

# **Accreditation Progress Report of Windward Community College**

**Submitted by**

**Windward Community College  
45-720 Kea`ahala Road  
Kane`ohe, Hawai`i 96744**

**To**

**Accrediting Commission for Community and Junior Colleges  
Western Association of Schools and Colleges**

**April 1, 2005**

## Certification of Institutional Progress Report

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

From: Windward Community College  
45-720 Kea`ahala Road  
Kane`ohe, HI 96744

This Institutional Progress Report is submitted to provide information regarding the specific concerns identified by the Commission in its evaluation of the Windward Community College Self-Study Report dated July 2000, its evaluation of the Windward Community College Interim Report dated January 2003, its evaluation of the Windward Community College Focused Midterm Report dated January 2004, its evaluation of the Windward Community College Progress Report dated October 2004 and to report progress in meeting those concerns.

We certify that there was broad participation by the campus community, and we believe that the Progress Report accurately reflects progress made in responding to the Commission's recommendations.

Signed \_\_\_\_\_  
Dr. Angela Meixell      Chancellor Windward Community College      \_\_\_\_\_  
Date

\_\_\_\_\_  
Dr. David McClain      Acting President, University of Hawai'i      \_\_\_\_\_  
Date

\_\_\_\_\_  
Dr. Patricia Y. Lee      Chair, Board of Regents      \_\_\_\_\_  
Date

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## Statement of Report Preparation

In a letter dated February 24, 2005 the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, issued a warning to Windward Community College concerning deficiencies in the Progress Report submitted by the college on October 14, 2004 with the requirement that the College submit a new Progress Report by April 1, 2005 stating what the college had done to address those deficiencies. A complete copy of the warning letter follows as APPENDIX I of this Progress Report.

The first five recommendations in the warning letter were addressed to the University of Hawai'i System. The report responding to those recommendations was written by the Associate Vice president for Planning and Policy in conjunction with the community college Chancellors and is included as Appendix V to this report.

One recommendation was specific to Windward Community College:

**Recommendation 6. The College shall carry out its educational planning in a way that draws upon program evaluation results and ties educational planning directly to planning for staffing, budget development, and program elimination/addition. (Standards 4.A.1, 4.D.2, 4.D.6)**

This recommendation was identical to that addressed in the October 15, 2004 Progress Report.

Upon receipt of the request for the Progress Report, Chancellor Angela Meixell called a campus-wide meeting to brief faculty and staff on the letter. Chancellor Meixell then asked those involved in the October Progress Report to meet and provide updates on accomplishments since that report. Those attending this meeting were

Accreditation Liaison Officer, Paul Field  
Budget Committee Chair, Michael Tom  
Institutional Effectiveness Committee Chair, Ellen Ishida-Babineau  
Director of Vocational and Community Training, Sandra Okazaki  
Acting Dean of Instruction, Linka Corbin-Mullikin  
Chancellor, Angela Meixell

After discussion, those present were asked to submit update reports to Paul Field, ALO, who then compiled the final report. The report will be put on the campus faculty/staff list serve for comment and has been sent to the Board of Regents of the University of Hawai'i for certification.

Signed \_\_\_\_\_

Dr. Angela Meixell

Chancellor Windward Community College

\_\_\_\_\_ Date

## Progress Report

Windward Community College received a letter from Dr. Barbara Beno on February 25, 2005 (Appendix I) informing the college that it had been put on Warning status by the commission. The letter directed the college to prepare a progress report by April 1, 2005 focusing on the recommendations listed in the letter. In a conference call with Dr. Beno, the chancellors discussed the inclusion of a system response to the system recommendations. Windward has focused its response on the recommendation specific to the college. Chancellor Meixell has participated in the activities and discussions that have led to the system response. That response is attached (Appendix V) with Windward-specific annotations in italics.

The Windward Community College recommendation that the college was asked to address in this report is :

**Recommendation 6. The College shall carry out its educational planning in a way that draws upon program evaluation results and ties educational planning directly to planning for staffing, budget development, and program elimination/addition. (Standards 4.A.1, 4.d.2, 4.D.6)**

As noted in the Statement of Report Preparation, this recommendation is identical to that responded to in the Progress Report submitted to the ACCJC in October 2004. That report finished with the following summary of progress and a list of things yet to be done:

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

This report will address the additional work that has been done toward meeting these goals. The Institutional Effectiveness Committee has been charged with planning and overseeing an institutional schedule to ensure a systematic, comprehensive, and on-going assessment of the credit and non-credit programs of the college. They have also been tasked with creating a culture of assessment throughout the college, and to provide, through workshops, presentations, and other activities, the necessary training and skills for units to do their own program reviews.

## **Institutional Effectiveness Committee Progress**

The following two pages provide an updated “Summary of Assessment Activities” in a memorandum from Ellen Ishida-Babineau, Chair of the Institutional Effectiveness Committee. Of particular note are the proposed draft Policy on Program Review (Appendix II) and the March 4 “Assessment and Program Review Workshop” which was attended by 118 college faculty and staff. (Details in Appendix III). Minutes of the IEC committee meetings and back up material for all of the items in the IEC summary will be available to ACCJC representatives when they visit. As noted in the summary, the Institutional Effectiveness Committee is well on its way to providing an institutional framework and timeline for assessment and program review, and expects to have a cycle of assessment completed by Spring 2006 and a cycle of Program Review completed for many areas of the college by May 2006 before the college’s next self study is due.

March 23, 2005

**MEMORANDUM**

**TO:** Paul Field  
Accreditation Liaison Officer

**FROM:** Ellen Ishida-Babineau  
Chair, Institutional Effectiveness Committee

**SUBJECT:** Summary of Assessment Activities, August 2004-March 2005

Much has happened since the July 14, 2004 *Summary of Assessment Activities, 2000-Present* was submitted to you. The Institutional Effectiveness Committee (IEC) has worked on accomplishing its mission: to provide an institutional framework and timeline for the assessment cycle; provide leadership, training, and support throughout the assessment cycle; and to support and maintain the culture of assessment initiated by the original Assessment Committee.

The IEC has completed the following activities<sup>1</sup>:

Fall 2004	Spring 2005
<ul style="list-style-type: none"><li>• Robert deLoach<sup>2</sup> hired as an assessment consultant to complete assessment of the Performing Arts area (Humanities) and support units.</li><li>• At the August 16<sup>th</sup> Convocation<sup>3</sup>, the faculty, staff, and administration (WCC and ETC) worked on departmental and unit goals. Departmental and unit goals are revised and discussed.</li><li>• On October 29<sup>th</sup>, the campus celebrated the completion of departmental and unit goals at a Poster Session/UH President McClain visit. Goals were posted.</li><li>• Revised Glossary of Terms agreed upon.</li><li>• Employment Training Office worked on revising Student Learning Outcomes.</li><li>• IEC and Accreditation Offices established.</li></ul>	<ul style="list-style-type: none"><li>• At the January 3<sup>rd</sup> Convocation, all faculty, staff, and administration reviewed principles of assessment.<sup>4</sup></li><li>• Instructional departments were given Course Outcomes Analysis sheets to check for course outcomes alignment with departmental goals. Departments submitted completed forms, results were recorded, and departments were asked to respond to results. Still in progress.</li><li>• IEC created a proposed Policy on Program Review and a Schedule of Review. This draft, introduced at the Campus Council (February 25<sup>th</sup>), was distributed via email to all constituents for feedback. The policy will be revised and submitted to administration by April 15. The schedule of program review will probably be modified.</li><li>• Assessment Coordinators from O`ahu community colleges met. The first meeting was held on March 3<sup>rd</sup> on the Windward CC campus. The next meeting is April 21, 2005.</li><li>• On March 4<sup>th</sup> (a non-instructional day), all faculty, staff, and administration worked collaboratively through a program review process:<ol style="list-style-type: none"><li>1. Following the Ruth Stiehl process, all instructional programs identified intended roles and intended student outcomes.</li><li>2. Institutional outcomes and Associate of Arts degree outcomes were also identified.</li><li>3. Support units<sup>5</sup> worked on mission statements, intended service outcomes, and started discussion on assessment tasks.</li></ol>Follow-up activities<sup>6</sup> were announced via email.</li><li>• On March 21<sup>st</sup>, IEC worked with Administrative Services unit to revise unit outcomes and begin discussion on assessment methods.</li><li>• All units or programs that began the assessment process before the creation of the IEC will be asked to turn in a progress report: Dean of Instruction, Academic Support, AA degree (various disciplines).</li><li>• The institutional researcher was asked to provide a program review template for instructional programs.</li></ul>

The following are projected activities for the 2005-2006 academic year:

Fall 2005	Spring 2006
<ul style="list-style-type: none"> <li>• Convocation: Present institutional and AA degree outcomes. Conduct workshops to continue the assessment cycle started in Spring 2005.</li> <li>• All certificate programs and support units complete the assessment cycle:               <ol style="list-style-type: none"> <li>1. Continue with Course Outcomes Analysis</li> <li>2. Create assessment tasks.</li> <li>3. Check for alignment of course student learning outcomes and program intended outcomes.</li> <li>4. Gather data.</li> <li>5. Consolidate results of assessment.</li> <li>6. Submit review report and recommendations/plans for improvement.</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• Institutional and AA degree outcomes to be included in catalog; <b>Deadline: February 15, 2006</b></li> <li>• Student learning outcomes to be included in course outlines and later put into catalog.</li> </ul>

The IEC expects the institution to have completed at least one assessment cycle by Spring 2006. The difficulty has been to incorporate earlier assessment efforts with IEC efforts. However, the IEC is optimistic that after the initial cycle, a schedule of program review will be in place, and an ongoing assessment process will be integrated into this institution's culture.

<sup>1</sup> Planned activities, as listed in the previous summary, were slightly changed to meet the needs of the campus.

<sup>2</sup> For fall semester only.

<sup>3</sup> Schedule of activities included in the August 9, 2004 Minutes.

<sup>4</sup> PowerPoint presentation.

<sup>5</sup> These units included Administrative Services, the Chancellor's Office, and Student Services. All others have completed or are in an assessment cycle.

<sup>6</sup> See March 16, 2005 email. Attached memo lists follow-up activities for the semester.



## **College Planning and Budgeting Calendar**

On March 22, 2005 Chancellor Meixell met with the chairs of the Budget Committee, IEC, Strategic Plan Committee, the Director of Vocational and Community Training, the Dean of Instruction and the college ALO to work on a budget calendar that would integrate program review and strategic planning with the budget process. That draft pulls together the elements of program review, planning and budgeting into the process that the standards require. The draft will be circulated for college community input before becoming an official document. It is expected that it will need periodic adjustment, but it is a major accomplishment for the college. The draft planning and budgeting cycle is shown on the following page.

The budget for Windward Community College is composed of several strands. Two of these, funding from the Hawai'i State Legislature and the University of Hawai'i system are not controlled by the college and their deadlines for budget requests (April) set the baseline date for the college budget calendar. The planning cycle will include the following elements:

- 1) The Institutional Effectiveness Committee finishes a cycle of Program Review and Assessment (January through December) and sends results to the Strategic Plan Committee. (mid-December)
- 2) The Strategic Plan Committee uses this information as well as the existing Strategic Plan to revise and update the plan, and to set priorities for the allocation of funds. (January/February)
- 3) This information is passed on to the Budget Committee for review. (February/March)
- 4) The Budget Committee then passes its recommendations on to administration where final budget decisions are made and extramural budget proposals are prepared. (March/April)

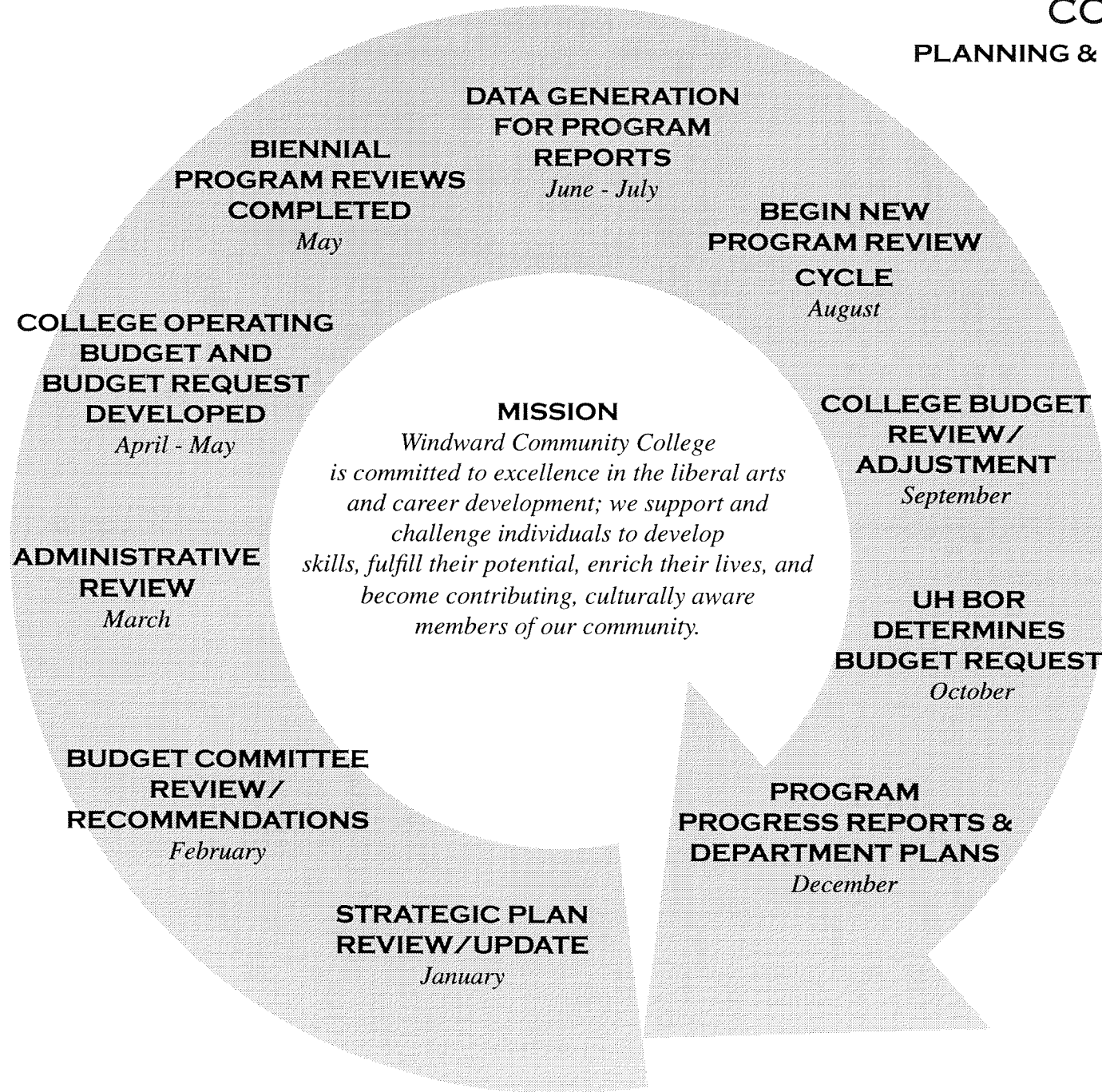
(At all stages of this process there is to be a two way flow of information – to the next step as well as back to the previous step.)

### **Budget Committee Guidelines**

The Budget Committee has completed writing new budget guidelines. A draft of the guidelines was disseminated to all members of the college community in the spring semester of 2004 for comment. They were reworked and sent out a second time early in 2005 for further comment and approved by the Budget Committee at their March 2005 meeting. (Appendix IV). It should be noted that these are “guidelines” and that the budget committee makes recommendations, not decisions. As the college begins to follow the new planning and budgeting cycle, the guidelines will be tested and revised. Final budget decisions are made by the Chancellor.

# WINDWARD COMMUNITY COLLEGE

## PLANNING & BUDGETING CYCLE



## **APPENDIXES**



**ACCREDITING  
COMMISSION  
for COMMUNITY and  
JUNIOR COLLEGES**

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Staff Associate  
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Business Officer  
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ITAS  
TOM LANE

RECEIVED Corrected Letter

February 24, 2005

'05 MAR -3 10:36

Dr. Angela Meixell  
Chancellor  
Windward Community College  
45-720 Kealahala Road  
Kaneohe, HI 96744

UNIVERSITY OF HAWAII  
PRESIDENT'S OFFICE

Dear Chancellor Meixell:

The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, at its meeting on January 12-14, 2005, reviewed the Progress Report submitted by Windward Community College. The purpose of this review is to assure that the recommendations made by the evaluation team were addressed by the institution.

The Commission moved to issue a **Warning** and to ask that Windward Community College correct the deficiencies noted. The college is required to complete a Progress Report by **April 1, 2005**. The report will be followed by a visit by Commission representatives.

A warning is issued when the Commission finds that an institution has pursued a course of action which deviates from the Commission's eligibility criteria, standards of accreditation, or policy to an extent that raises a concern regarding the ability of the institution to meet accreditation standards. The accredited status of the institution continues during the warning period.

The Progress Report of April 1, 2005 should focus on the recommendations below:

**University of Hawaii System Recommendations:**

**Recommendation 2.** The Team recommends that the University of Hawaii Community Colleges develop policies and procedures to ensure:

- That the community colleges engage in regular assessment of institutional effectiveness, including program review;
- That the community college system as well as each college set priorities for implementing plans for improvement that are based in analysis of research data;
- That the colleges and the UHCC system incorporate these priorities into resource distribution processes and decisions;

- That the colleges and the UHCC system develop and employ a methodology for assessing overall institutional effectiveness and progress toward meeting goals expressed through plans for improvements; and
- That the colleges and the UHCC system report regularly to internal constituencies and the Board on this progress. (Standards I.B., II A. 1, and 2., II.B.3.a., II B. 4., II. C.1.e and II.C.2; III.A.6., III.B.2.b., III. C.1. and 2., III.D.1.a, IV.B.2.b, and the Preamble to the Standards)

**Recommendation 4.** The team report of April 2003 required the University of Hawaii Community Colleges to submit a report on how the University of Hawaii system structure has been finally staffed and funded.

**Recommendation 5.** The Team recommends that the University of Hawaii review its salary placement policies and practices, assures that those policies are available for information and review by institutional employees, and assures that they are equitably administered to all employees, including all administrative staff. (Standards III.A.3 and 4)

**Recommendation 6.** The UH Community Colleges and the University of Hawaii System identify more clearly the community college system functions and authority assigned to the two Associate Vice President offices and staff, and communicate those to the colleges and the University System-wide Support. Both organizations must then design workflow and decision-making processes that allow the Community College System-wide Support staff to provide support and delegated authority in areas of academic planning, administrative (including personnel), and fiscal operations. (Standards IV A.5, III A.3, 1B)

**Recommendation 7.** The UH Community Colleges should identify and implement the means to ensure that the Community College governance system at the system head and board levels meets accreditation standards by developing and implementing policies and processes that ensure the quality, integrity, and effectiveness of the student learning programs and services. (Standards IV B, all)

**Windward College Recommendations:**

**Recommendation 6.** The College shall carry out its educational planning in a way that draws upon program evaluation results and ties educational planning directly to planning for staffing, budget development, and program elimination/addition. (Standards 4.A.1, 4.D.2, 4.D.6)

The Commission requires you to give the College Progress Report and this letter appropriate dissemination to your college staff. The Commission also requires that the report and the Action Letter be made available to the public. Placing copies in the college library can accomplish this.

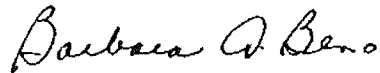
Dr. Angela Meixell  
Windward Community College  
February 24, 2005  
Page Three

Should you want the report electronically to place on your web site or for some other purpose, please contact Commission staff.

The Progress Report will become part of the accreditation history of the college and should be used in preparing for the next comprehensive evaluation. The Commission expects that you share this information widely among interested parties at the college.

Please note that the next comprehensive evaluation of Windward Community College will occur in fall 2006.

Sincerely,



Barbara A. Beno  
Executive Director

BAB/tl

cc: Dr. David McClain, Interim President, University of Hawaii  
Mr. Michael Rota, Associate Vice President  
Mr. Paul R. Field, Accreditation Liaison Officer  
Ms. Patricia Lee, Chair, Board of Regents, University of Hawaii  
Linda Henderson, US DOE

DRAFT 3/30/05  
**WINDWARD COMMUNITY COLLEGE**  
**Policy on Program Review**

**I. Introduction**

The purpose of this policy is to provide Windward Community College (WCC) with a sustained, formal, systematic process of reviewing the effectiveness of all academic degree programs and support units within a two-year cycle as part of assessing the institution’s effectiveness.

The overall focus of this review is the collection of evidence to ensure a high quality of education is being provided to students and that the mission of the campus is being achieved. This ongoing process involves the collection of data from which the College can make informed decisions in the improvement of student learning outcomes and resource allocation.

**II. Related University Policies**

This policy was developed to complement the *Board of Regents Policy, Section 5-1.b Review of Established Programs* and the *University of Hawaii Executive Policy-Administration, E5.202 Review of Established Programs*. While the BOR policy recommends a minimum of five years for program review, this campus recognizes the need for more frequent reviews to ensure the quality of education provided on this campus.

**III. Programs or Support Units to be Reviewed**

For the purpose of this review process, a *program* is a “departments’ or courses of study or educational experiences leading to a degree or certificate or other student-centered objective” (*BOR Policy, Section 5-1.b*). A *support unit* is an administrative or support group that has related job functions that are primarily non-instructional but are essential for overall institutional effectiveness, such planning and fiscal management. A program or support unit is coherent enough to have its goals and purposes defined and its effectiveness evaluated.

Also, all non-credit programs that are comparable in scope to a credit degree or certificate granting program, but not part of a review of a degree granting program will be included in this review.

The following are identified as programs and support units:

<b>Programs</b>	<b>Support Units</b>
1. Associate of Arts	1. Office of the Chancellor
2. Associate of Technical Studies	a. Marketing
3. Certificate of Completion: Agricultural Technology	b. Funds Development
4. ASC—Art	c. IEC
5. ASC—Bio-Resources and Technology: Bio-Resource Development and Management	d. Institutional Researcher
6. ASC—Bio-Resources and Technology: Plant Biotechnology	e. Staff Development
7. ASC—Business	f. Planning and Budgeting
	2. Academic Support
	a. Library
	b. The Learning Center
	c. Academic Computing

<p>8. ASC—Psycho-Social Developmental Studies</p> <p>9. ASC—Hawaiian Studies</p> <p>10. ETC: Trades</p> <p>11. ETC: The Learning Center (Essential Skills)</p> <p>12. ETC: OAT</p>	<p>d. Media Center</p> <p>3. Student Services</p> <p>a. Admissions and Records</p> <p>b. Counseling</p> <p>c. Financial Aid</p> <p>d. Student Life</p> <p>e. Student Publications</p> <p>4. Administrative Services</p> <p>a. Business Office</p> <p>b. Human Resources Office</p> <p>c. Operations and Maintenance</p> <p>d. Security</p> <p>5. Dean of Instruction</p> <p>6. OCET</p>
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**IV. Exclusion from this Review Policy**

Programs or activities that receive special funding through grants are excluded from this policy. Title IV: Students Toward Academic Achievement and Retention, Windward Talent Search, Upward Bound; and Title III, Activity III: Ke Ala Pono Program are examples of these programs. These programs are unique in that they have different reporting and evaluation timetables, reporting format requirements, and mandated outcomes methods. The assessment processes for these programs are mandated by the granting agency.

**V. The Institutional Effectiveness Committee**

The Institutional Effectiveness Committee (IEC) oversees the College’s assessment efforts. It is comprised of representatives from each of the academic departments (Math/Business, Language Arts, Natural Sciences, Social Sciences, and Humanities), APT, clerical staff, support unit members (library, academic counseling), Employment Training Center (ETC), admission and records), the Accreditation Liaison Officer (ex-officio), CAAC Chair (Faculty Senate liaison) and student representative (ACUI-WCC). The following is the IEC’s initial function:

- The mission of the IEC is to support the college’s assessment efforts.
- The initial goals of the IEC are:
  - To provide an institutional framework and timeline/schedule for an ongoing assessment cycle
  - To provide leadership, training, and support throughout the assessment process
  - To provide support and maintain the culture of assessment on this campus.

Once the entire College is in a cycle of review, the IEC’s function will shift. The IEC will:

- Monitor the timeliness of the completion of the review process for all identified programs and support units (including interim reports and annual progress reports)
- Continue to assist the programs/units in the review process: the development/refinement of student learning outcomes and the identification of appropriate assessment tasks or data collection methods.
- Assist in the analysis of data and the identification of action plans for improvement based on assessment results **[IR member?]**
- Provide additional assessment workshops for programs, support units, and the College



- Ensure the budget and allocation process includes data provided through the review process; i.e., decision-making must include or consider the results of the program review.
- Continue to store in the IEC office all materials related to assessment and the program reviews.
- Publish an Annual Progress Report that will be disseminated to all department chairs, unit supervisors, and Deans [**Campus Council?**]

## VI. Timeline

The program review process is an on-going, year-round assessment of the various academic programs and support units of the College. See attached Program Review Schedule for Windward Community College Programs and Support Units. At the end of the second year, the programs and units will begin the assessment cycle again by reexamining program and unit outcomes, creating an assessment plan, collecting data, and implementing plans using data.

The following reports are required:

*Interim Progress Reports* for all degrees and certificates will occur every semester. The program administrator<sup>1</sup> of a program (Associate of Arts: Dean of Instruction with input from all academic departments; in the case of a certificate program, if there is no identified manager, the chair of the sponsoring department will write the review) will complete the progress report. The reports are due by May 1<sup>st</sup> of the spring semester and November 1<sup>st</sup> of the fall semester. Reports are submitted to the IEC. [**Progress Report forms to be developed**]

*Interim Progress Reports* for all support units will occur every semester. Completion of these interim progress reports shall be the responsibility of the Support Unit supervisors. The reports are due by May 1<sup>st</sup> each year and are to be submitted to the IEC. The reports are due by May 1<sup>st</sup> of the spring semester and November 1<sup>st</sup> of the fall semester. Reports are submitted to the IEC. [**Progress Report forms to be developed**]

An *IEC Annual Progress Report* will be written annually and published in July each year. This report, published by the IEC, will be a compilation of each academic and support area review and disseminated to program administrators via Windward CC website by the Windward CC Institutional Researcher.

A *Biennial Comprehensive Program or Unit Report* will be written at the end of a two-year cycle. This report, written by the program administrator or Support Unit supervisor, will include all pertinent data, and evaluation of the data on the basis of outcomes, resources, efficiency, and effectiveness of the program or unit. [**Format/form to be developed**]

## VII. Content of the Biennial Comprehensive Program or Unit Review [**Reporting forms to be developed**]

A more specific listing of data used in appropriate program and unit reviews is appended (Appendix A).

1. Statement of the mission or purpose of the program or unit (General description of the program and college mission statement: Do the program outcomes align or support the college mission?)
2. Program and Course Student Learning Outcomes or Support Unit Outcomes Assessment

- a. Outcome measure (What is being measured?)
  - b. Definition of data sample (Where or from whom will data be collected? When?)
  - c. Method of data collection (How will data be collected and by whom?)
  - d. Criteria/standard (What is “good”?)
  - e. Analyses and summary of results (What have we learned as a result of this assessment?)
  - f. Action plans (What changes are needed to improve student learning or to ensure the support unit meets its outcomes? What are the budget implications? What support resources will be necessary to make these improvements? )
3. Analysis of the outcomes over the designated period, including an assessment related to progress in achieving planned improvements.
  4. Recommendations for improvement or action to be incorporated into the unit plan, the College’s next strategic plan, and the budget decision-making process.

Additional factors which may be included in this report:

1. Information on the external factors affecting the program
2. Historical trend data on key measures (to be determined by the program)
3. Program health indicators (if appropriate to the program) with benchmarks to provide a quick view on the overall condition of the program
4. Required external measures (if appropriate to the program)

### VIII. Responsibilities

The responsibilities for program review are as follows:

- The Institutional Researcher (IR) will be responsible for preparing and providing all efficiency data necessary for program review. The IR is also responsible for posting the program review reports on the Windward CC website.
- The program administrator or department chair, in consultation with the program faculty or staff and other appropriate individuals, shall be responsible for analyzing the assessment data and making recommendations in the progress reports.
- The program administrator or department chair shall be responsible for using the program review results in decision-making related to program improvement and resource allocation. **[Or by the Campus Council? Who?]**

- IX. This draft of the policy for program review will be presented to the IEC, the Faculty Senate, and administration for review and recommendations. Once the Windward faculty and staff accept the policy, this document will govern the ongoing, systematic assessment on this campus and will encourage the College to become a truly learner-centered institution. This policy is also subject to an annual review. The first review will occur Spring 2006.

<sup>1</sup>The term administrator refers to any program head, director, dean, or supervisor of a unit or program area.

### **Data Used in Academic Program and/or Support Unit Reviews**

Index of Effectiveness—How well is the program, unit, or institution meeting its mission and outcomes?

- Alignment of institutional mission and outcomes, program outcomes, and course outcomes to student learning outcomes (SLO's)
- Community issues and needs
- Student needs assessments
- Retention and persistence rates

Index of Efficiency—Are the resources committed to a program or unit efficiently used?

- Number of majors
- Student semester hours (SSH) taught
- FTE course enrollment
- Number of classes (sections) offered
- Average class size
- FTE faculty
- Student-faculty ratio
- Number of degrees earned by program or number of graduates (annual)
- Transfer rates of students,
- Cost per SSH

Index of Sufficiency—Are the resources committed to a program or unit sufficient or enough to meet its mission or outcomes adequately?

- Budget allocation
- Facility issues
- Staffing levels
- Grants
- Professional development needs

### Schedule for March 4<sup>th</sup> Assessment Workshops on Program and Unit Review

Time	Academic Programs	Support Units
8:30	Coffee and Tea	
9:00-9:20	Introduction: Purpose and Outcomes for the Day	
9:20-9:30	Directions for Part I: Intended Program Roles and Support Unit Mission Statements	
9:30-10:00	Intended Roles of Program Participants	Mission Statement for Support Unit
10:00-10:15	Directions for Part II: Program Outcomes and Sub-unit Mission Statements	
10:15-11:15	Identifying Skills, Themes	Mission Statements of Sub-Units
11:15-11:30	Assessing the Process: Questions and Answers	
11:30-12:15	Creating Intended Outcomes for Programs	Creating Intended Outcomes for Sub-Units
12:15-1:15 p.m.	Lunch and Gallery Walk	
1:15-1:30	Introduction to the Mapping Process	Introduction to Creating Assessment Tasks
1:30-2:30	Mapping of Programs	Assessment Tasks (Means and Criteria for Success)
2:30-3:30	<ul style="list-style-type: none"> <li>• Review of current program description and Check for alignment with today's work.</li> <li>• Observations and recommendations to the Program Manager* (form will be provided) and to appropriate departments.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan of Action (form will be provided)</li> </ul>
3:30-4:00	The Next Step	

#### The Programs and Units Involved

**Note:** If you are the primary faculty member or supervisor for any of the program certificates below, please bring a copy of your original program or certificate proposal and a list of all courses in your certificate program.

The following are identified as programs and support units:

Programs	Support Units
1. Associate of Arts 2. Associate of Technical Studies 3. Certificate of Completion: Agricultural	1. Office of the Chancellor a. Marketing b. Funds Development

APPENDIX III.

<p>Technology</p> <ol style="list-style-type: none"> <li>4. ASC—Art</li> <li>5. ASC—Bio-Resources and Technology: Bio-Recourse Development and Management</li> <li>6. ASC— Bio-Resources and Technology: Plant Biotechnology</li> <li>7. ASC—Business</li> <li>8. ASC—Psycho-Social Developmental Studies</li> <li>9. ASC—Hawaiian Studies</li> <li>10. ETC: Trades</li> <li>11. ETC: The Learning Center (Essential Skills)</li> <li>12. ETC: OAT</li> </ol>	<ol style="list-style-type: none"> <li>c. IEC</li> <li>d. Institutional Researcher</li> <li>e. Staff Development</li> <li>f. Planning and Budgeting</li> </ol> <ol style="list-style-type: none"> <li>2. Academic Support             <ol style="list-style-type: none"> <li>a. Library</li> <li>b. The Learning Center</li> <li>c. Academic Computing</li> <li>d. Media Center</li> </ol> </li> <li>3. Student Services             <ol style="list-style-type: none"> <li>a. Admissions and Records</li> <li>b. Counseling</li> <li>c. Financial Aid</li> <li>d. Student Life</li> <li>e. Student Publications</li> </ol> </li> <li>4. Administrative Services             <ol style="list-style-type: none"> <li>a. Business Office</li> <li>b. Human Resources Office</li> <li>c. Operations and Maintenance</li> <li>d. Security</li> </ol> </li> <li>5. Dean of Instruction</li> <li>6. OCET</li> </ol>
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\*Coordinator of program or in the absence of a program manager, the department chair (e.g. for the ASC: Business, the Math/Business Department Chair would take the results of the day's work to the department.

## **APPENDIX IV**

### **BUDGET GUIDELINES**

#### **Re-allocating Funds among Existing Programs**

If the administration intends to re-allocate existing funds from one area or program of the campus to another it should communicate this to the faculty, staff and students and provide the rationale for the decision. The Budget Committee should have input prior to implementation.

#### **New Funds**

Spending of new and/or additional resources should follow the College's Strategic Plan priorities. When any spending does not follow the strategic plan, there should be justifications disseminated to the College's faculty, staff and students and the budget committee should have input prior to implementation.

#### **New Initiatives**

Approval of any new initiatives (grants, programs, technology, etc.) should be contingent on sufficient funding to support the new initiative in its totality. This would include the filling of new positions, the adding of new classes and any other costs necessary to maintain the new initiative.

#### **Capital Improvements**

Prior to commitment to any new capital improvement project, a cost impact analysis should be made and a plan developed to meet additional operating costs (electricity, R&M, etc.) that will be created by the new project.

**UNIVERSITY OF HAWAII**

**REPORT ON THE SUBSTANTIVE CHANGE REQUEST  
RELATED TO THE SYSTEM REORGANIZATION  
AND OTHER COMMISSION RECOMMENDATIONS**

**SUBMITTED TO THE**

**ACCREDITING COMMISSION FOR  
COMMUNITY AND JUNIOR COLLEGES**

**WESTERN ASSOCIATION OF  
SCHOOLS AND COLLEGES**

**April 1, 2005**

# **Report on the Substantive Change Request Related to the System Reorganization And Other Commission Recommendations**

## **Background**

The University of Hawai'i Board of Regents received a proposal in November 2002 recommending the elimination of the Office of the Chancellor for Community Colleges as part of a comprehensive University system administrative reorganization. This reorganization proposal was approved by the BOR in December 2002, approved by the ACCJC through its Substantive Change approval process in April 2003, and resulted in a change in the reporting relationship that existed between the CEOs of the individually accredited community colleges and the University system.

The University reorganization resulted in the creation of a Council of Chancellors which meets monthly and reports directly to the President. Represented in this Council are chancellors of each individual campus throughout the UH system, including a chancellor for each community college. Within the Council of Chancellors is a Council of Community College Chancellors which also meets monthly. The reorganization also eliminated the Office of the Senior Vice President and Chancellor for Community Colleges and reassigned the support functions of system community college staff to various system-level vice presidential offices.

As part of the action approving the reorganization, the ACCJC requested reports by August 1, 2003, November 1, 2003, April 1, 2004, November 1, 2004, and April 1, 2005 detailing various aspects of the implementation of the reorganization. The November 2004 report was followed by a visit from representatives from the Commission, who produced a report on the outcomes of the visit and the progress the University has made to date. In January 2005, the Commission formally accepted the UHCC report and requested that the community colleges, submit a report by **April 1, 2005** that describes progress on several previous recommendations (#2 and #4) of the Commission, and added three new recommendations (#5, #6, and #7) that call for a progress report.

In the words of the Commission, "The University of Hawaii Progress Report should provide evidence of further progress on the following recommendations made in the team report:"

## **Responses to Commission Recommendations**

- 2. The Team recommends that the University of Hawaii Community Colleges develop policies and procedures to ensure:**
  - **That the community colleges engage in regular assessment of institutional effectiveness, including program review;**
  - **That the community college system as well as each college set priorities for implementing plans for improvement that are based in analysis of research data;**
  - **That the colleges and the UHCC system incorporate these priorities into resource distribution processes and decisions;**
  - **That the colleges and the UHCC system develop and employ a methodology for assessing overall institutional effectiveness and progress toward meeting goals expressed through plans for improvements; and**
  - **That the colleges and the UHCC system report regularly to internal constituencies and the Board on this progress. (Standards I.B., II A. 1, and 2., II.B.3.a., II B, 4., II.**



**C.1.e and II.C.2; III.A.6., III.B.2.b., III. C.1. and 2., III.D.1.a, IV.B.2.b, and the Preamble to the Standards)**

Recognizing that the Commission is concerned that the UH Community Colleges need to develop an integrated system-wide program review, institutional assessment and improvement process, the Chancellors met in February to get a briefing from each campus as to their current policies, practices, and timetable; and to seek agreement on a number of principles that will guide all campuses in the development and modification of their program review processes. \* Following extensive discussion, eight principles were adopted to address ACCJC concerns, meet UH BOR and Executive Policy requirements on program review (Attachment # 1); and to provide system consistency but also enough local control to make reviews meaningful at the campus level:

- Each instructional and non-instructional program should undergo a comprehensive review at least once every five years.
- Program reviews shall result in improvement plans that are linked to each college's Strategic Plan.
- There shall be an annual report of program data which is analyzed, reviewed, and, where appropriate, reflected in updated action plans.
- There shall be an overarching commitment to continuous quality improvement.
- The program review process shall be collegial.
- Program review information shall be publicly available.
- Comparable measures shall be consistent across campuses.
- Program reviews and resulting plans for improvement shall be used in decisions regarding resource allocation

The community college chancellors made a presentation (Attachment 2) to the Board of Regents at its March meeting that examined the issues detailed in the January 2005 letter from the Commission. The presentation included the magnitude of the required program review task within the community colleges, the planned review schedule for each campus, and the principles the chancellors articulated to guide the campus processes to comply with both University policies and ACCJC standards.

**4. The team report of April 2003 required the University of Hawaii Community Colleges to submit a report on how the University of Hawaii system structure has been finally staffed and funded.**

The December 2002 University system reorganization resulted in the creation of a Council of Chancellors reporting directly to the President. Represented in this council are chancellors of each individual campus throughout the UH system, including a chancellor for each community college. The reorganization also eliminated the Office of the Senior Vice President and Chancellor for Community Colleges and reassigned the support functions of system community college staff to various system-level vice presidential offices; established the office of the Vice President for International Education; established the office of the Chief of Staff; and transferred the Office of Research Services from the UH Manoa campus to the office of the Vice President for Research.

*\* The Chancellor of Windward CC and the Chair of the WCC Institutional Effectiveness Committee attended this session and participated in the decision-making and planning. The college portion of system recommendation #2 is addressed in the progress report on WCC's Recommendation #6.*

The 2002 system reorganization was premised in part on an assumption of a major infusion of funding, which was requested from the Legislature, but not provided. In November 2004, as requested by Interim President David McClain, the Board of Regents approved a system reorganization that realigned the organizational structure to more closely fit the University's operating and administrative needs given the available resources. The reorganization was based on models from other similarly sized multi-campus public university systems.

The purpose of the reorganization was to streamline the University's system level organizational structure while continuing to provide academic and administrative coordination to the autonomous campuses. The number of Vice Presidents (plus the Chief of Staff position) was reduced from eight to five through function consolidation and relocation. The new organization preserved previous Board action designed to promote and facilitate campus autonomy as represented by the Council of Chancellors in balance with system wide academic and administrative coordination provided by system office executives.

The reorganization reduced the number of direct reports to the President from 18 executives to 15 executives as listed:

- Vice President for Academic Planning and Policy (re-titled from Vice President for Academic Affairs)
- Vice President for Research
- Vice President for Student Affairs
- Vice President for Administration
- Vice President for Budget and Finance/Chief Financial Officer
- Chancellor, University of Hawai'i at Mānoa
- Chancellor, University of Hawai'i at Hilo
- Chancellor, University of Hawai'i at West O'ahu
- Chancellor, Hawai'i Community College
- Chancellor, Honolulu Community College
- Chancellor, Kapi'olani Community College
- Chancellor, Kaua'i Community College
- Chancellor, Leeward Community College
- Chancellor, Maui Community College
- Chancellor, Windward Community College

The community college campuses and system support offices comprise a single state appropriation, and therefore are managed as a separately fiscal entity. In FY 2002, prior to the system reorganization, the Community Colleges system had 1,602.25 total positions and total annual expenditures of \$116,121,050. Table 1 details the distribution of positions by campus and Systemwide support.

**Table 1**  
**FY 2002 EXPENDITURES BY MEANS OF FINANCING**

LEVEL IV - PGM ID		GENERAL	SPECIAL	FEDERAL	REVOLVING	TOTAL
<b>CC SUMMARY BY CAMPUS</b>						
	Positions	275.00	19.00		2.50	296.50
Honolulu CC	\$	12,579,296	7,401,888	32,103	298,559	20,321,976
	Positions	337.00	24.00			361.00
Kapiolani CC	\$	17,551,722	9,542,305	63,675	713,936	27,977,769
	Positions	262.00	16.00			308.00
Leeward CC	\$	13,888,315	6,292,804	55,204	101,948	20,219,363
	Positions	97.40				97.40
Windward CC	\$	4,457,789	1,556,416	24,770	23,804	6,467,579
	Positions	148.00	1.00			149.00
Hawaii CC	\$	7,123,571	2,708,349	81,889	77,260	10,049,369
	Positions	164.50	1.50		2.00	174.00
Maui CC	\$	8,252,235	4,854,032	63,285	691,295	13,666,848
	Positions	140.50	2.00			145.50
Kauai CC	\$	5,653,454	2,302,555	11,445	42,319	8,009,914
	Positions	19.00	5.00			27.00
ETC	\$	1,100,745	500,940			2,081,688
	Positions	41.25		2.00		43.25
CC Systemwide Spt	\$	2,490,743	1,535,633	3,200,188		7,326,544
	Positions	1518.25	77.50		4.50	1602.25
<b>Total CC</b>	<b>\$</b>	<b>73,158,213</b>	<b>37,479,104</b>	<b>3,533,639</b>	<b>1,950,094</b>	<b>116,121,050</b>

Following the system reorganizations in 2002 and 2004, and additional legislative appropriations to campuses in FY 2003, the Community Colleges system had 1,610.25 total positions and total annual expenditures of \$120,510,565 (Table 2). In the process of making those changes, the number of positions in the “Community College Systemwide Support” category was reduced from 41.25 to 32.25 as positions were reallocated to either community college campuses (7.0 positions), or University system functions (2.0 positions). The FY 2003 legislative appropriations included 8.0 positions and \$611,121 for operational improvements (Windward CC, Maui CC, and Kauai CC), and 2.0 positions and \$144,644 for workforce development programs (Honolulu CC). The need for additional resources was identified as part of the community college assessment and budget request prioritization process.

**Table 2**  
**FY 2004 EXPENDITURES BY MEANS OF FINANCING**

LEVEL IV - PGM ID		GENERAL	SPECIAL	FEDERAL	REVOLVING	TOTAL
<b>CC SUMMARY BY CAMPUS</b>						
	Positions	279.00	19.00		2.50	300.50
Honolulu CC	\$	13,825,066	7,364,122	52,437	568,811	21,405,436
	Positions	342.00	24.00			366.00
Kapiolani CC	\$	16,708,329	9,606,706	82,875	490,553	29,246,543
	Positions	294.00	16.00			310.00
Leeward CC	\$	14,656,480	6,552,420	83,283	238,049	21,539,222
	Positions	120.50	9.00			129.50
Windward CC	\$	5,997,050	3,496,325	19,270	61,643	9,539,288
	Positions	148.00	1.00			149.00
Hawaii CC	\$	7,540,566	2,634,123	67,811	128,005	10,369,535
	Positions	188.00	1.50		2.00	197.50
Maui CC	\$	8,579,521	4,828,849	56,479	458,513	13,723,462
	Positions	142.50	2.00			144.50
Kauai CC	\$	5,857,255	2,290,814	5,041	45,057	8,157,677
	Positions	32.25		2.00		34.25
CC Systemwide Spt	\$	1,942,623	1,078,743	3,517,356		5,539,222
	Positions	1526.25	77.50		2.00	1602.25
<b>Total CC</b>	<b>\$</b>	<b>77,185,230</b>	<b>37,574,982</b>	<b>3,864,022</b>	<b>1,886,331</b>	<b>120,510,565</b>

ETC reflects in Windward CC

The current Board of Regents’ approved University system tables of organization and community colleges campus’ tables of organization are located in Attachment #3.

At the same November meeting, the Board approved the establishment of a new Executive Class, Vice Chancellor, Community Colleges (CC), to which the following community college managerial positions were allocated:

- Dean of Instruction to Vice Chancellor (Academic)
- Hawai‘i Community College
- Honolulu Community College
- Kapi‘olani Community College
- Leeward Community College

Maui Community College

Dean of Student Services to Vice Chancellor (Students)  
Maui Community College

Director of Administrative Services to Vice Chancellor (Administrative)  
Hawai'i Community College  
Honolulu Community College  
Kapi'olani Community College  
Maui Community College

There were no additional costs associated with the re-titling of these managerial positions as the College and University Professional Association for Human Resources (CUPA-HR) indexing remains the same.

5. **The Team recommends that the University of Hawaii review its salary placement policies and practices, assures that those policies are available for information and review by institutional employees, and assures that they are equitably administered to all employees, including all administrative staff. (Standards III.A.3 and 4)**

In fall 2001, the University Board of Regents adopted a revised Executive/Managerial Compensation Policy that called for salaries to be indexed to College and University Professional Association for Human Resources (CUPA-HR) national salary benchmarks. The policy calls for new Executive and Managerial employees to be normally hired at least at the median but no higher than the 80th percentile salary of the applicable College and University Professional Association for Human Resources (CUPA-HR) comparable class. The policy calls for interim appointees' salaries to be set at no less than the 20<sup>th</sup> percentile and no more than the median of the respective class. This policy is in Board of Regents Policy, Chapter Nine - Personnel, and is available to all on the Board Web site.

In addition, Transition Guidelines were also presented that called for salary adjustments to be made for continuing Executive/Managerial personnel, subject to availability of funds, who were performing above the fully satisfactory level. This salary adjustment was planned to allow the University to hire and retain administrative personnel. The reorganization plan called for salaries to be adjusted in 2003.

The Board of Regents adopted salary adjustment schedules for Executive and Managerial position adjustments laddered over time and budget cycles. The first executive adjustments were to be effective 7/1/02 (20<sup>th</sup> percentile), 7/1/03 (20<sup>th</sup> percentile), 7/1/04 (40<sup>th</sup> percentile), 7/1/05 (40<sup>th</sup> percentile), and 7/1/06 (median percentile). The first managerial adjustments were to be effective on July 1, 2002 bringing all managers up to the 20<sup>th</sup> percentile, the second adjustment to be effective July 1, 2003, to the 40<sup>th</sup> percentile, and the final adjustment to be effective July 1, 2004 bringing all managers to the median CUPA-HR comparable level. Implementation of the salary adjustment schedule for incumbents was delayed. The first level adjustment was effective July 1, 2004.

Acknowledging that the high cost of living in Hawaii was a detriment to attracting new staff from outside the state, the University hired new administrators from outside the system at the target 50<sup>th</sup> percentile, and then decided in fairness it should hire current employees who were going to new jobs within the system at the 50<sup>th</sup> percentile. In

addition, as part of the first reorganization (December 2002) there was a plan to adjust Community College Chancellors salaries in the 2003-4 fiscal year.

In fall 2004, the Board of Regents' delegated to the President authority to approve personnel actions related to managerial positions and incumbents in those positions, provided that managerial appointments above the median and salary adjustments for incumbents above the 60th percentile of the applicable CUPA-HR comparable class or appropriate equivalent salary survey will require Board approval.

In December 2004, following consultations with the Chancellors, the President approved using the funding available for executive and managerial salary increases to bring all incumbents up to the 20<sup>th</sup> percentile of the CUPA-HR for their comparable class. In addition, the Chancellors were asked to recommend to the President for his approval, salary adjustments for managerial incumbents to bring them into alignment with their newly appointed peers. In November 2004, the Board of Regents approved salary adjustments for executive positions, including Chancellors and Associate Vice Presidents to bring their salaries at a minimum to the 20<sup>th</sup> percentile of the CUPA-HR for their classification.

The community colleges and the University system offices supporting the community colleges have a total of sixty-four management level positions, twenty-one classified as Executive positions that require Board of Regents' approval for any salary adjustment, and forty-three classified as Managerial positions requiring the President's approval for salary adjustments up to the sixtieth percentile of the CUPA-HR schedule.

An examination of Executive salaries on March 14, 2005 indicates that there were four recent new hires, three appointees were placed at or above the CUPA-HR 40<sup>th</sup> percentile for the position and one was placed between the 20<sup>th</sup> percentile and the 40<sup>th</sup> percentile. In the case of incumbents, seven (50%) currently have an annual salary at or above the CUPA-HR 40<sup>th</sup> percentile for the position, while seven (50%) have a salary that is between the 20<sup>th</sup> percentile and the 40<sup>th</sup> percentile.

An examination of Managerial salaries on March 14, 2005 indicates that there were six recent new hires, of which four appointees were placed at or above the CUPA-HR median for the position and two were placed below the median. In the case of twenty incumbents who were in their positions at the time the policy was adopted, eleven (53%) currently have an annual salary at or above the CUPA-HR median for the position while ten (47%) have a salary below the CUPA-HR median.

There are fifteen Executive and Managerial positions filled on an acting or interim basis; all the individuals filling these positions have a salary that is at or above the CUPA-HR 20<sup>th</sup> percentile for the position they hold.

A table of the current community college managerial and executive personnel salaries relative to the CUPA-HR median is located in Attachment #4.

*In fall 2004, Windward Community College had two managerial employees who were being compensated below the median. In December, a request was sent to the president for permission to adjust their salaries retroactive to July 2004. That was approved and their salaries were adjusted. The Windward chancellor was hired at the median over four years ago, but there had been some "slippage". The president acted to bring all chancellors up to the new median, in some cases over a two year period. Windward's*

*chancellor was given an adjustment over two years. The first increment is being paid by the system, the second may have to be paid by the college.*

6. **The UH Community Colleges and the University of Hawaii System should identify more clearly the community college system functions and authority assigned to the two Associate Vice President offices and staff, and communicate those to the colleges and the University System-wide Support. Both organizations must then design workflow and decision-making processes that allow the Community College System-wide Support staff to provide support and delegated authority in areas of academic planning, administrative (including personnel) and fiscal operations. (Standards IV A.5, III A.3, 1B)**

### **UHCC Organizational Issues**

Following receipt of the draft Visiting Team Report to the Commission, the community college chancellors and the two Associate Vice Presidents organized a series of meetings and discussions on organizational issues. In mid-December, a meeting was then held with President McClain to discuss the following criteria and organizational alternatives. Further meetings were held with the President in January and in February, after the receipt of the ACCJC Action Letter.

#### **Critical Questions for Consideration:**

In considering organization models, below are questions that can lead to criteria that we might use in evaluating those models. These questions are, in some cases, contradictory and no structure would likely optimize all criteria. The questions all assume that it is in our best interest to be some kind of “system” of community colleges.

- How do we maximize the collective impact of community colleges on resource allocation decisions and policy formation within the hierarchical UH system?
- If the President creates a UH Cabinet that includes campus CEOs, how will the CCs be represented in that cabinet?
- How do we optimize our collective relationship with our baccalaureate peers, especially around areas of curriculum, articulation, student flow, enrollment management, etc.?
- How do we develop and communicate a consistent community college message with external publics?
- How do we mobilize to achieve collective goals?
- How do we provide administrative support to small and large campuses?
- How do we resolve conflicts around policies or decisions that need to be consistent, especially in areas where by law or Board policy or accreditation standards we are still considered a system?
- How do we ensure campuses the freedom and flexibility to act when there doesn't need to be common or consistent direction?

- How do we gain economies of scale across campuses?
- How do we gain consistency of practice or adoption of best practices across campuses?
- How do we manage the Board of Regents if ACCJC is requiring them to interact with us much more intensely as if they were a local board?
- How do we become more than just the sum of our seven campuses?

### **Prospective Organizational Models:**

Below are several organizational models, with variants, that were considered during the discussions:

#### The CC Separate System (Kentucky 1997- Present) Model

Separate Governing Board  
 CEO for the CC system with campus CEOs reporting to the CC System CEO, who reports to the Separate Governing Board  
 System administrative and academic policy/support reports to CC System CEO  
 Relationship with other UH campuses negotiated politically

Variant A – Same model except the CC System CEO reports to the UH Board of Regents, which serves as the Separate Governing Board, and not to the UH President, similar to the role the BOR plays for Career and Technical Education..

#### The CC System CEO (Tsunoda 1983-2002) Model

CC System CEO reports to the UH President who reports to the Board of Regents  
 Campus CEOs report to the System CEO  
 System administrative and academic policy/support reports to CC System CEO  
 CC System CEO sits on UH President's Cabinet and represents CC interests within UH

Variant A – Same model except the role of the system office focuses primarily on policy, coordination, external relations, etc. and less on operations.

#### The CC System Coordinator (Melendy – 1965-72) Model

Vice-President or similar high level position created for CC Coordination.  
 Campus CEOs report to the UH President  
 CC System administrative and academic policy/support reports to the Coordinating VP  
 Coordinating VP sits on UH President's Cabinet and represents CC interests within UH

Variant A – Same model except VP has more direct control over those functions such as system planning and system budgeting where policy, law, or accreditation dictates that we be a system. Only coordinating responsibility for plan implementation, campus initiatives, campus operations.

Variant B – Assoc VP for Academic Affairs assumes the VP role; Assoc VP for Administration and CC Operations reports to VP

### The Present Model (Since 2003)

No CC System CEO

Campus CEOs report to the UH President

CC System administrative support reports to VP Admin and VP Finance

CC System academic support reports to VP Academic Policy and Planning

CC System decisions negotiated through Council of Community College Chancellors

Associate VP for Administration (Community Colleges) and Associate VP for Academic Affairs (Community Colleges) sit on UH President's Senior Management Group

Variant A – Council of Community College Chancellors negotiates but UH President makes final decision on CC System decisions

### The CC Collective Leadership Model

No CC System CEO

Campus CEOs report to the UH President

CC System decisions decided by Council of Community College Chancellors

Council names a permanent or rotating chair

Chair sits on UH President's cabinet

CC System administrative and academic policy/support reports to the Chair

Since the issue is our ability to meet the ACCJC Standard for a multi-campus district, a generic, the President requested that a draft functional statement for the CEO of the UH Community Colleges as a system be created to clarify the roles of the CC system CEO compared with that of the campus CEO. This draft functional statement for an "Executive Chancellor" of the community colleges (Attachment #5) was used by the Chancellors during their December, January and February discussions among themselves and with the President. Similar discussions have been held involving the President and community college faculty leadership.

A number of issues were considered during these discussions over the past several months concerning each of these approaches. Chancellors and faculty generally agreed that there were a number of positive attributes of the Present System. At the same time, they recognized that more "coherence" among community college operations is needed in order to satisfy current ACCJC standards. Of particular note was the desire of some chancellors, and their faculties, to maintain a direct reporting relationship to the President. Other chancellors and their faculties were more accepting of a reporting relationship through a CC System CEO to the UH President.

We expect to reach closure on these discussions during the first half of the month of April. If there is an organizational change to be made, it will be recommended to the Board of Regents for adoption by the end of this Academic Year.

Also worthy of note is a new "cabinet"-style group convened biweekly by President McClain since mid-January 2005. Attending are five chancellors: one from each of the three baccalaureate campuses; one from an Oahu community college; and one from a Neighbor Island community college. Also attending are all System level vice-presidents. The intent of these meetings is to create a biweekly meeting at which System-level leaders can discuss operational and strategic issues with their campus counterparts. The meeting is limited to approximately 10 participants to encourage dialogue; it was felt that including all 10 chancellors along with all System-level VPs would create a meeting that



would be too large and unwieldy. Community college representation is determined by the constituent chancellors themselves; Oahu chancellors have identified Kap`iolani CC chancellor John Morton as their first representative, while Neighbor Island chancellors have rotated representation among themselves.

President McClain intends to review the efficacy of this arrangement at the end of the spring semester, 2005. Should this "cabinet" –style group be continued, it will reflect any organizational changes made in the structure of the community college system and its leadership.

**7. The UH Community Colleges should identify and implement the means to ensure that the Community College governance system at the system head and board levels meets accreditation standards by developing and implementing policies and processes that ensure the quality, integrity, and effectiveness of the student learning programs and services. (Standards IV B, all)**

Over the past month there have been a number of informal discussions involving the University administration and the leadership and staff of the Board of Regents as to the most appropriate way to organize the community college governance at the system level (see the response to # 6 above) and the best way for the Board to meet the ACCJC governance standards.

At the conclusion of the community college presentation to the Board of Regents at its March meeting on program review and other measures needed to address the issues identified in the January 2005 ACCJC Action Letter, President McClain suggested that changes would need to occur at the campus, system and Board of Regents levels to address ACCJC concerns.

At the Board level, several issues were brought forward by the President and the Board for future consideration, including: increasing the size of the Board's Community College Committee from three members to five members, developing a meeting schedule for the Community College Committee that is different from that of the regular Board meetings, and making modifications as necessary to current Board and Executive Policies. It is anticipated that a number of these changes will be implemented by the end of this Academic Year.

At the campus level, the community college chancellors' eight principles, articulated under #2 above, are intended to address ACCJC concerns.

At the UH System level, it may be necessary to redesign the System using some variant of the organizational ideas contained under #6 above.

**University of Hawai'i System Policies  
Related to Program Review and the  
Integration of the Assessment with the Budget Development Process**

**Board of Regents Policy**

**Chapter 5 Academic Affairs  
Section 5.1.b. Review of Established Programs**

**University Executive Policies**

**E5.202 – Review of Established Programs  
E5.210 – Institutional Accountability and Performance**

# BOARD OF REGENTS POLICY

## CHAPTER 5

### ACADEMIC AFFAIRS

#### Section 5-1 Instructional and Research Programs

##### b. Review of Established Programs.

(1) All established programs at UH-Mānoa, UH-Hilo, and UH-West Oahu shall receive an in-depth review every seventh year unless otherwise stipulated by the Board. Established programs at the Community Colleges shall be reviewed on a five-year cycle unless otherwise stipulated by the Board. Should it be determined, in consultation with the Board, that a program had undergone significant changes since its establishment, a shorter review cycle may be invoked. In such cases, the program shall be subject to an in-depth review. Each campus shall develop its own five or seven-year program review schedule and submit an updated version annually to the Office of the President.

The reviews required by these schedules shall be submitted annually to the Office of the President as they are completed, but in no case later than December 31 in the year following the academic year in which they are scheduled. The in-depth program reviews shall be submitted in the prescribed program evaluation format.

(2) Reviews of particular programs may be undertaken at any time as deemed necessary by the faculty, administration, or Board. The President may authorize Chancellors to approve a program stop-out (a halt to new admissions to the program) for not more than two years in conjunction with a special study. An admission stop-out in excess of two years requires the President's approval. The Board shall be provided a report on all programs stopped-out

(3) Provisional and established programs deemed out-of-date or non-productive may be terminated by the President in consultation with the Board, following a stop-out of the program by the administration. Commitments to students already officially enrolled in such programs shall be met but no new program admissions shall take place. (Feb. 8, 1973; March 18, 1983; Nov. 22, 1991; am: Oct. 18, 2002)

Prepared by Office of Planning and Policy.  
This update replaces Policy E5.202  
dated June 1983.

UNIVERSITY OF HAWAI'I

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EXECUTIVE POLICY - ADMINISTRATION

June 1987

P 1 of 10

E5.202 Review of Established Programs

I. INTRODUCTION

This Executive Policy directs implementation of Sections 5-1a(3) and 5-2a of the Board of Regents Bylaws and Policies. The following objectives, policies, and guidelines provide for the systematic monitoring, review, and evaluation of established academic programs at the University of Hawai'i. The Vice President for Academic Affairs at Manna and Chancellors are called upon to develop implementing procedures and schedules as appropriate for their campuses.

II. OBJECTIVES

The Objectives of this executive policy are:

1. To provide for a periodic examination by faculty and administration of the extent to which established academic programs are meeting their stated objectives and the extent to which these program Objectives are still appropriate to the campus, Unit and University missions.
2. To specify the unit of analysis for the review of established programs.
3. To establish guidelines and procedures for the preparation and processing of reviews of established programs.
4. To assure the administration and Board of Regents that appropriate follow-up activities are undertaken in response to concerns addressed by the review.

III. POLICIES

1. Definition of established program. For the purposes of program review, an established program is any one or set of degree/certification programs and/or areas of instruction that are judged by the campus to be sufficiently interrelated in objectives, clients served, resources used, or other components to justify a common identification for purposes of evaluation. (Appendix A suggests guidelines for identifying appropriate groupings for review.)

2. Review requirement and schedules. All degree/certificate programs that have been approved by the Board of Regents as Continuing programs and all instructional areas that utilize substantial University resources are subject to review at least once every five years on a schedule to be developed by the campus and submitted by either the Vice President for Academic Affairs at Mānoa or Chancellors to the Office of the President. Completed reviews will be kept on file in the offices of the Vice President for Academic Affairs at Mānoa or Chancellors, and shall be available upon request by the President or other universitywide offices.
  
3. Content and method of review. The review of established programs begins with a self-study. A quantitative profile of program activity and resource indicators is prepared Centrally and transmitted to the responsible program personnel for analysis and inclusion in the review document (see Appendix B). The program submits a review document including at least the following information. Appendix C details specific guidelines to Consider in the program evaluation.
  - a. A statement of the program objectives. Where appropriate this should be taken from the program proposal on which establishment of the program was based.
  - b. An assessment of whether or not the program is meeting its objectives and a summary of the evidence used to reach this Conclusion. Where appropriate, this should include evidence related to continuing need for the program and, in the case of graduate programs, should specifically address the criteria for evaluation of graduate programs provided in Board policy. (Appendix C includes these criteria.)
  - c. A discussion of unusual features or trends in the quantitative program profile, if any.
  - d. An identification of any present or potential problems that the program personnel believe warrant attention and a plan for addressing those problems that falls within the program's jurisdiction.

Each Unit establishes its own internal procedures for carrying out the self-study (method, participants, etc.) and for any review requirements beyond those specified above. Appropriate faculty and student input must be assured.

In reviewing established programs, maximum use is made of self-study materials prepared in conjunction with accreditation requirements. Review schedules are prepared accordingly. A self-study completed as part of an accreditation review or external program approval process may be submitted in lieu of the

report required above (e.g., professional school accreditation self-studies or self-studies completed by the College of Education, UHM, in conjunction with state approval of teacher education programs). Such reports should be supplemented by the information specified above (a-d) where this is not included in the self-study.

4. Review follow-up. If the basic review required above indicates a need for a more thorough examination of specific issues or problems, the appropriate administrative office, as identified in the Unit procedures, directs follow-up activities or further study as necessary. When Completed this follow-up includes recommendations for addressing the problems identified in the program review process and is shared as appropriate with affected parties.
5. Processing of reviews. Each Unit establishes its own internal procedures for conducting, processing and transmitting reviews of established programs to the Office of the Vice President for Academic Affairs at Mānoa or Chancellors' offices. Completed program reviews, including quantitative program profiles as outlined in Appendix B. are retained by Chancellors and the Vice President for Academic Affairs at Mānoa. These offices are responsible for providing feedback to the programs under review on key issues raised during the review process. By July 30 of each year the Vice President for Academic Affairs at Mānoa and Chancellors report to the President on program reviews completed during the previous year (7/1- 6/30). This report includes a summary list of the reviews completed and attaches a brief (one page) report on each review (see Appendix D). This report summarizes the major conclusions and recommendations of the program review and indicates the actions taken or planned to address significant problems, if any.
6. Special reviews. A special review of a program may be undertaken at any time as deemed necessary by the faculty or administration. The Vice President for Academic Affairs at Mānoa or a Chancellor may, if he determines it appropriate, stop-out the admission of new students to a program undergoing a special review for a period of not more than two years. A stop-out in excess of two years requires the recommendation of the President for Board approval. Such a program shall be identified as "stopped-out" with an appropriate explanation in reports, publications, and the like. Students already admitted to a program at the time of the stop-out shall be permitted to complete their studies.

Prior to the effective date of a program stop-out, the Vice President for Academic Affairs at Mānoa or the Chancellor provides an information item to the President including:

- a. The period of the planned stop-out; and
- b. The purposes of the stop-out -- why the action is deemed necessary, and what will have to happen in order to justify a reopening of program admissions.

During the final semester of the stop-out the Vice President for Academic Affairs at Mānoa or the Chancellor shall inform the President of results of the review. Specifically, the results of the review shall indicate whether the program will begin admitting new students, recommend Board action to extend the stop-out, terminate the program, or terminate in conjunction with a related new program proposal. In the last case, the requirements for new program proposals apply (see Executive Policy E5.201).

Information on the timing of program stop-outs and reactivations should be forwarded to the Office of the President as early as possible. The Office of the President will retain a record of stop-outs. The campuses assume primary responsibility for informing students, including new applicants, of stop-out actions. University admissions documents will be adjusted in as timely a fashion as possible. Stopped-out programs will be retained in the University's official curricula listing, with appropriate notation.

Those few programs that regularly have alternate year program admissions will not be considered stopped-out in those years in which students are not accepted. On a case-by-case basis the Vice President for Academic Affairs at Mānoa and Chancellors provide an information item to the President regarding their decision to place programs into an alternate year admission pattern. Establishing triennial or longer admission patterns requires Board action.

## Appendix A

### Guidelines for Grouping Instructional Activities for Review

1. Where different levels of degrees or certificates are awarded utilizing the same faculty and other resources, they should normally be reviewed as one program (e.g., a B.A., M.A., and Ph.D. in Philosophy are reviewed as the "Philosophy program"; a C.A. and A.S. in Automotive Technology form the "Automotive Technology program").
2. Different levels of academic certification approved by the BOR at different times should be consolidated into one program review after the most recent addition receives its approval for continuation following the provisional cycle. (For example, if a B.A. and M.A. in English are offered and a Ph.D. is approved some years later, the Ph.D. must be reviewed and justified separately at the end of its provisional cycle. Thereafter, however, reviews of the "English program" would include the B.A., M.A. and Ph.D. levels within one review.)
3. Where degrees or certificates which serve separate objectives overlap substantially in resource utilization, they may be reviewed together at the discretion of the Vice President for Academic Affairs at Mānoa or the Chancellor, provided that the review evaluates the extent to which each of the separate objectives is being met (e.g., Business Education programs which initially share a common core of courses, then diverge for specializations leading to different C.A.'s and A.S. degrees, may be reviewed together).
4. The Community College A.A. degree must be reviewed as a program. m e component disciplines which make up the degree may be reviewed as part of the A.A. review or as separate programs at the option of the campus.
5. The Vice President for Academic Affairs at Mānoa and Chancellors may also identify for review instructional program activities which do not lead to a Board approved degree or certificate, if such reviews are deemed to serve the general objectives of the Board of Regents policy on review of established programs.



## Appendix B

### Quantitative Indicators for Program Reviews

The following data are provided for each of the past five years. Wherever possible, data are broken down by the level of instruction (e.g., lower division, upper division, graduate or C.C., C.A., A.S.).

1. Number of majors
2. Student semester hours (SSH) taught, fall semester
3. FTE course enrollment (SSH divided by 15 for undergraduate-level and by 12 for graduate-level courses)
4. Crossover data
5. Number of classes (sections) offered, fall semester
6. Average class size (total student registrations divided by number of classes offered)
7. FTE faculty
8. Student-faculty ratio (FTE course enrollment divided by FTE faculty)
9. Number of degrees earned by major or number of graduates (annual)
10. Budget allocation
11. Cost per SSH

Program \_\_\_\_\_ Unit/Campus \_\_\_\_\_ Date \_\_\_\_\_

Year	Level	(1)	(2)	(3)	(4)			(5)	(6)	(7)	(8)	(9)	(10)	(11)
		# Majors	Fall SSH Taught	FTE Course Enrollment	(a) %own Majors	(b) %within College	(c) %all Others	# Classes	Avg Class Size	FTE Faculty	Student Faculty Ratio	Degrees or Graduates	Budget Allocation	Cost Per SSH
(a)														
(b)														
(c)														
(d)														
(e)														

## Appendix C

### Guidelines for Assessment of Provisional and Established Programs

The self-study addresses the questions below. Parenthetical materials suggest the kinds of information that may be relevant in answering each question. The specific information included in self-studies varies with program circumstances.

1. Is the program organized to meet its objectives?

(Discussion of curriculum, requirements, admissions, advising and counseling, and other aspects of the program, with reference to its objectives.)

2. Are program resources adequate?

(Analysis of number and distribution of faculty, faculty areas of expertise, budget and sources of funds, and facilities and equipment.)

3. Is the program efficient?

(An assessment of productivity and cost/benefit considerations within the overall context of campus and University "mission" and planning priorities. Include quantitative measures comparing, for example, SSH/faculty, average class size, cost per SSH, cost per major with Other programs in the college, on the campus and, as appropriate, similar programs on other UH campuses.)

4. Evidence of program quality.

(A qualitative assessment of the program in relation to competing demands for resources by new programs and continuing programs. Accreditation or other external evaluation, student performance [e.g., on external exams], satisfaction, placement and employer satisfaction, awards to faculty and students, faculty publication record, evaluation of faculty, etc.)

5. Are program outcomes compatible with the objectives?

(Analysis of numbers of majors, graduates, SSHs offered, service to non-majors, employment of graduates, etc., in relationship to objectives.)

6. Are program objectives still appropriate functions of the college and University?

(Relationship to University mission and development plans, evidence of continuing need for the program, projections of employment opportunities for graduates, etc.)

In the case of graduate programs, attention should be given to the following need factors.

- a. The direct relevance of the contribution of the field of study to the professional, economic, social, occupational and general education needs of Hawai'i.
- b. A "national needs factor" that emphasizes the direct relevance of the contributions of the field of study to national needs and where Hawai'i and the University have unique or outstanding resources to respond with quality.
- c. An "international needs factor" that emphasizes the direct relevance of the contributions of the field of study to international needs and where Hawai'i and the University have unique or outstanding resources to respond with quality.
- d. An educational needs factor that indicates the direct relevance of a field of study to basic educational needs for which there is a demand by Hawai'i's population.
- e. The relevance of a field of study as a necessary supporting discipline for quality programs identified by the above criteria.

APPENDIX D

REVIEW OF ESTABLISHED PROGRAMS  
SUMMARY REPORT

CAMPUS	PROGRAM TITLE	CREDENTIALS OFFERED	DATE REVIEW COMPLETED
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(Attach a brief - one page -- report for each review.)



**UNIVERSITY OF HAWAII**

PRESIDENT, UNIVERSITY OF HAWAII  
AND CHANCELLOR, UNIVERSITY OF HAWAII AT MĀNOA

June 15, 1999

**EXECUTIVE MEMORANDUM NO. 99-02**

**TO:** Senior Vice President and Executive Vice Chancellor  
Senior Vice Presidents and Chancellors  
Senior Vice Presidents  
Vice Presidents  
Chancellor  
Secretary of the Board of Regents  
State Director for Vocational Education

**SUBJECT: EXECUTIVE POLICY E5.210, INSTITUTIONAL ACCOUNTABILITY AND PERFORMANCE**

The University has completed a review and update of Executive Policy E5.210. This review was undertaken to ensure that this policy is current with the accountability and benchmarks requirements of the UH Strategic Plan and Acts 161 and 115. Revisions include the following:

- a. Retitling E5.210 from *Educational Assessment* to *Institutional Accountability and Performance*. This clarifies that the overall commitment is to institutional accountability consistent with established mission, goals, and objectives. While always intended by the policy, the updated language emphasizes performance and outcomes across the full spectrum of University activities;
- b. Adding language that clarifies that performance assessments and reporting are incorporated across a wide spectrum of activities, including academic strategic planning, program review/evaluation, accreditation, and tuition setting;
- c. Adding language that incorporates the statutory benchmarks/performance indicators requirement; and
- d. Making a variety of technical, consolidation, and editorial updates.

I am hereby officially promulgating Executive Policy E5.210. Please distribute this policy to appropriate offices and organizations and take actions required to carry out its intent and purpose.

Kenneth P. Mortimer  
President, University of Hawai'i, and  
Chancellor, University of Hawai'i at Mānoa

Enclosure

2444 DOLE STREET • BACHMAN HALL • HONOLULU, HAWAII 96822 • TEL (808) 956-8207 • FAX (808) 956-5286

c: System Academic Affairs Council OPPORTUNITY / AFFIRMATIVE ACTION INSTITUTION

Prepared by the Office of the Vice President for Planning and Policy  
with the assistance of the System Academic Affairs Council.  
Replaces E5.210 dated July 1989.

## UNIVERSITY OF HAWAI'I

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EXECUTIVE POLICY - ADMINISTRATION

June 1999

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P 1 of 7

E5.210      Institutional Accountability and Performance

I.      INTRODUCTION

Assessment and accountability are central to the University of Hawai'i's agenda and shared responsibilities of system/campus administrators and the faculty. The University seeks to gather and produce evidence, from a variety of sources, about the University's effectiveness in meeting its mission and Strategic Plan goals and objectives. Benchmarks and performance indicators and a variety of assessment activities are vehicles for quality improvement and accountability. They can serve as catalysts for change and as instruments for institutional self-reflection and planning. These activities are not ends but rather means to achieving learning outcomes, discovering new knowledge, and to serving the community.

This policy provides for the regular and systematic assessment of programs, campuses, and the University of Hawai'i System as a whole. The University has purposely decentralized assessment activities, while maintaining an overall policy framework appropriate for a heterogeneous statewide public higher education system. The fact that different University campuses, colleges, departments, and programs pursue separate assessment agendas is consistent with this policy.

II.      OBJECTIVES

The objectives of this executive policy are:

- A.      To implement section 4-5 (Institutional Accountability and Performance) of the Board of Regents' Bylaws and Policies.
- B.      To provide for the ongoing assessment by faculty, staff, and administrators of the degree to which mission and strategic plan goals and objectives are accomplished, and to review and clarify goals and objectives as appropriate.

- C. To demonstrate how assessment outcomes are used to:
  - 1. Take regular readings on how well the University is doing;
  - 2. Guide educational decision-making, improve programs/services, further accountability, and demonstrate institutional quality and responsiveness;
  - 3. Justify policy, procedural, and organizational changes;
  - 4. Influence the delivery of student services; and
  - 5. Establish the information base needed to respond to accountability concerns.
- D. To establish policy statements and guidelines for implementing assessment activities and integrating them into existing program review, accreditation, planning, budgeting, and tuition-setting processes.
- E. To demonstrate the University's continued commitment to public accountability and satisfy mandatory federal, state, and University reporting requirements.

### III. POLICY STATEMENTS

- A. The University of Hawai'i will:
  - 1. Gather evidence about the degree to which the University of Hawai'i is effectively accomplishing its mission and Strategic Plan goals/objectives, and use this information to guide decision-making and improve University programs and services.
  - 2. Integrate assessment activities into the institution's ongoing planning, program review, accreditation, student services, administration, budgeting, tuition-setting, and other processes.
  - 3. Systematically aggregate information from a variety of sources into comprehensive and meaningful information about patterns of achievement.
  - 4. Give priority to the assessment of undergraduate education.
  - 5. Address public accountability concerns and strengthen the



interrelationships between K-12 and postsecondary education in the State.

- B. The University of Hawai'i's assessment and accountability activities will:
1. Focus on overall program and institutional effectiveness and not individual achievement.
  2. Span instructional, research, and service missions.
  3. Vary across program/units with differing missions, goals, and objectives.
  4. Be collaborative and involve appropriate faculty and staff input.
  5. Draw on existing data when possible.

#### IV. GUIDELINES

Assessment and accountability programs/activities are designed in accordance with the following guidelines

- A. Assessment requires and takes place in the context of the mission, goal, and objective statements that established the program or activity. In the case of undergraduate instruction, student learning objectives describe the general skills and abilities students are expected to acquire. Assessment focuses on those outcomes deemed to be the most important.
- B. Undergraduate education is a major element of the University's mission and a shared responsibility among all campuses. Each campus gives high priority to the collection of information that includes:
1. Descriptive profiles of entering students, including demographic data, prior academic achievement, results of placement testing in key basic skills, and student educational expectations.
  2. Student achievement in general education, including acquired proficiency in key competencies such as writing and computation skills.
  3. Student accomplishment in the major field of study.

4. Student satisfaction with educational programs and services.
  5. Alumni demographic and employment data, including long-term satisfaction with educational programs and services.
- C. The scholarly reputations of the UH-Mānoa and UH-Hilo campuses are greatly enhanced by the accomplishments of their graduate and post-baccalaureate professional students. Therefore, the assessment of graduate and professional programs includes student profiles that address admission patterns, student achievement and satisfaction, and alumni accomplishments.
- D. The University's research function is strengthened by a clear understanding of its goals and accomplishments. Each campus, but especially UH Mānoa, collects information relating to:
1. The effectiveness of organized research units in meeting their goals and objectives.
  2. The role and accomplishments of instructional and service units in furthering the University's overall research mission.
- E. Public confidence and internal morale are enhanced by assessment of the University's internal organization and administrative functions along the following lines:
1. Collective efforts that assess the effectiveness of academic program articulation and collect data on the long-term performance of students who transfer among campuses of the University system.
  2. Campus assessment of the effectiveness of student service programs in supporting student educational goals.
  3. Campus assessment of instructional support units.
  4. Assessment of faculty and staff morale.
  5. Assessment of the effectiveness of organizational structures and administrative procedures in supporting clear and timely decision-making.
- F. Ongoing University assessment activities address the University's

effectiveness in meeting state objectives and satisfying state needs.

Examples include:

1. The University periodically ensures that campus role and mission responsibilities reflect state needs.
2. The Office of the Senior Vice President for Research and Dean of the Graduate Division tracks, assesses, and reports on the level of research and training activity focused on state needs.
3. Each campus assesses the level of community service activity focused on state and local needs.
4. The Office of the Vice President for Planning and Policy coordinates the preparation of system-wide benchmark/performance indicators responsive to higher education needs of the state.
5. The Office of the Senior Vice President for Administration assesses the University's stewardship of its resources, including real property, equipment, and personnel.

## V. ADMINISTRATIVE REQUIREMENTS AND RESPONSIBILITIES

### A. Leadership and Coordination

1. Overall policy direction is provided by the Board of Regents and the Office of the President.
2. System-wide coordination and reporting are the responsibility of the System Academic Affairs Council and the Office of the Vice President for Planning and Policy.
3. Campus/unit assessment implementation and reporting are the responsibility of the senior vice president/chancellors.

### B. Reporting Accountability and Performance Information

1. The Senior Vice President/Executive Vice Chancellor for Mānoa, the Senior Vice Presidents/Chancellors for Hilo and the Community Colleges, and the Chancellor for West O'ahu describe and update their Units' assessment activities and outcomes as part of their Unit

Academic Plans (commonly referred to as strategic plans and required by Executive Policy E4.201). Campuses are encouraged to seek or reallocate appropriate resources in order to implement planned assessment activities in a timely fashion.

The Senior Vice Presidents and Chancellors designate campus administrators who have responsibility for coordinating campus assessment activities. Additionally, they actively encourage professional development activities designed to acquaint faculty and staff with assessment approaches and increase their effectiveness in setting appropriate objectives, administering assessment activities, and analyzing and interpreting assessment information.

2. Each campus reports assessment information in accordance with the following guidelines:
  - a. All reports give special attention to the difference that assessment activities make by describing impacts on: student learning, curriculum/program change, delivery of student services, research, service, policy, procedural and organizational change, planning and budgeting, accountability, information exchange, resource acquisition, and others.
  - b. Assessment information collected by instructional departments and programs is reported as part of the program review process mandated by Executive Policy E5.202 (Review of Established Programs). Program and departmental information may also be reported for use in planning and budgeting. Programs and departments seeking specialized accreditation report assessment information as required by the accrediting body.
  - c. Assessment/performance information is reported in accordance with the accreditation requirements of the Western Association of Schools and Colleges. Additionally, each campus incorporates applicable assessment information as a part of University planning and Level IV budgeting.
  - d. Baccalaureate campuses are encouraged to report to the Office of the Senior Vice President/Chancellor for Community Colleges information on performance in upper

division course work of UH Community College transfer students.

- e. Each University campus provides the Department of Education with data on the initial placement and first-year academic performance of recent public high school graduates in Hawai'i.
- f. Units prepare special reports on assessment and accountability as required.
- g. Hawai'i Revised Statutes (HRS) 304.4-5 (Act 161) required the Board of Regents to adopt benchmarks tied to Master Plan goals (BOR action taken 09/13/96), to use these benchmarks in the development of budget and tuition schedules for the periodic review of programs, and to submit a report to the Legislature in the second year of each fiscal biennium. This reporting requirement is also cited in the preamble to Act 115 as an accountability measure important to greater University autonomy.

Therefore, the Office of the Vice President for Planning and Policy, with guidance from the System Academic Affairs Council, coordinates, consolidates, and prepares a system-wide benchmarks/performance indicators report in the second year of each fiscal biennium. The University reports on assessment results that demonstrate performance relative to strategic plan goals and provide evidence of the institution's commitment to public accountability.

**Community Colleges' Presentation to the  
University of Hawai'i Board of Regents**

**March 17, 2005**

## UHCC System Program Review

- Letter from ACCJC January 31, 2005
- The Commission is concerned that the UH Community Colleges continue to lack an integrated system-wide program review, assessment and improvement process that sets the expectation that campuses develop a culture and practice of assessment and that supports improvement in campus practice at the system decision-making level.
- Furthermore, confusion continues about the respective roles of campus and system administrators in determining campus priorities, and this lack of distinction continues to challenge the ability of each college to meet accreditation standards.

## UHCC System Program Review

- ACCJC found
- Uneven progress in developing program review policies and practices among the campuses
- Inconsistent use of data across campuses
- Uneven support among campus constituencies for program review
- Unclear links between program reviews and budget requests and allocation decisions at the campus and system level

## UHCC System Program Review

- Fundamental system question from ACCJC is

"How can the system make rational planning and allocation decisions if the assessment information coming from the colleges is so inconsistent?"

- It is important to note that the question is a system question. Even campuses with acceptable program reviews in place were put on warning

## UHCC System Program Review

- CC Chancellors met to develop and agree on common principles that, when fully implemented,
- Meet UH BOR and Executive Policy requirements on program review
- Address ACCJC concerns
- Provide system consistency but also enough local control to make reviews meaningful at the campus level

## UHCC System Program Review

### Principle 1

Each instructional and non-instructional program should undergo a comprehensive review at least once every five years.

## A Major Effort at Each Campus

By Program Classification	Number of Reviews by Campus							Total
	HAW	HON	KAP	KAU	LEE	MAU	WHA*	
Instruction	26	23	36	18	8	22	11	145
Academic Support Services	3	4	9	7	1	8	3	36
Student Services	8	8	2	8	1	10	1	38
Public Services	1	5	0	1	1	1	1	10
Institutional Support Services	3	9	5	2	3	2	2	21
<b>Total</b>	<b>43</b>	<b>49</b>	<b>63</b>	<b>34</b>	<b>14</b>	<b>43</b>	<b>17</b>	<b>248</b>

\* Includes ETC

## Planned Review Cycle

By Academic Year	Number of Reviews by Campus							Total
	HAW	HON	KAP	KAU	LEE	MAU	WIN*	
2004-05	11	8	0	11	0	8	0	33
2005-06	10	11	53	4	2	10	17	107
2006-07	11	10	0	7	8	18	0	44
2007-08	18	9	53	4	4	9	17	61
2008-09	14	8	0	2	2	8	0	30
2009-10	11	4	0	5	0	0	17	37
<b>Total</b>	<b>75</b>	<b>48</b>	<b>106</b>	<b>33</b>	<b>14</b>	<b>43</b>	<b>51</b>	<b>367</b>

\* Includes CTC

## UHCC System Program Review

### Principle 2

Program reviews shall result in improvement plans that are linked to the campus strategic plan.

## UHCC System Program Review

- Program review analysis should lead to action plans
- Where appropriate, strategic plan goals should be reflected in program plans and program review
- Progress toward achieving planned results should be part of program review

## UHCC System Program Review

### Principle 3

There shall be an annual report of program data which is analyzed, reviewed, and, where appropriate, reflected in updated action plans.

## UHCC System Program Review

- Annual analysis is required by Perkins for technical programs; also good business practice
- Annual review should focus on progress toward planned improvements
- Annual review should consider unexpected changes in the program measures or in events external to the program
- Annual review should focus on updates or modifications of the agreed upon plans

## UHCC System Program Review

### Principle 4

There shall be an overarching commitment to continuous quality improvement.



## UHCC System Program Review

- Program review should be evidence driven
- Evidence is benchmarked against
  - Best practice
  - Desired goals and/or
  - Incremental change
- Achieving standards "raises the bar"

## UHCC System Program Review

### Principle 5

The program review process shall be collegial.

## UHCC System Program Review

- Program faculty and staff are involved in establishing the measures, analyzing the evidence, and developing the improvement plans
- The broader college community acts as quality control to ensure analysis and plans are well done, to ensure alignment with college-wide strategic goals and directions and to examine areas of overlap or consequence for other programs
- Exact process and structure will vary by local college governance.
- Faculty must provide leadership and commitment to a culture of evidence

## UHCC System Program Review

### Principle 6

Program review information shall be publicly available.

## UHCC System Program Review

- Program reviews and related action plans should be published through the campus intra-net
- BOR should be informed of significant actions taken as a result of program reviews.

## UHCC System Program Review

### Principle 7

Comparable measures shall be used consistently across campuses.

## UHCC System Program Review

- Common system definition and language
- Creation of additional measures to complement "standard" measures
- Selected system-based benchmarks
- Creation of "tools" that reflect the measures and make data retrieval easy
- Continuous quality improvement applied to measures and outcomes

## UHCC System Program Review

### Principle 8

Program reviews and resulting plans for improvement shall be used in decisions regarding resource allocation at the campus and system level

## UHCC System Program Review

- College budget requests should be based on program review and plans
- Internal college reallocations should be based on program review and plans
- Internal program budget expenditures should reflect program review and plans

## UHCC System Program Review

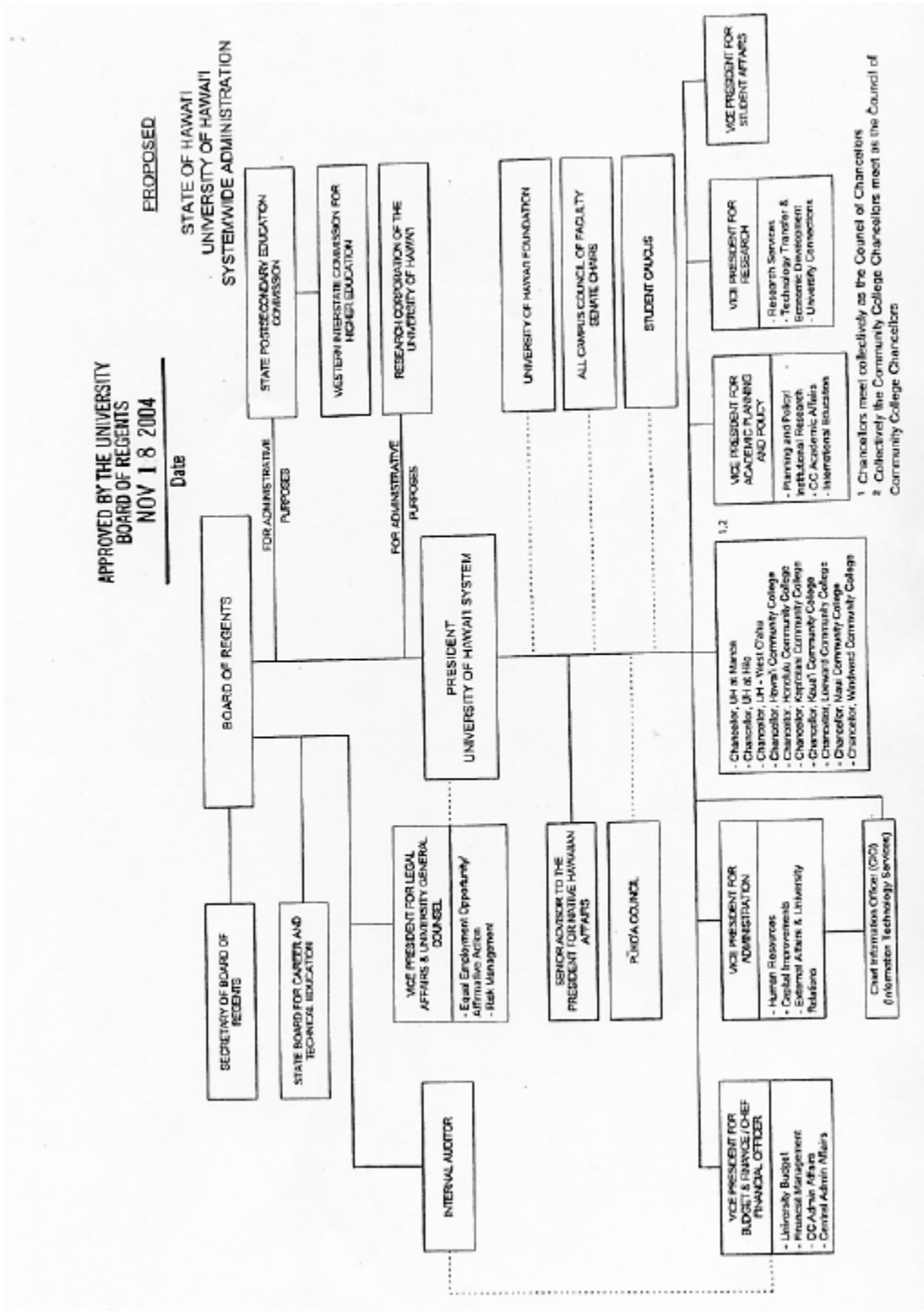
- The same consideration applies to other decisions such as the development of policies, curriculum actions, and changes in practice.
- The same consideration applies to other resources in addition to money - time, attention, communication

## UHCC System Program Review

### Possible BOR/UH System Related Actions

- Review of BOR policy, E5.202, and E5.210 to bring into alignment with ACCJC standards
- Discussion of how colleges and BOR engages in a discussion of program review related actions

University of Hawai'i System and CC Campus Approved Organizational Charts



OFFICE OF THE PRESIDENT, UNIVERSITY OF HAWAII SYSTEM	
President, University of Hawaii System	89058 <sup>1</sup>

OFFICE OF THE VICE PRESIDENT FOR ACADEMIC PLANNING AND POLICY		
Vice President for Academic Affairs		89051 <sup>2</sup>
Private Secretary II	SR-22	900029

COMMUNITY COLLEGES ACADEMIC AFFAIRS <sup>3</sup>
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PLANNING AND POLICY (See Chart C)
--------------------------------------

INTERNATIONAL EDUCATION (See Chart D)
--

**PROPOSED**

STATE OF HAWAII  
UNIVERSITY OF HAWAII  
SYSTEMWIDE ADMINISTRATION  
VICE PRESIDENT FOR ACADEMIC  
PLANNING AND POLICY

POSITION ORGANIZATION CHART

CHART A

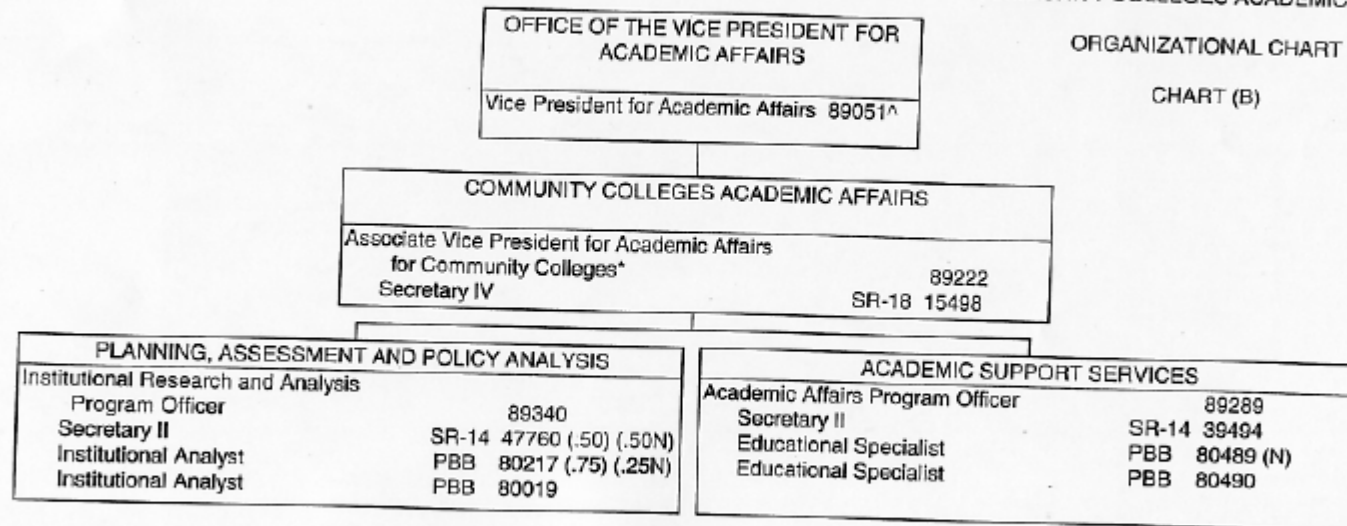
<sup>1</sup> Excluded from position count  
<sup>2</sup> To be redescribed  
<sup>3</sup> No change to internal organizational structure

APPROVED BY THE UNIVERSITY  
BOARD OF REGENTS  
NOV 18 2004  
Date

STATE OF HAWAII  
 UNIVERSITY OF HAWAII  
 SYSTEMWIDE ADMINISTRATION  
 OFFICE OF THE VICE PRESIDENT FOR  
 ACADEMIC AFFAIRS  
 COMMUNITY COLLEGES ACADEMIC AFFAIRS

ORGANIZATIONAL CHART

CHART (B)

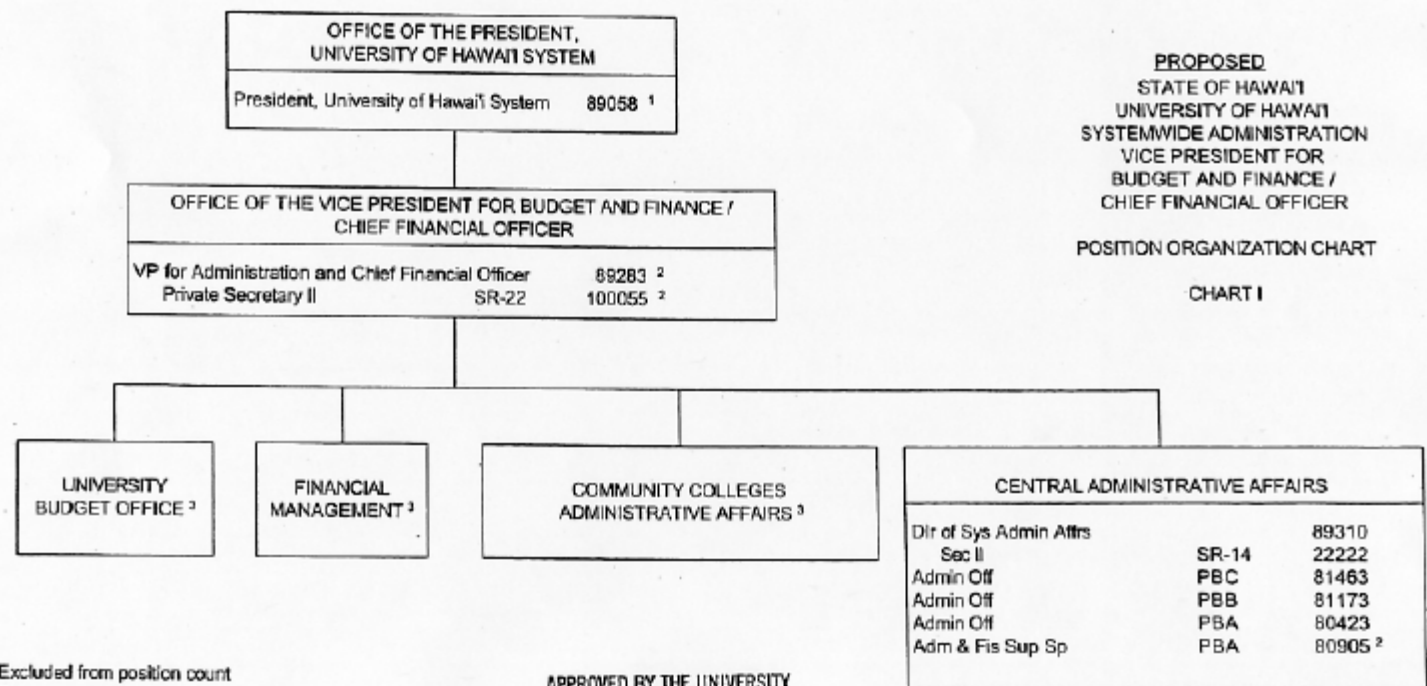


NOTE: All positions in Community Colleges Academic Affairs to be redescribed, also Pos. No. 89051.

CHART UPDATED  
 JUL 01 2004  
 DATE \_\_\_\_\_

\* Proposed position classification  
 ^ Excluded from position count, this chart

	Perm
General Fund	8.25
Federal Funds	1.75



**PROPOSED**  
 STATE OF HAWAII  
 UNIVERSITY OF HAWAII  
 SYSTEMWIDE ADMINISTRATION  
 VICE PRESIDENT FOR  
 BUDGET AND FINANCE /  
 CHIEF FINANCIAL OFFICER  
 POSITION ORGANIZATION CHART  
 CHART I

<sup>1</sup> Excluded from position count  
<sup>2</sup> To be redescribed  
<sup>3</sup> No change to internal organizational structure

APPROVED BY THE UNIVERSITY  
 BOARD OF REGENTS  
 NOV 18 2004  
 \_\_\_\_\_  
 Date

STATE OF HAWAII  
 UNIVERSITY OF HAWAII  
 SYSTEM-WIDE ADMINISTRATION  
 VICE PRESIDENT FOR ADMINISTRATION AND  
 CHIEF FINANCIAL OFFICER  
 COMMUNITY COLLEGES ADMINISTRATIVE AFFAIRS  
 ORGANIZATIONAL CHART (A)

OFFICE OF THE VICE PRESIDENT FOR  
 ADMINISTRATION AND CHIEF FINANCIAL OFFICER  
 VP for Administration & CFO 18283\*

COMMUNITY COLLEGES ADMINISTRATIVE AFFAIRS  
 Associate Vice President for Operations for  
 Community Colleges 89140  
 Secretary IV 21236

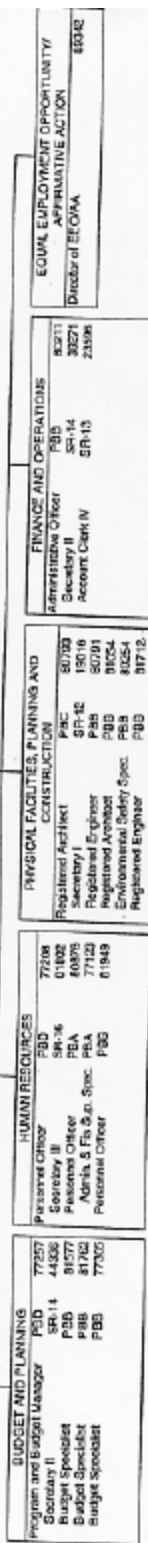


CHART UPDATED  
 JUL 01 2004  
 KWATIE

NOTE: All positions in Community Colleges Administrative Affairs to be reclassified.

\* Excluded from position count, this chart

STATE OF HAWAII  
 UNIVERSITY OF HAWAII  
 HAWAII COMMUNITY COLLEGE

Organization Chart

Chart I

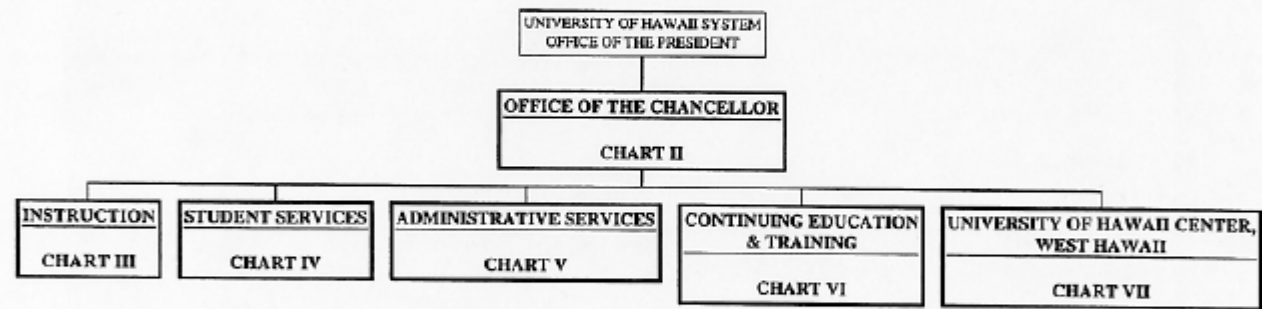


CHART UPDATED  
 DATE JUL 01 2004

	<u>Perm</u>	<u>Temp</u>
General Fund	148.00	5.00
(B) Special Funds	1.00	



STATE OF HAWAII  
 UNIVERSITY OF HAWAII  
 COMMUNITY COLLEGES  
 HONOLULU COMMUNITY COLLEGE

Organization Chart

Chart I

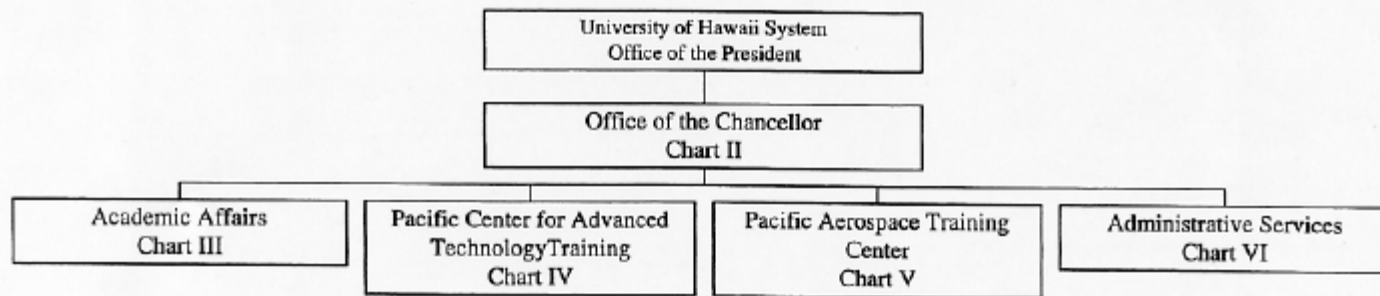


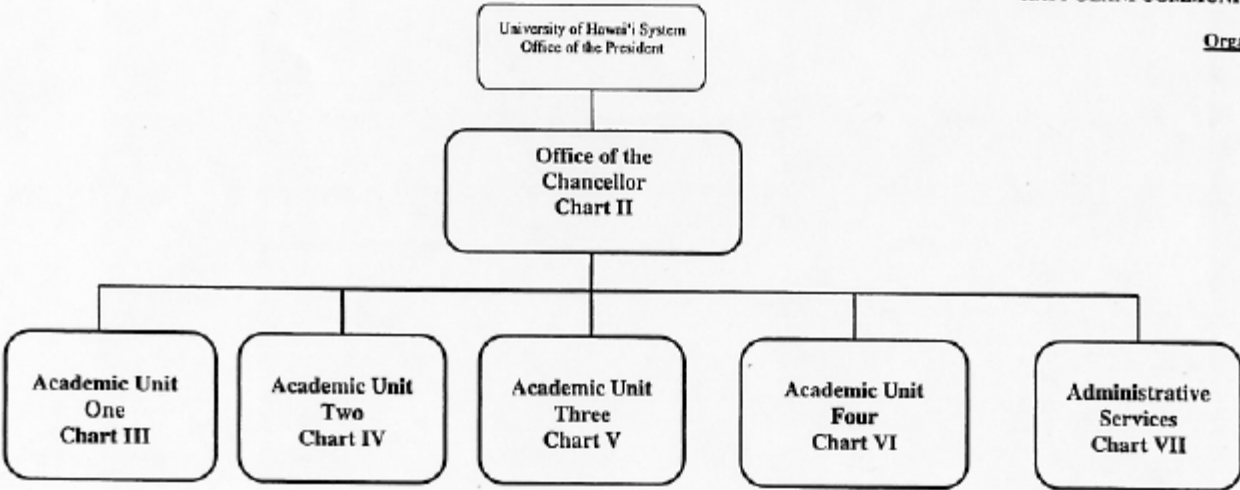
CHART UPDATED  
 DATE JUL 01 2004

	Perm	Temp
General Fund	280.00	7.00
(B) Special Funds	19.00	
(W) Revolving Funds	2.50	

STATE OF HAWAII  
 UNIVERSITY OF HAWAII  
 KAPOLANI COMMUNITY COLLEGE

Organization Chart

Chart I



	<u>Perm</u>	<u>Temp</u>
General Fund	342.00	27.50
(B) Special Funds	24.00	

**CHART UPDATED**  
 DATE JUL 0 1 2004

STATE OF HAWAII  
UNIVERSITY OF HAWAII  
KAUAI COMMUNITY COLLEGE

Organization Chart  
Chart I

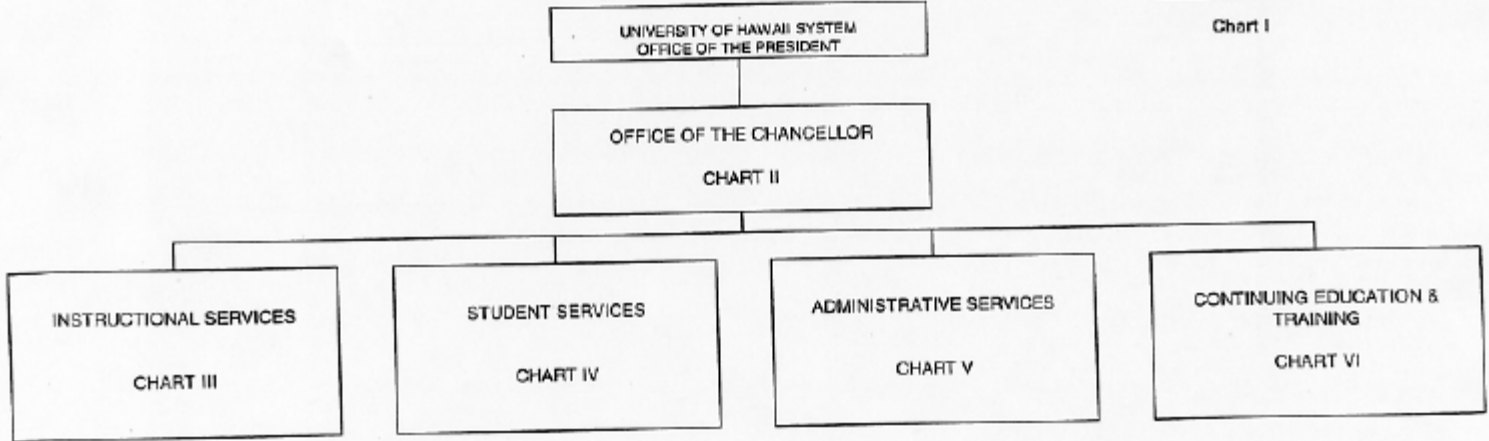


CHART UPDATED  
DATE JUL 01 2004

	Perm
GENERAL FUND	142.51
(B) SPECIAL FUNDS	2.0

STATE OF HAWAII  
 UNIVERSITY OF HAWAII  
 COMMUNITY COLLEGES  
 LEEWARD COMMUNITY COLLEGE

ORGANIZATION CHART

CHART I

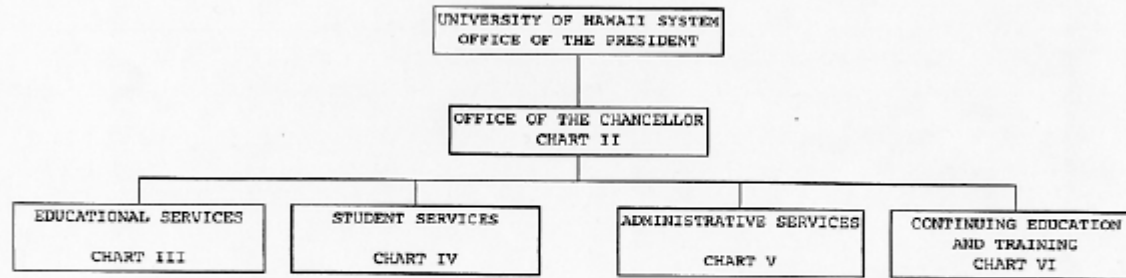


CHART UPDATED  
 DATE JUL 01 2004

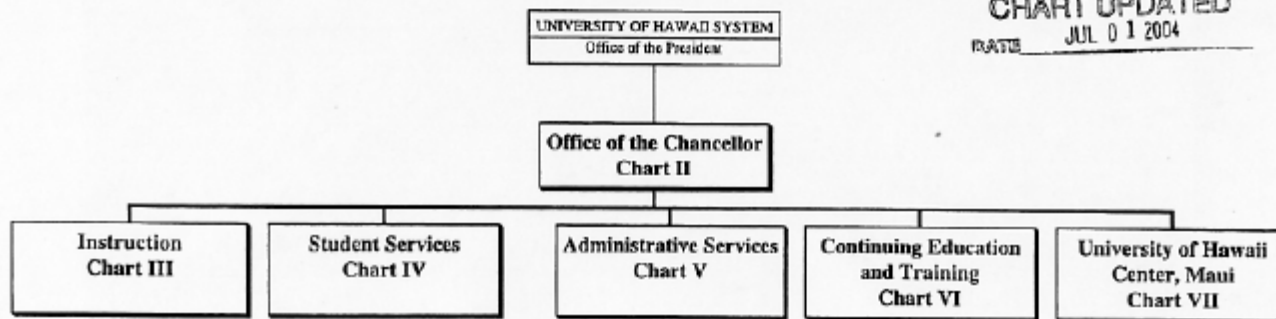
	PERM	TEM
GENERAL FUND	293.00	1.00
(B) SPECIAL FUNDS	16.00	

STATE OF HAWAII  
 UNIVERSITY OF HAWAII  
 MAUI COMMUNITY COLLEGE

Organization Chart

Chart I

CHART UPDATED  
 DATE JUL 01 2004



	Perm	Temp
General Fund	168.00	3.00
(B) Special Funds	7.50	
(W) Revolving Funds	2.00	

STATE OF HAWAII  
 UNIVERSITY OF HAWAII  
 COMMUNITY COLLEGES  
 WINDWARD COMMUNITY COLLEGE

Organization Chart

Chart I

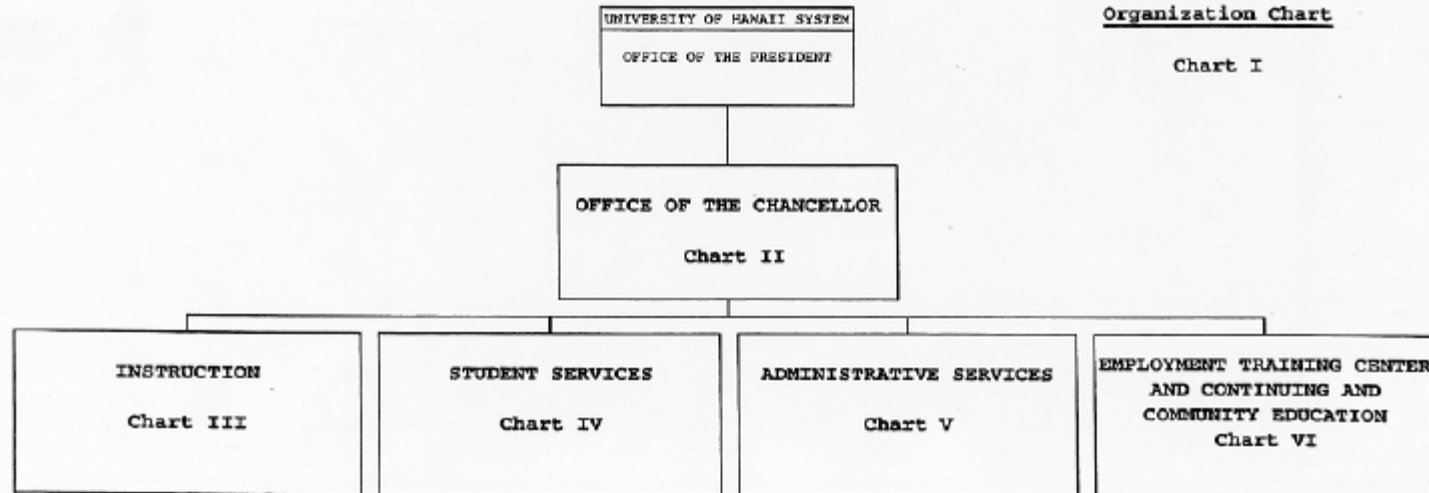


CHART UPDATED  
 DATE JUL 0 1 2004

	<u>Perm</u>	<u>Temp</u>
General Fund	120.50	8.00
(B) Special Funds	8.00	0.00

Community Colleges - Comparison of E/M Salaries					
Position Title	Data as of 10/31/02		Data as of 03/14/05		CUPA-HR
	Status	Salary Annual	Status	Salary Annual	
<b>Executive Positions</b>					40th %tile
CHANCELLOR			NEW HIRE	126,360	122,543
CHANCELLOR	INCUMBENT	109,392	INCUMBENT	118,464	126,331
CHANCELLOR	INCUMBENT	127,608	INCUMBENT	137,688	126,331
CHANCELLOR	INCUMBENT	101,232	INCUMBENT	112,952	109,757
CHANCELLOR	INCUMBENT	104,496	INCUMBENT	118,464	126,331
CHANCELLOR	INCUMBENT	105,216	INCUMBENT	126,360	122,543
CHANCELLOR	INCUMBENT	104,904	INCUMBENT	112,952	109,757
VP/CHANCELLOR					
VICE CHANCELLOR (Academic)			NEW HIRE	90,120	93,197
VICE CHANCELLOR (Academic)			NEW HIRE	94,584	93,197
VICE CHANCELLOR (Academic)			NEW HIRE	92,592	90,035
VICE CHANCELLOR (Academic)	INCUMBENT	87,480	INCUMBENT	94,944	93,197
VICE CHANCELLOR (Academic)	INCUMBENT	66,336	INCUMBENT	83,184	90,035
VICE CHANCELLOR (Admin)			INTERIM	73,632	72,768
VICE CHANCELLOR (Admin)	INCUMBENT	77,784	INCUMBENT	79,344	84,767
VICE CHANCELLOR (Admin)			INTERIM	77,160	84,767
VICE CHANCELLOR (Admin)	INCUMBENT	58,176	INCUMBENT	73,632	84,310
VICE CHANCELLOR (Students)	INCUMBENT	68,568	INCUMBENT	69,928	77,000
ASSOCIATE VICE PRESIDENT	INCUMBENT	120,144	INCUMBENT	140,160	166,994
ASSOCIATE VICE PRESIDENT	INCUMBENT	111,528	INCUMBENT	131,544	129,010
VC STDNT AND CMMTY AFF (CC)	INCUMBENT	107,232	INCUMBENT	107,232	91,624
<b>Managerial Positions</b>					Median
DIR OF CONTINUING ED & TRNG			NEW HIRE	71,520	71,499
ASST DEAN (CC)			NEW HIRE	75,552	75,550
ASST DEAN (CC)			NEW HIRE	76,224	75,550
PROGRAM DIRECTOR (CC)			NEW HIRE	100,344	78,808
ACAD AFFRS PGRM OFFCR (CC)			NEW HIRE	96,072	105,000
ACAD AFFRS PGRM OFFCR (CC)			NEW HIRE	88,200	105,000
DEAN OF STDNT SVCS (CC)	INCUMBENT	68,568	INCUMBENT	69,928	79,310
DIR OF UNIV OF HI CTR (CC)	INCUMBENT	81,240	INCUMBENT	81,240	63,274
DEAN OF STDNT SVCS (CC)			INTERIM	75,408	83,997
ASST DEAN (CC)			INTERIM	68,184	73,800
ASST DEAN (CC)	INCUMBENT	68,864	INCUMBENT	69,840	75,550
DIR PAC CTR FOR ADV TECH TRNG	INCUMBENT	88,248	INCUMBENT	88,248	78,808
ACAD AFFRS PGRM OFFCR (CC)			INCUMBENT	75,384	75,550
ASST TO SENIOR EXECUTIVE					58,168
DEAN OF STDNT SVCS (CC)	INCUMBENT	79,920	INCUMBENT	88,224	83,997
ASST DEAN (CC)	INCUMBENT	71,616	INTERIM	73,056	78,808
ASST DEAN (CC)	INCUMBENT	68,352	INTERIM	69,720	78,808
ASST DEAN (CC)	INCUMBENT	63,384	INCUMBENT	68,260	78,808
ASST TO SENIOR EXECUTIVE	INCUMBENT	78,896	INCUMBENT	76,896	58,168
DEAN OF INSTRUCTION (CC)	INCUMBENT	81,504	INCUMBENT	83,136	83,575
DIR OF ADMIN SVCS (CC)	INCUMBENT	71,184	INCUMBENT	77,160	86,379
DIR OF ADMIN SVCS (CC)	INCUMBENT	67,824	INCUMBENT	76,992	75,684
DEAN OF STDNT SVCS (CC)	INCUMBENT	73,968	INCUMBENT	73,968	68,101
DIR OF CONTINUING ED & TRNG			INTERIM	61,536	69,110
DIR OF UNIV OF HI CTR (CC)	INCUMBENT	55,512	INTERIM	56,640	63,274
DEAN OF STDNT SVCS (CC)			INTERIM	85,080	83,997
ASST DEAN (CC)					78,808
ASST DEAN (CC)	INCUMBENT	82,104	INCUMBENT	82,104	78,808
DIR OF CONTINUING ED & TRNG	INCUMBENT	56,304	INCUMBENT	66,480	75,692
DIR OF CONTINUING ED & TRNG			INTERIM	71,520	71,499
DIR OF UNIV OF HI CTR (CC)	INCUMBENT	65,568	INCUMBENT	65,568	63,274
ASST DEAN (CC)	INCUMBENT	70,368	INCUMBENT	70,368	68,659
DEAN OF INSTRUCTION (CC)			INTERIM	82,632	83,595
DIR OF ADMIN SVCS (CC)	INCUMBENT	64,824	INCUMBENT	75,696	75,684
DEAN OF STDNT SVCS (CC)			INTERIM	83,928	68,101
DIR VOCATIONAL & COMMUNITY ED	INCUMBENT	54,048	INCUMBENT	80,496	82,259
DIR OF CONTINUING ED & TRNG					48,945
ASST DEAN (CC)			INTERIM	80,280	67,924
ASST DEAN (CC)			INTERIM	74,976	69,110
ADMIN ASST (CC)					65,193
INST RES & ANLYS PRG OFFCR (CC)	INCUMBENT	66,744	INCUMBENT	68,088	71,097
ACAD AFFRS PGRM OFFCR (CC)			INTERIM	89,976	105,000
DIR OF EEO AA (CC)	INCUMBENT	59,352	INCUMBENT	80,562	64,513
DIR MARKETING & FUNDS DEV (CC)	INCUMBENT	59,688	INCUMBENT	60,888	62,632

**Draft Functional Statement  
Executive Chancellor  
Community College System**

The Executive Chancellor provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the community college system and assure support for the effective operation of the community colleges.

The Executive Chancellor

- a. Effectively represents the interests and needs of the community college system within the University system and with the external community and agencies, e.g., Accrediting Commission for Community and Junior Colleges.
- b. Acts as liaison between the community colleges and the Board of Regents.
- c. Ensures that the community college system provides effective services that support the community colleges in their missions and functions.
- d. Establishes a clear delineation between the operational responsibilities and functions of the community college system office and those of the community colleges and consistently adheres to this delineation in practice.
- e. Provides a fair distribution of resources that are adequate to support the effective operations of the community colleges.
- f. Ensures that the community college system effectively controls its expenditures.
- g. Ensures that the community college chancellors have full responsibility and authority to implement and administer delegated system policies without interference and holds the chancellors accountable for the operation of the colleges.
- h. Establishes effective means of communication between the Board of Regents, the University system administration, and the community colleges and assures that information is exchanged in a timely manner.
- i. Evaluates community college CEOs.



**Draft Functional Statement  
Chancellor  
XXX Community College**

As Chief Executive Officer of the College, the Chancellor has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

The Chancellor

- a. Plans, executes, oversees, and evaluates an administrative structure organized and staffed to meet the College's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.
  1. Approves all appointments, all personnel classifications, all tenure and promotion applications, and manage all grievances within the framework of the collective bargaining agreements and University and community college system policies.
  2. Authorizes all internal budget allocations and controls, position approval, and authority for expenditures.
  3. Design or develop organizational structures and processes for effective operations within their colleges.
  4. Makes decisions and recommendations for their college, in alignment with community college system plans and directions.
  5. Prepares and presents college specific matters for consideration by the Board of Regents.
- b. Guides institutional improvement of the teaching and learning environment by:
  - Establishing a collegial process that sets values, goals, and priorities
  - Ensuring that planning and evaluation rely on high quality research and analysis of external and internal conditions
  - Ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes
  - Establishing procedures to evaluate overall institutional planning and implementation efforts
- c. Assures the implementation of statutes, regulations, Board of Regents policies, and community college system policies and assures that institutional practices are consistent with institutional mission and policies.
- d. Effectively controls budget and expenditures.
- e. Works and communicates effectively with the communities served by the institution.