MINUTES

BOARD OF REGENTS' COMMITTEE ON COMMUNITY COLLEGES MEETING

June 15, 2012

I. CALL TO ORDER

Committee Chair, Teena Rasmussen, called the meeting to order at 10:00 a.m. on Friday, June 15, 2012, at the University of Hawai‘i, Bachman 113, 2444 Dole Street, Honolulu, Hawai‘i 96822.

Committee members in attendance: Committee Chair Teena Rasmussen; Artemio Baxa; John C. Holzman; and Ramon de la Peña.

Others in attendance: Vice President for Community Colleges, John Morton, Ph.D.; Hawai‘i Community College Chancellor, Noreen Yamane; Honolulu Community College Chancellor, Michael Rota; Leeward Community College Chancellor, Manuel Cabral; Kapi‘olani Community College Chancellor, Leon Richards, Ph.D.; Windward Community College Chancellor, Douglas Dykstra; Kaua‘i Community College Chancellor, Helen Cox, Ph.D.; and others as noted.

II. APPROVAL OF MINUTES OF THE MARCH 16, 2012 MEETING

Upon motion by Regent Holzman and second by Regent de la Peña, the minutes of the March 16, 2012 meeting were unanimously approved.

III. PUBLIC COMMENT PERIOD

Executive Assistant, Leila Wai Shimokawa, reported that no persons submitted written testimony or signed up to orally testify regarding today’s agenda items.

IV. AGENDA ITEMS

Vice President for Community Colleges, John Morton, said that the six Community Colleges (Hawai‘i, Honolulu, Leeward, Kapi‘olani, Kaua‘i and Windward) are accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC), the Junior Commission of the Western Association of Schools and Colleges (WASC). The Senior Commission accredits UH Mānoa, UH Hilo, UH West O‘ahu, and UH Maui College. The process and standards used by the Junior Commission are different because they have a separate governing Board and process than the Senior Commission. The maximum accreditation is six years; UH Community Colleges are approaching the end of their six year terms, and will be visited in October, for about a week, by different accreditation teams. Their accreditation status should be revealed in January.

As the Federal government becomes more invested in higher education (largely through financial aid programs), it wants to ensure that the colleges that spend Federal funds maintain a level of quality control. Rather than regulation, the government
ensures this largely through accrediting the accrediting agencies. Historically, the process included a self-analysis, but there weren’t tight regulatory controls or follow ups on any issues. Recently, the Federal government has been requesting determination of whether or not standards are being met.

There are four sets of Standards:

Standard I: Institutional Mission and Effectiveness
Standard II: Student Learning Programs and Services
Standard III: Resources
Standard IV: Leadership and Governance

The Commission focuses on the following major points:

- Program Review
- Planning
- Outcomes/Assessments
- Distance Education
- Data

Review and Recommendation to the Board of Regents for Acceptance:

Hawai‘i Community College Accreditation Report

Hawai‘i CC Chancellor, Noreen Yamane, went over the process for the self-evaluation report, and provided means of addressing areas where the college did not meet the standards.

In regard to Standard I: Institutional Mission and Effectiveness, Hawai‘i CC meets all of the standards in Standard IA: Mission, by demonstrating a commitment to its mission and a regular review cycle for the mission and vision statements. Hawai‘i CC meets all of the standards in Standard IB: Improving Institutional Effectiveness, by providing evidence of achievement of student learning outcomes, and institution and program performance. Hawai‘i CC uses ongoing and systematic evaluation and planning to refine its processes and improve student learning.

In regard to Standard II: Student Learning Programs and Services, Hawai‘i CC meets 23 standards and partially meets five standards of Standard IIA: Instructional Programs, most significantly in general education. Hawai‘i CC also realizes the need to use Community College Survey of Student Engagement (CCSSE) data to monitor appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning to characterize Hawai‘i CC’s programs. VP Morton clarified the general education component of the Standards; in conversations with the accrediting commission regarding Associate in Applied Science classes, the issue is whether the current level of general education courses (i.e. English and Math) is high enough to qualify as a college degree program. This issue is not limited to Hawai‘i CC, but all of the colleges.
Chancellor Yamane said that Hawai‘i CC met all but one standard in Standard IIB: Student Support Services. Hawai‘i CC recognizes the need to expand its student services more comprehensively to distance education students who may not be on campus by developing real-time internet-based communications, and develop a one-stop online student-services resource for distance education students. Hawai‘i CC meets all but one standard in Standard IIC: Library and Learning Support Services. The area that the college partially meets the standard pertains to the facilities at the University Center at West Hawai‘i. To resolve this, the college, in coordination with the UH System, will move forward with the Pālamanui Project, developing a new campus in West Hawai‘i that will adequately support space and equipment needs for library and learning support services.

In regard to Standard III: Resources, Hawai‘i CC meets 15 standards and partially meets three standards of Standard IIIA: Human Resources. Hawai‘i CC must create a clear monitoring system and encourage staff evaluations, seek funding for needed full-time positions, and assess the need for additional programs and services to support personnel of diverse backgrounds. Hawai‘i CC meets two standards and partially meets four standards in Standard IIIB: Physical Resources. It will develop a Resource Master Plan, is in the process of developing a new campus in West Hawai‘i at Pālamanui, and plans to update the Long Range Development Plan for its Komohana campus. Hawai‘i CC meets three standards and partially meets three standards in Standard IICC: Technology Resources. It will increase training for faculty, staff and students, created the Instructional Technology Support Office (ITSO), and will develop a technology Master Plan. Hawai‘i CC meets all but one standard in Standard IIDD: Financial Resources. It will work to improve transparency, increase faculty and staff awareness of budgetary processes, and work to improve fiscal efficiency through the use of the Kuali Financial System.

In regard to Standard IV: Leadership and Governance, Hawai‘i CC meets the standards of Governance processes and Governance bodies of Standard IVA: Decision Making Roles and Processes. It recognizes the need to continue to work on communication about and evaluation of governance processes. For Standard IVB: Board and Administrative Organization, the Chancellor and Governing Board meet all but one standard. The Chancellor will use the College’s master plans to further ensure that integrated planning will guide improvements in the teaching and learning environment.

Hawai‘i CC made great strides toward reaching the top level of the following ACCJC Rubrics: Program Review: Sustainable Continuous Quality Improvement Level; Planning: Sustainable Continuous Quality Improvement Level; and Student Learning: Proficiency Level.

The Regents and Chancellor Yamane discussed the budget as it related to the planning process.
Honolulu Community College Accreditation Report

Honolulu CC Chancellor, Michael Rota, summarized Honolulu CC’s self-evaluation report. First, he reported on the progress of previous recommendations from the 2002 accreditation visit.

Recommendation 1: The team recommends that the Chancellor and Planning Council clearly state the purpose, function, and membership of all governance committees and ensure that minutes are published and accessible to all constituents. Honolulu CC fulfilled this recommendation. The four major governance committees have well established and published charters, minutes and records of the committee’s actions and decisions.

Recommendation 2: To meet the standards’ focus on ensuring student success and the quality of programs and services, the team recommends the college conduct meaningful, timely, and inclusive dialogue with all college constituents to develop and refine its program review process and to identify student learning outcomes at the course, program, and institutional levels. The College fulfilled this recommendation, but continues to work to broaden the scope of understanding and participating in the three major components of program review, assessment and the evaluation of student learning outcomes. The new planning, assessment, and budgeting policy also more tightly link the outcomes of the program review process to the allocation of resources.

Recommendation 3: The team recommends that the college develop a formal assessment process to evaluate the effectiveness of its Distance Education program in meeting the institutional mission. The College has fulfilled this recommendation, but continues to work to refine or improve its management of distance education in the context of both internal and external factors. The College has two committees that govern the campus distance education offerings: 1) the Distance Education Advisory Committee and 2) the Distance Education Review Board.

Recommendation 4: The team recommends that the college develop a comprehensive facilities master plan and seek the funding to implement the plan to best serve the programs offered, to reflect the quality of its programs, and to project the college’s importance and image to the community. The College has fulfilled this recommendation with respect to the development of a comprehensive facilities master plan and the acquisition of funding to plan for significant new construction on campus. The new campus facilities master plan was approved by the Board of Regents in March 2011.

Recommendation 5: The team recommends the development of written descriptions clearly delineating the role of the Chancellor and the Vice Chancellor of Academic Affairs. The College has fulfilled the recommendation to clearly delineate the roles of Chancellor and Vice Chancellor of Academic Affairs (VCAA).

Recommendation 6: The team recommends that the Chancellor develop a systematic plan that effectively communicates with the internal and external
communities the vision, achievements, goals, and long-range plans of the College. The College has fulfilled this recommendation, substantially expanding opportunities for more inclusive sharing and discussion of ideas related to the College’s vision, goals and activities. This includes posting information on a website, an annual report, Town Hall meetings, and the student newspaper.

The self-evaluation report also illustrates the results of the institutional effectiveness of the campus in the areas of program review, planning and student learning outcomes. Program Review: The College’s assessment of its performance in operating at the sustainable continuous quality improvement level; Planning: The College’s Integrated Planning, Resource Allocation and Assessment Policy has brought the College to the level of Sustainability Continuous Quality Improvement; and Student Learning Outcomes: The College’s assessment of its performance is at the proficiency level.

Some major accomplishments of the College include:

- Development of the 2009-2015 Strategic Plan
- Development of Policies
- Overhaul of remedial and developmental education
- Creation of an Administrative Assessment
- Campus Reorganization
- Technology Plan

Areas needing improvement include:

- General Education requirements
- Roles of the Planning Council
- Meeting System Strategic Outcomes
- Staff Senate and Staff Senate Governance

The Regents and Chancellor Rota discussed the budget as it related to the planning process, and the impacts of the Kuali Financial System.

Kapi‘olani Community College Accreditation Report

Kapi‘olani CC Chancellor, Leon Richards, said that KCC partially met all but two standards, and it partially met those two standards. In regard to Standard IIB: Student Support Services Catalog, KCC needs to expedite the availability of its online catalog. For the other, Standard IIIA: Human Resources, KCC needs to expedite the recruitment and hiring of unfilled staff positions.

KCC responded effectively to the ACCJC/WASC recommendations from the 2006 Comprehensive Self Study, including completion of the College’s reorganization, and implementing improvements in planning, evaluation, assessment; curriculum review (which KCC added itself); and governance, as well as evaluating these developments in the Fall 2011 surveys.
Kapi'olani CC was at the following levels for the ACCJC/WASC Institutional Effectiveness Rubrics: Program Review: Sustainable Continuous Quality Improvement; Planning: Sustainable Continuous Quality Improvement; and Student Learning Outcomes Assessment: Proficiency. A productive summer 2012 of assessing student learning in programs and courses will lead to sustainable continuous quality improvement for the learning outcomes assessment as well.

In October 2011, KCC submitted a Substantive Change Request to ACCJC/WASC related to distance education offerings supporting degree and certificate completion. The request was approved on November 22, 2011. In September 2009, KCC submitted a Substantive Change Request to ACCJC/WASC to establish additional locations geographically apart from its main campus for two of its nursing programs: the 1) Associate Degree in Nursing Program at Leeward CC; and 2) Practical Nursing Program at Windward CC. The request was approved in November 2009.

Kaua‘i Community College Accreditation Report

Kaua‘i CC Chancellor, Helen Cox, presented highlights of the college's self evaluation:

In regard to Standard I: Institutional Mission and Effectiveness: Improving Institutional Effectiveness, Kaua‘i CC’s challenges include:

- Communicating the quality of the college to the public
- Tracking appropriations for goal alignment
- Hire a marketing and enrollment management director and a webmaster to develop the website/social media

In regard to Standard II: Student Learning Programs and Services, Instructional Programs, major accomplishments include:

- Added new offerings
- Outreach to the Dept. of Education to identify gaps and improve transition
- Career and Technical Education program accreditations
- Weather station for Electronics Program
- Addition of a radio station and Hawaiian broadcast

Challenges within Instructional Programs include:

- Collect and analyze the data to compare distance and face to face classes by student learning outcome attainment
- Develop additional articulation agreements within UH
- Strategic development of distance courses to avoid duplication and decrease time to obtain a degree
Major accomplishments within Student Support Services include:

- Positions added in Career Counseling and Financial Aid
- Active student government

Challenges within Student Support Services include continuing UH System discussion of validity of Computerized Adaptive Placement Assessment and Support System (COMPASS) cutoff scores.

Major accomplishments within Library and Learning Support Services include:

- Creation of the Learning Commons led to increased usage
- Increased tutoring usage, impact and access
- Wai’ale’ale Project

A challenge within Library and Learning Support Services is to encourage the use of benchmarks with appropriate peer institutions as an additional evaluative tool.

In regard to Standard III: Resources, Human Resources, major accomplishments include:

- STEM initiative – Faculty in agriculture, physics, and chemistry
- A director of sustainability
- Developmental math and developmental English faculty
- An institutional researcher

Challenges within Human Resources include:

- Request UH System discussion with UHPA to include achievement of student learning outcomes as a component of evaluation
- Design an annual professional development survey and catalog professional development activities

Major accomplishments within Physical Resources include:

- Construction (One Stop Center, OCET)
- Renovation (Learning Commons, Culinary Arts demonstration kitchen)
- Reduction of deferred maintenance backlog
- Performance contract with Chevron Energy Solutions

Challenges within Physical Resources include the development of a plan for the revisions of the Facilities Master Plan and the Long Range Development Plan, and tracking facilities usage to better utilize existing facilities.

Major accomplishments within Technology Resources include:

- 77% of classrooms have teaching workstations
• 85% of the campus has wireless internet coverage

Challenges within Technology Resources include monitoring computer lab use and satisfaction data.

Major accomplishments within Financial Resources include:

• Improved integrated and transparent planning process aligned with resource allocation
• Reallocation of campus resources
• Growth of “Friends of Kaua‘i Community College”

In regard to Standard IV: Leadership and Governance, Decision-Making Roles and Processes, major accomplishments include defining the roles and processes for faculty, staff, administration, and student participation in the decision-making processes in the College Governance Manual.

Challenges within Decision-Making Roles and Processes include:

• Develop a survey to evaluate communication between divisions and College Council

In regard to Board and Administrative Organization, major accomplishments include partnerships with the National Tropical Botanical Garden, Kaua‘i Farm Bureau, and Keiki to Career.

In regard to Student Learning Outcomes, when a course is designed, the Course Action Form (CAF) details the course, program, and institutional student learning outcomes.

Leeward Community College Accreditation Report

Leeward CC Chancellor, Manuel Cabral, covered the highlights of the college’s self evaluation.


Standard II: Student Learning Programs and Services: Expanded degree offerings and the Learning Commons that will open in Fall 2012.

Standard III: Resources: Conscientious stewardship, increase in extramural funds, and renovations and groundbreaking.

Leeward CC was at the following levels for the ACCJC Institutional Effectiveness Rubrics: Program Review: Sustainable Continuous Quality Improvement; Planning: Sustainable Continuous Quality Improvement; and Student Learning Outcomes Assessment: Proficiency.

Leeward CC’s efforts are guided by its strategic plan. For the second year in a row, Leeward has met or surpassed the five performance measures that each community college is asked to address annually. This year, the number of degrees and certificates of achievement were 8.4% over goal; Native Hawaiian degrees and certificates of achievement were 57% over goal; STEM degrees were 66% over goal; PELL recipients were 91% over goal; and transfer to UH four-year institutions were 21% over goal.

The Regents also discussed distance education offerings, Leeward CC’s Wai’anae campus, the formal process of setting priorities for the upcoming vacated space on Leeward CC’s campus when UH West O’ahu moves to its permanent campus, and outreach and services for the underserved populations.

Windward Community College Accreditation Report

Windward CC Chancellor, Douglas Dykstra, summarized the self evaluation.


One of the most significant changes to Windward Community College since the last accreditation visit was the dissolution of the Employment Training Center (ETC). This difficult decision was made pursuant to a process of program review drawing upon the use and analysis of data.

Standard II: Student Learning Programs and Services: Instructional Programs: The commitment to quality education at the College is demonstrated by the development of student learning outcomes within all programs and process outcomes in support units at the college. The growth of online educational offerings has been a significant contributor to enrollment growth. New degree offerings have provided more opportunities for students.

In regard to Student Support Services, Student Affairs developed four comprehensive strategies to improve student success: New Student Orientation, Supplemental Instruction, Learning Communities, and Frosh Camp.

In regard to Library and Learning Support Services, the Library Learning Commons project has been completed on time and under budget, and the grand opening is scheduled for August 2012.
Standard III: Resources, Human Resources: The College's allocated position count has increased slightly during the past five years, by 4% percent from 2006 to 2011. The student enrollment grew by 52% during the same period.

In regard to Physical Resources, the College has a funded commitment to renovate three of its older buildings now that the new Library Learning Commons has been completed. The renovation of the old library, along with two additional spaces, will result in a net gain of six new classrooms as well as additional office space for faculty. The College has funded commitments for the construction of a surgery/radiography facility for its Veterinarian Technology program, and for its Hawaiian Studies program.

In regard to Technology Resources, the computing services and the media center typically seek to retire and replace roughly 15-20 percent of their equipment each year. However, the College's ability to plan for and fund ongoing lifecycle replacement of technology resources is questionable. It is the only accreditation standard reported by Windward CC as one in which it partially meets the standard. One possible solution is to earmark funding for technology replacement from a performance-based funding mechanism that may continue to be available in future biennium budgets.

In regard to Financial Resources, Windward CC is fiscally sound, but not wealthy. It is able to maintain the 5% reserve fund required by the ACCJC, and it has even been able to address this year's estimated $500,000 of unexpected electricity charges due the increase in HECO rates.

Standard IV: Leadership and Governance: Decision Making Roles and Processes: The most serious recommendation from the 2006 self study was to develop "an annual evaluation process to access the effectiveness of leaders and decision-making which leads to institutional improvements." Surveys were taken and the results were presented to the campus leadership for their response by means of governance improvement statements, which are then made public to the campus at large.

In regard to Board and Administrative Organization, two planning agenda items stand out in this section. One calls upon the Chancellor to develop focused training to help department chairs to lead departmental analysis and application of learning outcomes assessment as part of the planning and budget process. The second planning agenda item calls upon the Institutional Effectiveness Committee to re-evaluate appropriate data to be collected and included in departmental reports and unit reviews to provide standardized data elements for consideration by the Planning and Budget Council.

Windward CC was at the following levels for the ACCJC Institutional Effectiveness Rubrics: Program Review: Sustainable Continuous Quality Improvement; Planning: Sustainable Continuous Quality Improvement; and Student Learning Outcomes Assessment: Proficiency.

The Regents discussed rising energy costs across all of the Community College campuses, and the role of the UH System in fostering best practices and bringing the
colleges together. VP Morton said that the UH Administration is working on agreement across the campuses regarding measures/metrics, so that everyone has the same outcomes on the institutional level.

Regent Baxa thanked VP Morton and Committee Chair Rasmussen, for what he believes was the first time that all the Chancellors met with the Committee simultaneously. He also thanked the Chancellors for their commitment to their campuses, and by extension, making the UH System even stronger.

Regent de la Peña said that his involvement with the Community Colleges is one of the highlights during his time as a Regent. He thanked the Community Colleges and VP Morton.

VP Morton thanked Regent de la Peña and Committee Chair Rasmussen, both of whom were leaving the Board because their terms were expiring, for their service.

Regent de la Peña moved to recommend to the Board of Regents for acceptance of the UH Community College’s Self Evaluation Accreditation Reports. Regent Holzman seconded the motion, which was unanimously approved.

V. PERSONNEL ACTIONS

Committee Chair Rasmussen noted that the posted Personnel Actions were for information only.

IV. ADJOURNMENT

There being no further business, and no objections to adjourning the meeting, it was adjourned at 1:35 p.m.

Respectfully Submitted,

Keith Y. Amemiya
Executive Administrator and
Secretary of the Board of Regents