UNIVERSITY *of* HAWAI'I®

**LEEWARD**
COMMUNITY COLLEGE

# 2013 Accreditation
Follow-Up Report

**Leeward Community College**

**Follow-Up Report**

Submitted by:

Leeward Community College
96-045 Ala ʻIke
Pearl City, Hawaiʻi 96782

Submitted to:
Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

October 15, 2013

# Follow-Up Report

To:       Accrediting Commission for Community and Junior Colleges
           Western Association of Schools and Colleges

From:    Manuel J. Cabral, Chancellor
           Leeward Community College
           96-045 Ala ʻIke
           Pearl City, Hawaiʻi 96782

I certify there was broad participation by the campus community and believe this Report accurately reflects the nature and substance of this institution.

Signatures:

_____      10/10/13

Manuel J. Cabral                                   Date

Chancellor, Leeward Community College

_____      10/4/13

David Lassner                                    Date
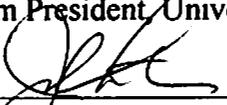
Interim President, University of Hawaiʻi System

_____      10/4/13

John Morton                                      Date
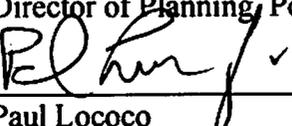
Vice President, University of Hawaiʻi Community Colleges

_____      9/15/2013

Della Anderson                                   Date

Accreditation Liaison Officer

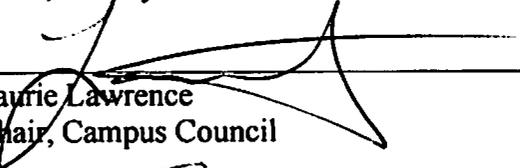Director of Planning, Policy, and Assessment

_____      9/4/13

Paul Lococo                                       Date

Chair, Faculty Senate

_____      9/3/13

Laurie Lawrence                                   Date

Chair, Campus Council

_____      8/29/2013
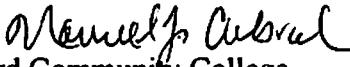
Raymond Banda                                   Date

President, Associated Students of University of Hawaiʻi – Leeward Community College
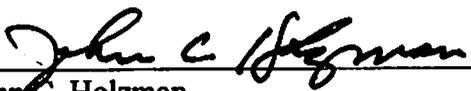
# Certification of the Follow-Up Report
# Governing Board

To:          Accrediting Commission for Community & Junior Colleges
                Western Association of Schools & Colleges

From:       Manuel J. Cabral
                Chancellor, Leeward Community College
                96-045 Ala 'Ike
                Pearl City, HI 96782

We certify that we read the final Follow-Up Report and that we were involved in the reporting process.

Signed:

_John C. Holzman_                        10/9/2013

John C. Holzman                                   Date
Chair
University of Hawai'i Board of Regents

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## Statement on Preparation of the Follow-Up Report

**Background**
The Accrediting Commission for the Community and Junior Colleges (ACCJC) reaffirmed the accreditation of Leeward Community College (Leeward CC) on February 11, 2013, with a requirement that the College submit a *Follow-Up Report* by October 15, 2013.

**Preparation of the *Follow-Up Report***
The preparation of the *Leeward CC 2013 Follow-Up Report* was headed by the college's Accreditation Liaison Officer (ALO), under the guidance of Chancellor Manuel Cabral.

Upon receipt of the ACCJC letter of reaffirmation in February 2013, Chancellor Cabral sent a message to the entire campus community outlining one college recommendation and five UH and UHCC system recommendations. The chancellor also provided access to the Visiting Team's Evaluation Report for campus review.

Shortly after the reaffirmation letter was received, the UH vice president for community colleges called an Accreditation Action Planning Meeting for February 28, 2013, with all of the ALOs and chancellors. This meeting was designed to develop an action plan for responding to the UH and UHCC system recommendations. Appropriate individuals were identified to work on drafting system responses.

During the spring 2013 semester, the dean of career and technical education (CTE) was tasked by the chancellor with ensuring the college recommendation was addressed. The dean of CTE met with the program coordinators of the three AAS degrees currently offered by the college. The AAS in Management was already in compliance, but the AAS in Automotive Technology and the AAS in Culinary Arts both required modification. The program coordinators for Automotive Technology and Culinary Arts made the necessary modifications after discussion with program faculty. The modifications were presented to the Curriculum Committee and the Faculty Senate for approval. Once approved, the program modifications were reviewed and approved by the vice chancellor for academic affairs.

On May 15, 2013, Della Anderson was appointed as the college's ALO.

The *Follow-Up Report* was compiled by the ALO during the summer of 2013. The report was shared with administration and campus governance leaders in August 2013. The final draft was posted online for campus wide review on September 25, 2013.

Contributors to the report preparation included:

1. Chancellor
2. Vice Chancellor for Academic Affairs
3. Director of Planning, Policy, and Assessment
4. Dean of Career and Technical Education
5. Program Coordinators for Automotive Technology, Culinary Arts, and Management

6. Institutional Effectiveness Officer
7. Faculty Senate Chair
8. Campus Council Chair
9. Associated Students of University of Hawai'i – Leeward CC President

**Review and Approval**
The review and approval of the *Follow-Up Report* included the following actions:
1. In August 2013, electronic copies of the *Follow-Up Report Draft* were sent to all members of the college's major governance groups – Faculty Senate, Campus Council and the Associated Students of the University of Hawai'i at Leeward CC.
2. Feedback and comments from this review were incorporated during August 2013.
3. Faculty Senate approved the final *Follow-Up Report* on September 4, 2013.
4. Campus Council approved the final *Follow-Up Report* on September 3, 2013.
5. The Associated Students of the University of Hawai'i at Leeward CC approved the final *Follow-Up Report* on August 29, 2013.
6. After campus approval, the *Follow-Up Report* was transmitted to the UH Vice President for Community Colleges and the UH Board of Regents on September 27, 2013.

## Response to the Commission Action Letter

As a result of the October 2012 visit, the evaluation team made one college recommendation and five UH and UHCC system recommendations.

**College Recommendation 1:**
> *The College needs to ensure that the course requirements for any AAS degrees are consistent with the general education philosophy as outlined in the college catalog, and in so doing, carefully consider the rigor of the courses needed to fulfill the degree requirements (ER 11, II.A.3, II.A.3.b.).*

**UHCC Recommendation 1: Institutional Mission and Effectiveness**
> *In order to meet the Standards for institutional effectiveness and integration of planning and resource allocation processes, including program review, it is recommended that:*
>
> - *The VPCC and the Chancellors develop broad-based, ongoing, collegial dialogue between and among the UHCC and the colleges to better assess the breadth, quality, and usefulness of UHCC analytical tools (e.g., UHCC Annual Report of Program Data (ARPD)) and planning processes through feedback from college stakeholders. In addition, the UHCC and Chancellors should provide training for the appropriate use of the tools to support on-going improvement and effectiveness.*
> - *The Chancellors provide clear descriptions and training regarding the planning timeline and budgeting process. The information and training should be available to all college constituencies and reviewed regularly to ensure accuracy for resource allocation that leads to program and institutional improvement (Standards I.B.3, I.B.1, II.A.1.c, II.A.2.a, e, f, II.B.1, II.B.3.a, and II.b.4, I.B.1, I.B.4, I.B.6).*

**UHCC Recommendation 2: Student Learning Programs and Services**
> *In order to meet the Standards, degrees offered by the colleges must be consistent with the general education philosophy as outlined in the college catalog and the rigor of the English and math courses needed to fulfill the degree requirements must be appropriate to higher education (ER 11, Standards II.A.3, II.A.3.b).*

**UHCC Recommendation 3: Student Learning Programs and Services and Resources**
> *In order to meet the Standard, the UHCC and the colleges shall take appropriate actions to ensure that regular evaluations of all faculty members and others directly responsible for student progress toward achieving stated student learning outcomes include, as a component of the evaluation, effectiveness in producing student learning outcomes (Standard III.A.1.c).*

**UH Recommendation 4: Resources**

*In order to meet the Standards, it is recommended that a comprehensive UH system wide technology plan that includes and supports distance education be developed and implemented and is integrated with institutional planning (Standards II.A.1.b, II.A.1.c, II.A.2.c, III.C.2, III.C.1, III.C.1.c, III.C.2).*

**UH Recommendation 5: Board and Administrative Organization**

*In order to meet the Standards, it is recommended that the UH BOR adopt a regular evaluation schedule of its policies and practices and revise them as necessary. In addition, the UH BOR must conduct its self evaluation as defined in its policy and as required by ACCJC Standards (Standards IV.B.1.e, IV.B.1.g).*

**College Recommendation 1:**

*The College needs to ensure that the course requirements for any AAS degrees are consistent with the general education philosophy as outlined in the college catalog, and in so doing, carefully consider the rigor of the courses needed to fulfill the degree requirements (ER 11, II.A.3, and II.A.3.b.).*

*Summary for Response to College Recommendation 1*

| Recommended Actions | Leeward CC in Oct. 2012 | Leeward CC in June 2013 |
|---|---|---|
| Ensure that the course requirements for any AAS degrees are consistent with the general education philosophy as outlined in the college catalog. | Three AAS degrees currently exist. All AAS degrees had requirements for 15 credits or more of general education. | The college reviewed the general education requirements for AAS degrees and found them to be consistent with the general education philosophy outlined in the college catalog. |
| Carefully consider the rigor of the courses needed to fulfill the degree requirements. | The AAS in Automotive Technology required MATH 50C Technical Mathematics I: Automotive and Diesel Mechanics. All other general education courses were required to be college-level courses.<br><br>The AAS in Culinary Arts required MATH 50H Technical Mathematics I: Food Service and ENG 22 Introduction to Composition. All other general education courses were required to be college-level courses.<br><br>The AAS in Management degree required ENG 100 Composition I and BUS 188 Business Calculations for a math requirement. | The AAS in Automotive Technology has been modified to require ENG 100 Composition I, or equivalent, and MATH 100 Survey of Mathematics, or equivalent or higher.<br><br>The AAS in Culinary Arts has been modified to require ENG 100 Composition I, or equivalent, and MATH 100 Survey of Mathematics, or equivalent.<br><br>The AAS in Management has required all college-level courses for its degree since 1998. No modification was needed. |

***Narrative Response for College Recommendation 1***

***Eligibility Requirement 11 General Education***
*The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry. The general education component includes demonstrated competence in writing and computational skills and an introduction to some of the major areas of knowledge. General education has comprehensive learning outcomes for the students who complete it. Degree credit for general education programs must be consistent with levels of quality and rigor appropriate to higher education.  See the Accreditation Standards II.A.3. for areas of study for general education.*

**Standard II.A.3.** *The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.*

**Standard II.A.3.b**. *(General education has comprehensive learning outcomes for the students who complete it, including the following:) A capability to be a productive individual and life-long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.*

**Ensuring Consistency between Course Requirements for AAS Degrees and the College's General Education Philosophy**
Leeward CC is known as a liberal arts community college as a majority of the degrees granted are under the Associate in Arts (AA) degree category.  There is a strong tradition of general education at the college, and the college catalog outlines the rationale for general education requirements.  As quoted on page 24 of the *College Catalog 2012-2013*.

> *General education provides students the opportunity to develop understandings, abilities, values, and attributes which enable them to apply their knowledge, skills, and talents to make judicious decisions and to analyze and solve human problems within a multi-cultural community.*
>
> *… General education is integrated with, but different in emphasis and approach from special training for a job or a profession. Further, general education for the career technical associate degree student should not be confused with liberal education for a baccalaureate student. General education should allow a student to gain a more integrated view of knowledge, a more realistic view of life and a more defined sense of community and social responsibility. Because of the belief that knowledge leads to actions, students should be actively engaged in learning. This holistic point of view provides the student a foundation of lifelong learning in a changing world.*

The college offers a variety of career and technical education programs, including three Associate in Applied Science (AAS) degrees. These three AAS degrees include Automotive Technology, Culinary Arts, and Management. In 2012-2013, all AAS degrees required 15 credits or more of general education courses. On page 55 of the _College Catalog 2012-2013_, the general education electives and the categories are specified. When a specific general education course is not specified, students earning an Associate in Science (AS) or an AAS degree use this page to determine which courses are appropriate.

During spring 2013, program coordinators for Automotive Technology and Culinary Arts reviewed the degree requirements for their AAS degrees and compared the degree requirements with ACCJC Standards II.A.3. and II.A.3.b. The program coordinator for Automotive Technology indicated that the general education requirements were being met in all areas but English. The AAS in Automotive Technology had a program prerequisite of ENG 22 Introduction to Composition, but there was no English requirement in the degree. In order to ensure all students were required to take an English course, the AAS in Automotive Technology was modified to require ENG 100 Composition I. This program modification will be in effect for fall 2013 and is noted in the _College Catalog 2013-2014_.

The program coordinator for Culinary Arts confirmed that the general education requirements were being met in terms of scope for general education topics.

**Considering the Rigor of the Courses Needed to Fulfill AAS Degree Requirements**
In spring 2013, the program coordinators for all AAS degrees offered at Leeward CC reviewed the degree requirements for their programs. The program coordinator for Management confirmed that all course requirements were at the college level and that no program modification was needed to address this college recommendation.

The program coordinator for Automotive Technology identified a few issues with the AAS in Automotive Technology. No English course was required to receive the AAS degree, and the math course required was below college level. To address these issues, a program modification was submitted to the Curriculum Committee in spring 2013. The program modification included a requirement of ENG 100 Composition I, or equivalent, and MATH 100 Survey of Mathematics, or equivalent or higher. This program modification was approved by the Curriculum Committee, Faculty Senate, and the vice chancellor for academic affairs in the spring semester. The new degree requirements will take effect in fall 2013 and are noted in the _College Catalog 2013-2014_, page 62.

The program coordinator for Culinary Arts also identified issues with the AAS in Culinary Arts. Both the English and math course requirements were below college level. In order to ensure the appropriate rigor in all course requirements, a program modification was initiated in spring 2013 to include a requirement of ENG 100 Composition I, or equivalent, and MATH 100 Survey of Mathematics, or equivalent. The program modification was approved by the Curriculum Committee, Faculty Senate, and the vice chancellor for academic affairs in the spring semester. The new degree requirements will take effect in fall 2013 and are noted in the _College Catalog 2013-2014_, page 82.

In addition, the Math discipline coordinator and the Math and Sciences division chair met with the Automotive Technology and Culinary Arts program faculty to determine if a new college-level math course specific to the needs of their programs should be warranted. Based upon their discussions, the decision was made to move forward with two new courses, and the Math discipline is in the process of designing the courses in conjunction with colleagues from other UHCCs as part of a grant proposal.

The AAS in Automotive Technology and AAS in Culinary Arts are now in compliance with Eligibility Requirement 11, as all of the general education requirements meet the "levels of quality and rigor appropriate to higher education." In addition, both programs require a range of general education courses that ensure students meet Standards II.A.3. and II.A.3.b.

As noted in the program requirements for the AAS in Automotive Technology, students are required to take 15 credits of general education courses including ENG 100 Composition I, or equivalent; MATH 100 Survey of Mathematics, or equivalent or higher; a Natural Science elective; a Social Science elective; and an Arts and Humanities elective.

The revised program requirements for the AAS in Culinary Arts require students to take 15 credits of general education courses including ENG 100 Composition I, or equivalent; MATH 100 Survey of Mathematics, or equivalent; FSHN 100 Concepts in Nutritional Science; a Social Science elective; and an Arts and Humanities elective.

These program modifications ensure students are receiving a quality education that provides a component of general education essential for the development of the college's students as critical thinkers and problem solvers. Leeward CC is now in compliance with Eligibility Requirement 11 and Standards II.A.3. and II.A.3.b. for general education requirements within the AAS degrees offered by the college.

**UHCC Recommendation 1: Institutional Mission and Effectiveness**

*In order to meet the Standards for institutional effectiveness and integration of planning and resource allocation processes, including program review, it is recommended that:*

- *The VPCC and the Chancellors develop broad-based, ongoing, collegial dialogue between and among the UHCC and the colleges to better assess the breadth, quality, and usefulness of UHCC analytical tools (e.g., UHCC Annual Report of Program Data (ARPD)) and planning processes through feedback from college stakeholders. In addition, the UHCC and Chancellors should provide training for the appropriate use of the tools to support on-going improvement and effectiveness.*
- *The Chancellors provide clear descriptions and training regarding the planning timeline and budgeting process. The information and training should be available to all college constituencies and reviewed regularly to ensure accuracy for resource allocation that leads to program and institutional improvement (Standards I.B.3, I.B.1, II.A.1.c, II.A.2.a, e, f, II.B.1, II.B.3.a, and II.b.4, I.B.1, I.B.4, I.B.6).*

***UHCC System Narrative Response for UHCC Recommendation 1: Institutional Mission and Effectiveness***

**Standard I.B.1**. *The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.*

**Standard I.B.3.** *The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.*

**Standard I.B.4.** *The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.*

**Standard I.B.6.** *The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.*

**Standard II.A.1.c.** *The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.*

**Standard II.A.2.a.** *The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The*

*institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.*

***Standard II.A.2.e.*** *The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.*

***Standard II.A.2.f.*** *The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.*

***Standard II.B.1.*** *The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.*

***Standard II.B.3.a.*** *The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.*

***Standard II.B.4.*** *The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.*

**UHCC Strategic Planning Process**

University of Hawaiʻi Community Colleges (UHCC) codified the strategic planning process in UHCC Policy #4.101 Strategic Academic Planning.

The UHCC system has regularly monitored progress toward meeting established outcomes, updated assessment of the internal and external environments, and modified priorities as necessary to reflect changing conditions prior to the development of each biennial budget request. The UHCC System under the leadership of the vice president for community colleges (VPCC) has used the strategic planning process to set budget priorities as well as to establish a focus on critical issues affecting the colleges and the State.

Per UHCC Policy #4.101 Strategic Academic Planning, the VPCC convenes the full UHCC Strategic Planning Council (SPC) in the spring and fall of each year. The membership of the SPC consists of the chancellor, faculty senate chair, and student government chair from each college, and the vice president and associate vice presidents for community colleges. Meeting notes and materials are posted to the public website.

The annual spring meeting is used to review UHCC strategic outcomes and performance measures. The SPC monitors and advises on progress toward the UHCC strategic planning

goals.  The VPCC uses the meeting to gather impressions and reactions to progress to date and to emphasize and maintain the focus on the things UHCC has identified as important. The VPCC follows this meeting with visits to each college to present college-level detailed data.  During the open meetings for the college community at each campus the VPCC leads discussions on progress and encourages feedback, e.g., new ideas, process improvement, and college innovations.

The annual fall meeting is used to look at the strategic planning process and to introduce and/or review UH systemwide strategic planning initiatives.  The VPCC follows the fall meeting with visits to each college for UHCC systemwide engagement and dialogue.

The UHCC System began the process of updating the current UHCC Strategic Plan in fall 2012 using the SPC meeting to review and discuss system data products, their status, and how the UHCC System puts data in front of people.  The fall 2012 meeting also began the dialog about how to organize the UHCC System for the update of the strategic plan beyond 2015.  More specifically, addressing what the system wants to accomplish at the system level and individual colleges and what the system wants to see measured or measured differently keeping in mind the UHCC System plan's link to the University of Hawaiʻi (UH) System plan and direction.  The UH System plan is grounded in the UH Second Decade Project which identifies the state's higher education needs by geographic region and develops a set of statewide priorities.

At the fall 2012 meeting, the SPC established a process to identify additional areas of emphasis to be grouped under the current UHCC strategic plan's goals.  In the spring 2013 meeting working groups, chaired by a chancellor with faculty senate chair (not of the same college), and a student leader supplemented by members knowledgeable and appropriate for the work, were formed.  The organization and process for updating the plan beyond 2015 was part of the VPCC's spring visit to each of the institutions.  The working group goals or focus from UHCC Strategic Plan are:

> Goal A (part 1): Educational Effectiveness and Student Success.
>> Special Emphasis on Part-Time Student Access and Success and Adult Learners
> Goal A (part 2):  Native Hawaiian educational Attainment.
>> Including review of other underserved populations.
> Goal B:  Functioning as a Seamless State System.
>> Transfers and Articulation
> Goal C:  Promote Workforce and Economic Development
>> Special emphasis on STEM, Workforce – Energizing Areas, and Reviving the global curriculum
> Goal D:  Hawaiʻi's Educational Capital/Resources and Stewardship
>> What it means to be a Native Hawaiian Serving Institution
>> Government/non-profit partnerships
>> Entrepreneurship, commercialization, resource base
> Goal E:  Develop Sustainable Infrastructure for Student Learning
>> Clean Energy, Sustainability

Focus Area 1:  Distance Education
Infrastructure for Student Learning, ADA Delivery, Rigor, Student Success

The working groups will review current performance measures, identify which should stay and/or be revised, and identify potential new members during spring and summer 2013 meetings.  The full SPC will discuss and compile measures at its fall 2013 meeting followed by visits by the VPCC to each college for open, systemwide dialogue.  Based on the results of those meetings, the measures will be refined and the full SPC will finalize outcomes and performance measures for the 2015 and beyond update.  Results, progress, and next steps will be chronicled in the SPC proceedings or as an attachment.

The BOR Standing Committee on Community Colleges met on August 30, 2013.  The VPCC gave an update relating to the progress in meeting the goals in the current strategic plan and reviewed the process for updating the plan including the seven working group areas of focus.  The UHCC BOR CC Committee Briefing presentation and the direction of the plan were well received by the BOR CC Committee.  VPCC stated that he would provide another update to the BOR CC Committee in spring 2014.

Following the meeting of the BOR CC, the VPCC, associate vice presidents for academic and administrative affairs and the chancellors held an executive level meeting, which addressed accreditation, strategic planning process, and budget allocation.  Chancellors reported on the status of the goals/focus areas of their strategic planning working groups.

**UHCC System tools to support on-going improvement and effectiveness:**

In addition to the UHCC Strategic Planning process with its strategic outcomes and performance measures, the UHCC system uses the following tools to support on-going improvement and effectiveness:

- *Community College Inventory: Focus on Student Persistence, Learning, and Attainment*
- UHCC Performance Funding
- Annual Reports Program Data (ARPD)

1. Community College Inventory: Focus on Student Persistence, Learning, and Attainment

The UHCC System uses the *Community College Inventory: Focus on Student Persistence, Learning, and Attainment* – a research based tool developed by the Community College Leadership Program, University of Texas Austin to evaluate UHCC system effectiveness. The inventory assesses eleven institutional characteristics that are strongly focused on student success.  The Office of the Vice President for Community Colleges (OVPCC) administers the inventory online in odd-numbered years (complementing the Community College Survey Student Engagement (CCSSE) that is administered in even-numbered years-- benchmark measurements included in Strategic Plan).  The SPC affirmed that the

eleven institutional characteristics are important to the system and incorporating selected outcomes in the UHCC Strategic Plan supports the regular assessment and review for on-going improvement and effectiveness of planning. As required in the policy, and evidenced in proceedings of the SPC, the inventory results are reviewed and discussed by the full Council. Additionally, the 2006 comprehensive visit recommended the UHCC system evaluate the effectiveness of the dual reporting structure for chancellors and the Strategic Planning Process. Overwhelming consensus continues that both reporting and planning are working well and the 2015+ update planning process should also prove to be effective.

The chancellors reviewed the results of the 2013 survey at their August 30, 2013 executive meeting. "The UHCC system has a strategic plan that clearly and succinctly states its goals for future development" continues to receive the highest ranking within the category while "The UHCC system demonstrates its ability to stop doing things that are off mission, low-priority, and/or ineffective in promoting student persistence, learning, and attainment" continues to be scored the lowest. The full SPC will continue the review and discussion at the fall 2013 meeting.


2. Performance (Outcomes) Funding

The outcomes funding model is directly linked to the University's established strategic outcomes. The measures adopted are directly from the strategic plan and the targets are the specific targets identified in the strategic outcomes adopted by the University in 2008.

The outcomes incorporated into the formula include the following:

a. degrees and certificates awarded;
b. degrees and certificates awarded to Native Hawaiian students;
c. degrees and certificates awarded to students in Science, Technology, Engineering, and Math (STEM) fields;
d. number of low-income students participating the Federal Pell program;
e. number of transfers from the community colleges to the baccalaureate campuses.

For each outcome, the baseline is the value set by the strategic outcomes for FY 2010 and the target is the value set for FY2011 (for FY 2012 funding).
The outcomes funding model has the following characteristics:

a. For each outcome, the baseline is the value set by the strategic outcomes for FY 2010 and the target is the value set for FY 2011 (for FY 2012 funding).
b. The outcomes are independent of each other. Campuses can only achieve their full outcomes funding if they meet or exceed the targeted outcomes for each of the measures.
c. If a campus does not meet the targeted outcome, then any unused funds would be used for other UHCC initiatives.

At the spring 2013 Instructional Program Review Council (I-PRC), it was decided include program-level performance funding in the Annual Reports of Program Data (ARPD) to be released in August 2013.

3. <u>Annual Reports of Program Data (ARPD) and Comprehensive Program Reviews</u>

UHCC Program Review and Annual Reports of Program Data (ARPD) are codified in [UHCCP 5.202 Review of Established Programs](). The policy, developed by broad systemwide dialogue by chancellors, administrators, faculty, and staff defines programs subject to review, frequency of program reviews, content of the program review, dissemination of program reviews, and assessment of the program review process. Each college has established and operates its own college-level program review process within the framework of the UHCC system policy and the UH Board of Regents (BOR) policies.

The system-level process is managed by the OVPCC through the UHCC I-PRC. The I-PRC is comprised of key data users from across the seven community colleges with functional representation of chancellors, vice chancellors for academic affairs, division/department chairs (with further representation from general education faculty and Career Technical Education faculty), assessment coordinators, and institutional research (IR). The I-PRC meets once in the fall and once in the spring semester. The fall meeting is used to discuss the current ARPD reports, college process/progress and mid term data definition and data calculations (i.e., in the 2012 ARPDs the calculation of persistence was modified to exclude from the denominator those students who had received associate degrees and would not be expected to persist in the program). The spring meeting is used to assess the effectiveness of the UHCC system program review process (including ARPDs), review the measures and content, and ensure that the review provides the information necessary for program assessment and improvement. The Comprehensive Program Reviews, Annual Reports of Program Data, and Records of Proceedings for the I-PRC meetings are posted and made public on the UHCC website.

The OVPCC provides the data for Annual Reports of Program Data by August 15 of each year. The data are from the immediate prior program year (July 1- June 30). This standardization of data and timing allow colleges to compare against similar programs and employ "best practices" in program improvement. Data are publicly released by August 15. Access to the analysis section of the ARPD is controlled by userid limited to those administrators, faculty, and staff who have an analysis and input role as determined by the institution. At the end of the review cycle (generally the end of the fall semester), analysis and program planning, along with an executive summary of all annual reports within the area (Instruction, Academic Support, Student Support Services) are finalized and the full ARPD is made public. ARPD data and analysis serve as the foundation of the Comprehensive Program Review (CPR). Colleges have set CPR schedules within the BOR requirement of review at least every five years. CPRs are publicly available through the college websites and a link to the most recent CPR is included in the ARPD.

Following the comprehensive visits of fall 2012, the OVPCC surveyed all key data users (vice chancellors for academic affairs, deans and assistant deans department and division

chairs, program directors, and IR).  The online survey asked users to evaluate the usefulness/importance of the current ARPD data elements and to suggest data they wish they had.  The OVPCC Academic Planning, Assessment, and Policy Analysis (APAPA) Office compiled the results of the survey and conducted focus group discussions with the various constituents including additional training and professional development needed.  The process identified a gap in data information provided at new faculty, staff, and administrator orientation.  Current college practices do not include data training.  The UHCC IR Cadre is developing key data information to be included in orientation as well as website "cheat sheets" to direct inquiries to available tools and data.  Additional outcomes from focus group discussions will be reviewed by the UHCC I-PRC in fall 2013 including how to meet identified training and professional development needs.

At the August 30, 2013 executive level meeting, the VPCC, associate vice presidents for academic and administrative affairs, and chancellors approved the basic design of an assessment tool for program review that will provide additional information on student flow, progress, and achievement at the program level.  The conceptual model is broadly based on the principles identified in the Gates-funded Completion by Design on the student loss and momentum pathways.

**Commitment to the Assessment of the UHCC Culture of Evidence**

Following discussion at the chancellors' August 2013 executive meeting, the VPCC issued a UHCC policy codifying the UHCC System's commitment to a culture of evidence.  The UHCCP #4.202 Culture of Evidence requires that at least every three years starting in 2013, the OVPCC will survey stakeholders and users of major UHCC analytical tools (e.g., UHCC Strategic Planning Outcomes and Performance Measures, Comprehensive Program Reviews, Annual Reports of Program Data).  This survey will measure the effectiveness of the planning process and importance and usefulness of the data and for training and/or professional development needed to maximize use of these tools for planning and resource allocation that supports institutional effectiveness in meeting college and system mission.  The results will be made public by posting to the system website Culture of Evidence.

**UHCC Budget Allocation Process**

Since 2009, the UHCC budgets have gone through a period of great flux including reductions in State general funding, negotiated pay reductions for all employees and subsequent restorations of pay, State imposed restrictions, and tuition increases.  Responding to these external forces has created some confusion around budget allocations.  The confusion has been compounded since many of the budget reductions occurred outside the normal budget cycles.

Despite the budget flux and the enrollment increases, the UHCC System and campuses were able to manage the finances and still maintain a healthy cash positions.  However, in order to make the budget allocation process more transparent, the budget allocation model was put into a formal policy, UHCCP #8.000 General Fund and Tuition and Fees Special

[Fund Allocation](#), that was promulgated in September 2013.  Key elements of the budget allocation policy include

- In accordance with State budget policy, State general funds are allocated based on a current service base with enhancements based on specific program change requests as approved by the Legislature.
- Approximately 5 percent of the operating budget is allocated based on five perfomance metrics – student graduation, Native Hawaiian student graduation, STEM graduation, Pell financial aid recipients, and UH transfers to baccalaureate institutions.  In order to receive the outcomes funding portion of the budget allocation, campuses must meet numeric targets for each of these metrics.
- An additional pool of funds is allocated to campuses to meet enrollment growth and to fund need based financial aid.
- Campuses retain tuition and fee income.
- Campuses retain and manage non-credit and auxiliary services income.

Campuses are expected to allocate funds within their campus in accordance with planning and program review priorities.

The budget allocation policy is posted on the UHCC System website.  In addition, the actual allocations for the year as well as historic trends in revenue, expenditures, allocations, and reserves are distributed to each campus and also published on the system website [Budget, Planning and Finance](#).

The associate vice president for administrative affairs also meets with campus leadership to discuss the allocations, trends, and financial projections for each campus.  The broad information on the budget allocation is also shared by the VPCC during his regular campus presentations.

The budget allocation model will undergo a continous review, including an assessment of efficiency metrics, to determine whether further adjustments to the current service base will need to be made.

**UHCC Recommendation 2: Student Learning Programs and Services**

> *In order to meet the Standards, degrees offered by the colleges must be consistent with the general education philosophy as outlined in the college catalog and the rigor of the English and math courses needed to fulfill the degree requirements must be appropriate to higher education (ER 11, Standards II.A.3, II.A.3.b).*

***UHCC System Narrative Response for UHCC Recommendation 2: Student Learning Programs and Services***

***Eligibility Requirement 11 General Education***
*The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry. The general education component includes demonstrated competence in writing and computational skills and an introduction to some of the major areas of knowledge. General education has comprehensive learning outcomes for the students who complete it. Degree credit for general education programs must be consistent with levels of quality and rigor appropriate to higher education. See the Accreditation Standards II.A.3, for areas of study for general education.*

***Standard II.A.3.*** *The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.*

***Standard II.A.3.b.*** *(General education has comprehensive learning outcomes for the students who complete it, including the following:) A capability to be a productive individual and life-long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.*

In spring 2012, ACCJC identified an issue that longstanding general education requirements within some Associate in Applied Science Degrees (AAS) did not appear to meet accreditation eligibility requirements and standards. The historical practice of allowing English and Math general education requirements to be met through developmental courses or to allow other general education courses to have extremely low reading or math levels did not meet the standards and therefore, required curriculum and program modifications.

The University of Hawai'i Community Colleges (UHCC) immediately revised the policy on general education to bring the policy framework for general education into alignment with the standards and promulgated the new policy [UHCCP #5.200 General Education in All Degree Programs.](#) Colleges then began the curriculum processes for making the necessary change in program requirements, including consultation with program advisory committees, faculty and program departmental review, curriculum committee and faculty governance review, and administrative approval of the required changes. The evaluation

report of the visiting teams reaffirmed the importance of making these general education modifications.

The approach has been similar on all affected campuses. The English requirement has been raised to English 100, the basic expository writing class, and the math requirement to Math 100, the basic non-algebra sequence college math class. Remedial/developmental classes no longer can be used to satisfy general education requirements.

At the same time, curriculum work has begun on the development of college-level applied writing and applied mathematics classes that could better meet the needs of the AAS degree programs while meeting the general education standards. Once these courses are developed, additional program modifications may be made to incorporate these courses either as the recommended or an optional means to satisfy the general education requirement.

In summary, all AAS degree programs at Hawaiʻi Community College, Honolulu Community College, Kauaʻi Community College, and Leeward Community College are now in compliance with the standards. The program by program details of the changes and the processes leading to those changes are described in the college responses to this recommendation.

Kapiʻolani Community College and Windward Community College were not impacted by this recommendation as they do not have AAS degree programs.

As a result of this change in degree requirements, an issue emerged related to the certificate level programs within the AAS degree programs. UHCCP #5.203 Program Credentials: Degrees and Certificates had an upper limit of 30 on the number of credits allowable for a technical certificate of achievement. Several programs expressed a desire to increase that number to enable a student who earned credit for all of the technical courses within an AAS field of study, but did not complete all of the general education, could be recognized through a certificate of achievement. Accordingly, UHCCP #5.203 Program Credentials: Degrees and Certificates was modified to raise the allowable number of credits in a certificate program within the AAS fields of study to 51. This policy was promulgated on September 2013.

**UHCC Recommendation 3: Student Learning Programs and Services and Resources**

> *In order to meet the Standard, the UHCC and the colleges shall take appropriate actions to ensure that regular evaluations of all faculty members and others directly responsible for student progress toward achieving stated student learning outcomes include, as a component of the evaluation, effectiveness in producing student learning outcomes (Standard III.A.1.c).*

### UHCC System Narrative Response for UHCC Recommendation 3: Student Learning Programs and Services and Resources

*Standard III.A.1.c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.*

### Regular Faculty Evaluation

Within the University of Hawai'i Community Colleges (UHCC), the faculty classification system and collective bargaining definition include regular instructional faculty, counselors and advisors, librarians and other academic support personnel, and other professionals who are responsible for student learning.

The evaluation system for faculty is based on a peer review and merit linked to a faculty classification system with ranks of instructor, assistant professor, associate professor, and professor. The classification document defines the expectations for faculty at the various ranks and forms the fundamental basis for the evaluation system. As noted in our 2012 self evaluation report, this classification system does include achievement of student outcomes as one of the responsibilities of faculty and a factor in the subsequent evaluation of the faculty performance.

As defined by the collective bargaining agreement and UH Board of Regents (BOR) policies, faculty are currently evaluated using different processes at different periods in the faculty member's professional progress at the institution. During the first five years of employment, faculty members are probationary and undergo comprehensive evaluations at least three times during the five-year period. These evaluations include the submittal of a dossier documenting the faculty member's work, including contributions toward the defining and achieving of student outcomes, peer evaluations, student evaluations, professional development, curriculum development, and contributions to the college and community. As a faculty member moves through the probationary period, the evaluation may also include responses or progress toward meeting areas of weakness or concern from prior evaluations. The dossier is evaluated by a committee of department peers (Department Personnel Committee), department chair, academic vice chancellors/deans, and ultimately a decision on contract renewal is made by the chancellor.

At the end of the probationary period, a faculty member applies for tenure. The tenure process includes a similar comprehensive review against the classification requirement but is more summative than formative. The successful applicant is granted tenure and the

unsuccessful applicant is granted a terminal year contract. In addition to the department-based peer review, department chair review, and administrative review, the tenure application is also reviewed by a faculty committee composed of faculty members from outside the department and faculty members outside the college in the same discipline. The BOR is the final decision maker on granting tenure.

Once tenured, a faculty member may, after a period of four years in rank, apply for promotion to a higher rank. The evaluation process for the promotion application is the same as for tenure except that the criteria are based on the higher expectations as reflected in the faculty classification policy. An unsuccessful promotion applicant is eligible to re-apply in future years.

In 1990, the BOR adopted a policy to address the on-going evaluation of faculty members who did not apply for promotion after achieving tenure or who had reached the rank of professor and were no longer eligible for promotion and therefore, not subject to evaluation. The BOR wanted to ensure that all faculty members were evaluated on a regular basis.

After consultation with the faculty collective bargaining organization, the UHCC plans to adopt a policy on evaluation (sometimes referred to as post-tenure evaluation) that establishes a process requiring all faculty members to undergo evaluation at least once every five years. Because the evaluation process for contract renewal, tenure, and promotion were already comprehensive in scope, these evaluations are considered by policy to satisfy the five-year evaluation criteria. For faculty members who have not undergone a comprehensive evaluation, the policy will define a department-based process whereby the faculty member submits an abbreviated documentation of his or her contributions to their department and addresses their effectiveness as a faculty member. The assessment is based on the faculty member's rank and the related duties in the classification system. Under the current policy, the evaluation is entirely within the department unless there is a disagreement between the department chair and faculty member.

The team evaluation report correctly noted that this evaluation policy had not been updated since 1990 and did not reflect the current expectations as defined in Standard III.A.1.c. Accordingly, the Office of the Vice President for Community Colleges (OVPCC), working with the director of human resources and campus academic administrators, modified the policy to reflect the accreditation standard.

In accordance with the collective bargaining law, this collective bargaining organization must be formally consulted on the policy change. The revised draft policy was submitted to the University of Hawai'i Professional Assembly (UHPA) on September 13, 2013. After consideration of the comments from the collective bargaining organization, the revised policy will be promulgated and will guide future evaluations.

As a part of the revised policy, campuses will also be required to maintain and submit records certifying that all faculty members subject to the five-year evaluation have actually completed the evaluation process.

**Lecturer (Adjunct Faculty) Evaluation**

Lecturers are faculty members employed to teach individual classes to meet demand that cannot be met by regular faculty or because of special expertise that the lecturer may bring to a class.  The lecturer appointment is for the duration of the class only.

Lecturers must meet the same academic qualifications as regular faculty.  The job responsibility for lecturers is limited to the class they are teaching and provides for a limited amount of student contact through office hours or other communication means.  The lecturer position does not include curriculum development, development of student learning outcomes, college service, or other professional duties expected of regular faculty members.  The lecturer is expected to follow the student learning outcomes and assessment methodologies as adopted by the regular faculty for the courses he or she is teaching.

Lecturers advance through a series of pay bands (A, B, C) with the compensation rate per credit hour dependent on the pay band.  Unlike regular faculty members whose tenure and promotion is merit based, the lecturer pay band advancement is currently solely based on the historic number of credits the lecturer has taught.

As noted by the team evaluation report, there is no system evaluation policy for lecturers and there may be inconsistencies from campus to campus in the form of evaluation, frequency of evaluation, and monitoring of evaluation.  Currently, lecturer evaluations are at the department level and involve review of student evaluations and the insights of the department chair and/or discipline coordinator within the department.

Because the lecturer's status and rank are the same across all community colleges, there is a compelling reason to maintain a consistency in the evaluation process for lecturers.  Accordingly, the OVPCC, working with the campus academic administrators, plans to develop a new system policy on lecturer evaluations.  The policy will leave the responsibility for the evaluation on the campus and largely within the department but does define the requirement for evaluation, frequency of evaluation, and criteria to be used in the evaluation.

In accordance with the collective bargaining law, lecturers who are half-time or more are included in the faculty collective bargaining unit and the collective bargaining organization must be formally consulted on the new policy.  Plans are to submit the proposed policy to UHPA before the end of September 2013.  After consideration of the comments from the collective bargaining organization, the new policy will be promulgated and will guide future evaluations.

Additionally, a joint task group from the collective bargaining organization and the community colleges plans to be proposed to consider whether lecturer pay advancement

should be merit based rather than credit based and the criteria to be used in such a merit based system.  Should such a system be developed and implemented after proper consultation, the evaluation criteria would need to also be adjusted to reflect the policy change.

**Pilot Project for ePortfolio Evaluation of Faculty**

The current faculty evaluation system is conceived as representing a continuum across the faculty member's professional career.  The faculty expectations as defined in the classification system, rising expectations associated with the ranks, merit basis for promotion, importance of peer involvement as well as administrative oversight in the evaluation, and required periodic evaluation of all faculty are key principles in the evaluation system.

While guidelines are currently published on the different phases of the evaluation (contract renewal, tenure, promotion, post-tenure evaluation) the documents are paper documents created by and submitted by the applicant.  This process results in the faculty member often having to find historic information as they create the application and creates inconsistencies in the information and materials that they may include and make available to the reviewers.  The paper submittals are often very cumbersome and create problems in moving them from reviewing body to reviewing body.

To address these issues a pilot project is underway to consider whether an electronic portfolio approach would work to help faculty members build their evaluation portfolio in real time for use when the application period occurs.  The ePortfolio could incorporate direct electronic feeds of information like the results of student evaluations, peer evaluations, student outcome and assessment results, historical teaching and non-teaching assignments, and other components of the evaluation process.  The ePortfolio would also allow faculty members to introduce curriculum materials, professional development experiences, evidence of college or community service, and other documents into the process.  Finally, the system would capture online the faculty member's assessment of the evidence as well as the reviewers' assessment and/or suggestions for improvement.  The initial pilot project will involve faculty members from the campuses as well as UHPA-recommended members.

**Other Modifications to Evaluation Policy**

The guidelines for contract renewal, tenure, and promotion are reviewed each year for possible modifications.  After consultation with the collective bargaining organization, these are then promulgated to eligible faculty.

The vice chancellors for academic affairs at the colleges have focused this year's review on the language in those guidelines related to learning outcomes and assessment and suggested modifications to ensure the applicant understands the expectations related to outcomes.  These revised guidelines were submitted to the collective bargaining organization for consultation as required by law.

**UH Recommendation 4: Resources**

> *In order to meet the Standards, it is recommended that a comprehensive UH system wide technology plan that includes and supports distance education be developed and implemented and is integrated with institutional planning (Standards II.A.1.b, II.A.1.c, II.A.2.c, III.C.2, III.C.1, III.C.1.c, III.C.2).*

***UH System Narrative Response for UH Recommendation 4: Resources***

**Standard II.A.1.b.** *The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.*

**Standard II.A.1.c.** *The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.*

**Standard II.A.2.c.** *High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.*

**Standard III.C.1.** *The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.*

**Standard III.C.1.c.** *The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.*

**Standard III.C.2.** *Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.*

In considering this recommendation and in discussions with the University chief information officer (CIO), it was determined that the primary issue was not that the various components of technology infrastructure and its relationship to teaching and learning were not planned. Rather, the issue is there was no source that provided a comprehensive view of the system approaches to technology and the resulting impacts on those approaches to college level planning and resource allocation. Similarly, there existed significant information on the impact and assessment of various technologies but this information was not necessarily reported in the context of the planning initiatives.

After further conversation, the solution did not appear to be developing a "Plan" in the traditional sense of a paper-based document focusing on intended changes over a period of time. Instead, a decision was made to develop a dynamic, online resource that would capture and make available to colleges information on the current state of various aspects of technology within the University, the current state of development projects underway, planned future development projects, and longer term trends under consideration. As

projects proceed through their development or new projects are added, the online plan would be updated to reflect those changes.

The online resource would also include links to policies, governance and development groups, budget and resource allocation information, assessment and outcomes information, delineation of college responsibilities for technology, and recommendations to colleges in implementing those responsibilities.

The online resource would cover the full-range of technology-related concerns including infrastructure, enterprise application, business process improvements, teaching and learning, distance education, information security, and other impacts of technology.

Finally, the online resource would document systemwide academic plans for degrees and courses that would be distributed online or through hybrid instruction to extend the degree and course offerings to rural populations and the neighbor islands.  This section would also identify necessary infrastructure, training, and support for distance-delivered programs, as well as links to the results and outcomes of distance education.

The outline of the online resource includes:

   I.  Overview of the UH Commitment to and Planned Use of Technology

  II.  Infrastructure

      A.  Intercampus and other external networks
      B.  Intracampus networks
      C.  Internet I and II connections
      D.  Wireless connectivity
      E.  Central IT servers and support services
      F.  Campus-based IT servers and support services
      G.  Data security
      H.  Other

  III.  Enterprise Business Applications

      A.  Financial Management Systems (Kuali)
      B.  Student Systems (Banner)
      C.  Financial Aid Systems (Banner Financial Aid)
      D.  Degree Audit and Advising Systems (STAR)
      E.  Research and Grant Management Systems (myGrant)
      F.  Human Resource Systems (PeopleSoft)

  IV.  Business Process Improvements

      A.  Workflow applications (eTravel, eLeave, etc.)
      B.  Document management

    C. Data reporting and analysis

    D. Other

V. Academic Applications

    A. Supported distance learning technologies, including training

    B. Distance education program delivery

    C. Supported classroom-based technologies, simulation technologies, classroom design, etc.

    D. Supported computer and other teaching-related technology equipment

VI. Policies

    A. Data governance

    B. Data security

    C. User responsibilities

    D. Social media

The online resource/plan is currently under development through the University of Hawaiʻi Information Technology Services (ITS).  During development, the site is being reviewed and critiqued by both the ITS personnel responsible for the functional area but also by campus- and system-level personnel who have responsibilities that are dependent on the use or understanding of the University's technology plans and directions.  The site is expected to be released to the general UH community and the public in fall 2013.  The development version of the site can be viewed at www.hawaii.edu/itplan.

**UH Recommendation 5: Board and Administrative Organization**

> *In order to meet the Standards, it is recommended that the UH BOR adopt a regular evaluation schedule of its policies and practices and revise them as necessary. In addition, the UH BOR must conduct its self evaluation as defined in its policy and as required by ACCJC Standards (Standards IV.B.1.e, IV.B.1.g).*

***Narrative Response for UH Recommendation 5: Board and Administrative Organization***

***Standard IV.B.1.e.*** *The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.*

***Standard IV.B.1.g.*** *The governing board's self evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.*

The University of Hawaiʻi Board of Regents (BOR) for the past year has been engaged in an intense period of self-assessment of itself and University governance and business practices. The impetus for this self-assessment was driven by an investigation into a failed concert meant to benefit the UH Mānoa athletics department that resulted in a $200,000 loss to the University. The Hawaiʻi State Senate established a Special Committee on Accountability and broadened the investigation to include other aspects of University governance, accountability, and transparency. After a series of investigative hearings, the Senate issued a series of recommendations to the BOR.

Parallel to this external review, the BOR initiated its own review of the circumstances surrounding the failed concert and the broader issues of BOR and administrative structure and accountability and an examination of BOR policies and practices related to these governance issues.

At its September 5, 2012 meeting, the BOR established an Advisory Task Group (ATG) consisting of both UH Board members and community members to address these operational and governance issues. Phase 1 of the ATG's work focused on the specific circumstances of the failed concert and the adequacy of management and fiscal controls related to the event. The ATG Phase 1 effort was further refined at a September 8, 2012 meeting and the resulting report from the ATG was accepted by the BOR at its meeting on November 15, 2012. November 15, 2012 BOR Minutes [pages 8-11] ATG Report Phase 1

To address the issues of Board governance and self evaluation, the BOR engaged Dr. Terrence MacTaggart of the Association of Governing Boards to conduct an assessment workshop with BOR members as part of the meeting on October 18, 2012. October 18, 2012 BOR Minutes [pages 1-5]. The workshop covered a wide range of governance issues. On January 24, 2013, the BOR authorized the ATG to begin Phase 2 of its work focusing on UH Board governance and practice. The scope of Phase 2 was further defined at a February 21, 2013 meeting of the BOR to include both BOR operational matters and the high level organization structure of the University. The BOR received a status report

on the ATG Phase 2 work at its April 18, 2013 meeting.  The ATG presented its findings to the BOR in four reports:

Report 1 included the results of interviews with the BOR members on the individual regents' views on the operational and governance.  This report was presented to the BOR Audit Committee on May 16, 2013 and to the full BOR at its May 16, 2013 meeting.

Report 2 included an assessment of then pending legislation on University governance *and whether such legislation reflected best practices in higher education governance.*

Both Reports 1 and 2 were presented to the BOR Audit committee on May 16, 2013 and to the full Board at its May 16, 2013 meeting.  May 16, 2013 BOR Minutes [pages 9-10].

Report 3 made several recommendations for BOR governance, including:

1. The BOR work with the BOR executive administrator and secretary of the BOR to develop a process for tracking unfinished business and ensuring that such unfinished business be placed on the appropriate BOR standing committee (e.g., Committee on Community Colleges) agenda for follow-up and completion.

2. The BOR approve the University's general counsel as direct report to the University president and delegate the authority necessary to the president to oversee this position.  The general counsel should have a dotted line reporting responsibility to the BOR to be able to provide it with advice and bring matters to its attention.

3. The BOR adopt an administrative procedure that members may follow to request that items be placed on the BOR agenda.  The procedure should also include a section for feedback to members on disposition of the requests.

4. The BOR amend its bylaws to require appropriate action items be first referred to standing committees for review and recommendations.  Each standing committee should maintain an annual calendar and compliance checklist to ensure all critical tasks are completed and specific duties and responsibilities are accomplished as outlined in the respective standing committee charters.

5. The BOR determine the nature and extent of staffing needed to support the additional workload of the standing committees and evaluate its current staff resources and assignments to determine changes needed to support the standing committees' workload.

6. The BOR work with UH System administration to ensure the strategic plan be regularly reviewed and updated with BOR involvement.  The BOR, at the direction and leadership of the BOR chair, establish a "Board Goals & Accomplishments" annual or two-year plan.

7. The BOR orientation content should be reviewed and updated and that annual training updates be made part of its annual schedule. The BOR should also ensure that its members annually sign a statement affirming their responsibilities and commitment to meeting the expectations placed upon them as regents.

8. The BOR improve its accountability and financial oversight of University operations by additional involvement by the BOR Committee on Budget and Finance and improved periodic financial reporting mechanisms (the exact nature of the financial reports should be developed collaboratively by the Committee on Budget and Finance and University Administration but should also include reports comparing budgeted expenditures against actual expenditures).

9. The BOR take steps to improve the effectiveness of its scheduled meetings such as:
   a. Referring informational items to standing committees, requiring less frequent reports of a recurring nature, or the use of a consent agenda.
   b. Scheduling certain meetings as "informational only" meetings with no action items.
   c. Expanding the use of standardized reports to enable quicker comprehension and understandability.
   d. Establishing a prescribed total amount of time for public input at each meeting, after considering compliance with all appropriate legal guidance

Report 3 was presented to the Audit Committee on July 11, 2013 and to the full BOR at its July 18, 2013 meeting. July 18, 2013 BOR Minutes [pages 5-7]

Report 4 of the ATG dealt with issues of University high level governance and made several recommendations related to the reporting lines to the University president and to the BOR. The ATG reviewed applicable statutes, rules and regulations governing the University's system level operations, Executive Policies, roles and responsibilities and delegations of authority. In addition, the ATG conducted interviews with system level management and others and reviewed published materials on leading practices from organizations. Report 4 is the final part of the ATG's Operational Assessment of the University's system level operations.

The BOR continues to use the ATG Phase 2 reports in its assessment of the University structure and its policies. Some policies have already been changed as a result, including:

1. Changes to the policy on professional improvement leaves for executives (adopted February 21, 2013)

2. Changes to the BOR policies on intercollegiate athletics (adopted May 16, 2012). Note: While the community colleges do not have intercollegiate athletics

programs, the policy change is reflective of the action of the BOR in reviewing and modifying, as appropriate, its policies.

In addition to the self-assessment and related actions outlined above and on the recommendation of the ATG, the University of Hawai'i System is developing an online policy management system that allows for development and approval of policies, distribution of policies, and tracks the policy history for UH policies, including BOR policies. The system will include a tracking mechanism to ensure that all policies are reviewed periodically and replaces a manual system kept in the BOR and other system offices. A system committee has been established to select and guide the implementation of the software.