

## **EXTERNAL EVALUATION REPORT**

University of Hawaii – Leeward Community College  
96-045 Ala Ike  
Pearl City, HI 96782

This report represents the findings of the evaluation team that visited  
Leeward Community College from October 15 – 18, 2018

Patrick U. Tellei, Ed.D  
Team Chair

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**Leeward Community College  
Comprehensive Evaluation Visit**

**Team Roster**

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Palau Community College

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Director of Institutional Research &  
Evaluation  
Accreditation Liaison Officer  
Palau Community College

Dr. Steven Reynolds (ACCJC staff liaison)  
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Dr. Judy Kasabian  
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Ms. Evelyn Lord  
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Dr. Henry Shannon (System Team Chair)  
President  
Chaffey College

Ms. Julie Sanchez (System Team Assistant)  
Executive Assistant  
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Mr. Brian Thiebaut  
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Palo Verde College

Dr. Monica Flores-Pactol  
Vice President of Instruction  
Folsom Lake College

Dr. Mark Sanchez  
Assistant Superintendent  
Vice President of Student Services  
Cuesta College

Dr. Kay Nguyen  
Dean of Research, Planning & Institutional  
Effectiveness  
Golden West College

Ms. Eloisa Briones  
Vice President of Administrative Services  
Skyline College

## Summary of Evaluation Report

INSTITUTION: Leeward Community College

DATES OF VISIT: October 15 – 18, 2018

TEAM CHAIR: Patrick U. Tellei, Ed.D

A 10-member Evaluation Peer Review Team visited Leeward Community College on October 15 – October 18, 2018, for the purpose of determining whether the College continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies and USDE regulations. The team evaluated how well the College is achieving its stated mission, providing recommendations for quality assurance and institutional improvement, and submitting recommendations to the Accrediting Commission for the Community and Junior Colleges (ACCJC) regarding the accredited status of the College.

In preparation for the campus visit, the team chair attended a team chair training on August 2, 2018 in Los Angeles, California. The evaluation team attended team training on September 5, 2018 in Los Angeles, California. The team chair and team chair assistant pre-visited Leeward Community College on September 7, 2018 where tours of the main campus in Pearl City and the Waianea Moku Center were made available by the College.

The evaluation team received the College's Institutional Self Evaluation Report (ISER) and related evidence in August 2018, well in advance of the team training and campus visit. The team found the ISER to be well-written and comprehensive with related supporting evidence. The ISER appropriately addressed the Accreditation Standards, Eligibility Requirements, Commission Policies, as well as USDE regulations. The team confirmed that the ISER was created through a broad process of College participation and was well examined prior to submission to Accrediting Commission for Community and Junior Colleges (ACCJC). The team found the ISER to be a thoughtful and largely accurate reflection of the current status of the College with the inclusion of an Institutional Quality Focus Essay outlining two overarching action projects to support the College Institution Set Standards for Student Achievement.

Prior to the campus visit, team members completed their team assignments from the team chair. The team assignment identified areas for further investigation and provided a list of interview requests, as well as additional evidence to review. On October 15 – 18, 2018, the team first visited the Waianea Moku Center that has more than 500 students. The team visited the Waianea Moku Center on the first day of the visit where the Center welcomed the team with a Hawaiian chant and provided a tour of the center. Two forums with students and with faculty and staff were also scheduled that day. Both forums were well attended by students, faculty and staff. The main campus hosted a welcoming reception on October 16<sup>th</sup> followed by a campus tour.

During the visit, team members held more than 35 individual/group meetings and interviews with approximately 100 students, faculty, classified staff, and administrators. The team also

reviewed comments provided by internal and external community members. The team visited classrooms, labs, tutoring center, student support center, library, bookstore, cafeteria, Culinary Arts restaurant, and different programs and service areas of the College. The team members were also invited to sit-in scheduled Campus Council Meeting, Curriculum Committee Meeting, Financial Management Group Meeting, and Faculty Senate Meeting. Three team members visited the campus during one evening to re-affirm the services provided to students attending evening classes, and to confirm the safety and security of students who are in the campus at night.

The team found the College was well prepared for the team visit and the team felt the warm “Ohana” welcome by the entire College. The outstanding support provided to the team during the College visit was acknowledged by the entire team.

The team found that the College satisfies all Accreditation Standards, Eligibility Requirements, Commission Policies and USDE regulations, but provided one recommendation to meet standards, two recommendations to improve institutional quality and effectiveness, and seven commendations.

## **Major Findings and Recommendations of the 2018 External Evaluation Team**

### **Team Commendations**

#### Commendation

1. The team commends the college for its mission, which emphasizes student support, quality learning opportunities and open access and includes a special commitment to Native Hawaiian students. The college embraces its mission, in planning and action, as evidenced by a consistent integration of the mission's core values throughout the curriculum, services and culture of the college. (I.A)
2. The team commends the College for developing programs and curricula that accelerate student progress toward college-level courses, particularly in English and mathematics. (II.A.4)
3. The team commends the College for the development of the innovative learning support program "The Hub", which facilitates student success by using Computer Science students to provide technology assistance to students in a Help Desk setting. (II.B.1)
4. The team commends the Student Government for their organization and engagement of students in a wide range of creative, informative and meaningful activities and for actively encouraging student participation in college committees. (II.C.4, IV.A.2)
5. The team commends the College for its leadership in the development and implementation of guided pathways. (II.C.5)
6. The team commends the College for its dedicated and collaborative support of professional development, with an emphasis on supporting faculty in instructional pedagogy, teaching with technology and encouraging effective practices by modeling such practices during training sessions. (III.A.14, III.C.4)
7. The University of Hawaii Community College System is commended for its island-centered mission in identifying new programs and for its successful system-wide implementation of technology across the system to support program planning and tracking in clarification of students' academic pathways. (IV.D.5)

## **Team Recommendations**

### **Recommendations to Meet Standards:**

#### Recommendation

1. In order to meet the standard, the College should establish a clear cycle to regularly evaluate and update its policies and practices. (I.B.7)

### **Recommendations to Improve Quality:**

#### Recommendation

2. To ensure academic quality and improve institutional effectiveness, the College should improve efforts to analyze, disseminate and discuss assessment results of all outcomes across the campus to improve student learning. (I.B.1, I.B.8)
3. In order to improve effectiveness, the team recommends that the College develop a mechanism to inform the College community about the college governance structure, membership and responsibilities of committees, pertinent policies and the college decision-making process. (IV.A.6)
4. In order to improve institutional effectiveness, the team recommends that the system develop and implement an assessment process to measure the effectiveness of role delineations, governance and decision-making processes to ensure their integrity. (IV.D.7)

## Introduction

Leeward Community College was established in 1968 as the first community college in the state of Hawai‘i without a connection to a pre-existing technical school, nine years after statehood was granted. In the first year, there were 1,640 students who were ready to explore the community college experience, more than twice the anticipated number of students. Shortly thereafter, in 1971, the College was accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC), Western Association of Schools and Colleges (WASC). The College’s original guiding principles emphasized innovation and accessibility to higher education. Since those beginnings, enrollment has grown to place Leeward Community College among the largest of the seven public two-year community colleges in the UHCC System with approximately 7,000 students enrolled each fall semester in liberal arts, career and technical education, and noncredit programs.

In 1972, Leeward Community College took over the Wai‘anae-Nānākuli Education Center as the operating agency. In 1977, this center was fully integrated into Leeward’s operations and organization. The Wai‘anae-Nānākuli Education Center was renamed the Leeward Community College - Wai‘anae Moku Education Center in fall 2017 in conjunction with its recent move to a permanent facility. The Wai‘anae Moku Education Center offers credit and noncredit courses and a full range of learning and student support services. During the visit in October 2018, the center had a headcount enrollment of 548 students.

While the College primarily serves students in the Leeward coast and Central O‘ahu, a geographical region containing approximately a third of the state’s population, students from all parts of the island attend Leeward Community College. One constant over the past 50 years has been Leeward’s focus on student learning as its motto makes clear: “To help people learn.”

Leeward Community College continues to look for new programs that will meet the workforce needs of the community. Since its institutional self-evaluation in 2012, the College has developed four new career and technical education degrees including the following: Associate in Science (AS) in Plant Biology and Tropical Agriculture, AS in Integrated Industrial Technology, Advanced Professional Certificate in Special/Inclusive Education, and a certificate program in Alternative Certification for teachers in career and technical education secondary programs. The College has also successfully moved two programs to established status. These programs are the AS in Natural Science and the Associate in Arts in Hawaiian Studies. Finally, the College received program accreditation for the AS in Health Information Technology. The Board of Regents approved this program for established status in June 2018.

Leeward Community College has received a number of grants and system funding to complete, renovate, and refurbish facilities at the Pearl City campus. Shortly after the last self-evaluation visit in 2012, the College completed the Ka ‘Imi ‘Ike Education Building, a facility on the Pearl City campus that is the home of Leeward Community College’s Teacher Education program. Designed and built to meet the Leadership in Energy and Environmental Design’s silver certification, Ka ‘Imi ‘Ike has features such as photovoltaic panels, rainwater collection for irrigation, water bottle refilling stations, natural lighting, and a hybrid air conditioning system that incorporates natural ventilation. Additionally, the College completed the planned renovation



of the Learning Commons, which involved re-envisioning the Library building as a one-stop shop for academic support services for students. The College also finished a renovation project of the Hālau 'Ike O Pu'uloa that provides a larger collaboration space for students, additional offices, and renovated classroom spaces. Finally, the College relocated its Office of Workforce Development and Continuing Education due to the new public rail station being built in the campus parking lot. The new portable buildings form a small campus environment on the Diamond Head (east) side of the Pearl City campus.

In addition, the College finalized the move of its education center from Wai'anāe town to a neighboring community. The previous Wai'anāe site leased 9,680 gross square feet on the first and second floors of a two-story commercial building. The new location, located 1.7 miles from the previous site, is a building of 38,600 gross square feet that is being renovated in multiple phases, dependent upon funding availability. The main building is named Hale Kaiāulu. The word kaiāulu has a dual meaning: kaiāulu means "community" and is also the name of celebrated gentle trade winds unique to the area. Currently, the Wai'anāe Moku Education Center operates in the Phase I space of 11,000 gross square feet. Students are able to utilize three general classrooms, a math lab/classroom, a computer lab/English classroom, a testing center, a student lounge, and a conference room. The Wai'anāe Moku Education Center also includes program support spaces such as offices and meeting rooms for administrators, faculty, counselors, lecturers, and security personnel. This new location is expected to provide the College an opportunity to expand the population served in this historically underserved area.

## **Eligibility Requirements**

### **1. Authority**

The Team confirmed that Leeward Community College is a comprehensive two-year institution authorized to operate under the authority of the state of Hawaii and the UH Board of Regents to award academic degrees and certificates. This is also confirmed based on continuous accreditation by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC).

The College meets Eligibility Requirement.

### **2. Operational Status**

The Team confirmed that Leeward Community College is operational and provides educational services to approximately 6,800 students each year who are enrolled in degree applicable credit courses. The College awarded 1,019 degrees and certificates in 2017.

The College meets Eligibility Requirement.

### **3. Degrees**

The Team confirmed that majority of courses offered by the College lead to a degree and/or transfer. The majority of the College's students are enrolled in one of 15 associate degree programs. All of the degree programs are two years in length where significant proportion of the students at Leeward CC are enrolled in them.

The College meets Eligibility Requirement.

### **4. Chief Executive Officer**

The Team confirmed that Leeward Community College has an institutional CEO (interim chancellor) who was appointed by the Board of Regents in July, 2018 who has the authority to administer Board policies, and whose full-time responsibility is to the institution. This CEO does not serve as the chair of the Governing Board.

The College meets Eligibility Requirement.

### **5. Financial Accountability**

The UH system outlines policies and procedures for internal controls; an independent accounting firm audits the UH systems; and major campus audits are annually taken place to ensure financial accountability. Results of audit reports are made available to college constituents and communities it serves.

The College meets Eligibility Requirement.

## **Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies**

The evaluation items detailed in this Checklist are those which fall specifically under federal regulations and related Commission policies, beyond what is articulated in the Accreditation Standards; there may be other evaluation items under ACCJC standards address the same or similar subject matter. Evaluation teams will evaluate the institution’s compliance with standards as well as the specific Checklist elements from federal regulations and related Commission policies noted here.

This Checklist will become part of the evaluation team report. Institutions may also use this form as a guide for preparing documentation for team review. It is found as an appendix in the team and institutional self-evaluation manuals.

### **Public Notification of an Evaluation Team Visit and Third Party Comment**

#### **Evaluation Items:**

X	The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit.
X	The institution cooperates with the evaluation team in any necessary follow-up related to the third party comment.
X	The institution demonstrates compliance with the <i>Commission Policy on Rights and Responsibilities of the Commission and Member Institutions</i> as to third party comment.

[Regulation citation: 602.23(b).]

#### **Conclusion Check-Off (mark one):**

X	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

#### **Narrative:**

The College informed its constituents by posting a link to the ACCJC third-party comments on its college website prior to the accreditation site visit. The College informed its students, faculty, staff and the communities it served through students meetings, faculty and staff meetings, as well as information to the community and leadership constituents. As a result, all open forums were

well attended by students, faculty, classified staff, management, and community officials and leaders.

**Standards and Performance with Respect to Student Achievement**

**Evaluation Items:**

X	The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution’s mission.
X	The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers.
X	The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements.
X	The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level.

[Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).]

**Conclusion Check-Off (mark one):**

X	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

**Narrative:**

The UHCC System has set institutional-set standards for student achievement where it is implemented at the College campus level. The College uses data to determine how well it is accomplishing its mission through the UHCC System’s institutional-set standards for student achievement. The set standards are reviewed regularly where administrators use the results to

identify institutional priorities for the coming year. Each institutional-set standard has a minimum level of achievement and an aspirational target for improvement. The College has not set its own specific institutional-set standards; however, the College has set College goals under the umbrella of the UHCC System’s institutional-set standards for student achievement.

**Credits, Program Length, and Tuition**

**Evaluation Items:**

X	Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure).
X	The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution).
X	Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition).
X	Any clock hour conversions to credit hours adhere to the Department of Education’s conversion formula, both in policy and procedure, and in practice.
X	The institution demonstrates compliance with the Commission <i>Policy on Institutional Degrees and Credits</i> .

[Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.]

**Conclusion Check-Off (mark one):**

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

**Narrative:**

Course credit hours are consistent with courses offered at colleges throughout the United States meeting program lengths required by higher education. Degrees are at least 60 credit hours in length and laboratories classes are appropriately structured.

## **Transfer Policies**

### **Evaluation Items:**

X	Transfer policies are appropriately disclosed to students and to the public.
X	Policies contain information about the criteria the institution uses to accept credits for transfer.
X	The institution complies with the Commission <i>Policy on Transfer of Credit</i> .

[Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).]

### **Conclusion Check-Off (mark one):**

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

### **Narrative:**

The College adheres to Executive Policy (EP) 5.209 – Student Transfer and Inter-Campus Articulation. The policy states that student who has earned an articulated associate degree from a UHCC campus shall be accepted as having filled the general education core requirements at all other UH System campuses. The College is a liberal arts institution with strong transfer programs that are aligned with the four-year degree programs at the University of Hawaii four-year institutions. The 15 associate degree programs offered by the College are transferable degree programs to the University of Hawaii four-year institutions or other colleges and universities in the United States.

**Distance Education and Correspondence Education**

**Evaluation Items:**

X	The institution has policies and procedures for defining and classifying a course as offered by distance education or correspondence education, in alignment with USDE definitions.
X	There is an accurate and consistent application of the policies and procedures for determining if a course is offered by distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities are included as part of a student’s grade) or correspondence education (online activities are primarily “paperwork related,” including reading posted materials, posting homework and completing examinations, and interaction with the instructor is initiated by the student as needed).
X	The institution has appropriate means and consistently applies those means for verifying the identity of a student who participates in a distance education or correspondence education course or program, and for ensuring that student information is protected.
X	The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings.
X	The institution demonstrates compliance with the <i>Commission Policy on Distance Education and Correspondence Education</i> .

[Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.]

**Conclusion Check-Off (mark one):**

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the Institution does not meet the Commission’s requirements.

**Narrative:**

Although Distance Education (DE) is not specifically named in Leeward’s Mission Statement, DE courses and programs offered through the college are consistent with the educational objectives expressed in the Mission Statement. DE courses and programs provided through the college are subject to the same control, development, implementation and evaluation as all other courses and programs offered under the name of the college. DE courses and programs are required, like all other courses offered through the college, to have clearly defined and appropriate student learning outcomes. DE courses and programs, including outcomes, are evaluated in ARPDs and other assessments.

## **Student Complaints**

### **Evaluation Items:**

X	The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the College catalog and online.
X	The student complaint files for the previous six years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures.
X	The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards.
X	The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities.
X	The institution demonstrates compliance with the <i>Commission Policy on Representation of Accredited Status</i> and the <i>Policy on Student and Public Complaints Against Institutions</i> .

[Regulation citations: 602.16(a)(1)(ix); 668.43.]

### **Conclusion Check-Off (mark one):**

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

### **Narrative:**

The College has a clear procedure for student complaints which is outlined in the college catalog, college website, and several publications from the College Student Services. Student complaints are dealt with accordingly and confidentially. Results of student complaint are shared amongst appropriate constituents and are also used for institutional improvement when deemed necessary.



## **Institutional Disclosure and Advertising and Recruitment Materials**

### **Evaluation Items:**

X	The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies.
X	The institution complies with the <i>Commission Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status</i> .
X	The institution provides required information concerning its accredited status as described above in the section on <u>Student Complaints</u> .

[Regulation citations: 602.16(a)(1)(vii); 668.6.]

### **Conclusion Check-Off (mark one):**

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

### **Narrative:**

Leeward Community College provides accurate, timely, and appropriate detailed information to current students, potential students and the public regarding its programs, locations, and policies through college catalog, college website and other college publications.

## **Title IV Compliance**

### **Evaluation Items:**

X	The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE.
X	The institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements.
X	The institution's student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range.
X	Contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required.
X	The institution demonstrates compliance with the Commission <i>Policy on Contractual Relationships with Non-Regionally Accredited Organizations</i> and the <i>Policy on Institutional Compliance with Title IV</i> .

[Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.]

### **Conclusion Check-Off:**

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

### **Narrative:**

The College is in compliance with the Federal Title IV regulations and USDE requirements.

## Standard I

### Mission, Academic Quality and Institutional Effectiveness

#### IA. Mission

##### General Observations:

As part of the University of Hawaii system, the Leeward Community College mission aligns with the university mission's commitment to open, accessible, quality learning, and includes language affirming active support for the participation of Native Hawaiians. The college mission plays an integral role in institutional planning, prioritization and resource allocation. The college follows a regular mission review process that culminates in approval by the Board of Regents.

##### Findings and Evidence:

Leeward Community College (LCC) directs its mission of providing high-quality liberal arts and CTE (career and technical education) to all students. In alignment with the University of Hawaii, the college also makes a special commitment to Native Hawaiians. To emphasize this point, the mission and values statements appear side-by-side in English and Hawaiian. The mission emphasizes a student-focused, collaborative and supportive approach to learning and student success. (I.A.1)

The college uses a strategic planning process to determine its effectiveness in meeting its mission and the educational needs of students. The LCC Strategic Plan 2015-2021 aligns five goals with the college mission and the UHCC Strategic Directions 2015-2021. As part of the process, the college reviews data targeted at these goals including data to determine if it is accomplishing its mission to Native Hawaiian students. Departments also review program-level data annually as part of the program review cycle. Additionally, the college analyzes data connected to the UHCC institution-set standards, which also serve as the college's institution-set standards, to identify institutional priorities. (I.A.2)

The institution engages in an Integrated Planning and Budgeting Process that uses the college mission as a central component of the Comprehensive Review and Evaluation (CRE) program review template. Each program and student service aligns its program mission with that of the college. The CRE and Annual Report of Program Data (ARPD) identify resource requests, which the divisions and Campus Council prioritize. In turn, the college develops a budget based on these priorities. (I.A.3)

The college mission appears in key college publications, including the catalog, the website, the strategic plan and employee handbooks. It is also posted throughout classrooms, labs and other campus spaces. The college adopted a Policy on Institutional Mission in January 2010. The policy calls for review of the mission at least every six years. The Board of Regents (BOR) approved the current mission statement in May 2012, following a two-year process. The campus conducted an abbreviated review of the mission in 2017 and made no changes. (I.A.4.)

## Conclusions:

The College meets Standard 1A.

## Commendation 1:

The team commends the college for its mission, which emphasizes student support, quality learning opportunities and open access and includes a special commitment to Native Hawaiian students. The college embraces its mission, in planning and action, as evidenced by a consistent integration of the mission's core values throughout the curriculum, services and culture of the college. (IA)

## **IB. Assuring Academic Quality and Institutional Effectiveness**

### General Observations:

The College's response to standard IB in the Institutional Self Evaluation Report (ISER) demonstrates dialogue on student learning, equity, and academic quality throughout college program and services. The college provides sufficient evidence that it meets the standard. Site team interviews with campus personnel confirm the College engages in an annual program review process which includes Annual Report of Program Data (ARPD) and comprehensive / long-range planning (Comprehensive Review and Evaluation or CRE) occurring every four years, led by the Office of Planning, Policy and Assessment (OPPA). Additionally, the integrated planning process could be clearer and the college indicated that it is working to improve the planning process. Another area that needs to be addressed is the cycle of when policies are reviewed and evaluated. The college acknowledges that while the college evaluates its policies and procedures every five years, there are certain policies that have not been touched since 2012. The policy on course and program prerequisites had an effective date of February 1992. In conversation with the Vice Chancellor of Academic Affairs, the College indicated that it is working to fully staff the Office of Planning, Policy, and Assessment which would provide OPPA with the capacity to complete the review/evaluation of policies and developing an evaluation calendar of when policies are reviewed and revised.

### Findings and Evidence:

Dialogue concerning outcomes, equity, and institutional effectiveness and efforts to address continuous improvement of learning and achievement occur in multiple groups across the College. The Assessment Committee facilitates dialogue regarding learning outcomes and coordinates efforts to institutionalize assessment policies and practices and train faculty and College personnel to use the homegrown assessment database ("KNACK"). The institution supports an assessment technician who works with all constituencies to develop, implement, and improve the functionality of the new assessment database. While assessment results from Service Area Outcomes (SAOs) are available in Tk20, most are more than 10 years old. SAOs are not accessible by the site team in KNACK and appear to be submitted to division, program, and support area representatives. However, assessment data and dialogue is captured in the ARPD.

Dialogue on student equity takes place in informal administrator-led Talk Story sessions and at specific locations like the Wai'anae Moku Education Center. According to the ISER, dialogue on academic quality and institutional effectiveness takes place at vice president for community colleges (VPCC) campus forums, in governance groups, and at bi-annual convocations. However, with the exception of the convocation and its use of table top discussions, little evidence is provided to demonstrate sustained, substantive and collegial dialogue is taking place around outcomes assessment at the course, program, GE or Institution-level. Team interviews confirmed the institution can improve dialogue on outcomes assessment and implications for assuring academic quality. (I.B.1)

The College defines and assesses student learning outcomes within instructional and learning support service. The College has developed instructional course learning outcomes (CLOs), program learning outcomes (PLOs), general education learning outcomes (GELOs), institutional learning outcomes (ILOs) and support service support area outcomes for all programs and services (SAOs). CLOs are identified in the Curriculum Management Database and assessed directly by the instructor. CLOs are linked to PLOs through the assessment database Tk20. Currently, the College assesses PLOs through the mapping process in Tk20 and personnel reflect on results within the ARPD; however, the institution presented minimal evidence of meaningful assessment at the program level. As confirmed through interviews, the new outcomes assessment database (KNACK) does not yet have mapping capabilities. GELOs are assessed on a rotating cycle led by a faculty task force that developed and normed rubrics for its GELOs. They are finalizing a rubric for "ethical reasoning" and working with Writing Intensive course instructors to begin the next round of GE assessment. ISLOs are assessed through attitudinal student surveys, not direct measures of assessment. GELO assessment is reported in the ARPD and discussed at Faculty Senate.

The College provided data that shows 71% of courses in Catalog have been assessed. While the College is discussing assessment results in individual programs and areas, it can better engage in College-wide dialogue about academic quality and institutional effectiveness, particularly related to student learning. With the exception of an example of PLO assessment informing changes to instruction in the AA in Teaching Program and the aforementioned GELO assessment, dialogue is not college-wide. The same could be said for SAOs with an example of assessment training provided as evidence of assessing the learning outcomes using qualitative and quantitative data and only one example provided of an ARPD using data to request additional personnel. (I.B.2; ER11)

The College uses the UHCC System established institution-set standards based on the UHCC Strategic Directions 2015-2021 and regularly assesses performance against these standards. These standards are aligned with the College's Strategic Plan 2015-2021, mission, and College goals including its goal of increasing retention and persistence by ten percent within a year. In pursuit of continuous improvement, each standard has baseline and target values, which the College annually assesses, shares with the campus community through VPCC presentations and its intranet, and publishes on the college and system websites (I.B.3).

The College has established a clear culture of assessment in which faculty and others identify, enter and reflect upon data entered into the assessment database (Tk20) and now KNACK. The

ARPD requires data, analysis, and reflection. OPPA staff, program coordinators, and unit heads utilize assessment data via ARPD and the four-year Comprehensive Review and Evaluation (CRE) to support student learning and achievement. The Institutional Effectiveness Report (IER), published every four years, incorporates data on student achievement and institution-set standards and disseminates this report widely across the campus. (I.B.4)

Through its use of the ARPD and CRE, the College effectively analyzes and assesses its ability to accomplish its mission using student achievement and student outcomes data. Data on key performance indicators regarding student achievement is disaggregated at the program level. Budget requests are integrated into the CRE and all planning and budget requests move through a cycle referred to as the College's Integrated Planning and Budgeting Process. Planning and budgeting documents include the ARPD, a Resource Implications Template, the CRE, and the IER. All of these documents require an identification and analysis of data. (I.B.5)

Currently, the College is only disaggregating and analyzing student achievement data, not learning outcomes data. The College is using the UHCC identified performance gaps for Federal Pell Grant recipients and three underrepresented student populations: Native Hawaiian, Filipino, and Pacific Islander and disaggregating the achievement data to evaluate the impact on these populations. The IER identifies and communicates the equity gaps to the campus community. One effort to address the equity gaps is the UH system-wide Acceleration Initiative. Through collegial consultation, the College has shortened and accelerated developmental course sequences and adopted a co-requisite model and funded requests for equipment, support and professional development. The College engages in various efforts to monitor and address performance gaps for its Native Hawaiian students. Team's visit to the Wai'anae Moku Education Center validates the efforts that the College has made to allocate resources to support Native Hawaiian students. Additionally, the College continues to monitor DE student success noting continued success rates similar to those taking face-to-face courses. (I.B.6)

The Office of Planning, Policy, and Assessment (OPPA) is charged with reviewing institutional policies and practices. But according to the ISER, OPPA has been understaffed leading to a delay in reviewing some policies. For example, L5.200, the Policy on Course and Program Prerequisites, has not been reviewed since 1992. L1.201, Policy on Shared Governance, had not been reviewed since 2003, but is under review. Interview with OPPA staff indicated that the College recognizes that it needs to establish a calendar to regularly evaluate its policies and will work to review and update policies once it has filled vacancies in OPPA. In spring 2017, the College reviewed the program review process noting strengths and areas for improvement which will be presented by an ad hoc committee. The College regularly administers employee satisfaction surveys to determine effectiveness of policies and practices across all areas of the institution. However, it is unclear if this invitation is extended to students. (I.B.7)

The primary methods for communicating assessment and evaluation results are the ARPD, the CRE, and the IER, which the college makes available on its website. The team learned from interviews that limited functionality of TK-20 has been a significant barrier to effective dissemination and discussion of assessment results. The college is transitioning to KNACK which should allow for easier reporting, dissemination and discussion of results. (I.B.8)

The College demonstrates a commitment to and an engagement in a well-established, institution-wide, systematic and integrated process of evaluation and planning. In 2012, the College determined that the planning and budgeting process needed revision and engaged in comprehensive analysis and inquiry to develop, approve, revise and institute the existing process. Throughout this process, the College engaged all those involved in the planning process through surveys and discussions at the Campus Council to ensure broad-based involvement in the new planning and budgeting process. The current process involves an annual leadership retreat, dissemination of an overview and timeline for the Integrated Planning and Budgeting Process, resource requests and prioritization of those requests, and resource allocation. In 2017, the College updated, published and disseminated its Integrated Academic, Facilities, and Enrollment Plan 2015 – 2021 to communicate updates to the planning process. Additionally, in an interview with site team members, College Council representatives cited the Integrated Planning Handbook as an effective means of communicating to campus personnel the planning and budget allocation process. Internal planning documents (ARPD, CRE) are used to determine needed resources and to recommend resource prioritization.

Through the annual program review (ARPD) process and the larger four-year CRE, all institutional programs engage in planning that informs resource requests and allocations addressing both short-term and long-term needs necessary to accomplishing the mission of the College. However, as acknowledged in the ISER and supported by findings from the team's interviews, the College can more effectively communicate the improvements in programs and services to its stakeholders as a result of the integrated planning process. The College recognizes this need and is working to address it through an ad hoc committee. (I.B.9)

#### Conclusions:

The College meets Standard IB, with the exception of I.B.7.

#### Recommendation 1:

In order to meet the standard, the College should establish a clear cycle to regularly evaluate and update its policies and practices. (I.B.7)

#### Recommendation 2:

To ensure academic quality and improve institutional effectiveness, the College should improve efforts to analyze, disseminate and discuss assessment results of all outcomes across the campus to improve student learning. (I.B.1, I.B.8)

### **IC. Institutional Integrity**

#### General Observations:

The college provides a significant amount of information to all its constituents (students, prospective students, faculty, staff, administrators, board of regents, and the community) regarding the college, courses, programs, degrees and certificates, and policies and procedures pertinent to the stakeholders in print and electronic means. Through its programs and services and underlying philosophy, the college demonstrates that students and their education are at the forefront of all that it does. Regular self-examination and reflection provides the college will the

mechanism to continue on a cycle of self-improvement. As part of this cycle, the college has moved to a culture of assessment as it guides institutional policy, teaching and learning, and resource allocation.

#### Findings and Evidence:

The college catalog, provided in print and electronic forms, is examined annually and revisions are made should they needed. The Office of Planning, Policy, and Assessment (OPPA), the entity which takes on role of updating the catalog, readily seeks input from faculty, staff, administrators, and students about the necessary revisions that need to be made. Careful attention is paid to ensure that all information published in the catalog is accurate and current. (I.C.1; I.C.2)

College wide communication is also the responsibility of Creative Services. As part of its work, it ensures that the communication to all constituents – students, faculty/staff, administrators, and the community is accurate and informative. It maintains the college website, social media sites, and other communication means so that information offered both internally at the institution and externally to the UH system and community accurately reflects the college’s mission and its work to best serve its students. (I.C.1)

The collection and analysis of assessment data and the thoughtful reflection of its implications is an integral part of the college’s work to ensure the academic quality of its educational programs and services. All courses have learning outcomes (CLOs), all programs have learning outcomes (PLOs), and the general education program has learning outcomes (GELOs) and they are vetted and approved by the college curriculum committee and housed the Kauli Student Curriculum Management System. Data from learning outcomes and other pertinent information is collected, analyzed, and reported in the Annual Report of Program Data (ARPD) and the six-year cycle of Program Review. (I.C.3)

The college catalog provides accurate information to students and prospective students about the institution, programs, courses, degrees and certificates, costs and fees, the code of conduct (published in the catalog and Student Handbook), the policies pertaining to academic honesty, responsibility, and academic integrity, and the consequences of dishonesty. (I.C.1; I.C.6; I.C.8; I.C.10) Students and prospective students are well-informed about the college’s degree programs, certificates of achievement, and certificates of competency with regard to the purpose, content, course requirements, and learning outcomes. (I.C.4) The College continues to examine ways in which it can make the cost of education more affordable. The use of the Open Educational Resources (OER) when available continues to be an effective way for students to minimize the cost of textbooks. (I.C.6)

The college catalog provides accurate information to faculty, staff, and administrators regarding Board of Regents policies and procedures pertaining to academic freedom and responsibility and professional accepted views to ensure that all constituents are treated fairly and equitably. (I.C.7; I.C.9; I.C.10)



The college respectfully complies with external entities which govern the accreditation of the college and its programs. Specifically, the college adheres to the Eligibility Requirements (Department of Education) and Accreditation Standards (ACCJC) as well as the agencies which accredit the Automotive Technology Program (National Automotive Technician Education Foundation), Culinary Arts Program (American Culinary Federation Foundation Accrediting Commission), Health Information Technology Program (Commission on Accreditation for Health Informatics and Information Management Education), and the Teacher Education Program (State Approved Teacher Education Program). The college website has a link which offers information about the accreditation process, the timeline for completion, and the Institution Self Study Report. The college website provides accurate information about the institution's status of accreditation by ACCJC. The status of accreditation for the Automotive Technology Program, Culinary Arts Program, Health Information Technology Program, and the Teacher Education Program are provided on the respective webpages for each of these programs. The college continues to work with external agencies respectfully and adheres to their requirements and deadlines in a professional manner. (I.C.12; I.C.13)

The Strategic Plan 2015-2021 is the guiding document used by the college to ensure that its programs and services align with the institution's mission and goals. This collaborative effort reflects the varied viewpoints of its constituents and clearly demonstrates that students and their education receive the highest priority. (I.C.14)

The college utilizes the L1.101 Policy on Policy Development Process as its mechanism to determine how policies are made. The college's governance groups and appropriate administrators are responsible for determining if policies and procedures continue to reflect the college's mission. Creative Services is responsible for examining and updating the college wide publications. (I.C.5)

The college has no foreign locations. (I.C.11)

#### Conclusion:

The College meets the Standard IC.

## Standard II

### Student Learning Programs and Support Services

#### IIA. Instructional Programs

##### General Observations:

Leeward Community College provides consistent, high quality liberal arts and CTE education through a variety of modalities. Faculty ensure quality course content and instructional methods through a rigorous curriculum approval process. All courses have student learning outcomes which faculty assess regularly. The College has taken significant steps to meet the changing needs of students, including aligning pre-collegiate level curriculum with college-level curriculum through an accelerated learning program and developing strong support for distance education. The institution follows standard practices with regard to awarding credit and degree requirements. The College Catalog provides guidance on program completion and transfer requirements. Program learning outcomes align with General Education Learning Outcomes. CTE degrees and certificates lead to appropriate technical and professional competencies. The College regularly evaluates instructional programs. If the College eliminates a program, students are allowed up to two years to complete the program. If the College identifies a need for additional program resources, the program review process provides a means of allocating resources for this purpose.

##### Findings and Evidence:

The college's programs of study are consistent with its mission in terms of content, targeted student population and delivery modes. Leeward offers 15 associate degrees and 12 certificates of achievement in the liberal arts and career and technical education (CTE), enabling students to transfer and pursue careers. The college offers programs through the main campus, at the Wai'anae Moku Education Center and at several high school locations. It also provides special academic programs for native Hawaiians. Students can take courses in face-to-face, hybrid and distance education modalities. The college evaluates its programs annually through the Annual Report of Program Data (ARPD). DE courses and programs are required, like all other courses offered through the college, to have clearly defined and appropriate student learning outcomes. DE courses and programs, including outcomes, are evaluated in ARPDs and other assessments. (II.A.1)

The curriculum development and review process is systematic, with extensive involvement of faculty to ensure courses meet acceptable professional standards. Courses and programs are evaluated in the Annual Report of Program Data (ARPD) and in Comprehensive Review Evaluation (CRE) reports. In its review of a sampling of ARPD and CRE reports, the team found that the reports adhere to the required templates, and that the reports establish goals for improvement. The team was not able to follow up on the eventual results of stated goals in the ARPD and CRE reports reviewed. (II.A.2)

The College discussed the assessment of SLOs, summarized in the document, during spring 2018 Convocation Roundtable Discussions. In that report, faculty expressed the need for better

faculty training in Tk20, the database program that stores and reports SLO data. The subject also emerged as one of the two key activities recommended in the Quality Focus Essay. In interviews with college personnel, the team learned the college has recently transitioned to a home-grown assessment database called KNACK; however, because the program is so new, there has not been enough time to evaluate its effectiveness. The team's examination of a sampling of face-to-face and DE course syllabi indicated that essential elements, including course SLOs, are included in syllabi. (II.A.3)

The college has taken an early lead in thoughtfully developing its accelerated programs in mathematics and English. Their work began in 2012 in English for classes that were one and two levels below transfer level and have expanded this effort so that students can complete a transfer level course along with a class that precedes it, as evidenced by the 2016 ARPD in Remedial/Developmental Writing. The mathematics department began its work in accelerated courses shortly thereafter by addressing courses that were one to three levels below transfer. A collaborative climate among faculty occurs regularly along with ongoing professional development. Both departments regularly examine the work on the accelerated courses, student retention and success rates, and make adjustments when needed. Consistent with this standard, the college distinguishes clearly between pre-college and college levels in its course numbering system. The College develops and assesses pre-college curricula in the same manner that college-level courses and programs are developed and assessed. (II.A.4)

The college's policies and practices ensure "appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning" in its courses. Moreover, the college requires that distance education course proposals demonstrate "timely and effective interaction" between instructor and student, and identify technological skills required to complete the course, as defined in the Leeward CC DE Guidelines. DE courses and programs provided through the college are subject to the same control, development, implementation and evaluation as all other courses and programs offered under the name of the college. The team examined a sampling of twenty-six DE courses through Laulima and found all to be compliant with each of the policy elements stated in the ACCJC Policy on Distance Education and Correspondence Education, July 2011. (II.A.5)

The college uses the STAR system, enabling students to track their progress toward a degree or certificate. The system also enables faculty and administrators to evaluate space utilization, fill rates and other course characteristics to improve effectiveness in scheduling and to facilitate student progress. (II.A.6)

The college is effective in evaluating and meeting the changing needs of a diverse population of students. It does so through various means: accelerated learning programs in math and English, a variety of DE courses (including an AA in Teaching that can be earned primarily via DE), professional development workshops for faculty to enhance teaching skills including the use of technology, five-week long DE courses designed for working adults, and the use of open educational resource materials. The College's DE courses and programs are consistent with the core values of open access and meeting the needs of students, as expressed in the College mission. (II.A.7)

Since the college does not use department-wide course or program examinations, this standard does not apply. However, in a related activity, the college has started pilot programs to award academic credit for incoming students' life experience through portfolio-based assessment and other efforts. (II.A.8)

The two system-wide policies relevant to this standard are UHCCP 5.203 (Program Credentials: Degrees and Certificates) which sets graduation requirements and UHCCP 5.228 (Credit Hour) which defines credit hours. The college faculty conduct learning assessments of all course and program outcomes. (II.A.9)

The College publishes transfer-of-credit policies via the college Catalog and website. Equivalency information within the UH system is searchable by students through the UH System Course Transfer Database. The College certifies the comparability of learning outcomes of courses from outside institutions with its own courses through syllabus review by academic advisors and, when needed, transcript review by faculty. There are numerous course and program articulation agreements between the College and the UH system. (II.A.10)

Program learning outcomes, PLOs, have been established for each of the College's programs, and they are published in the College Catalog. Based on the team's review of a sampling of instructional and learning support ARPDs and CREs produced over multiple years, it is evident the College performs assessments of PLOs in those reports. Furthermore, the College has established seven specific learning outcomes in all its instructional programs in addition to program-specific outcomes; the seven learning outcomes align with the outcomes delineated in Standard II.A.11, thereby ensuring that GELOs meet that accreditation standard. The College has named these outcomes General Education Learning Outcomes, or GELOs; each GELO provides for specific skill standards, which are listed in the College Catalog. The College requires that each course in the general education program be mapped to PLOs, and to at least one GELO specific skill standard. The team examined the SLOs listed in the course outlines of record for six courses in the general education program, namely, ANTH 151, GEOG 101, PSY 260, ENG 100, HIST 152, and ENG 272, and found that each course has at least one SLO that addresses at least one GELO skill standard. This analysis demonstrates that general education course outcomes are mapped to general education outcomes, which, in turn, are consistent with the skills delineated in Standard II.A.11. (II.A.11)

The College publishes a carefully considered general education philosophy in the college catalog. All associate degrees require core courses categorized as "foundations" or "diversification." Additionally, associate degrees require "focus" courses identified as writing intensive; Hawaiian, Asian and Pacific issues; contemporary ethical issues; and oral communication. Faculty-led boards review and approve courses proposed as foundation, diversification or focus. Degree program outcomes align with the learning outcomes identified in Standard II.A.12. (II.A.12)

College degree programs require focused study in at least one area of inquiry or an established interdisciplinary core. Faculty identify the specialized courses that make up the focused study based on appropriate learning outcomes and competencies. (II.A.13)

All CTE programs, both credit and noncredit, require learning outcomes and are subject to the same assessment process as other courses offered by the college. Every CTE program has an advisory board made up of industry representatives to provide guidance on professional competencies and emerging industry needs. Additionally, many of the college's CTE programs are accredited by external agencies that require their own competencies. (II.A.14)

UH policy RP 5.201 (Instructional Programs) includes a section on handling program termination. The policy stipulates that the College will meet commitments for up to two years for students enrolled in programs designated for termination and will not admit new students. (II.A.15)

The Annual Report of Program Data (ARPD) and the Comprehensive Review and Evaluation (CRE) (completed every four years) are the principal means by which the college evaluates its programs. The ARPD requires an analysis of the previous year's performance and current data that informs an action plan for program improvement. The College prioritizes resource requests for program improvements based on this evaluation. (II.A.16)

#### Conclusions:

The College meets Standard IIA.

#### Commendation 2:

The team commends the College for developing programs and curricula that accelerate student progress toward college-level courses, particularly in English and mathematics. (II.A.4)

### **IIB. Library and Learning Support Services**

#### General Observations:

The College supports student learning and achievement by providing a comprehensive set of library and instructional support services to students, regardless of location. The college relies on the expertise of librarians and other learning support professionals in developing its resource collections and implementing programs and services. The College continuously assesses its library and learning support services, including analysis of program effectiveness and student satisfaction. In addition, the college demonstrates that it is open to making changes as necessary to support students and the communities served by the college system.

#### Findings and Evidence:

Centrally located on the main campus, the three-story Learning Commons houses the library and an assortment of academic support services, including tutoring, a writing center, the Kāko'o 'Ike Program (support for students with disabilities), an IT help center and a test center. Staffed by six librarians and five support staff, the library is open Monday-Friday for 60.5 hours per week. The library offers a wide assortment of print, media and electronic resources. The online library system (Hawaii Voyager) allows students to request items from anywhere in the University of Hawaii system for delivery at Leeward or the Wai'anae Moku Education Center. Librarians teach several-hundred library orientations every year focusing on a range of information literacy

skills. The Learning Commons offers students access to computers and a variety of study spaces. Students may also borrow iPads. Tutoring is available in a variety of formats (appointment, drop-in, group, workshops, in-class) and for a range of content areas. Outside of the Learning Commons, Computer Science students provide individual technology assistance to students at the Hub, an innovative grant-funded help desk. The Math Lab provides additional tutoring options in the Math and Science Building. Tutoring options are also available at the Wai'anae Moku Education Center, and online through Brainfuse. (II.B.1)

The library maintains a collection of print, electronic and audiovisual materials. Librarians follow a collection development policy that includes both selection and deselection criteria. Recently, the library adopted a zero-growth policy for its book collection. Each of the librarians serves as a liaison to a different instructional division in order to solicit suggestions and engage faculty in the development of the collection. The library also offers students the use of computers, laptops, iPads, study rooms, scanning, printing and device charging. Other instructional support areas also provide a wide array of equipment (computers, laptops, calculators), adaptive software and textbooks based on the recommendations of the learning support professionals in the respective areas. (II.B.2)

The Library conducts an annual evaluation through the ARPD, which includes assessment of learning outcomes. Other library assessment activities include an annual survey of students and analysis of a wide range of usage and inventory statistics. Librarians use the Information Literacy Exam to assess students enrolled in English 100 and English 24. The LRC, Test Center and KI Program all conduct ARPDs. The LRC's Content Tutoring Center and Writing Center both assess learning outcomes by comparing pass rates and persistence rates for student who have used their services versus those who have not. The College also uses the CCSSE survey of students to assess learning support services. (II.B.3)

As a member of the Hawaii Library Consortium, the College provides system-wide electronic resources and lending services for students. The Library is also part of the UH Library Council which shares an integrated library system Hawaii Voyager, as well as support tools such as Primo and the SFX link resolver. The Library also maintains contracts for its printing services and security gates. The KI Program contracts with several services to meet interpreting and alternative text needs. The College is able to leverage collaborative discussions with professional organizations such as the UH Library Council and the Association of Higher Education and Disability to inform its evaluation of supplementary learning support services. The college has a two-tiered system of network security support. The UH system provides security for the main network while the college has an additional system to protect the local network. (II.B.4)

### Conclusions:

The College meets Standard IIB.

### Commendation 3:

The team commends the College for the development of the innovative learning support program “The Hub”, which facilitates student success by using Computer Science students to provide technology assistance to students in a Help Desk setting. (II.B.1)

## **II.C. Student Support Services**

### General Observations:

Leeward Community College provides comprehensive student support services that are aligned with the college’s mission and core values to meet the ever changing needs of its student population and to ensure that students meet their educational, transfer and career goals. Each of the Student Services units use student satisfaction surveys, program review and the Annual Report of Program Data to evaluate demand, effectiveness and efficiency of support services to make continuous quality improvements.

### Findings and Evidence:

Leeward Community College has well-established processes for the annual and periodic assessment and evaluation of the adequacy and effectiveness of student support services. As part of the college integrated planning and budgeting process, each student support services unit evaluates its services annually and reports the results through the Annual Review of Program Data (ARPD), and the Comprehensive Review & Evaluation (CRE) at least once every four years. The College also administers the Community College Survey of Student Engagement (CCSSE) and integrates data from the survey into the ARPD and CRE. (II.C.1)

Student services units assess learning and Support Area Outcomes (SAOs) and report the results in the ARPD or CRE. Students complete surveys to provide feedback regarding services received, which the units use to improve student support services. (II.C.2)

Student Support units provide online, phone and in-person services at both the main campus and the Wai’anae Moku Education Center. The Counseling and Advising unit offers a range of options for academic advising during the day and evening, including a new Express Counseling service available in the Learning Commons. In addition to general and program counseling, counselors work with specific populations such as dual enrollment students, Native Hawaiian students and veteran students. Some services, particularly back office support services (A&R File Drop and Financial Aid), are centralized to provide more consistent and efficient service to students. Where appropriate, system-wide support services are provided to ensure consistency of services to both on-campus and off-campus students. (II.C.3)

Leeward Community College co-curricular programs advance the college’s mission and core values of diversity and respect. The College supports a variety of co-curricular programs through the Student Life office, including Student Government, the Student Activities Board, campus clubs, the Budget and Finance Committee, Ka Mana’o (the student magazine), New Student Orientation (NSO) and intramural sports. Policies and procedures are in place to oversee the effective operation of Student Life co-curricular programs and to ensure the College conducts these programs with sound educational policy and standards of integrity, including fiscal

accountability. The Student Government organizes and engages students in a wide range of creative, informative and meaningful activities allowing the students opportunities to participate in the college communities. (II.C.4)

The college has twenty-two counselors assigned to general or specific programs and special student populations. The Counseling and Advising unit conducts an annual professional development retreat. The UH System also provides regular training and updates for counselors and academic advisors. The College follows a Counseling Process model that guides every incoming student from recruitment to commencement, including mandatory New Student Orientation and mandatory New Student Advising, with counselor responsibilities identified for each stage of the student's college experience. The College uses technology tools such as Maka'ala (the campus wide early alert system) and MySuccess (student retention software) to facilitate communication between students and faculty/counselors and to ensure that students stay on track. (II.C.5)

The UHCC System implemented exploratory majors in Fall 2016 and tasked all UHCC System campuses to create an exploratory model and major selection system for their students declaring a Liberal Arts major. By spring 2018, Leeward students had four exploratory Liberal Arts major options, with guidance from Liberal Arts Counselors who now operate with specific major groups in mind. In summer 2017, the UHCC System also implemented the Integrated Student Support (ISS) initiative whereby Student Services units collaborated to invite students who were close to graduating to return to complete their degree. As a financial incentive, students could take one class at no cost upon their return. The College guided pathways provides support to its students from students first semester at the College to completion of their degree program. This support had increased degree completion rate. (II.C.5)

Regents Policy 5.211 specifies the qualifications of students appropriate for the College's programs and publishes admissions information in the Catalog and College website. The College fully implemented the UHCC Student Success Pathway framework, designed as a clear and structured pathway from point of interest through graduation to transfer or career completion. As part of the New Student Orientation, students learn how to use Lulima (course management system) and STAR GPS (academic pathway guidance). (II.C.6)

The College uses multiple measures for placement of all students regardless of intended course enrollment. The College regularly evaluates admissions and placement instruments and practices to ensure consistency and to validate their effectiveness while minimizing biases. (II.C.7)

The College follows an established process to maintain student records permanently, securely and confidentially. The College keeps physical copies of student records in locked cabinets for five years post-enrollment. Admissions and Records backs up records in Banner. The College Catalog states policies and procedures regarding the release of student information. (II.C.8)

#### Conclusions:

The College meets Standard IIC.



Commendation 4:

The team commends the Student Government for their organization and engagement of students in a wide range of creative, informative and meaningful activities and for actively encouraging student participation in college committees. (II.C.4, IV.A.2)

Commendation 5:

The team commends the College for its leadership in the development and implementation of guided pathways. (II.C.5)

## Standard III

### Resources

#### IIIA. Human Resources

##### General Observations:

The College is keenly aware that the employees at the institution are essential to support the academic and career pursuits of the student population. The College has well-developed and well-implemented protocol and policies to request new positions, develop job descriptions, post job opening, and hire highly qualified employees. As part of the UH system, the College integrates the UH board policies, UH executive policies, and UHCC policies with regard to all aspects of the human resources endeavors. The College ensures that all personnel are highly qualified for the positions they seek, a sufficient number of employees are secured, and a systematic evaluation process is in place. A variety of professional development activities are an integral part of the continual cycle of professional growth and improvement.

##### Findings and Evidence:

The College ensures that all personnel are qualified by their appropriate education, training, and experience to provide and support the College's programs and services. The University of Hawai'i (UH) Board of Regents (BOR) appointees who are subject to classification and qualification rules include executive and managerial personnel; faculty; and administrative, professional, and technical. Support staff including grounds and maintenance and clerical staff are state of Hawai'i civil service employees subject to civil service classification and qualification rules. The College accurately details the job qualifications and specifies how each position aligns with the institution's mission and core values. Job announcements are widely distributed through postings and other venues. The protocol indicating which entity (LCC, UHCC, UH, BOR) makes the final decision on hiring employees (faculty, APT, administrators, civil service employees) is in place. (III.A.1)

The UH system provides the College with a comprehensive set of requirements and criteria used for faculty hiring and rank and tenure. The College has a mechanism to ensure that faculty are qualified and vetted through formal means. (III.A.2)

The College has a consistent process to determine if administrators and other employees responsible for educational programs and services possess the qualifications necessary to perform duties required to sustain academic quality and institutional effectiveness. The College vets administrators and employees responsible for academic programs and services to ensure they have the necessary qualifications to perform their professional duties. (III.A.3)

The College ensures that all degrees held by employees at the College are from U.S.-accredited institutions or from a non-U.S. institution that has been established as being equivalent to a U.S.-accredited institution. (III.A.4)

All personnel at the College are evaluated on a regular basis and the process and frequency varies for each classification. The guidelines and processes for the evaluation are well-documented, include evaluation criteria, and are made available to personnel for review. The process for evaluation is collegial and feedback is provided to ensure that individuals are effective as employees. The continual improvement and growth for employees is encouraged. The processes for employee evaluation are formal, timely, well-documented. (III.A.5)

The College is mindful that student learning is of the utmost importance as evidenced in the formal evaluation process for those individuals who work directly with students. Assessment data, analysis, and findings focusing on student learning and success are observed and reported which also provides personnel with the opportunity for a continual cycle of examination and improvement. (III.A.6)

The College maintains an adequate number of qualified faculty, full- and part-time, to ensure that all educational programs and services are meeting the needs of students. The ARPD is the vehicle used to request full- and part-time faculty should they be needed. (III.A.7)

Adjunct faculty are welcomed into the college community through the orientation process, a variety of professional development activities, and mentoring services. Adjunct faculty are readily sought after to become active members on department and college committees. (III.A.8)

The College continues to have sufficient staff who are well-qualified as viable members of the academic programs and services. These individuals play a salient role in the educational, administrative, physical, and technological operations at the College to ensure student learning and success remains a high priority. (III.A.9)

The College recognizes that a sufficient number of qualified administrators is important to ensure that educational programs and services remain in alignment with the institution's core values and mission and are effective, efficient, and ultimately meeting the needs for the student population. (III.A.10)

As part of a larger educational body, the College systematically implements UH board policies, UH executive policies and UHCC policies and develops and implements other policies when appropriate. These policies are vetted to ensure that each are fair and administrated consistently and readily available to all interested parties. (III.A.11)

The College continues to be keenly aware of the importance of a diverse employees many of whom are a reflection of the communities they serve. Special attention is given to ensure that these individuals have the essential qualifications, experience, education, and mentoring to be a successful part of the college community. The Director of the EOO/AA at the Office of the Vice President for Community College plays a key role in this effort. (III.A.12)

The College adheres to the policies for the code of conduct regarding professional ethics provided by the UH system. Consequences for infractions to this policy are clearly stated. (III.A.13)

The College provides its employees with a robust professional development program. The Innovation Center for Teaching and Learning (ICTL) and the Educational Media Center (EMC) play key roles in the professional development efforts. The ICTL takes on the role of an advisory entity to guide and oversee the work and the EMC determines the needs and interests of the employees so that the professional development activities are meeting the needs its employees. A campus survey indicates a high level of satisfaction (83%) by employees indicating that the professional development activities are meaningful, efficiently implemented, and helpful to improve teaching and learning. (III.A.14)

The College has a mechanism in place to ensure that the confidentiality and privacy of personnel documents are secure and available to employees for their review. (III.A.15)

#### Conclusions:

The College meets Standard IIIA.

#### Commendation 6:

The team commends the College for its dedicated and collaborative support of professional development, with an emphasis on supporting faculty in instructional pedagogy, teaching with technology and encouraging effective practices by modeling such practices during training sessions. (III.A.14, III.C.4)

### **IIIB. Physical Resources**

#### General Observations:

The College provided a comprehensive explanation of the responsibilities that the UH System, the UHCC System and Leeward Community College have with regards to immediate, near and long-term planning for the physical facilities to ensure that the College has adequate facilities that are safe, reliable and efficient to meet the needs of all students, faculty, staff and the general public. The institution has policies, processes and procedures for the development of the Long Range Development Plan at the college and its submission to the Board of Regents.

Facilities planning & management is shared with the UH System managing major capital projects and the UHCC managing minor projects, including repairs & maintenance. The institution is very cognizant and responsive to meeting the needs of its students, particularly Native Hawaiians, in accordance with the institutional mission, vision and core values. The College uses primarily its Annual Report of Program Data (ARPD) to identify facilities and space needs. The College Strategic Plan and Long Range Development Plan guide facilities expansion and renovation decisions in the immediate, near and long term. The College is committed to sustainability and minimizing adverse impact on the environment by implementing methods to increase energy efficiency.

### Findings and Evidence:

The College meets the standard and its subsections. The institution is committed to promoting sustainable practices in constructing/renovating its physical resources resulting in significant savings both in terms of dollars and energy consumption.

Leeward Community College primarily serves students in the Leeward coast and Central O’ahu, a geographical region where approximately a third of the state’s population reside, in addition to students from all parts of the island. The College supports learning programs and services and provides safe, accessible, and secure learning environment to achieve its mission. The campus infrastructure includes 18 primary buildings and several clusters of portables located on 49 acres of land as well as an education center located in Ma’ili. The institution provides sufficient physical facilities at the Pearl City campus and the Wai’anae Moku Center to meet the needs of one of the largest service areas of the UHCC campuses. (III.B.1)

The College provides security and maintenance and operations services at Pearl City and Wai’anae Moku to ensure that campus facilities are clean and safe for students, faculty and staff. In coordination with the UHCC System, the College undergoes periodic assessment and evaluation of facility accessibility. The college has sufficient staffing for their Campus Security Office to meet the current needs of students, faculty and staff at the Pearl City campus and Wai’anae.

The College develops and administers a variety of health and safety training and awareness programs to familiarize students, faculty and staff and maintain a safe learning and working environment. The College regularly updates and distributes its Emergency Operations Plan and Emergency Guides to ensure that the campus community is informed of accessible evacuation points and emergency response procedures and protocols should the need arise.

Facilities planning is aligned with the institutional mission. The UH System and the UHCC System are responsible for the development of long-range physical plans and the implementation of capital improvement program projects. The Strategic Plan and Long Range Development Plan guide decision-making about the college’s physical resources, including capital improvement projects, in adherence with Regents Policies. The UHCC System Office of Facilities & Environmental Health prioritizes projects based on the needs of the UH System & UHCC System. Through the Annual Report of Program Data and the planning and budgeting process, the College evaluates program and services needs when planning for and maintaining physical resources. Stakeholders in new construction or facility improvement projects actively participate in the development of Leeward’s Long Term Development Plan that links the physical planning process with the college’s programmatic and institutional goals.

The College utilizes equipment replacement funds from the UHCC System to support equipment upgrades, technology, smart classrooms and library acquisitions to bolster its programs and services and achieve the college mission. The College is strategic in its effective and efficient use of physical and financial resources, exemplified firstly by the acquisition and renovation of a facility to house the Wai’anae Moku Education Center, resulting in lease cost savings that were reallocated to meet other college budget priorities, and by leveraging Title III grant dollars to

fund Phase II renovation costs; secondly, for allowing the expansion of the City & County of Honolulu's rail project resulting in the construction of the College's new rail station and the construction of the Office of Continuing Education & Workforce Development (OCEWD) complex at no cost to the college; and lastly for the UH System and Leeward's commitment to sustainable practices demonstrated through the establishment of a net zero energy goal. The UH system (including the UHCCs) is expected to be net zero by the year 2035. Leeward has already generated significant verifiable energy cost savings from the implementation of its Energy Conservation Measures and Alternative Energy projects, and is close to meeting its net zero goal well in advance of the UH System goal. (III.B.2)

The institution regularly assesses the use of its facilities to identify current and projected needs by programs and departments, and uses the results of the evaluation to improve facilities and equipment to meet the changing needs of the campus. The College monitors all campus facilities on a regular maintenance schedule, including planning for deferred maintenance, utilizing computerized facilities management tools provided by the UHCC System and UH System. The College uses planning and assessment tools to ensure the efficient and effective use of clean and well-maintained facilities that support academic programs and services. (III.B.3)

The UHCC and UH System are responsible for planning for major new projects, including total cost of ownership. Long-range capital projects are linked to institutional planning: the Long Range Development Plan (LRDP), the UH System Integrated Long-Range Planning Framework (EP 4.201), and the Strategic Plan. The Leeward Community College Long Range Development Plan identifies the physical development needed to support the College mission and strategic goals within the near term and over the long term. The UH Board of Regents requires a Capital Project Information and Justification, which includes a needs assessment, scope of work and total cost projections to support any major CIP construction or renovation related project requests prior to approval and submission to the State of Hawai'i for funding consideration. The UHCC System created a system wide equipment replacement fund that is allocated to the colleges to meet equipment replacement needs on campus. (III.B.4)

#### Conclusions:

The College meets Standard IIIB.

### **IIIC. Technology Resources**

#### General Observations:

With 79 smart classrooms and an assortment of computer labs, Leeward Community College integrates a wide range of current technology resources into its educational programs and support services at both the Pearl City campus and Wai'anae Moku Education Center. The college offers a range of technology services for students, staff and faculty, with a strong emphasis on distance education support. Using its program review process for prioritization, the college maintains and updates technology resources on a regular basis. The college follows recommended protocols to ensure reliable and secure networks. University of Hawaii policies provide primary guidance on the use of technology.

### Findings and Evidence:

The college provides an extensive array of technology support services. The Information and Technology Group (ITG) maintains computers across the Pearl City campus and Wai‘anae Moku Education Center, including nine computer classroom labs. ITG also manages servers, the VOIP telephone system, printers, networking services and security. ITG staffs a Help Desk that provides online and phone support for students and employees, and a Student Test Center. The Educational Media Center (EMC) focuses its support on instructional technology, including the college’s 79 smart classrooms. The EMC also loans equipment, produces instructional videos, manages the Copy Center and provides extensive professional development opportunities in instructional technology. Assistive technology support for students with documented disabilities is available through the Kāko‘o ‘Ike (KI) Program. The Information and Computer Science (ICS) program coordinates The Hub, an additional help desk, on its own network, that uses interns to provide technical assistance to students who need help with personal devices. (III.C.1)

The college uses the program review process to review, prioritize and update its technology infrastructure. ITG replaces network switches, battery backups and servers on a regular basis. A wireless network is available for 95% of indoor campus areas and many outdoor spaces as well. The college has a regular 4-year replacement cycle for most campus computers. The college has an annual Technology Support fund that is distributed based on prioritization by Academic Services and, for network-related needs, ITG. (III.C.2)

The ITG and EMC handle technology support at both the Pearl City campus and the Wai‘anae Moku Education Center. The University of Hawaii Office of Technology Infrastructure provides additional support for state connectivity between UH sites. The ITG houses servers in a secured room with uninterrupted power supply units and conducts daily backups of critical servers. Thirty percent of the servers have same-day replacement contracts and the college plans similar contracts for all new servers. ITG has a disaster-recovery plan that includes a gas-powered generator for extended power outages. (III.C.3)

With a dedicated staff of four full-time faculty, the EMC provides extensive support for faculty in instructional technology. It developed iTeach, a vibrant website designed for DE faculty. The website includes a variety of DE-themed online workshops and other useful resources. To support distance students, the EMC created iLearn, a website with online learning tools and resources. The ITG conducts some in-person workshops on technology topics for staff and students. (III.C.4)

As part of the University of Hawaii, the college adheres to all of the technology-related policies and procedures covered by the system’s Policies and Procedures Information System. In addition, the college follows a local Personal Equipment Use on Campus Network policy. The policies appear on the ITG website. (III.C.5)

### Conclusion:

The College meets Standard IIIC.

#### Commendation 6:

The team commends the College for its dedicated and collaborative support of professional development, with an emphasis on supporting faculty in instructional pedagogy, teaching with technology and encouraging effective practices by modeling such practices during training sessions. (III.A.14, III.C.4)

### **IIID. Financial Resources**

#### General Observations:

The college provided a comprehensive response to Standard III.D.1-III.D.16. A general observation is the college has implemented protocols and practices of checks and balances for ensuring their fiscal planning, responsibility and stability. In addition, to the required 5% reserves of cash balances, the system maintains a balance of 16% cash reserves as outlined in the system's Board of Regents requirements. In addition, the college provided access to a broad range of internal college and public planning documents, which substantiated the response to the standard.

The college has systems and processes in place to ensure accuracy and credibility of financial and budget related documents at the institutional level. In addition, the College, in consultation and coordination with the University of Hawaii Community College System office, utilizes various multi-year financial projection tools (software), historical revenue and expenditure patterns, business plans, and enrollment forecasts to determine anticipated cash and fund balances, revenues, and expenditures. Additionally, the fiscal administrator and the Vice-Chancellor of Administrative Services perform internal and independent reconciliation procedures to ensure accuracy and to maintain integrity in financial and budgeting planning. Internal and external audits of the college is fiscal planning and expenditures have resulted in modifications and final reports verifying the college is using generally accepted practices for accounting practices.

Finally, the college has an integrated budget and planning process, which supports the adequate allocation of resources to student support, and learning programs.

The college has protocols for ensuring there are adequate resources and internal controls for how funds and expenditures are utilized to accomplish the mission of the college.

The college appears to have financial practices that encourage stability in resources in order for them to meet their institutional mission and goals. The college will need to enhance their process of gaining input from all constituent groups in the development of the annual budget.

#### Findings and Evidence:

The teams overall analysis of this standard and its subsections is that the college has processes and procedures in place to ensure they have adequate fiscal resources to meet the student support and learning needs of the college. These processes and procedures are aligned with an integrated



planning and budget structure, which allocates resources that supports the college's mission and institutional effectiveness.

The college maintains sufficient financial resources to support and sustain student learning programs and services, thereby, improving institutional effectiveness. Financial planning at the college begins with a comprehensive operating financial plan submitted to the University of Hawai'i, Board of Regents (BOR) for its approval prior to the start of each fiscal year. The financial plan provides the Board of Regents with oversight to ensure that the University of Hawai'i System is managing its resources in a fiscally responsible manner. The college plans and manages its financial resources effectively, in a manner that ensures financial stability. (III.D.1)

The college demonstrates through strategic planning, the institution's mission and goals drive financial planning. The college has policies and procedures for ensuring sound financial practices and resources. Financial updates are provided to the campus community at convocation, quarterly updates and posted on the college's intranet site. (III.D.2)

The college provided documentation for this standard, which outlines the University of Hawai'i and University of Hawai'i Community College systems budget development process. The college provided evidence on the processes it utilizes to ensure college constituents develop institutional plans with requests for resources and how the allocation of these resources is decided. (III.D.3)

The college engages in institutional planning which takes into account available fund resources compared to college expenditure requirements. The University of Hawaii System and University of Hawai'i Community College System offices provide the College with access to several financial forecasting models, which are an integral component of assessing realistic financial resource availability for institutional operations and facility planning. The College makes use of multi-year financial models for tuition and fee revenue projections and financial projections related to campus operations across all fund types. (III.D.4)

The college has an internal control structure, which ensures financial integrity and the appropriate use of fiscal resources. The college provides fiscal reports hosted on the college's website. The college has a system of evaluating its fiscal process through internal and external audits. (III.D.5)

The college has internal and external audit procedures in place to ensure accuracy and credibility in financial planning and budgeting documents. The college makes allocations based on their Integrated Planning and Budgeting Process to align financial resources with student learning programs and services and to ensure consistency with the goals and objectives of the strategic plan. An area for further review in this standard is how involved different college constituent groups are in this process. (III.D.6)

The college has not received any external audit findings or management letters of any material weaknesses or deficiencies during the last six years. (III.D.7)

The college's financial and internal review systems are evaluated to determine effectiveness and area for improvement. The college appears to use this information to make improvements in their financial control systems. (III.D.8)

The college maintains sufficient cash flow and reserves to ensure operations. The college demonstrates they have appropriate procedures in place to account for unexpected financial occurrences. (III.D.9)

The college maintains effective practices in place ensuring appropriate oversight of finances. These processes including compliance with Federal Title IV requirements and regulations. The college has not been cited for material weaknesses or deficiencies in their internal processes for fiscal controls. (III.D.10)

The college provided evidence they participate in short-term and long-term fiscal planning. The college's financial planning and resource allocation decisions take into account payments of long-term liabilities and future obligations, including debt service, system wide assessments, and any compensation-related adjustments. (III.D.11)

The state general fund pays the employer's share of Other Post-Employment Benefits (OPEB) obligations for general funded positions for all state agencies. Therefore, employer OPEB obligations for general funded positions are not part of the College's operating budget. The college covers the OPEB requirements for the relatively small number of non-general-funded positions employed by the college. The college's contributions are calculated as part of the state's total contribution requirements and are reimbursed to the state's general fund as part of the fringe benefit rate on employees' actual salaries. (III.D.12)

The college plans and budgets resources to repay locally incurred debt. The college funded several projects then repaid the incurred debt using the projections from their operating budget. (III.D.13)

The college has policies and procedures in place for ensuring financial resources are used according to their intended use. In addition, the college maintains a process of review for the use of these funds. (III.D.14)

The college projects financial resources for student assistance. The college monitors and manages their student loan default rates, and makes loans options available to students only when it is determined they do not qualify for other sources of financial support. The college has processes in place to ensure they are compliant with Federal Title IV requirements. The college's loan default rate is below the thirty percent federal threshold. (III.D.15)

The college has policies and procedures in place to ensure contracts with external entities are appropriately reviewed, and there is a signatory process to ensure the contracts are aligned with the business of the college focused on the delivery of programs, services and operations. (III.D.16)

Conclusion:

The College meets Standard IID.

## Standard IV

### Leadership and Governance

#### IVA. Decision-Making Roles & Processes

##### General Observations:

The college supports an engaged community of faculty, staff, administrators and students by providing both formal and informal opportunities for individuals and groups to participate and share new ideas and unique perspectives. Policies and procedures ensure that administrators, faculty, staff and students are able to participate in governance, including a substantive role for administrators and faculty in areas relating to their responsibility and expertise. The governance structure reflects the primary role of faculty, with key support from academic administrators, in curriculum and student learning. College governance leaders meet regularly with system leaders to ensure alignment of planning and curriculum. Governance bodies share updates, agendas and minutes through the campus communication network. In evaluating the effectiveness of its governance practices, the college discovered that despite the widespread availability of these informational resources, there remains significant uncertainty as to the effectiveness of the campus governance structure.

##### Findings and Evidence:

The college encourages innovation through a variety of special funding opportunities and award recognitions. The Vice Chancellor of Academic Affairs (VCAA) established a \$60,000 innovation fund and solicited applications. The UHCC system provided funding through the Acceleration Initiative that led to innovations in the English and math curriculum. The institution recognizes individuals in all staff categories with a variety of awards for new ideas and contributions toward institutional excellence. The college governance structure provides formal opportunities for students and employees to bring forward ideas. For less formal conversational input, the VCAA conducts periodic Talk Story discussion sessions with faculty and staff. (IV.A.1)

The Policy on Shared Governance (L1.201) explicitly states that any individual or group on campus has a right to participate in decision-making. The Student Government body is one of four established governance groups and is actively engaged on campus. The other governance groups - Faculty Senate, Pūko‘a no na ‘Ewa Council (Nā ‘Ewa Council) and Campus Council all include student representation. In addition, the college committee structure includes ample representation by students. The Policy on the Policy Development Process (L1.101) documents procedures and responsibilities for developing policy. It illustrates the process from initiation to approval with a flow-chart and includes a template of elements to be included in new policy. (IV.A.2)

Both the Policy on Shared Governance Policy and the Policy on the Policy Development Process address the distinct and significant roles of faculty and administrators in the governance process. The Integrated Planning and Budgeting Process also describes the responsibilities of faculty and administrators through the entire cycle. In terms of planning and prioritization, faculty and

administrators have particularly prominent roles, whether at the program, area or governance body level. (IV.A.3)

University of Hawaii Regents Policy (RP) 1.210 Faculty Involvement in Academic Decision-Making and Academic Policy Development affirms that faculty have primary responsibility in “such fundamental academic areas as curriculum content, subject matter, and methods of instruction and research.” A memorandum of agreement between the Board of Regents and the University of Hawaii Professional Assembly further clarifies the academic governance areas assigned to the Faculty Senate. Committees with an academic focus (such as curriculum, assessment and distance education) fall under the purview of the Faculty Senate. (IV.A.4)

The college operates within the University of Hawaii Community College system which in turn is part of the University of Hawaii, with a UH President and Board of Regents. The Vice President of Community Colleges meets with three governance councils: Chancellors, Faculty Senate Chairs and Native Hawaiian Chairs. Curriculum approval follows an established process that centers on faculty with final approval by the college. Faculty develop programs with administrative support at the colleges and receive final approval by the Board of Regents. (IV.A.5)

The college communicates decisions throughout the year via electronic communications and special reports at college-wide activities. The Campus Council, Faculty Senate, and Student Government all maintain websites with agendas, minutes and other relevant information. The college also provides via its website a committee information list that includes committee name, contact person, description/mission, and membership requirements and whether or not the committee is seeking members. The College does not have a central consolidated resource that documents the governance process, structure and decisions. Most committees do not have websites. At roundtable discussions during the spring 2018 convocation, faculty and staff expressed interest in learning more about the decision-making process. The Fall 2016 Employee Satisfaction Survey shows that 73% of respondents participate in college committees. However, the same survey indicates that more than 60% of respondents are unsure of or disagree with the notion that the Campus Council carries out its role effectively. (IV.A.6)

The college primarily relies on surveys for evaluation of its governance and decision-making process. The college conducted a survey of employees in fall 2016 that ultimately led Campus Council to conduct a self-evaluation and increase its college-wide communications about meetings. In response to survey results, the Campus Council also created an ad-hoc committee to review the Policy on Shared Governance (L1.201). A review of the results also led the institution to launch a college-wide discussion at its January 2017 convocation to solicit feedback on how to improve the effectiveness and communication methods of the Campus Council and Faculty Senate. In response to the discussion, the Campus Council conducted a self-evaluation by surveying its members in spring 2017. The Faculty Senate and Student Government also conduct surveys of their respective constituencies. (IV.A.7)

### Conclusion:

The college has policies and structures in place to support vibrant, engaged involvement in decision-making. However, information about decision-making policy, governance bodies and

committees is not centralized. There are few committee websites. Although governance bodies post a wealth of documentation, the college lacks a single site or source that ties together the disparate components of the college governance process and structure.

The College meets Standard IVA.

Commendation 4:

The team commends the Student Government for their organization and engagement of students in a wide range of creative, informative and meaningful activities and for actively encouraging student participation in college committees. (II.C.4, IV.A.2)

**IVB. Chief Executive Officer**

General Observations:

As part of the UH and UHCC systems, the roles and responsibilities of the CEO and the management structure of the college are clearly articulated and in place. Overseeing the process for institutional planning and resource allocation falls within the purview of the CEO and the process and responsibilities are clearly delineated.

Findings and Evidence:

The role of the CEO (chancellor) is clearly articulated in the job description and dictates that this individual will be the educational leader at the institution and responsible for the quality and the educational programs provided to students, the planning and resource allocation, selecting and developing personnel, and the overall effectiveness of the institution. The role of the CEO aligns with the accreditation standards and the process to select the CEO is described in UH Policy 9.210 (Recruitment, Selection, and Appointment of the Community College Chancellors). (IV.B.1)

The CEO manages seven executives including the VCAA and VCAS, and the Creative Services Office. The Vice Chancellor of Academic Affairs (VCAA) oversees the academic departments and supervises the college deans and the Office of Planning, Policy, and Assessment (OPPA). The Vice Chancellor of Administrative Services (VCAS) is responsible for all fiscal matters pertaining to the institution. The CEO meets weekly with the VCAA and VCAS and monthly with the entire administrative team. (IV.B.2)

The CEO is in charge of the institutional planning process. The annual Integrated and Planning Process utilizes the college's Strategic Plan 2015-2021 and work begins with the summer leadership retreat. College constituents have the opportunity to provide their input which reflects the institutional mission, goals, and values. Information provided in the ARPD and the Institutional Effectiveness Report furnished by the OPPA play an important role in the decisions about resource allocation and the final decisions are made by the CEO. (IV.B.3)

The CEO is responsible for the overall accreditation process and delegates tasks to appropriate individuals and committees. The VCAA serves as the Accreditation Liaison Officer (ALO) whose major responsibility is the development of the Institutional Self-Evaluation Report

(ISER). The VCAS addresses all fiscal matters including information presented in the ISER as well as the preparation of the Annual Fiscal Report sent to ACCJC. The Faculty Senate subcommittees on curriculum and assessment are responsible for compliance with the ACCJC standards that pertain to curriculum and student learning. (IV.B.4)

The CEO is responsible for making institutional decisions that comply with statutes, policies, and regulations set forth by the UH system and reflect the mission and goals of the college. The Policy on Policy Development Process (College L1.101) is used to make Institutional decisions. During the decision-making process, the Campus Council prioritizes potential expenditures reported in the ARPD and CRE and the CEO makes the final decision regarding resource allocation. The CEO participates in the Council of Community College Chancellors which serves as the entity to ensure compliance with state and federal laws. The VCAS, who bears the responsibility for all budget matters, works collaboratively with the Campus Council and Faculty Senate to ensure that monetary decisions reflect the mission and goals of the institution. (IV.B.5)

The former CEO has established a strong presence in the community by participating in a variety of partnerships and community groups and educational professional organizations and attending educational and community events. The institution expects that this will be an ongoing effort and expects that new partnerships should emerge. In July 2018, a change in leadership occurred as the chancellor retired and interim chancellor took the leadership role at the institution. The interim chancellor brings to the college her passion for education, her vast experience at the community college level and UH system, and a keen understanding that the institution plays in cultivating a climate which promotes student success. In the short time in this position, she has reached out to the high school principals to strengthen the pathway from secondary to post-secondary education for prospective students. She also works closely with UH Foundation to showcase the college's endeavors and assist with fund raising. The CEO communicates regularly to faculty and staff during the convocation prior to each semester and through the faculty list serves. (IV.B.6)

#### Conclusion:

The College meets Standard IV.B.

### **IVC. Governing Board**

#### General Observations

The College is part of the University of Hawaii system that is overseen by the Board of Regents (BOR), whose fifteen members are appointed to five-year terms by the governor of the state and confirmed by the state senate. Regents are expected to act as a whole and maintain appropriate communication between the BOR and the institution. The BOR has established and adheres to clear policies related to the selection, evaluation and authority of the CEO of the institution. They also have policies and procedures in place related to the Board's operation, professional development, self-evaluation and ethical requirements. Finally, the BOR has established clear delineation between the general oversight responsibilities of the board and the operational responsibilities of the CEO.

The governing board for the college is established in Hawaii State statute and is appointed by the governor and confirmed by the Senate. The Board's authority is also established in statute and the State constitution. Its policies assure its responsibility for academic quality, integrity, and effectiveness of the student learning programs and services

### Findings and Evidence

The Board policy manual is organized under the UH System-Wide Policies and Procedures Information System (PPIS) using a standardized policy format. This format includes the designated policy number, the title, and a header including the chapter, Regents Policy number, effective date, prior dates amended, and a review date. Regents Policy RP 5.201 delineates the Board's accountability for academic quality, integrity, and the effectiveness of learning programs. Financial stability is addressed through RP 8.203 among others. The BOR executes those responsibilities through board and committee meetings, and at times, through the creation of special tasks groups to address specific issues. (IV.C.1)

RP 1.202 outlines the expected relationship of Regents with the administration and the university, and delineates the communication structure related to the flow of information to and from the BOR. In addition, the BOR handbook also details the expectation that Regents will serve the system as a whole and individuals have a responsibility to support the majority action. These responsibilities and adherence to them are reviewed via a board self-assessment instrument. (IV.C.2)

Policies state that "the authority of the board reposes in the board as a whole." The Board's minutes and self-evaluation show that they are working collectively. Board of Regents meeting minutes of October 31, 2017, indicate that "acting as a unit" was included on the Board Self Evaluation Survey. The summary of results reflects three survey items related to this criterion supports the assertion that the board acts as a unit. One Regent commented, "Regents have been very good at representing as an individual and not speaking on behalf of the full board." Regent Policy RP 1.202 states that "no member of the board can represent the board within the university and no member shall interfere, engage in, or interact directly with the campuses without prior authorization from the chairperson." (IV.C.2)

Selection of a CEO is governed by specific policies depending on the position. Recruitment and selection of the system CEO (Vice President for Community Colleges [VPCC]) is outlined in RP 9.212 and the selection of the College's chancellor is conducted in accordance with policy UHCCP 9.210. The BOR delegates the authority to evaluate the VPCC to the University of Hawaii president and the evaluation of the college chancellors is further delegated to the VPCC. Evaluations of the VPCC and the chancellors are governed by Executive Policies 9.203 and 9.212. The process primarily consists of a 360-degree assessment by those who work closely with the executive, a review of accomplishments and goals for the review year, and the setting of goals for the upcoming year. The evaluation system itself is also periodically reviewed and updated as necessary. (IV.C.3)



The UHCC office has a newly approved (spring 2018) policy UHCCP 9.210 for the recruitment, selection, and appointment of Community College Chancellors which is aligned with Regent Policy RP 9.212. Executive Policy EP 9.212 (in support of Regent Policy RP 9.212) which establishes an annual review that includes a 360-degree assessment by the HCC Chancellor, as well as his or her peers, subordinates, and constituents of the Chancellors' performance. This assessment also includes a review of accomplishments and goals for the review year and for the coming year. (IV.C.3)

Article X of the State Constitution outlines the independent authority of the BOR and the autonomy of the University of Hawaii. The Article establishes the power of the BOR to formulate policy and exercise control over the university through an executive officer appointed by the BOR. In exercising its responsibilities, the BOR leadership may communicate and/or meet with state legislators on matters relating to the university. (IV.C.4)

The autonomy of the University and related independent authority of the Board of Regents is embodied in Article X of the State Constitution, specifically Section 6 and RP 1.202: Relationship of the Board to Administration and University. (IV.C.4)

The BOR has established a number of policies to ensure the quality, integrity, and improvement of student learning programs and services, as well as provide for resources to support them. Board policies governing the system and college work are arranged into several tiers. The uppermost tier are the Board of Regents Policies (RP) and the UH Executive Policies (EP) that implement the RPs. Other policy tiers must exist in compliance with and/or not contradict policies at higher levels. Below the RPs and EPs are the UHCC policies and then those established by the individual colleges. The BOR has established a number of policies to ensure the quality, integrity, and improvement of student learning programs and services, as well as provide for resources to support them. These include RP 5.201, which states that instructional programs must be consistent with the institution's mission and undergo regular review and RP 4.205, which outlines the need for regular and systematic assessment and accountability of all programs, campuses, and the university as a whole with an eye toward effectiveness in meeting the mission and goals of the institution. (IV.C.5)

A review of the Board of Regents policy manual shows that the Board has established policies consistent with the system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. (IV.C.5)

BOR policies related to the board size, responsibilities, structure and operating procedures are found on the Board of Regents' home webpage. In addition, the bylaws of the BOR includes sections defining the board and its organization, the duties of the BOR officers, committee structure, meeting requirements, general operating procedures, and conflict of interest requirements. (IV.C.6)

The board publishes its policies establishing its size, duties, responsibilities, structures, and operating procedures. Board Bylaws and the Board Policy Manual, under the UH System Policies and Procedures Information System, are readily available on the UH website. (IV.C.6)

The BOR reviews its policies on a staggered three-year cycle for 12 chapters of policy. The policies and related administrative procedures are all documented on a system-wide Policies and Procedures Information System (PPIS) that provides easy public access to all policies, information related to the effective date of each policy as well as prior amendment dates and automatic notifications to interested parties of any change to policy. Regular reports on policy review and revisions are made first to the Committee on Personnel Affairs and Board Governance and then to the BOR. (IV.C.7)

A review of samples of Board minutes shows that the actions of the Board are consistent with its policies and bylaws. There is a regular three-year cycle for policy review, and Chapters 9-12 will be reviewed in 2019-2020, after which the cycle begins again. Any policy may be reviewed at any time, as needed. The community colleges are not involved per se, but the VPCC provided leadership for the review of Chapters 1-4 at the request of the Board, and as a regular attendee at Board meetings, is fully informed of the process. The community colleges can provide input to the VPCC. For example, the Community College Council of Faculty Senate Chairs might provide input on matters pertaining to shared governance and decision-making. (IV.C.7)

The BOR has established strategic goals for the University of Hawaii in four key areas, the first of which is a graduation initiative focused on student success. The BOR strategic goals are also aligned with the strategic goals of the UHCC system and the individual colleges. Where possible, targeted incremental growth or improvement measures are associated with the goals and regular updates are provided to the BOR during board meetings or relevant committee meetings. (IV.C.8)

The board has established goals related to student success. It is kept informed of issues impacting student success through reports. The UH System, in keeping with its commitment to be an indigenous-service institution, tracks data on the various demographic constituents it seeks to serve. The UH and UHCC systems track the incremental changes in several factors. Data related to meeting campus-specific targets are also used in the allocation of performance-based supplemental funding, beyond base-budgeting. (IV.C.8)

The BOR has an ongoing training program that includes a number of professional development opportunities. New board members receive a full-day orientation that introduces them to University functions, governance and strategic directions, as well as to BOR governance, processes, ethics, and conduct. New members are also paired with an experienced board member who serves as a mentor to the incoming member. Members also attend relevant conferences such as the Association of Governing Boards and the Association of Community College Trustees. In addition, the BOR conducts retreats and specialized training sessions such as a recent session on financial audits. (IV.C.9)

Through a review of HRD394A – 104 (enabling legislation), it appears the Board has staggered terms. The Board Bylaws provide for a written method of providing for leadership continuity and orientation of new members. Article II, Section E, of the Bylaws (as of July 19, 2018), provides for an orientation for new members within one month of the beginning of their term. The orientation shall include, among other things, an overview of the University system, BOR responsibilities, accreditation standards for Board governance, and BOR policies and practices.

New members also are to be provided with a Reference Guide covering these and other topics. (IV.C.9)

RP 2.204 provides a process for BOR self-evaluation and in 2017, the BOR committee structure was revised to provide oversight to the self-evaluation process. The BOR has conducted the self-evaluations annually since 2014 and uses the results for continuous improvement of board performance and institutional effectiveness. (IV.C.10)

The Board has been conducting annual self-evaluations. The commitment to this process is codified in RP 2.204: Policy on Board Self-Evaluation. While there is not a formal schedule per se, recent practice has been consistent in conducting the self-evaluation just prior to or at the beginning of the new academic year. (IV.C.10)

BOR bylaws and RP 2.206 contain conflict of interest policies and procedures and members are informed of the ethics requirements during their initial orientation. Regents who are also active employees of the University of Hawaii are also aware of the conditions under which they must recuse themselves from actions impacted by their employment status. All regents are required to file annual financial disclosure forms with the state ethics commission and those disclosures are made available to the public. (IV.C.11)

A review of Board minutes provided evidence that the Board upholds its code of conflict of interest policy as expressed in Article X of the bylaws. The Board is required to comply with Chapter 84 Part II Code of Ethics of the Hawaii Revised Statutes. The Board's Code of Ethics is combined with its (State) Conflict of Interest policy. (IV.C.11)

Through RP 2.202, the BOR clearly distinguishes between its responsibility for establishing overall strategic direction, university policy and fiduciary management and that of the UH System President. The President's authority is then delegated where appropriate to the VPCC and the individual college chancellor. Where specific situations may indicate board oversight, a task force is established to explore and address the particular issue, but the BOR does not engage in direct management of the community colleges. (IV.C.12)

Board Policy RP 2.202, Duties of the President, delegates responsibility and authority to the President to implement and administer Board policies and delineates the President's authority to delegate to VPs and Chancellors. (IV.C.12)

The BOR is informed on a regular basis about the accreditation status of the College. A sub-set of Regents were actively engaged in dialog about board-related standards and participated in refinements of Standard IV.C. All actions of the smaller group were reported back to the entire BOR. (IV.C.13)

The February 23, 2017, Board meeting minutes show an item related to the Permitted Action Group's participation in the self-study process for the community colleges. The BOR, primarily through its Committee on Academic and Student Affairs, monitors the accredited status of all ten campuses in the UH system. For the six community colleges accredited by ACCJC, as they prepared for the current cycle, the Board authorized the formation of a permitted interaction

group, as described in IV.C.13. This group provided input to the VPCC, who provided periodic reports to the BOR. All six campuses provided summaries of their ISERs and QFEs to the Committee on Academic and Student Affairs via the VPCC on May 18, 2018, which accepted them on behalf of the BOR. The Committee subsequently reported that to the full Board, which formally accepted the community college ISERs at its June 7, 2018 meeting. The permitted interaction group was formally dissolved at the July 19, 2018 BOR meeting. (IV.C.13)

#### Conclusion:

The College meets Standard IV.C.

### **IVD. Multi-College Districts or Systems**

#### General Observations

The University of Hawaii System is the sole provider of public higher education in the state of Hawaii. The overall structure of the University of Hawaii System is established in the Board of Regents Policy 3.201: Major Organizational Units of the University of Hawaii. The ten-campus system as a whole includes the University of Hawaii Community Colleges (UHCC), which is comprised of seven community colleges. The UHCC is further established in the Board of Regents Policy 4.207: Community College System. University of Hawaii Maui College is accredited by the Western Association of Schools and Colleges (WASC), Senior Division. The other six community colleges are accredited by the Accrediting Commission of Community and Junior Colleges (ACCJC), and function as a multi-campus system.

The UH system is governed by a 15-member Board of Regents (BOR) and overseen by the UH system President. Overall leadership of the community colleges is provided by the Vice President of Community Colleges (VPCC) who reports directly to the UH system President. The VPCC delegates authority for each college to a community college chancellor.

The VPCC ensures that system level leadership and support for the system and college missions are provided and coordinated through his office. The VPCC delegates the operations of each college to the chancellor. The operational structures at the system level are mirrored at each college and functions are delineated. The system has clearly articulated methods for budget preparation in a responsible manner, and adequate allocation and re-allocation of resources to support operations in a sustainable manner.

#### Findings and Evidence

The VPCC delegates full authority and responsibility to administer policies to each chancellor without interference and holds the chancellor accountable for the operations of the college. System planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness. Communication between colleges and the system is timely and accurate and ensures effective operations of the colleges. The process for evaluating system and college role delineation, governance and decision-making is described as “ongoing and organic.” (IV.D.1)

The delineation of functions and the differentiation of responsibilities between system and campus level is summarized in the UHCC Functional Map, most recently reviewed by the community colleges, and updated in fall 2017. The Functional Maps shows alignment with both the major accreditation topics as well as the detailed parts of Standards IV.D.1-9.

The system re-organization in 2005 created a new organizational chart that established the VPCC as a member of the senior administration of the UH System, reporting directly to the UH system president. The UHCC office then oversees the management of and provides support in areas such as academic support, planning, personnel, facilities, and fiscal resources. (IV.D.1)

The vice president for community colleges (VPCC, the system CEO) provides primary leadership in ensuring that the colleges function effectively in fulfilling their respective missions, and in supporting educational excellence and student success. The VPCC provides system-level support for campus operations through both a centralized system office and through several bodies comprised of campus representatives. (IV.D.2)

The operations of the Office of the Vice President for Community Colleges (OVPC) are overseen by two associate vice presidents who coordinate centralized support services in the areas of Academic Affairs and Administrative Affairs. The associate vice president for academic affairs provides leadership in operational policy-making pertinent to the development and implementation of community college system-wide academic plans, goals and assessment. Specific areas of assistance and coordination include academic support services; academic planning, assessment and policy analysis; career and technical education; student affairs; and workforce development. The office also supplies the system with strategic data on a number of measures that contribute to a more refined assessment of the success of various programs and initiatives. (IV.D.2)

The VPCC also meets regularly and works with several councils comprised of representatives of specific leadership constituencies at the community colleges: Council of Community College Chancellors; Community College Council of Faculty Senate Chairs; and Community Council of Native Hawaiian Chairs. (IV.D.2)

Emerging initiatives that will require additional system-level coordination and effective interface with the individual colleges are a) Sustainability, and b) Distance Education. With reference to Sustainability, an Executive Policy 4.202 and a new Board of Regents Policy 4.208 signal a system-level commitment that will impact all campuses as they develop and share ideas and practices that best fit their individual needs and environmental conditions. Secondly, while the community colleges have utilized the modality of distance learning for quite some time, recent discussion has now focused on developing a coordinated and fully online Associate in Arts (Liberal Arts) degree at the community college system level, which will require renewed and proactive commitment from the community college system office and the individual campuses. (IV.D.2)

The delineation of functions and the differentiation of responsibilities between system and campus level is summarized in the UHCC-System Functional Map, most recently reviewed by the community colleges, and updated in fall 2017. The functional map shows alignment with

accreditation standards. The VPCC provides system-level support for campus operations through both a centralized system office and through several bodies comprised of campus representatives. System-wide councils exist to facilitate planning and also allocation of resources among the campuses to ensure that the colleges have the flexibility and support to fulfill their mission. Two associate VPs coordinate efforts across the system in academic affairs and administrative services, respectively. Several councils operate at the system level and the campus level organizational structure mirrors the system level support. The Strategic Planning Council (SPC) ensures that CC system planning is aligned with UH system planning. (IV.D.2)

The UH System has Hawaii state law and board policies that provide the authority and the processes for allocating and reallocating resources in support of college/system operational effectiveness and sustainability. Board policy delegates responsibility for financial management and campus operations to the UH System President and College Chancellors. (IV.D.3)

Campuses have also had access to additional funds from the Office of the Vice President for Community Colleges, and more recently from the Office of the University of Hawaii President, providing additional incentive for meeting certain goals linked to performance measures focuses on student achievement. These are in turn associated with system and campus strategic objectives. Campuses have specific targets for incremental growth; meeting or exceeding them results in earning this additional funding. Unallocated funds are redistributed by the Office of the Vice President for Community Colleges for other campus or system initiatives, such as those associated with student success. (IV.D.3)

The district/system has established methods for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and the district/system. The district/system CEO ensures effective control of expenditures. The biennial mechanism for budget preparation is codified in law, policy, and procedure. System-wide the process is coordinated by the AVPAS for community colleges. Colleges have access to state authorized budget, tuition dollars, revenue funds and also other funds through the VPCC. Re-allocation of resources is most clearly demonstrated through the pool of vacant positions system-wide that can be used to support emerging needs among the colleges based upon documented need. (IV.D.3)

Board policies (UHCCP 8.201, 8.000, 8.200) have been established for developing budgets, managing funds, and controlling expenditures (general, grants, special, revolving, tuition and fees, revenue generating, self-sustaining programs, cash reserves). Additional funds have been made available to colleges through the OVPCC for those that meet or exceed specific student achievement performance measures identified in the UH System and college strategic objectives. A UHCC policy was established for the colleges to more effectively manage vacant positions throughout the UHCC unit. Vacant positions are placed into a system pool from which colleges can request reallocation of a position based on documented need. (IV.D.3)

The University of Hawaii System has a president, a vice president for community colleges (among several vice presidents responsible for differentiated areas of UH System functions), and chancellors for each of the ten universities or colleges in the system. As noted, the VPCC is the CEO of the system of the seven UHCCs. Each college has a chancellor, the CEO of the

institution. Board of Regents Policy 4.207 established the Community College System in 2002, although the colleges have been functioning since 1965 as part of the UH System. In 2005, the Board of Regents approved the reorganization of the Community Colleges System and created the new executive position of Vice President for Community Colleges. (IV.D.4)

The authority and responsibility of UHCC chancellors for the overall management and governance of their campuses is further affirmed in UH Executive Policy 1.102, Authority to Manage and Control the Operations of the Campus, which states, “*Primary authority for financial management has been delegated by the president to the chancellors. Chancellors may sub-delegate authority to qualified, responsible program heads.*” University of Hawaii Community Colleges Policy UHCCP 8.000: General Fund and Tuition and Fees Special Fund Allocation, also specifies the chancellor’s responsibility “*...to develop a methodology to allocate funds to the campus units consistent with budget planning and resource allocation standards of the accrediting commission.*” Responsibility for a broad range of personnel actions has also been delegated to the chancellors in UH Executive Policy 9.112. In line with the need for accountability in the fulfillment of their duties, chancellors (and other executive managerial personnel) are subject to annual performance evaluation, with final assessment by the VPCC. This process is thoroughly codified in UHCCP 9.202: *Executive Employees Performance Evaluation*. (IV.D.4)

The community colleges in the Hawaii statewide system of public higher education operate within a three-tiered system: the University of Hawaii (UH) System as a whole (including seven community colleges, two baccalaureate institutions, and the flagship research university); the UH Community Colleges; and the individual community college campuses located on the four major islands in the state. Satellite Learning Centers, providing additional outreach across the state, are managed by the community colleges and UH-Maui College. A commitment to the parity of access for students and to the continuous improvement of conditions contributing to student learning and success, as well as a commitment to the equitable allocation of resources in support of that ultimate goal, require the effective planning of operations that are coordinated and integrated across the system. (IV.D.5)

As noted, there are multiple structures in place at the UH- and the CC-system level (e.g., committees of administrative counterparts from individual campuses, councils of campus governance representatives) that facilitate the dialogue and decision making essential to planning and implementation. In addition, each tier of the system is grounded in a comprehensive strategic plan that provides the conceptual guidance for mid-range planning. These currently include the UH Strategic Directions 2015-2021, the UHCC Strategic Directions 2015-2021 (intentionally developed to be aligned with the overall UH plan), and the individual campus strategic plans, also developed in alignment with the UHCC plan. (IV.D.5)

A crosswalk of these three levels of planning further corroborates the high degree of congruity and integration. In some cases, goals and objectives of strategic planning have been quantified or operationalized to provide a basis for evaluation of institutional effectiveness. Several of these measures are further linked to performance-based funding provided at both the UH- and the CC-system level, as seen in the Crosswalk of UH System and UHCC Performance Funding cited in IV.D.3.

Most recently, on April 20, 2017, the Board of Regents approved the Integrated Academic and Facilities Plan (IAFP) for the University of Hawaii System. Recognizing the critical interdependence between the academic missions of the ten campuses and the physical and other resources required to support those missions, the IAFP states that it is “...intended to provide a comprehensive plan for how the campuses will develop and work together to ensure that the entire mission of the UH System is addressed without undue duplication or inter-campus competition.” The IAFP provides an overview of current conditions and emerging needs and prospects for the four major units in the system (the three universities and the CC system) and affirms the further integration of planning in noting that “The principles of this plan will be incorporated into biennium budget planning, annual operating budgets, 6-year CIP plans and academic program approvals and reviews (p. 18).” (IV.D.5)

System planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness. This is documented in the UH Strategic Directions 2015-2021, the UHCC Strategic Directions 2015-2021 (intentionally developed to be aligned with the overall UH plan), and the individual campus strategic plans, also developed in alignment with the UHCC plan. There is a high degree of congruity and integration between the three tiers of the public education system in Hawaii (UH, CC system and individual CC). In some cases, goals and objectives of strategic planning have been quantified or operationalized to provide a basis for evaluation of institutional effectiveness. Several of these measures are also linked to performance-based funding provided at both the UH- and the CC-system level, as seen in the Crosswalk of UH System and UHCC System Performance Funding. CC system-wide and individual colleges utilize council structures to align college goals with system goals and performance indicators. (IV.D.5)

#### Conclusion:

The College meets Standard IV.D.

#### Commendation 7:

The University of Hawaii Community College System is commended for its island-centered mission in identifying new programs, and for its successful system-wide implementation of technology across the system to support program planning and tracking in clarification of students’ academic pathways. (IV.D.5)

The VPCC is a member of the UH president’s senior leadership team (Executive Council) as well as a member of the ten-campus Council of Chancellors. The VPCC serves as the Administrative Representative to the board of Regents Standing Committee on Academic and Student Affairs, and items forwarded from the colleges for Board of Regent approval (e.g. strategic plans, Institutional Self Evaluation Reports) are presented under the signature of the VPCC. In addition to publicly posted minutes of Board of Regents committee and board meetings, the VPCC is provided with memos summarizing Board of Regents approved actions. Campuses are also informed of updates to the policies and procedures that constitute the institutional infrastructure through notification from the Policies and Procedures Information System (PPIS). The VPCC also meets regularly with three Councils representing different



aspects of college governance: The Council of Community College Chancellors, the Community College Council of Faculty Senate Chairs, and the Community College Council of Native Hawaiian Chairs. Meetings of these Councils are documented, and each Council completes an annual self-assessment. (IV.D.6)

Established mechanisms for communication exist between the three tiered system of public higher education in Hawaii. This occurs in a timely and accurate manner to ensure effective operations of the colleges. The VPCC is primarily responsible for advocating CC issues to the BOR and is notified of BOR decisions in a timely manner through direct communications from the UH president. The VPCC uses a system of councils and also semi-annual visits to each community college campus to ensure effective communication. Finally, at the campus level, policies, practices, and structures exist whereby stakeholders and those with particular expertise are able to contribute to governance.

While assessment of system-wide role delineation, governance and decision-making is “organic and ongoing”, a formalized structure for assessment does not exist. Recent improvements have been made to communication across the CC system through orientation provided to campus representatives that serve on system committees and also a comprehensive update of the system website. (IV.D.7)

Recommendation 4:

In order to improve institutional effectiveness, the team recommends that the system develop and implement an assessment process to measure the effectiveness of role delineations, governance and decision-making processes to ensure their integrity. (IV.D.7)

## Quality Focus Essay

As part of the College continuing efforts to improve student learning and achievement as well as demonstrate a commitment to excellence, the Self-Evaluation Core Team used the Self-evaluation process to reflect on the College's successes as well as areas that need improvement. Over the course of two years, the Self-Evaluation Core Team remained open regarding what the Quality Focus Essay topics would be. The College allowed the self-reflective nature of the Institutional-Self Evaluation Report to uncover those larger areas of focus for the College. Through this process, the College identified two action projects.

### **Action Project 1:**

Increase student retention and persistence by keeping the students the College already has. (Standard I.B.3)

- In fall 2017, the first topic became clear as the campus embraced a single goal to drive campus initiatives. This goal is known as the Wildly Important Goal (WIG) and provides a unifying vision for the many campus initiatives currently underway to increase student retention and persistence.

### **Goals and Outcomes:**

- Increase student retention and persistence by ten percent in 2018-2019.
- Increase the sense of belonging at the College through activities that connect and support students.
- Increase the three-year graduation rate from 16 percent to 22 percent by 2020-2021.

### **Action Project 2:**

Improve student learning by making assessment more meaningful for faculty. (Standard II.A.3)

- The second topic developed out of a breakout session at the convocation in spring 2018. These breakout sessions were focused on the areas of improvement that had been identified during the writing of the ISER. One area attracted much attention, and this led to the second QFE topic that focuses on improving student learning by making outcomes assessment more meaningful for faculty and staff.

### **Goals and Outcomes:**

- Provide faculty and staff with training assessment practices by way of learning and collaborative engagement opportunities with colleagues.
- Improve quality of outcomes assessment evidence in the College's database of assessment results.
- Increase faculty and staff satisfaction with the process for reporting assessment results.

Timelines, responsible parties and resources are identified for each action project and goals. Outcomes are extensive, detailed and clear. The team recognizes the time and effort that has gone into systematically identifying areas of needed improvement. The two action projects were supported by a rationale for why they were selected. Following the timelines and monitoring progress toward their measurable outcomes should show improvement in each of the action projects.