning outcomes and using assessment.

Faculty and staff stated that college provided several opportunities for professional development around student learning outcomes.

Organization

The visiting team noted that in 2005 the University of Hawai'i system had made a significant change in the organizational structure and leadership in the system and college. There is a newly-reorganized Community College Standing Committee of the board of regents designed to deepen understanding of the community college accreditation process and requirements. The current college climate appears to be collegial, and the leadership is working toward a positive future.

The college assures that human, financial, physical and technology resources are maintained appropriately to provide a healthful learning and working environment for the diverse student population. The college provides organized student learning and support services which are aligned with the central issue, student learning as a basis for action. Professional development for faculty is provided in the Innovation Center for Teaching and Learning.

The recently implemented transparent decision making process delegates authority to administrators and to the campus' governance organizations, the Faculty Senate and the Campus Council. The evaluation of the decision making process is expected to strengthen the organization.

Dialogue

The former provost/chancellor invited the campus community to revise the mission statement which began a process of formal and informal dialogue. A great deal of dialogue transpired over the years addressing assessment, planning, and policies. The dialogue included discussion on student demographics and socioeconomic review to address the mission of the college. The revised mission was adopted by the college and approved by the Board of Regents in spring of 2004. The development of program review was the process by which the college faculty, staff and administrators engaged in comprehensive discussion to develop and assess student learning outcomes in their disciplines. These processes assess equipment needs, staff needs and academic support needs.

Annual Reviews are combined into a college plan providing fiscal direction for the institution. Decisions concerning human resources, physical, financial, and technology services are based on informed dialogue. The leadership appears to recognize the importance of dialogue, collaboration and shared governance to enhance excellence in innovation and decision-making.

Though dialogue appears to be transparent through open forums and campus wide emails there appears to be no mechanism to assure that the communication reaches all students, faculty, staff and the public. A position has been identified to establish a Director of Planning and Assessment who will be developing mechanisms to make public the evidence on the quality and integrity of the college's programs once this position is filled. The Operational Expenditure Plan (OEP) and college's annual budget is shared at the beginning of each academic year at the leadership retreat and convocation.

Institutional Integrity

The visiting team experienced a very collegial and cooperative environment in obtaining adequate and appropriate documentation and evidence related to the Commission standards. The college did provide all of the required/requested materials prior to the scheduled visit. Many of the college and University of Hawai'i system documents were made available online. A resource room containing hard copies was made available during the visit, and the college staff provided additional support documentation as requested by the committee during the visit.

The stated mission of the college appears most of the publications provided to its constituencies. The shared governance process provides for faculty, staff, administration, and student participation to ensure the integrity of its decision-making processes.

STANDARD I

Institutional Mission and Effectiveness

A. Mission

General Comments

In the academic year of 2003-2004, Leeward Community College brought a representative group of college leadership together to revise the College's mission statement. This process concluded when the Board of Regents approved the final proposed statement in March 2004. (IA.2, IA.4)

In September 2006, the Board of Regents approved the college's recommendation to add a short phrase to the 'Learning and Teaching' section of the mission statement'. (IA.3)

The mission statement addresses six areas of purpose; Access, Learning and Teaching, Work Force Development, Personal Development, and Community Development. Each purpose is appropriate to Leeward Community College and the community of service. (IA.1)

The intended students are the residents of the diverse local communities, with particular attention to the Hawaiian population; communities actively transitioning from an agricultural base to a more diversified economic base; and communities making up the fastest growing middle-income suburban population on O'ahu. Students attending Leeward Community College come from more than 25 states and 15 countries. (IA.1)

The college has implemented a college-wide student learning outcome process to address its commitment. For sometime, extensive planning sessions and continuous dialogue have been ongoing to implement student learning outcomes and review processes. (IA.1)

Findings and Evidence

The self study report, college catalog, and college website provide evidence that the college has established programs and services aligned with its purpose, its character, and its student population. Minutes of the March 2004 meeting of the board confirmed that the board approved the mission statement on that date. Interviews confirmed the September 2006 addition. The mission statement is published in the college catalog, on the college website, and in other appropriate documents and locations (IA.1, IA.2).

Conclusions

The college is in compliance with Standard IA.

Recommendation

None

B. Improving Institutional Effectiveness

General Comments

The college has implemented a new process, Leeward Community College Assessment, Program Review, and Planning Process, to address institutional effectiveness. This includes program review for every program and degree required every 4 years, an annual review that feeds into the budgeting and strategic planning, and the executive planning council, which is comprised of the executive committee members from all employee groups on campus. The executive planning council takes recommendations from the Campus Council and formalizes these in accordance with the strategic plan and forwards them to the chancellor for action.

The self study report outlines the evolution of a comprehensive and inclusive planning process. After a few alterations the college has implemented a process that ensures that the college sets goals to improve its effectiveness consistent with the college mission. (IB.2)

The first cycle of planning under this model was completed in spring 2006 with the initialization of the assessment process. In spring 2006, the A.A. program was the first of three programs to complete the new comprehensive program review process. The college completed the first cycle of its new annual review process in spring 2006, with all academic divisions participating. (IB.5, IB.6, IB.7)

Student learning outcomes are included in each of these new processes. Through ongoing dialogue, the college has implemented student learning outcomes at the general education, A.A. A.S., A.A.S, certificate, and course level, as well as for some support areas. It is clear to the team that the college has created and implemented structures to encourage ongoing dialogue around student learning and improvement. The college has completed student learning outcomes for each of the six core areas of general education. Each outcome is tied to the mission statement of the college. The college has created six committees, one for each of the general education requirements. These committees are required to include cross-discipline representation. The committees review the student learning outcomes, implement and use assessment measures, evaluate results, and use results for program improvement. Types of assessment were varied, including qualitative and quantitative measures. In many cases, assessments were completed across sections and instructors, further strengthening the impact on student learning. However, the college is still struggling to address the question of how to assess SLOs on an on-going basis. (IB.1, IB.5, IB.6, IB.7)

The college has been self-reflective and honest with itself in reporting. The self study

report indicates that the campus has had difficulty in obtaining student achievement data from the University of Hawai'i Banner system, which has hindered their ability to fully assess their progress on student learning improvements. This problem is currently being addressed at the system level. (IB.3, IB.5, IB.6, IB.7)

The college publicizes its statistics on student achievement and student learning on the web and through printed materials. The college recognizes that although information is made available there is currently no mechanism in place to ensure that quality communication is occurring between the institution and its students, faculty, staff, and public constituencies. The college would like to create a position of Director of Planning and Assessment to develop a mechanism to make public evidence on the quality of the college's programs. (IB.5, IB.6, IB.7)

The limited success of the college's planning and budgeting process has prompted ongoing changes, leading to the current combination of program and annual review. These processes are now being implemented, and the college has just begun to evaluate their effectiveness toward a planning and budgeting cycle based on a systematic assessment. (IB.5, IB.6, IB.7)

Findings and Evidence

The major planning documents of the college are the University of Hawai'i Strategic Plan, University of Hawai'i Strategic Plan for Information Technology, and the Leeward Community College Long Range Development Plan. As evidenced by documents and observations the college demonstrates that it regularly evaluates its programs through comprehensive program reviews and annual reviews. Implementation of the Annual Review process allows the college to engage in a cycle of evaluation, planning, budgeting, implementation, and reevaluation as described in Leeward CC Strategic Plan, 2002-2010. (IB.5, IB.6, IB.7)

All instructional, student services, and academic support areas completed program review under an old template. The University of Hawai'i has implemented a standardized template for program review that is being adopted by the college at this time. The first cycle of planning under the new program and annual review processes was completed in spring 2006. The college has completed program review for one out of three of the degree areas. However, it can better enhance mechanisms to ensure that findings are widely communicated to all its constituents. (IB.5, IB.6, IB.7)

The team found evidence that within the annual review process all divisions and units provided initial data for the ongoing planning and resource allocation cycle. The second phase of the annual review process includes a wider cross section of the college, with the creation of Phase II Committees which will focus on areas of space allocation and use, staffing, information technology, and external issues. These committees are to consider planning lists resulting from program review to recommend priorities based on their areas of expertise and to be submitted to the Executive Planning Committee for budget priorities of the college. (IB.5, IB.6, IB.7)

Although the structure is currently in place to provide a forum for dialogue, with special attention paid to cross-discipline representation, not all faculty are currently involved. This may take time as the process of on-going dialogue continues to be institutionalized. Further participation is encouraged through the Leeward Community College Assessment, Program Review, and Planning Process that directly links budget priorities to student learning outcomes assessment. The college has completed the first cycle of the program review and budgeting process. As the process becomes more institutionalized, and faculty becomes more aware of the process, participation is expected to increase. (IB.1)

In addition to dialogue regarding general education and A.A., A.S, A.A.S. and certificate student learning outcomes, the college encourages continued dialogue around student learning at the course level. Student learning outcomes have been created for *every* course on campus. The student learning outcomes are included in the course outlines and are subject to review and approval every six years. The course outlines are reviewed with the representative departments, the dean, and the curriculum committee as part of the curriculum review process. Although the student learning outcomes are tied to the course outlines, they can be changed and modified at any time. As with the general education student learning outcomes, not all faculty are involved in assessing them and using the results. This is also expected to change with the new planning model that ties assessment to budgeting. (IB.1)

The self study report, various documents, and interviews confirmed that extensive dialogue is involved in establishing the planning process. This planning process establishes the policies to allocate necessary resources aimed at improvement of institutional effectiveness. However, they have not gone through a complete planning process (IB.4).

Conclusions

The college has made significant progress in establishing goals and student learning outcomes for the general education, A.A., A.S., A.A.S., certificates and courses, as well as support areas. The visiting team was able to find sufficient evidence to confirm that the college has been able to implement student learning outcomes in the above areas, and have completed assessment and use of results in many of these. The visiting team confirmed that the college completed one cycle of the new comprehensive program review for the A.A. degree. However, program review has not been completed for the remaining A.S. and A.A.S. degrees, the Office of Continuing Education and Workforce Development, and all of the Academic, Student, and Administrative Support Services using the new template.

While the college completed program review for all areas under the old template, they have started the process under the new template. The college will need to continue to transition under the new planning process for all instructional and non-instructional areas. The college has made significant progress toward the implementation of the new

planning process, yet has not developed a plan to evaluate the effectiveness of the new planning process. (IB.2, IB.5, IB.6, IB.7)

The college is substantially in compliance with Standard IB. However, the team makes the following recommendation for improvement:

Recommendation

1. The team recommends that the college maintain the newly-approved Leeward Community College Assessment, Program Review and Planning Process, standardize the terminology used in the process, and evaluate the effectiveness of the process after several cycles of full implementation. The evaluation should also include an assessment of the effectiveness of resource allocations in achieving their desired outcome. (Standard IB.2, IB.6, Standard IID.1c, IID2g, IID.3, and Standard IVA.2, IVA.2a, IVA.3)

STANDARD II

Student Learning Programs and Services

A. Instructional Programs

General Comments

Leeward Community College offers instructional programs leading to degrees, certificates, employment, or transfer to other institutions. All these programs, regardless of location, means of delivery, or type of credit awarded, support the mission of the college as described on the core course outlines which must be approved by the college's curriculum committee. (IIA.1). The college's Policy on Program Reviews requires data demonstrating the currency, quality, and need for the program. Program need is partially determined by demographic data collected by the University of Hawaii Office of Institutional Research and educational goal questions in the mandatory COMPASS testing process. (IIA.1a, IIA.2e) The Career and Technical Education (CTE) programs also use input from their advisory committees to help evaluate, update, and create course offerings. (IIA.2b)

The Policy on Program Reviews was revised in 2005. In spring 2006 the Associate in Arts Degree Program was the first of three degree programs to complete the Comprehensive Program Review process. This review includes the A.A. Degree Student Learning Outcomes (SLO), SLO assessment results for twenty A.A. general education courses, assessment result improvement plans, and funding priorities that were included in the 2007-2009 College Plan Biennium Budget Request. (II.A.3.a) The SLO assessments were coordinated by six cross discipline assessment groups, each responsible for one SLO. The team applauds the advanced level of outcome assessments and improvement plans documented in this review and encourages the continuation of this process for the other degree, continuing education, and workforce development programs. It appears, though, that the review concentrates more on the individual subject areas than on the degree as a whole and there is no indication how the planned actions will be incorporated into the strategic plan. The new annual review process just completed its first cycle in spring 2006 with all academic divisions participating. This process is the college's central budget and planning tool.

The team found that the college has identified student learning outcomes for all of its courses, degrees and most programs and certificates. The policy on curriculum revision and review establishes a six-year cycle that requires course SLOs to be assessed, instructional methods, currency, depth, breadth, rigor and sequencing to be reviewed, and dialog about instructional method suitability described. (IIA.2d, IIA.2f) Every course has identified SLOs and over 20% of Leeward's courses have completed SLO assessments, many of which have also established and implemented improvement plans based on assessment results. SLO assessment data is available on the college's online database, Curriculum Central. Once again, the team commends the advanced progress in this area. (IIA.1c)

Findings and Evidence

The team confirms that Leeward Community College has done an outstanding job establishing student learning outcomes for all courses, degrees, and most certificates and programs.(IIA, IIA.1c, IIA.2a, IIA.2b) The team confirms it has also done SLO assessments for at least 20% of its courses (including 22 general education A.A. Degree courses) and has implemented changes based on assessment results for several of those courses. (IIA.2e,IIA.2f) SLOs for the remaining certificates, continuing education, and some workforce development areas still need to be developed.

The first and only comprehensive program review completed under the revised policy on program reviews was done in spring 2006 for the A.A. Degree Program. (IIA.2a) Now that the program review process is system wide and stable, all degree, continuing education, and workforce development areas need to be completed. The action plans developed from these reviews also need to be incorporated into the strategic plan.

The college's distance education program includes about 100 courses and offers about ten cable and 30 online courses (including one podcasted course) each semester. Based on interviews with college personnel, summer workshops prepare faculty to teach distance education classes and a mentoring program supports new distance faculty in their first year. The core course outline includes the following questions for distance education classes: a) what methods will be employed to ensure timely and effective interaction between faculty and students and student to student? b) What technological skills will students need to succeed in this course? c) How will the instructor execute and ensure the rigor and breadth of the course through electronic delivery? (IIA.2d)

College advisory boards have been established for programs in accounting, automotive technology, business technology, digital media, food service, information and computer science, management, substance abuse counseling, and television production. The members of the advisory boards are listed in the college catalog. According to interviews, the majority of these boards do meet regularly to assure program relevancy for employment. (IIA.2b, IIA.5)

The team found that the college represents itself clearly to students, the public and college personnel through the college catalog, class schedule, and college website. The college regularly reviews its policies and procedures as evidenced by the recent revisions of the program review and annual review policies. Core course outlines posted on the online database, Curriculum Central, include student learning outcomes. Interviews with students confirm that student learning outcomes are stated in course syllabi. (IIA.6c). Recognition of SLOs by students is to be commended. Curriculum Central also houses SLO assessment progress reports that include the assessment given, the results, the changes needed and the changes implemented. (IIA.2e)

The team found that Leeward Community College had board policies and ethics statements supporting academic freedom and academic honesty. The University of Hawai'i executive policy covers the ethical expectations of faculty. (IIA.7a) They follow

the University of Hawaii Board of Regents policies on program elimination and/or change accommodations for students. (IIA.6b) The college catalog states the General Education philosophy, transfer policies and procedures, classes, degrees, certificates and student learning outcomes for the degrees and certificates. (IIA.6) It also states the A.A. Degree General Education outcomes that include critical thinking, information retrieval and technology, quantitative reasoning, written communication, oral communication and abstract thinking. (IIA.3b) Other competencies for the Associate in Arts degree include appreciating the values of other cultures and the “common human bonds that encourage a sense of civic purpose and responsible citizenship.” (IIA.3a, IIA.3c, IIA.6a)

Conclusions

The team found that Leeward Community College has gone through many policy and procedure changes over the past few years, but has turned a corner with its policy on program reviews, its annual review process, and its policy on curriculum revision and review. These new and revised policies and procedures, along with the accompanying templates and online data bases (Curriculum Central and DocuShare), should help Leeward to move forward to complete all SLOs, continue assessments and improvement plans, and perform all comprehensive program reviews.

The college is substantially in compliance with Standard IIA. However, the team makes the following recommendation for improvement:

Recommendation

2. The team recommends that the college, having completed student learning outcomes for all its courses and for most of the programs offered by the college, complete student learning outcomes for the remaining programs (some certificate programs and the academic support programs), and initiate or continue the process of assessing the outcomes and applying the results of that assessment to the continuous improvement of the instruction and services provided to its students. (IIA.1a, IIA.1c, IIA.2a, IIB.4, IIC.2)

B. Student Support Services

General Comments

Leeward Community College offers a variety of comprehensive student services at the Pearl City campus and limited services at the Wai’anae campus. On the main campus, services include admissions and records, counseling and advising, financial aid, career development/job prep services, health center and student activities. At the Wai’anae campus, one counselor and one learning center coordinator provide services to students and to local high schools. Services are centrally located on campus. Many student services transactions are available online and are utilized by students. (IIB.3a)

The college publishes a catalog that includes current, accurate information on degree requirements, fees, student learning outcomes and policies. (IIB.2a, IIB.2b, IIB.2c, IIB.2d) The college website also contains comprehensive information about the college programs and policies.

The student services programs are available to students in person primarily during the daytime. Information and services on the web are available at all times. (IIB.3a) The college has a number of club opportunities for student involvement, but student government is not functional. A service learning program offers students opportunities for involvement in the community. (IIB.3b)

The college has a large counseling department that has developed and assessed student learning outcomes and identified several areas for improvement, including additional training in academic advisement and financial aid. (IIB.3c) The college supports student diversity through the curriculum, clubs and special events. (IIB.3d)

The college utilizes the COMPASS ACT product for skills assessment and course placement. Faculty have been actively involved in review of cut scores and placement procedures to ensure appropriate impact on student completions and the curriculum. (IIB.3e) Student services have all completed a brief form of program review, developed student learning outcomes, and have been through an initial round of assessment of outcomes. (IIB.4)

Findings and Evidence

Conversations with students indicate strong appreciation for the various services and programs on campus and for staff commitment to helping them achieve their goals.

The student services participation in the most recent program review is responsive to the instructional program reviews, which is positive in integrating their role in the instructional program, but doesn't address their role in many other important areas. The college intends to follow through with more comprehensive, data-driven student services program reviews in the near future. (IIB.1)

The Wai'anae satellite campus offers students all the appropriate student services, either through staff assigned to Wai'anae, staff from the main campus, or the college web site. (IIB.1) The catalog contains all the necessary information, including a clear presentation of student learning outcomes. The college has made a commitment to produce the catalog earlier in order to be of more assistance to students. (IIB.2a)

According to the instructional program review process, faculty would like to see counselors place greater emphasis on accurate academic advisement. Counselors will be cross-trained to provide more information on both financial aid and academic advisement.

Student services are almost exclusively limited to traditional day hours, in spite of a large evening instructional program. There are plans to increase evening services in a centralized location. (IIB.3a) Based on the income level of the students at the college, a larger percentage of students should probably be receiving financial aid. Students expressed frustration with long delays in receiving financial aid, tuition waivers and responses to their appeals. In the annual review, both financial aid and admissions and records programs expressed concern with low staffing levels and the resulting impact on their ability to provide services. (IIB.1, IIB.3a)

The self study report states that in addition to clubs and student publications, an associated student government enriches student personal and professional development (p. 233). However, the team discovered, through interviews, that the college has no functional student government and there has not been one for some time. As a result, there is no formal student role or voice in campus decision-making. (IIB.3b) The college is currently exploring options for reconstituting student government.

Conclusions

The student services programs have participated in the prior program review process and have responded to the instructional program reviews. The student services units plan to complete their comprehensive program reviews in the near future. (II.B.1) Given the economic profile of the student body, a larger percentage of students should be applying for and receiving financial aid. Eliminating barriers to student participation in the financial aid process should be a priority. The campus should move quickly to reestablish an effective student government body to represent the student voice in planning activities and in campus decision-making. Student participation in surveys is not a substitute for a formal structure for students to deliberate and have a voice on issues that affect them directly. (IIB.3b)

The college is substantially in compliance with Standard IIB. However, the team makes the following recommendation for improvement:

Recommendation

3. The team recommends that the college implement a program for developing student leadership participation in the campus decision-making processes. (II.B.3.b, III.C.1.c, IV.A.2, IV.A.2.a, IV.A.3)

C. Library and Learning Support Services

General Comments

Leeward Community College provides support for instructional programs through the college library, learning resources center, educational media center, math lab and various

other open computer labs on campus. The Leeward Community College library supports the instructional curriculum through its reference librarians, required library skills exam, print and media collections, online electronic research databases, and web-based topic search guides. The learning resources center supports student learning by providing comprehensive group and individual tutoring services in writing skills and a wide variety of other course subjects. In addition, the LRC provides test proctoring, workshops in academic, life and technology skills, an open 22-seat computer lab and the innovative Online Writing Assistance Program (OWAP). The educational media center (EMC) provides faculty and students with learning support for instructional technologies (i.e. WebCT). The EMC sponsors faculty/staff “technology mentoring” programs in addition to “Web Fun” seminars during the summer to train faculty on how to optimally use WebCT. The EMC is responsible for both face-to-face and online WebCT orientations and ongoing technical support for students to insure their success in distance education classes. The math lab supports student learning through walk-in tutoring, make-up exams, online tutorials and worksheets to supplement mathematics and science instruction. The information technology group is responsible for maintaining, repairing, and updating all of the technology equipment on the campus. They also run the HelpDesk, which supports all students, faculty and staff experiencing computer or network-related problems. (IIC.1)

To promote inclusive dialogue, the Library, LRC and math lab all have faculty advisory councils or committees that advise the academic support unit faculty and staff on the educational materials and equipment they need to best support student learning. (IIC.1a)

The Library, LRC and EMC all provide ongoing instruction to primarily the students, but also to faculty and staff, to enable them to develop skills in information competency. The library provides information competency instruction through class orientations, a required library skills exam for four language arts classes, and a research topic selection tool called Learning Information and Literacy Online (LILO), developed in conjunction with the University of Hawai’i Information Literacy Committee. The Library will be working with the administration to establish an information literacy vision statement as a beginning step to establishing a campus-wide program for information literacy. A librarian is on the information retrieval A.A. degree student learning outcome committee. (IIC.1b)

The hours of operation for the physical facilities of the learning support services units seem to be adequate. In addition the Library provides 24/7 access to its library catalog, electronic research databases (via a proxy server with a UH ID number), the Library Skills Exam and various information retrieval tutorials via its website. The Library sends print materials to the Wai’anae campus by courier. The LRC program provides on ground services at the Wai’anae campus on a 2-3 days/week basis. The Kaka’o ‘Ike (KI - disabled students program) is on campus one day every other week. LRC tutoring via the OWAP program provides writing assistance to distance education students. (IIC.1c)

The self study report indicates that the college has not had equipment or collection theft problems in any of their learning support service areas. The library employs a single

access electronic book detection system to secure its collections and equipment. The library and EMC both employ video security systems to insure the safety of their patrons and staff and the security of their equipment. Equipment maintenance is efficiently handled through the information technology group. (IIC.1d)

Leeward Community College participates in the University of Hawai'i Library Council with the other nine libraries in the University of Hawai'i (UH) system. This group is governed by a set of by-laws with the purpose to establish policies that improve and expand services and resources, such as discounted consortia pricing for the electronic research databases. All contracts pertaining to Voyager, the library information system, and the subscriptions to (EBSCO, CQ Researcher, etc...) are made with the UH Library System and are handled by the system office, not the college. Per the self study report the LRC contracts with a company to provide maintenance for their tutoring tracking system. This contract is evaluated on an annual basis. (IIC.1e)

As part of the institution wide annual review process at Leeward Community College, academic support units evaluate their services to assure their adequacy in meeting identified student needs. These evaluations provide evidence that these units contribute to the achievement of student learning outcomes. Many examples of this evaluation process and subsequent improvements are outlined in the self study report. (IIC.2)

Findings and Evidence

Through the self study report, visits to the units, and several interviews with the faculty and staff the team confirmed: 1) The Library is staffed by five full time librarians and eight staff to serve the students information needs. This number is mostly sufficient, but the addition of a requested digital initiative librarian would enable the librarians to better serve distance education students. (IIC.1) 2) The Library engages in collaborative collection development in consultation with its Library Advisory Council and informal dialogue with teaching faculty. (IIC.1a) 3) Each module within the online library skills exam contain measurable student learning outcomes, which are being assessed. (IIA.1c) 4) All academic support units are open sufficient hours and have many resources available online 24/7 for remote users. (IIC.1c) 5) The EMC, LRC and the math lab have faculty advisory councils to inform service and equipment needs of the units. (IIC.1a)

Conclusions

The academic support service units of the college are to be commended for providing excellent instructional support that enhances student learning.

The team's concerns are the noted technology replacement and space issues in the EMC and Library annual reviews. Also an augmentation to the Library's materials budget would help to update the Library's very out of date print collection. With more emphasis on information competency instruction, an up-to-date library collection is crucial.

The team encourages the continued development of the already successful library

instruction program to meet the new information competency requirements.
The team commends the instruction librarian for the inclusion of student learning outcomes in the library skills exam and encourages continued assessment of these SLOs.

The team encourages all units of academic support services to continue to develop innovative distance education services such as the Online Writing Assistance Program (OWAP).

The team encourages all academic support units to begin development of student learning outcomes and to create an assessment and improvement cycle.

The team encourages continued progress with the implementation of the IT group's technology replacement plans that will create a logical and timely schedule of technology replacement for the whole campus.

The college is in compliance with Standard IIC.

Recommendation

None

STANDARD III

Resources

A. Human Resources

General Comments

Leeward Community College has a highly dedicated and well-trained full-time faculty, lecture faculty, and classified staff that provide quality educational programs and services for students and the community as a whole. The high quality of staff and faculty along with their commitment to student success is an asset to the college. The campus climate is inviting to students who feel they are being well educated. Faculty and administrative degrees are listed in the catalog, are from accredited institutions, and meet or exceed minimum qualifications. The selection criteria for administrators are identified through qualification and hiring procedures for all personnel which are stated publicly, directly related to instructional objectives, and accurately reflect job responsibilities.

Findings and Evidence

Criteria, qualifications, and procedures used by Leeward Community College assure the selection of personnel who demonstrate the appropriate knowledge of the subject matter or service, ability to teach effectively, potential to contribute to the college, and engagement in scholarly activities. The college uses system-wide minimum qualifications (MQs), and the procedures for selection conform to University Hawai'i administrative and executive procedures and policies. The job description, minimum qualifications, and desirable qualifications (DQs) for each position are published online at www.workatuh.hawaii.edu, in the Honolulu Star Bulletin, and for executive and management positions, in the Chronicle of Higher Education. Through Leeward's Human Resources Office the college monitors and assures the hiring of qualified personnel. (IIIA.1a)

Leeward Community College assures the effectiveness of its personnel by evaluating them periodically and systematically. The college has established written criteria for evaluating all personnel, including performance of assigned duties and participation in college responsibilities and other activities appropriate to their expertise. Leeward's evaluation processes assess effectiveness of personnel to encourage improvement. Actions taken following evaluations are formal, timely, and documented. (Guidelines for Tenure and Promotion University of Hawai'i Community Colleges 2005-06). (IIIA.1b)

Faculty are in the process of developing student learning outcomes (SLOs) for all courses and programs through collective discussion among discipline peers and programs. As part of the college's course assessment process, as well as the program and annual review processes, many faculty as evidenced are engaged in assessing and implementing changes

to improve SLOs. For those courses that have started SLO assessment, faculty have designed assessment instruments and have used results to redesign the instruments or to change teaching methods. However, policies governing these processes are still evolving, particularly regarding the extent to which student learning outcomes factor into faculty evaluations. This has resulted in extensive dialogue with the Faculty Senate as to the extent and manner in which student learning outcomes are to be used in faculty evaluations. (IIIA.1c)

Leeward Community College is the only University of Hawai'i community college with a tenured, full time Staff Development Coordinator and an Innovation Center for Teaching and Learning (ITCL). An ICTL Advisory Committee composed of 12 members from faculty and staff from across campus oversees the programs and operations of the center. In addition, activities coordinated by the ICTL, professional development activities are offered for faculty, lecturers, and staff. (Standard IIIA.5a)

Several mechanisms are used to evaluate the effectiveness of professional development programs through an analysis of session attendance and category of attendees, and written evaluations for many professional development programs and activities. (IIIA.5b)

Leeward Community College has recently modified its organizational, communication, and decision making structures in response to the reorganization of the University of Hawai'i System and to address a revised mission statement that places an emphasis on student learning outcomes. The implementation of the Policy on Program Reviews in 2004 allows the college to obtain measures of its effectiveness in all of courses, programs, and support areas, and to use this information to point out areas in need of improvement. (IIIA.6)

Leeward Community College creates and maintains programs, practices and services that support its diverse personnel. In team interviews, many students commented favorably on faculty and about the open and accepting atmosphere they find at Leeward Community College. Numerous opportunities exist for staff and faculty to receive training on diversity issues through well-publicized workshops. Overall, Leeward's campus climate appears to encourage equity and to respect diversity. (IIIA.4a)

Leeward's Innovation Center for Teaching and Learning plans and organizes a wide range of monthly professional development activities to meet the needs of faculty and staff. Many programs such as Teaching Squares bring together groups of four faculty members for mutual classroom observations and follow-up discussions. The College Colloquia Schedule and Innovation Center Organizational Structure provide evidence of dialogue. (IIIA.4b)

To address issues of employment equity and diversity, Leeward Community College has an Affirmative Action Plan (AAP). The EEO officer at Leeward creates a yearly report that states what groups of people are under-represented at the college. The AAP is then used if two applicants of the same caliber are finalists for a job, and one is considered

under-represented, with the under-represented applicant being selected for the position. As a position becomes available, the college uses information from the yearly AAP report to help determine in which publications to advertise the position. The team confirmed evidence of the integrity of the hiring process with respect to ensuring equity and diversity. (IIIA.4b)

Leeward Community College has many policies and procedures in place to ensure students and personnel are treated fairly. Students are able to find information about the grievance procedure in a number of offices throughout the campus and in the Student Helpbook (2003-2004). Records of complaints and grievances are kept in the human resources office. Records are available for review, by appointment, by affected employees. Employee unions (HGEEA, UPW, and UHPA) also assist in maintaining the integrity of the grievance process. Unions have their own procedures in place to handle grievances and also provide support to affected employees. (IIIA.4c)

Leeward Community College upholds a state-mandated code of professional ethics for all its personnel. The state-mandated code is available at www.hawaii.gov/ethics. Ethical behavior is fostered in all Leeward's employees through various workshops pertaining to ethical behavior. For instance, workshops have included such topics as legal responsibility in the workplace and copyright and patent policy. Leeward faculty follow CCCM#2600: Statement of Professional Ethics that offer guidance on research and scholarly activities. The State of Hawai'i code of professional ethics provides the Leeward faculty and staff with information concerning ethical issues. (IIIA.1d)

Conclusions

The college is in compliance with Standard IIIA.

Recommendations

None

B. Physical Resources

General Comments

Leeward Community College is well maintained and is placed in a picturesque setting. Buildings are well maintained, cleaned often and grounds are manicured with pride of ownership. The college's support staff provides a safe and secure environment for students, faculty and staff. Recently completed projects include the student center, cafeteria and food service facilities. Capital Improvement projects and facility preventative maintenance schedules are being incorporated and funded for instructional enhancements and are reflected in the Biennium Budget 2007-2010. Facility improvements are funded through General Fund or Tuition and Fees Special Fund. Access for disabled students, staff, and community members may be a concern with four

elevators, limited restroom accessibility and many unassisted door openings. It was noted that disabled students, staff, and community members are provided a bell requiring assistance in areas where door entrances are unmanageable. Another ongoing concern is a singular access road which may contribute to emergency evacuation impediment. Though this is a state issue it remains a campus concern.

Findings and Evidence

The Office of Administrative Services is charged with the responsibility of managing, maintaining, and improving physical facilities. The office is comprised of three units, the Business Office, Human Resources Office, and Operations and Maintenance. The Operations and Maintenance Unit, headed by the Auxiliary Services Officer, ensures that the physical facilities on campus are safe and properly maintained on a daily basis. The college provides unarmed security officers with plans to add another security officer to allow two for 24-7 coverage. Escort service is available upon request. Lighting throughout the campus has been improved, creating a safer nighttime environment. The staff is empowered to submit requests for repair and maintenance as demonstrated in a spreadsheet database documenting that maintenance service requests are completed generally within three days depending on material needed to address the request. Operations and Maintenance staff are trained in the safe and proper use of all equipment. All units operate within Occupational Safety and Health Administration (OSHA) guidelines to provide a safe working environment. The college has an Emergency Procedures Manual with condensed versions posted in offices. The concern raised with a single campus access road is to be addressed in the next three years. The system office took the position it was a State Department of Transportation problem in years past. The Community College System has an Environmental, Health and Safety Officer who conducts annual workshops on hazardous waste materials for faculty and staff with training updates on emerging issues. Facilities are evaluated and maintained through documented service requests and listed capital improvement projects identified in the biennium budget in conjunction with the facility preventative maintenance schedule. The most recent improvements are the student lounge and the food service facility.

The allocation of discretionary funds is guided by the college's Strategic Plan. The goals, objectives, and action plans that comprise the Strategic Plan are derived from the college's mission and serve as both a short- and long-term planning document. The college works with the system Facilities Planning Office for facility expansion and has demonstrated success in addressing the backlog of renovations and repairs. Since 2004, Leeward has received approximately \$10 million in appropriations for the repair and renovation of facilities on the basis of health and safety. The college received an appropriation of \$1.3 million for the design of the Teacher Education Building, the newest physical facility since 1970, which was part of the original Long Range Development Plan (LRDP) in 1996. The Assessment, Program Review and Planning Process results in a prioritization of requests for funding, equipment, facilities and staffing. Distance instruction is technically supported from the UH main campus at Manoa. The Technology Information Group provides software maintenance, computer support and replacement of equipment. (III.B1)

A concern raised by the team in reviewing facility accessibility led to discussion with staff. Only three restrooms in the main buildings have accessible facilities for students, staff, and community members with disabilities. The partitions are temporary wood installation until the proper equipment is received and installed. Also noted was the placement of a “doorbell device” for the disabled students, staff, and community members to ring for door assistance.

The College Assessment, Program Review and Planning model is circulated and known to employees. In discussion with staff they were aware of how the process works and its relationship to budget development. Administrative Services units have utilized assessment templates. The institution has developed a strategic plan which speaks to the mission, assessment, and the planning process. The plan contains goals, objectives and action plans reflecting fiscal impact.

An appealing environment is created and maintained by operational and maintenance staff, grounds, and janitorial/custodial staff. Leeward Community College, through its policies and procedures, assures that physical resources are constructed and maintained to assure safety and security in a healthful learning and working environment. An offsite facility of 7,040 square foot located at Wai’anae Center is leased space maintained by Leeward staff on a weekly or an as needed basis by operations, maintenance and custodial staff. Course offerings, programs, and services are maintained by division units to assure access, safety, security, and a healthful learning and working environment. (IIIB.1a, IIIB.1b)

A physical assessment is done annually to address health and safety issues for facility maintenance and recommended Capital Improvement Projects (CIP). There is historical documentation of capital planning through a collegial process resulting in the college’s Long Range Development Plan (LRDP) in the early to mid 1990’s. The LRDP identified the college’s priorities for facilities and physical resources based on its Educational Development Plan (1987-1993) and it’s Academic Development Plan (1993-1996), which evolved into the College’s Strategic Plan (2002-2010). When the LRDP was approved in 1996, the college lacked Capital Improvement Project (CIP) funds to construct and/or renovate facilities. Concerns about the safety for the aging facilities resulted in appropriations beginning in 2004. A Space Utilization Committee was established in spring 2005 to reallocate space as needed to support Strategic and Long Range Development Plans. (IIIB.2, IIIB.2a)

The Long Range Development Plan states that space designated for instructional activities is based on the guidelines in the Educational Specifications. Physical resource planning is integrated with institutional planning through Program Review and Annual Review. The processes result in data driven decision-making in a shared governance and collegial fashion. Requests and prioritized recommendations are submitted to the college leadership for approval. The administrative team uses the list of priorities to shape the budget which is forwarded to UHCC and UH system for reprioritization. (IIIB.2b)

Conclusion

Physical resource planning is integrated with institutional planning. Through the Assessment, Program Review and Planning Process the college systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for change. The college LRDP is the driving force in physical resource planning to establish an open and accessible campus. It was noted there is no “access plan” or “barrier removal plan” to address the needs of disabled students, staff, and community members. Health and safety issues are addressed with an operational expenditure plan. Physical resource planning is integrated with institutional planning.

The college is substantially in compliance with Standard IIIB. However, the team makes the following recommendation for improvement

Recommendation

4. The team recommends that the college develop and implement a plan for ensuring that campus facilities are accessible to students, staff, and community members with disabilities. (IIIB.1.b)

C. Technology

General Comments

Leeward Community College provides several resources for access to technology and technology training for students and staff, including the Educational Media Center (EMC), technology mentoring program, and the “Web Fun” summer seminars. Student, faculty and staff surveys are administered four times a year and they indicate relative satisfaction (averaging four out of five points) with these resources. (IIIC.1a, IIIC.1b) There is a \$200,000 line item technology fund designed to support the technology needs of the campus. The college, though, has struggled over the past six years to create a cohesive technology expenditure plan that covers acquisitions, maintenance and upgrades, and integrates with institutional planning. Finally in 2005, the Annual Review process was developed in part to address college-wide, long-term planning for technology and information/learning resources. (IIIC.2) This process establishes the analysis of SLO assessments as a means to develop planning lists that include technology needs. These needs are then reflected in the College Plan. The first Annual Review was completed in spring 2006 resulting in the expected planning lists. How this integrates with the whole institution and budget remains to be seen. (IIIC.1c) (IIIC.1d)

Findings and Evidence

The team confirmed that the new annual review process has been performed by the college divisions and it addresses technology and information/learning resource needs.

Interviews with administrators and staff confirm that the college feels this new system will be very helpful, but how it will integrate with the budget and existing technology expenditure process is still unclear. It is also unclear how effective this new process will be in meeting the institution's range of needs. (IIIC.1a, IIIC.1c, IIIC.1d, IIIC.2)

The campus currently uses the University of Hawai'i technology plan as its backup plan. Interviews with administrators confirm that there is a technology rotation process in place, but the Library Resource Center staff indicated they were not currently included in the process. The Information Technology Group is responsible for maintaining, repairing, and updating all of the technology equipment on the campus. They also run the Help Desk, which supports all students, faculty and staff experiencing computer or network-related problems. (IIIC.1)

The team confirmed that the servers have a separate electrical circuit, UPS backup with six-hour capabilities, daily data backups, built-in system redundancy, and a comprehensive 24/7 service contract with Dell. (IIIC.1c, IIIC.1d)

The team confirmed that the Educational Media Center (EMC) provides faculty and students with learning support for instructional technologies (i.e. WebCT). The EMC sponsors faculty/staff "technology mentoring" programs in addition to "Web Fun" seminars during the summer to train faculty on how to optimally use WebCT. The EMC is responsible for online WebCT student orientations and ongoing technical support for students to insure their success in distance education classes. (IIIC.1b)

Distance education classes are supported by the WebCT Course Management System which is the financial responsibility of the University of Hawai'i for all its campuses. It is a reliable and user-friendly system with adequate back up provisions. Interviews with staff confirmed that the system rarely goes down. (IIIC.1a)

Conclusions

The team found that Leeward Community College has strong technology resources, but has gone through many policy and process changes over the past few years. The annual review process recently established should help Leeward move forward with a fair and transparent process for technology acquisitions, maintenance and upgrades.

The college is in compliance with Standard IIIC.

Recommendation

None

D. Financial Resources

General Comments

The budget development process is a biennial/supplemental budget process with separate appropriations made by the State of Hawai'i for the Community College System which is a component unit of the University of Hawai'i. According to college officials, the base budget is the current service base of the previous year. A funding formula is not used to determine funding. Departments request additional funds for workload and program change requests.

Leeward Community College has an operational budget of \$18.8 million for FY 2006. This amount includes general fund and tuition and fee special fund expenditures. An ending fund balance of 3% of expenditures has been used by the community college system as a guideline for a desired ending fund balance. The college met that requirement for the year ended June 30, 2006. The unrestricted ending fund balance was \$1.15 million which exceeds the 3% requirement. This reserve level is adequate to meet likely contingencies. (IIID.2c)

As a component of the community college system and the larger University of Hawai'i system, Leeward Community College is insulated from many of the contingencies that could create a financial shortfall that would disrupt services and programs provided to students. An unrestricted ending fund balance of 3% is adequate to meet emergency cash and funding needs. Leeward College is not responsible for payment of long-term obligations. (IIID.3c)

The University of Hawai'i system annual financial audit reported that \$24 million was paid in FY 2004 and FY 2005 for other post employment benefits (OPEB). OPEB includes health care and life insurance benefits to retired employees. Neither the Leeward Community College nor the community college system portion of the expense is identified in the report. The financial report does not identify the actuarial amount of the liability. As GASB 45 is being implemented the amount of this liability will be calculated. Over a period of years the obligation will be noted and expensed over time. Unfunded portions of this liability will begin to appear on the financial statements of the University of Hawai'i system. The Leeward College self study report makes no comments about a plan by the system to address payments for this long-term obligation. (Standard IIID.1c)

Findings and Evidence

Revenues are received from the State General Fund, Tuition and Special Funds, the UH Foundation and Other appropriated funds. The system is projecting revenue increases in its long rang budget projections as follows: FY 2007 11.46%; FY 2008 13.7%; FY 2009 10.74%; FY 2010 9.82%; FY 2011 9.55%; FY 2012 8.76%.

Increases in revenues are expected to occur in most part due to student tuition increases.

Funding increases at these levels will allow the college to make improvements in the services and programs available to students. The increases are also considerably higher than past years. Revenue changes for Leeward Community College since the last accreditation were as follows: FY 2001 -0.78%; FY 2002 10.03%; FY 2003 2.77%; FY 2004 2.81%; FY 2005 1.46%; FY 2006 5.23%.

The financial audit for University of Hawai'i, State of Hawai'i, for the consolidated financial statements dated June 30, 2005 and 2004 were examined. The community college system is listed as a component unit of the University of Hawai'i. While a separate and distinct component for financial reporting purposes, the governing body responsible for the operations of the community colleges is the UH Board of Regents.

The total net assets attributed to the community college system as of June 30, 2005 were \$198.3 million. The amount invested in capital assets, net of debt was \$179.6 million. Restricted expendable net assets were \$2 million and the unrestricted net assets totaled \$16.6 million. Operating expenditures were \$195 million. Accordingly, unrestricted net assets or fund balance available for appropriation was about 8%.

The community college system is expected to have a separate Circular A-133 supplemental report prepared starting with FY 2006. This separate reporting will provide more detailed audited financial information regarding the community colleges as a separate entity within the University of Hawai'i.

Leeward Community College receives general fund monies as part of its allocation from the State of Hawai'i. As a general rule, the state pays for the salaries of employees at the college. The exception is for positions paid for out of tuition revenue money. The state does not allow community colleges to retain unexpended funds at the end of any fiscal year. Locally collected tuition revenues pay for operational costs other than salaries. Unexpended tuition revenues may be carried over to future fiscal years.

At the campus level, resources are allocated each year through an integrated college assessment, program review and planning model. College mission and goals are considered as part of the annual fiscal planning process. The resource allocation process provides a means for setting priorities based on strategic priorities for the college. Instructional, student services, academic support and institutional support areas complete data based program reviews and develop plans and funding requests. The plan information and funding requests are reviewed by the executive planning council. The Executive Planning Council includes the Campus Council, Faculty Senate and administrators (IIID.1a, IIID.1b and IIID.1c).

The resources allocation model is flexible and allows data analysis to influence changes in planning agendas. Planning agendas are prioritized by the campus council. This model has only been in effect for a year, but the constituency groups involved in the process report a high level of satisfaction, and believe it is a fair and equitable way to establish and fund college priorities. All information about the financial operations of the college is available to the Campus Council. (IIID.1b)

The college's Assessment, Program Review and Planning Process model has been widely publicized. All employees interviewed were aware of how the model operated and its relationship to budget development. The model is being further revised to incorporate an assessment component to determine if the allocations made achieved the desired results. (IIID.1d)

The Operational Expenditure Plan for FY 2006-2007 reports revenues of \$22,888,083 and a like amount of expenditures. There is use of "carry-over" funds of \$1,062,000 included as part of available revenues. The college notes that revenues in FY 06-07 are \$2.5 million or 12.4% over the prior year. FY 05-06 revenues were reported as \$20,359,272. Much of the increase resulted from salary increases that are paid for by the state legislature for approved salary increases.

The college reported that its unrestricted fund balance at the end of 2004-2005 was \$180,767 or 2.09% of unrestricted expenditures. As of June 30, 2006 the unrestricted fund balance was \$1.15 million which exceeds the 3% of unrestricted expenditures.

Risk management is handled through the University of Hawai'i system and in turn through the State of Hawai'i. The state has liability insurance covering bodily injury and property damage, personal and advertising injury, products and completed operations and employment practices. There is a self-insured retention (SIR) of \$4 million for the University of Hawai'i system. The University reports that it is self-funded for the SIR. Leeward Community College bears no financial responsibility for a portion of the SIR should claims be made as a result of events at the college. The state of Hawaii is the legal entity and bears ultimate liability for claims against any of the operations of the State including community college operations.

Employees are members of several different unions that have collective bargaining agreements with the State of Hawai'i. The state is responsible for negotiating the collective bargaining agreements with represented employee groups. The collective bargaining agreements are current with most of the salary increases set to become effective October 1, 2006.

The University of Hawaii Foundation is a separate organization that provides fundraising and alumni support services to the universities and the community college system. The Foundation's net assets total \$173.9 million. The Foundation is audited each year. The audit report was an unqualified opinion with no management findings reported. Leeward College's Foundation is providing a little more than \$300,000 per year to the campus.

Conclusions

Leeward Community College has sufficient resources to support student learning programs and services and to improve institutional effectiveness. Resources are allocated in a manner that supports the development, maintenance, and enhancement of programs and services. Additionally, the College plans and manages its financial affairs with integrity. Financial resource planning is integrated with institutional planning. Leeward College is financially stable, has adequate reserves, and operates within available funding levels.

The college is in compliance with Standard IIID.

Recommendation

None.

STANDARD IV

Leadership and Governance

A. Decision-Making Roles and Processes

General Comments

Leeward Community College utilizes a broad based campus planning process to make continuous improvements to the organization. The Leeward College Assessment, Program Review and Planning Process is used to facilitate discussions, establish planning actions and to establish funding priorities thereby linking the priorities of the College to resource allocations. Representatives of the Campus Council noted that the planning and decision making process is gaining acceptance as more members of the college recognize how the process works to assist them in obtaining funding for strategic initiatives.

The Campus Council is a 21 member committee designed to ensure the full range of affected constituency groups is able to participate in the planning and decision making structure. Collaboration was evident in the review of materials, in conversations with college employees and in the resultant planning agenda that has been the basis for requesting funds from the community college system.

Leeward Community College has recently implemented a revised organization chart. The organization structure is traditional in a pyramid format including the University of Hawai'i Board of Regents; the university president; the vice-president of community colleges; and a chancellor as the CEO of Leeward Community College.

Findings and Evidence

The college mission statement reflects the goals of the institution. The fifth paragraph of the mission statement provides for the staff, faculty, and administrators to engage one another in developing planning and in the implementation of the results of planning. In discussion with members of the writing team for Standard IV it was articulated that staff are engaged and fully involved in the governance process. The Shared Governance Policy and the Principles of Shared Governance were approved by Faculty Senate, Campus Council and the chancellor. These policies serve as the operational framework for participatory governance at the college. (Standard IVA.1)

Goals and values are clearly articulated within the college mission statement. The Policy on Program Reviews and the Annual Review of Divisions and Support Areas represent a tremendous commitment on the part of the college to improve the focus on achievement of specific campus goals. A number of documents related to planning and assessment of planning outcomes are available on the website. The Strategic Plan and Biennium Budget reflect outcomes of program reviews and the annual planning cycle. Program and support area assessment results of 2004 and 2005 are also available on the website. Program review and annual review provide results from the information provided by institutional research. (Standard IVA.1)

The strategic plan 2002-2010 identifies the goals, objectives, and key performance indicators and also addresses what is to be accomplished and the expected degree of improvement. The performance results also indicate funding, facility, technology and staff needs and are reflected in the biennium budget requests. Institutional planning efforts afford opportunity for staff to participate in program review and annual review processes. Staff is encouraged to participate in the shared governance process in the Campus Council. (Standard IVA.1)

The Policy on Unit/Area Program Reviews provides a formal and systematic assessment and collection of data on student learning, enabling the college to measure mission-driven outcomes. The process focuses on the analysis of data provided by the program reviews of student learning and institutional effectiveness from all units within the college. Divisions use the annual review template as a planning document to link planning actions and assessment. The use of data in the development and assessment of student learning outcomes resulted in budget proposals that were included as requests for the 2007-2009 Biennium Budget. The Policy on Program Reviews is the primary document that addresses development and assessment of student learning outcomes at the course and program levels. (Standard IVA.1)

The Shared Governance Policy of Leeward Community College and the principles of shared governance describe a commitment by the institution to the shared governance process. Roles for the constituencies are identified for all faculty, staff, and students in these policy documents. The charters and by-laws of the Faculty Senate and Campus Council also describe functional roles of faculty and the interface with academic administrators.

The Campus Council functions as a recommending and advisory body in matters relating to budgetary priorities of the college. The purpose of the Campus Council is to allow for campus constituents to have an opportunity to provide input and report back to their constituent groups. There are twenty-one members on Campus Council; ten represent faculty constituency groups, seven represent administration, one represents students, one represents members of the administrative, professional and technical employees, one represents the clerical staff and one represents the academic support personnel. The council meets a minimum of three times a semester. The student government has not been active this past year; therefore, the Campus Council has operated without their input. (IVA.3)

Campus Council has the responsibility on behalf of the constituencies of the college of recommending college priorities to the chancellor and through the chancellor to the vice president of community colleges, president of the University of Hawai'i and the University of Hawaii's Board of Regents. The Faculty Senate concerns itself with matters relating to curricular development and academic policy. Policy number UHCCP 1.102 Community Campus Council of Faculty Senate Chairs delineates the role of faculty governance and defines its advisory role to the vice president of community colleges. (Standard IVA.1, IVA 2a, IVA.2b, IV.A. 3)

Program review and annual review use data obtained through research activities. Data is used to influence the development of recommended changes in operations on campus. The strategic plan 2002-2010 reflects goals, objectives, and key performance indicators. The performance results also indicate funding, facility, technology, and staff needs and are reflected in the biennium budget requests. (Standard IVA.1)

The Chancellor has established the Executive Planning Council. This Council is comprised of the executive committees from the Campus Council, Faculty Senate, and administration. An Executive Planning Council is elected annually in a transition meeting and is the only standing committee. This group is charged with planning and implementation of the recommendations from the Campus Council. Unfortunately, this group has only met one time with limited outcomes. Member's comments were positive and supportive of the concept, principle, and purpose. (IVA. 3) Other committees are established on an as needed basis.

The Faculty Senate's primary responsibility is to work on curriculum issues. In the past the senate has felt left out of many major decisions involving the college and its future. However, the senate is very supportive of the revised Campus Council and new Executive Council in the decision making process and leadership of the college. The senate representatives indicated that these changes have brought 'a fairness and equity' to the campus decision making process. (IVB.4)

The role of leadership and institutional governance and decision making processes have undergone a significant transformation over the past year. The Leeward College Assessment, Program Review and Planning model has been in operation for one full planning cycle. The model has not yet been evaluated for effectiveness. It was also noted during interviews that students are not participating in the campus governance and decision making process.

Conclusions

The college is in substantial compliance with Standard IVA.

Recommendations

See Recommendation #1 (Under Standard IB)

See Recommendation #3 (Under Standard IIB)

B. Leadership and Governance

General Comments

An administrative reorganization to establish a distinct community college presence within the University of Hawai'i system was completed in 2005. A new position entitled vice president of community colleges was created. College chief executive officers were renamed as Chancellors. Each college has a chancellor with reporting responsibility to the Vice President of Community Colleges and the President, University of Hawai'i System. The reorganization allows the community colleges as a whole to have direct representation at the highest level of the system.

Leeward Community College received approval for an administrative reorganization in October 2006. The purpose of this reorganization was to rename certain positions and raise the levels of these positions with the intention of attracting and retaining employees with varied professional level training as administrators within higher education. The reorganization has not yet been implemented as the approval was recently granted by the Board of Regents (BOR).

The BOR bears responsibility for the governance of the community college system. The board established a subcommittee for community colleges as a way to obtain a better understanding of issues affecting this part of the University of Hawai'i's operations. Increased focus on the accreditation requirements for community colleges by the Board of Regents has resulted in organizational and policy changes that resulted in more clearly defined roles for the colleges, the community college system office and the interface with the University of Hawai'i system.

Findings and Evidence

The BOR is responsible for compilation of policy for Leeward Community College which is part of the University of Hawai'i system. The authority for the BOR is created through State Law (Chapter 304-3, Hawai'i Revised Statutes- Section 304-3) The BOR by-laws and policies define the duties and responsibilities of the board.

BOR Policy Chapter 9, Part III applies to the recruitment and appointment of managerial and executive personnel. The process described in this policy was followed when hiring the current chancellor of Leeward College. The chancellor assumed this role in May 2006. The policy is current. (IVB.1)

The BOR is an independent body that is appointed by the governor. It is a policy making body that reflects the public interest. Leeward Community College is part of the University of Hawai'i system, which is a public agency. Accordingly there is no ownership interest by any member of the BOR. (IVB.1a)

The actions of the governing board are final and not subject to any other agency except the state legislature. The BOR has ultimate responsibility for the educational quality of

the community college system. Minutes, by-laws and policies are posted on the University of Hawai'i web site and available to the public. A review of the minutes and actions of the board indicates that it is operating consistent with established policies and bylaws. The board approves new policies on a periodic, as needed, basis. There is no evidence to indicate that policies are reviewed and updated on a regular, on-going basis. (IVB.1b, IVB.1c, IVB.1d, IVB.1e)

The orientation of new board members occurs through an annual briefing session that is conducted by the President of the University of Hawai'i. There is no requirement for staggered terms of office for members of the board. New members are added whenever a term of a member expires. The governor appoints members to the board. (IVB.1f)

In October of 2006, the board approved a self-evaluation process to assess board performance. The policy calls for a self evaluation every two years. The board has not yet completed a self evaluation. (Standard IV.B.1g)

BOR policy, Article X, and HRS Chapter 84 address the board's stated process for dealing with unethical behavior. There were no reported cases of unethical behavior noted in the self study report. A standing subcommittee was established to make the board more aware of community college accreditation processes and standards. The Community College Standing Committee meets on a quarterly basis. The committee has received information about the accreditation process. The process is very new to the BORs and the college notes that continued work is needed. (IVB.1h, IVB.1i).

As commented on in more detail in Standard III.D of this report, tuition increases have been approved by the BOR. The additional revenues from tuition increases is to be made available to each college to assist them with funding locally determined priorities. The increase in resources, should they materialize as planned, will promote continuing use of the planning and budgeting process currently entering its second year at Leeward College. The planning process is data driven and concentrates on improve of student learning. (Standard IVB.1i).

The board was well aware of the Commission recommendations for the University of Hawai'i community colleges – as a system, as well as for Leeward Community College. The system implemented organizational changes, enhanced funding and established a separate committee of the board to assist in improving student learning at the community colleges. (Standard IVB.1i)

The Chancellor is the chief executive officer for Leeward Community College. BOR Policy Chapter 2 provides information about the duties of the President and executive management employees. BOR Policy 9-14 establishes the executive/managerial personnel policies. The hiring of the chancellor and other executive level personnel are conducted by the University of Hawai'i system. The policy was last amended in October 18, 2002. (Standard IVB.1j)

The college included a comprehensive organizational chart in the self study report. The

levels of administrative positions appear to be appropriate given the size and complexity of the college's operations. The Leeward administrative reorganization was approved by the Board of Regents in October 2006. This reorganization allows the chancellor to conduct national searches to obtain applicants with a wide range of administrative skills and experience. The reorganization has recently been approved, but has not yet been implemented. (Standard IVB.2a)

There are several mechanisms used to communicate with the institutions constituencies. The chancellor gathers data and interprets information to assist in decision making. Information is communicated in a weekly campus bulletin, *mass emails*, an institutional report and presentations at semester convocations. Decisions are now being made based on timely and relevant data. The current chancellor is building a culture of evidence through the use of the new planning process that has been in operation for slightly more than one year. The institutional research activities report to the vice chancellor/chief academic officer. The chancellor has a good working knowledge of the data available for decision making purposes. (Standard IVB.2b)

The chancellor is involved in UH community college system wide administrative meetings. The system is responsible for setting institutional mission and policies. The chancellor sets priorities and follows established practices to ensure compliance with the policies of the system. The college's activities are consistent with the system wide policy requirements. The chancellor receives detailed expense information on a monthly basis and summarized quarterly reports to assist in the management of the college budget. (IVB.2c, IVB.2d)

The Chancellor participates in a number of off-campus community activities and is in contact with local community leaders and organizations. The Chancellor has initiated contact with community organizations in an effort to bring greater awareness to the college and to encourage support of the college by the community. (IVB.1e)

Centralized support services are provided through the Office of the Vice President for Community Colleges. This support is provided in the academic and administrative services areas. The Vice President's Office provides centralized services in the following areas: academic support, academic planning, career and technical education planning, student affairs, and workforce development. Members of the college staff appear to have a clear understanding of the responsibilities of the system office and the areas for which the college is responsible. (IVB.3a)

There has not been enough time to evaluate the effectiveness of the services being provided through this central office operation. Interviews with college personnel revealed that the system office personnel are very supportive of the colleges and that the system office is in full support of the mission and functions of the colleges. (IVB.3b)

The budget is established biennially. Supplemental requests may also be submitted to amend appropriations for any current fiscal year. The system office coordinates the budget development so that the entire community college system appears as a unit of the

University of Hawai'i. There is considerable discussion about the use of strategic planning in assisting in the allocation of resources. The Leeward Community College Assessment, Program Review and Planning process is effective in communicating its needs to the community college system office. (IVB.3c)

The University of Hawai'i system effectively controls expenditures through periodic reporting of information to the college. The college receives detailed reports on a monthly basis and summary reports on a quarterly basis. The college is responsible for maintaining expenditures within its expected revenues for tuition and other locally generated funds. The college is not allowed to carry over unexpended general funds but is allowed to retain its unexpended tuition and other locally collected revenues. The latest available audit report for the University of Hawai'i covering the years ended June 30, 2004 and June 30, 2005 did not comment on any internal control weaknesses. Controls over the expenditure of funds are adequate (IVB.3d)

The president of the University of Hawai'i system gives full responsibility and authority to the vice president for community colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the college. The vice president in turn delegates authority to the college chancellors to operate in accordance with system policies. The chancellor is held accountable for the operation of the college (IVB.3e).

The vice president of community colleges is the liaison between the colleges and the governing board. Generally speaking, the colleges and the central office appear to use effective methods of communication, and they exchange information in a timely manner. Planning efforts are coordinated between and among colleges and with the University of Hawai'i. (IVB.3f)

There was no evidence to indicate that evaluations of the effectiveness of the governance and decision making structures and processes were occurring. The community college system has undergone significant change over the past two years. The planning processes continue to develop to reflect system wide priorities. After several cycles of this process have been completed, it will be important for the community college system to evaluate its effectiveness. (IVB.3g)

Conclusions

The team found evidence that the college recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement. The governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while also acknowledging the roles of the governing board and the chief executive officer.

The team found no evidence to indicate that evaluations of the effectiveness of the governance and decision making structures and processes were occurring. It was also noted that there was an absence of student involvement in the decision making processes

of the college. (IVB.3g IVA.2, IVA.2a, IVA.3)

There was no evidence to indicate that the evaluation of the system office's effectiveness in providing services to the colleges was occurring. The system is working under a newly organized administrative support structure for community colleges. Over time it will become important for the colleges and the community college system to evaluate the effectiveness of the delivery of services to the colleges by the central office. (IVB.3g).

Recommendation

5. The team recommends that the college fully implement the Leeward Administrative Reorganization which was approved by the Board of Regents in October of 2006 and, after several years of full operation, evaluate its effectiveness in addressing the college's problems with administrative instability. (Standard IV.B.2)