

MINUTES OF THE REGENTS' JOINT COMMITTEES  
ON COMMUNITY COLLEGES AND ACADEMIC AFFAIRS

Date: Thursday, October 21, 2004

Place & Time: University of Hawai'i at Hilo  
University Classroom Building, Room 127  
3:28 p.m.

Committee on Community Colleges

Committee Members Present: Regents Haynes (presiding)  
de la Peña  
Kai  
Lagareta  
Lee (ex-officio)

Committee on Academic Affairs

Committee Members Present: Regents Bender  
de la Peña  
Haynes  
Kakuda

Other Regents Present: Regents Albano  
Tanaka  
Yamasato

Others Present: David McClain, Acting President, University of Hawai'i  
Walter S. Kirimitsu, Vice President and University  
General Counsel  
David Iha, Executive Administrator and Secretary of the  
Board  
Carl Makino, Executive Assistant to the Board

Community Colleges' Accreditation Progress Reports

Acting President McClain explained that to comply with the Accrediting Commission for Community and Junior Colleges (ACCJC) policy, campus progress reports must be approved by the governing board. The progress reports are being brought to the Committee and subsequent to the Board for approval.

Following the preparation and submission of comprehensive self studies to ACCJC, a team of evaluators appointed by the ACCJC in Spring 2000, visited each campus. After the visits, assessment reports describing each college's conformance with established Commission Standards, progress made on recommendations from previous accreditation visits, and specific recommendations to be considered for implementation by the next re-accreditation visit were submitted to the Commission by each of the visiting teams. In June 2000, the Commission reaffirmed the accreditation of each campus through the 2006-07 Academic Year.

Periodically, selected institutions accredited by ACCJC are expected to submit a report on the institutions' progress in addressing the team's recommendations. Six of the University's campuses were requested to submit reports by the ACCJC. The campus' Progress Reports address specific issues requested by the Commission by providing a description of the response, an assessment of the progress made in fulfilling the team's recommendations, and a plan for the activities expected to be completed before the next comprehensive self-study and evaluation visit.

The following summarizes the progress reports that require Board approval before being submitted to ACCJC:

### **Honolulu Community College**

The Progress Report addresses the three recommendations highlighted in the January 2004 letter from WASC-ACCJC in response to the College's Midterm Report. Honolulu Community College was instructed to show progress in the following areas: improving use of integrated planning, solidifying the administrative structure, and engaging in systematic review and assessment of College programs and services. In addition, the College was instructed by WASC-ACCJC to be aware of the recommendations addressed to the UHCC system as it wrote its responses. The Progress Report addresses all three recommendations by first outlining College participation in *system* activities, and then focusing on *campus* progress.

### **Planning**

The report first describes College participation in system activities. Then, activities undertaken by Honolulu Community College are outlined which include:

- C The College reviewed and revised its Strategic Plan and used that as the basis for identification of biennium budgeting priorities.
- C At an August administrative retreat, initial steps were taken to create a base time line and plan for the budgeting processes, ongoing review of the College Strategic plan, and CIP decision-making. Informing the campus of, and building on these plans will continue. Framing an overarching diagram of planning activities and how they intersect is a goal for the coming year.

- C Steps were taken to institutionalize and increase inclusion of the College community in campus-wide planning, including an Administrative retreat to which faculty and staff representatives were invited. The College also created an Accreditation Oversight Committee.
- C The Assessment Committee created a campus-wide assessment plan outlined a time-line for the formulation, measurement and publication of student learning outcomes and program review. This plan will implemented and reviewed over the next year.

### **Administrative Structure**

The report begins with a brief description of system level changes in administrative structure which impact the roles of Chancellor and the Dean of Academic Affairs. The report describes ongoing efforts by the College to fill key administrative positions on a permanent basis. The creation of a new position, Assistant to Senior Executive, is explained.

The report identifies important goals discussed by administration, faculty and staff leaders, including solidifying and clarifying the existing organizational chart, and creating a number of decision-making, process charts addressing key College functions. These charts will clarify in visual and narrative form the process by which decisions are made, lines of authority, and opportunities for participation.

### **Program Review**

The report describes College involvement in system activities and initiatives such as the creation of a common Data Portfolio, and participation in Community College Survey on Student Engagement (CCSSE) activities. At the campus level, the report addresses three areas where the College has shown progress: training and educating faculty, staff, and administration regarding assessment issues and activities, strengthening infrastructure, and implementing assessment activities.

### **Kapi'olani Community College**

The report documents the progress made by Kapi'olani Community College in developing an active program review and integrated planning process. The report was reviewed by the College's Policy, Planning, and Assessment Council (PPAC) and endorsed by the leadership of the Faculty Senate, Student Congress, and Staff Council prior to submittal.

### **Student Learning Outcomes**

Since the last progress report, the faculty have undertaken extensive work on establishing student learning outcomes as the foundation for program review and assessment, including:

- C Creation by the Faculty Senate of a Learning Outcomes Assessment Committee. The Committee has since published a draft concept paper on Learning Assessment
- C Extensive use of federal funds to allow faculty to develop student learning outcomes for their courses and/or programs. Faculty from fifteen separate disciplines or program areas were heavily involved in these pilot efforts
- C Development of a draft "Work Flow Plan for Assessment"
- C Participation in several national efforts at establishing student learning outcomes and assessment measures for international education

### **Program Review**

In the twelve months since the last progress report, Kapi'olani Community College:

- C Completed all academic program reviews using the current program review methodology
- C Revised the program review methodology to include increased emphasis on program improvement, student learning outcomes, and integration with program plans
- C Developed and adopted new college policies on program review for both academic programs and educational and administrative support programs

### **Planning**

In January 2004, the Board of Regents approved Kapi'olani's mission statement and strategic plan. Since that time, the College has moved to create unit plans for each of its program areas. These unit plans both focus the programs on the overall College goals as defined in the strategic plan and on program improvement as identified through the program review process. The program plans for academic units will be completed by December 2004 and for educational and administrative support units by March 2005.

### **Resource Allocation**

The biennium budget request, recently approved by the Board of Regents, was based on strategic plan goals. The request was reviewed and placed in priority order through involvement of the PPAC and the governance organizations on campus.

### **Professional Development Related to Program Review and Assessment**

Extensive professional development has been provided for faculty and staff in conjunction with the improvements described.

- C All administrators, department heads, and faculty senate leadership attend the system workshop in January 2004
- C A follow-up retreat involving Kapi'olani participants was conducted in February 2004

- C An eight person team of faculty and administrators attended the AAHE/ACCJC workshop in March 2004
- C Twenty-two faculty and administrators attended workshops conducted by AAHE in August 2004

### **Policy Development**

The College adopted the following new policies:

- C Policy, Planning, and Assessment Council
- C Institutional Mission
- C Review of Established Programs

The following new policies and/or procedures are currently in development

- C Integrated Long-Range Development Planning
- C Unit Plans
- C Procedure on Review of Established Programs

### **Kaua'i Community College**

In the past year, Kaua'i Community College (KCC) has completed the development of and implemented a program review process based on an examination and analysis of evidence and focused on continuous improvement. Twenty-eight separate programs have been defined and a five-year rotational schedule of program review has been adopted. The first two programs on the schedule have completed the process, the AA degree and the Admissions and Records function of Student Services. Each year between five to seven programs are scheduled to undergo program review. Programs that are between scheduled full reviews will do an annual update called the Annual Program Review Update. This annual review also includes a status report on the action plans that were developed during full review. The process has been codified as a Kaua'i Community College Memo (KCC's operating procedures manual) that includes procedures, calendars, and templates. The procedures for merging the program review process with institutional planning has also been codified and is being implemented to move KCC closer to completing the cycle that ensures institutional effectiveness. The KCC Information Technology Strategic Plan was created last Spring to guide the allocation of resources and it will be implemented this Fall semester.

The University of Hawai'i Community Colleges system (UHCC) is developing and continuing policies and procedures to ensure institutional effectiveness. It supports institutional assessment by continuing the use of tools such as Program Health Indicators, Compass, and Community College Survey of Student Engagement. The UHCC's provided system-wide training on accreditation standards that has resulted in a draft data portfolio that can be used to aid program and campus assessment processes. An integrated

planning process established to develop the 2004-2010 UHCC Strategic Plan and 2003-05 biennial budget request was continued to facilitate the development of the UHCC 2006-07 Biennial General Fund Budget request. That process will lead to the formalization of a new UHCC Strategic Planning Council.

### **Leeward Community College**

Leeward Community College's second "Progress Report to the Accrediting Commission for Community and Junior Colleges (ACCJC)" of the Western Association of Schools and Colleges addresses three recommendations relating to program reviews and technology and information and learning resource planning. Although not a formal recommendation, the Commission also requested information on the College's efforts in filling administrative positions and addressing the Commission's concerns with administrative instability.

The Progress Report is in response to the ACCJC's action to place the College on "Warning" after review of the College's October 2003 "Focused Midterm Report" and the "Evaluation Report" of the November 14, 2003 ACCJC team visit.

All recommendations are addressed in the "Progress Report," with documentation and details on the process and actions taken; an analysis of results achieved; and a listing of additional actions to be taken.

### **Develop and implement a program review process**

The College developed a revised Program Review Model, placing assessment activities into a larger vision that integrates Student Learning Outcomes (SLO), data on student achievement, resources, curriculum, and external factors. This revised Program Review Model places the College's degree programs at the center of all assessment activities, driving all other supporting area reviews. Implementation of instructional program SLOs and support area assessments began in Spring 2004, with the first set of data points gathered by the end of the academic year. Templates and a time-line for individual course assessment were developed. Assessment findings and data on student achievement were compiled into the 2004 *Program Review Fact Book*.

### **Ensure that program review is incorporated into institutional planning and resource distribution processes, for the College and all of the UHCC system**

The College developed a more integrated cycle that merges assessment, planning and resource allocation, and aligns with the UHCC system model. Program Review, which became part of the college's institutional planning cycle in Spring 2004, provides the College with data from which to design appropriate action plans for the yearly revisit of the *Strategic Plan*. Feedback collected through these assessment processes, along with student achievement data, will guide College decision-making, ensuring that the results of

program review are becoming the driving force for strategic planning and resource allocation. The UHCC system also developed its own overarching conception of system integration of assessment, planning and budget.

### **Formalize planning procedures in the areas of technology and information and learning resources**

To ensure adequate processes and resources for learning resources and technology planning, the College created the Committee to Develop a Long-Range Plan for Technology and Information and Learning Resources and formalized procedures for planning and budget allocation for Academic Support units. Additionally, during Spring 2004, each Academic Support unit assessed their effectiveness and the developed three-year plans based on input from campus constituencies.

### **Concern over Administrative Instability**

Since the date of the letter, the Interim Chief Academic Officer position has been filled. In addition, an Assistant Dean position has also been filled. There is clear progress on filling interim positions.

### **M~ui Community College**

As requested by the Accrediting Commission for Colleges and Junior Colleges, this report addresses M~ui Community College's progress in developing and implementing a comprehensive program review process that is linked to assessment, institutional planning, and resource allocation. The specific concerns addressed are those in the fall 2000 ACCJC evaluation team's recommendation.

During the past three years, M~ui Community College (MCC) has developed and implemented a comprehensive program review and evaluation process for its educational programs, student services programs, and administrative support services. In Academic Year 2003-2004, the College completed its first cycle of the review process; the second cycle is now underway. Reviews of all instructional and non-instructional programs this spring were based on analysis of data, and results were integrated into the college's planning, budgeting, and decision-making process.

With each ensuing year, the program reviews and evaluations will be part of a continuing improvement strategy that will be refined through analysis of data and the application of resources to coincide with our learning-centered mission and our overall Strategic Plan directions. Evidence of these results is available through Executive Committee minutes, budget allocation and implementation priorities for the next 2004-05 academic year, and biennium budget request priorities for the 2005-07 years.

All MCC programs are now on a schedule for annual assessments and comprehensive program reviews. Annual assessments for instructional programs began

in Academic Year 2002-03; reports were completed in May 2003. Comprehensive program reviews began in Academic Year 2003-04 with three pilot programs: Allied Health, Accounting, and the Office of Continuing Education and Training (OCET). All three will submit their comprehensive program review reports in September 2004. In Academic Year 2004-2005, five instructional programs and The Learning Center will complete the comprehensive program reviews.

Program assessment activities accomplished in workshops and in faculty and staff meetings during the past two years include the development of student learning outcomes for both vocational and liberal arts classes and programs, the creation of curricular grids that document and assess the learning outcomes in both courses and programs, and the establishment of processes for continuous assessment activities.

A number of faculty and staff members and administrators are now serving on two assessment committees. The Assessment of Student Learning (ASL) committee measures student achievement, and the Campus-wide Assessment of Student Learning (CASTLE) committee synthesizes and integrates the various types of assessment on campus, both in instruction and in administrative and student services. These two committees work together, effectively keeping the focus of the entire campus on student learning outcomes and institutional effectiveness. They are also instrumental in integrating all aspects of campus-wide assessment into the College's planning, budgeting, and decision-making process.

The College is aware of its limitation in some areas where data are still being collected; however, through an annual cycle of program review of the entire institution, processes related to each program and service will be refined. As the institution acquires more expertise and experience in the assessment process, student learning outcomes will be even better understood and more precise and will affect the learning and teaching designs, refine the support services, benefit the learners and graduates more clearly, and become even more important to all of the internal and external learning constituencies.

### **Windward Community College**

In a letter dated January 23, 2004 ACCJC asked Windward Community College to submit a report detailing the College's progress in carrying out its educational planning in a way that draws upon program evaluation results and ties educational planning directly to planning for staffing, budget development, and program elimination/addition. Windward Community College has made major progress over the past year in addressing program review and long range planning and tying these into the budget process. This has been the result of the work of three committees: the Budget Committee, Institutional Effectiveness Committee and Strategic Plan Committee.

In the past year Windward Community College has made considerable progress in

creating an active system of planning and program review that will tie into the budget process. There is still work to be done. A college budget calendar which matches the budget deadlines of the University of Hawai'i and the Hawai'i State Legislature must be finalized and disseminated. The Budget Committee needs to finalize and publish its new budgeting guidelines. The Institutional Effectiveness Committee needs to complete a cycle of program review so it can make recommendations to the Budget Committee. However, the pieces necessary to do this are now in place and the college should be able to report further progress in its self-study to be completed in 2006.

### **System Report**

The final section of the Progress Report includes, in its entirety, the summary provided by UH System administrators reporting on system activities, in response to recommendations directed towards the UHCC system.

Following a brief discussion, Regent Kai moved to approve for submission to the ACCJC the Progress Reports as presented. The motion was seconded by Regent Lagareta and unanimously carried.

There being no further business before the Committee, the meeting was adjourned at 3:30 p.m.

Respectfully submitted,

David Iha, Secretary

Dated: November 12, 2004

c: Chairperson Patricia Y. Lee  
Members, Committee on Community Colleges  
Members, Committee on Academic Affairs  
Acting President David McClain