

# **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**

**October 15, 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, its evaluation of the Windward Community College Progress Report dated April 1, 2005 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. John Morton     Interim Vice President, Community Colleges	Date
	_____	_____
	Dr. David McClain     Interim President, University of Hawai`i	Date
	_____	_____
	Ms. Kitty Lagareta     Chair, Board of Regents	Date

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## Statement of Report Preparation

In a letter dated June 28, 2005, the Accrediting Commission for Junior and Community Colleges (ACCJC) informed Windward Community College that the Commission had reviewed both the Progress Report submitted by the college on April 1, 2005, and the report of the evaluation team that visited the college. The Progress Report was accepted, but the college was asked to complete a further Progress Report by October 15, 2005, focusing on the recommendations contained in the letter. The college would remain on warning during that period of time.

Three of the recommendations in the letter (#2, #6, #7) were addressed by 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. Windward Community College Chancellor, Angela Meixell, participated in the discussions preceding the report. That report, on the three system recommendations, is included in this Progress Report with Windward Community College's comments in italics.

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 and April 1, 2005 Progress Reports.

Since the letter requesting this new Progress Report was received after the end of the spring semester it was impossible for the entire faculty and staff to meet to discuss the issue. So, Chancellor Meixell asked all those involved in preparing the previous progress reports to meet to discuss the letter and provide updates on accomplishments since the last report. Those providing updates were:

Accreditation Liaison Officer, Paul Field  
Institutional Effectiveness Committee Chair, Ellen Ishida-Babineau  
Budget Committee Chair, Michael Tom  
Interim Dean of Instruction, Linka Corbin-Mullikin  
Acting Assistant Dean of Instruction, Elizabeth Ashley  
Interim Dean of Student Services, Charles Whitten  
Acting Dean of Academic Support Services, Nancy Heu  
Director of Vocational and Community Education, Sandy Okazaki  
Director of Administrative Services, Steve Nakasone  
Chancellor, Angela Meixell



Reports were submitted to Paul Field, ALO, who then compiled the final report. The report has been posted on the campus faculty/staff list serve for comment and a campus-wide forum is scheduled for October 7 to discuss the report and answer any questions that faculty and staff may have. The report has been sent to the Board of Regents of the University of Hawai'i for certification and once the report has been certified it will again be posted on the Windward Community College web site.

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

Windward Community College Response  
to  
Recommendation #6

## Introduction

In a letter dated June 28, 2005, Barbara Beno, Executive Director of the Accrediting Commission for Junior and Community Colleges, informed Windward Community College that the college was to complete a Progress Report by October 15, 2005, focusing on the recommendations listed in the letter. (**Appendix a**) Three of the four recommendations concerned the University of Hawai'i system, and the report containing the system's response with Windward Community College's annotations is included in this Progress Report beginning on page 22.

The final recommendation was directed specifically 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 was the same recommendation that the college had responded to in two previous Progress Reports (October 15, 2004 and April 1, 2005) and the college was asked to submit a new Progress Report by October 15, 2005, indicating what further progress had been made to satisfy this recommendation. That report follows.

## Policy Statements

In their conclusion to the Progress Visit Team Report, Dr. Sherrill L. Amador and Mr. Joseph L. Richey stated that:

“Because program review was not the foundation of the college’s current educational planning and resource allocation processes, the college is still grappling with how to integrate all the components for an institutional effectiveness system leading to educational improvement. The college has not met this recommendation.”

The report suggested that one of the reasons for this lack of integration was the absence of clear written policies for a systematic, standardized, and integrated program review and assessment process that would inform college and system level plans and budget allocations. Over the past five months the following formal policy statements were created by the college to rectify the lack of clear policy at the college level.

### 4.2 Strategic Planning Policy

### 4.3 Budget Development

### 4.4 Program Review Policies and Procedures

Drafts of these policy statements were written by the administration; circulated to all faculty and staff for discussion, comment, and input; and then revised and finalized. Once finalized, these policies were posted on the college web site and also became part of the Windward Community College *Policy Manual*. These policies along with a cover sheet entitled “Windward Community College Planning and Decision-making Process” begin on the next page.

## Windward Community College Planning and Decision-making Process

Windward Community College decision-making is based on the strategic priorities established by the college in its Strategic Plan. The priorities of the Strategic Plan are based on systematic empirical review of all college programs found in Annual Assessment Reports and five year Program Reviews.

Annual Assessment Reports and Program Reviews are conducted on all academic programs and support units to provide data on which planning and budgeting decisions can be based. (See 4.4 Program Review Policy and Procedures) The overall focus of the empirical review is the collection, analysis, presentation and use of evidence to ensure that a high quality of education is being provided to students and that the mission of the college is being achieved. The process provides data from which the college can make informed decisions in the improvement of student learning and resource allocation.

The Strategic Plan is updated annually by the Strategic Planning Committee based on Annual Assessment Reports and Program Reviews. (See 4.2 Planning Policy). Each year, after updating, the revised Strategic Plan goes, with department and unit requests, to the Budget Committee. In February, the Budget Committee reviews department and unit requests in conjunction with the Strategic Plan, and drafts a recommended operating budget and a legislative budget request. (See 4.3 Budget Development Policy)

This process assures that college resources are directed effectively to those programs that show demonstrated need. It assures our legislators, taxpayers, and tuition paying students that the college is making optimum use of resources to provide quality education.

## 4.2 Strategic Planning Policy

### A. References:

1. Board of Regents Policies, Chapter 4, Planning
2. UH System-wide Executive Procedures E4.201
3. UH System-wide Administrative Procedures, A4.000

### B. Background and Purpose

The primary decision-making document for Windward Community College (WCC) is the Strategic Plan. For many years, consistent with BOR policy, WCC created Academic Development Plans (ADPs). These plans were focused on the credit curriculum and programs of the college. In 2002, in conjunction with development of a UH system strategic plan and a community college system strategic plan, WCC converted its existing ADP into a plan with strategic action goals and directions. In 2004, with extensive work, that plan was further developed to add resource needs and strategic priorities.

In 2005, the accreditation commission helped the college to see that the plan was still lacking in that it had not been originally based on empirical data and program review. Therefore, beginning in summer of 2005, the administration began the process of validating the plan using data and reports. That process continues at the time that this policy is being promulgated. In the future, the strategic planning group will convene annually for the purpose of updating the strategic priorities based on new program review data and other current facts. The updated Plan will be broadly disseminated and shared with the budget committee and the administration. This plan will continue to form the foundation for all college decision-making.

### C. Procedures

Each year the Strategic Planning Committee will convene to review the Strategic Plan. They will receive the Annual Assessment Reports from all of the programs, as well as those Program Reviews completed in the previous year. Using the reports provided, the committee will affirm or modify strategic priorities and the resource needs. In addition, the committee will monitor the progress that the college has made toward meeting its stated action goals.

Once the plan has been updated, it will be disseminated to the entire college, including the Budget Committee and the administration, for use in budget development, staffing and decision-making.

### D. Timeline

Strategic Plan updates: Annually, January to December

Plan to College, Budget Committee and Administration: January

2010- 2018 strategic plan development will begin in January 2009 for completion in December 2010.

E. Responsibility:

It is the responsibility of the chancellor of Windward Community College to convene the Strategic Planning Committee each January and to assure that the plan update process and plan dissemination takes place. It is also the chancellor's responsibility to ensure that the plan is used for setting college priorities and for making budget and staffing decisions.

F. Effective date: September 15, 2005

### 4.3 Budget Development

A. References: None

B. Background and Purpose

Windward Community College is committed to an open and inclusive budget development process that utilizes the College Mission and the Windward Strategic Plan as the primary documents for prioritization of all discretionary expenditures. The Strategic Plan will be reviewed for revision annually in response to program reviews and critical changes in the college environment.

C. Annual Operating Budget Development

In spring of each year, Deans and Directors will work with their units to develop operating budget requests for the upcoming year. Justifications will be prepared based on demonstrated need (program review and assessment data), college priorities (current Strategic Plan), and emergency circumstances. Requested budget items will be prioritized by each unit. These requests and justifications will be submitted to the Budget Committee in April.

In April and May, the Budget Committee will review the requests and recommend expenditures based on justifications. When requests exceed anticipated available funds, the Budget Committee will recommend prioritization and adjustments using the strategic plan priorities. In June, the administration will determine the beginning operating budget for the year considering Budget Committee recommendations, other sources of funds, etc.

Attachment 1 contains the timetable and procedures for development of the college Operating Budget.

D. Biennium Budget Request Development

In December of each year, department progress reports and plans, and scheduled program reviews will be completed. In January, the college Strategic Planning Committee will review the Strategic Plan using the newest program reviews and evaluative reports. As indicated by the reviews, strategic actions and priorities will be updated. The Budget Committee will then make biennium request recommendations based on the resource needs identified in the Strategic Plan.

In late spring, the administration will review the Budget committee list of prioritized needs and draft a budget request. The draft request will be shared with the Budget Committee. Over the summer the budget request will be adjusted as necessary to meet system guidelines. The Budget Committee will be kept informed, and consulted as needed.

Attachment 2 contains the Timetable for Biennium Budget Request Development.



E. Supplemental Budget Request Development

In most supplemental budget years, colleges are instructed by the executive offices, and in turn the central administration of the University, that only health and safety items may be requested.

When additional requests are allowed, specific instructions from the system office will provide parameters. The Director of Administrative Services will create a detailed list of unfunded Program Change Requests from the biennium request that meet the supplemental criteria.

The Budget Committee will review that list and recommend priorities based on Strategic Plans and available program information.

The Administration will then finalize the request. The request will be shared with the college via the listserv and webpage.

F. College Financial Planning

In addition to annual operating budgets, biennium and supplemental budget requests, the administration and the Budget Committee will work together to develop long term financial plans for the college addressing a existing and potential sources of funds.

G. Effective Date: August 22, 2005

Attachment 1  
Operating Budget Development Timeline and Procedure

February

I. Director of Administrative Services to calculate:

+General Fund Appropriation (based on prior year)

+Projected Tuition and Fee Revenues

-Restrictions, Assessments/Assumptions

Starting Total

-Filled regular personnel costs

-Utilities and other fixed costs, based on prior year

Subtotal of Non-discretionary

Starting Total – Non-Discretionary = Discretionary Total

-Essentials at prior year actual costs

Adjusted Discretionary Total

April

II. Deans and Directors to submit requests with justifications for:

Student help (prior year base)/Casual/OL (increases over essentials)

Filling vacancies

Supplies and Other (increases over essentials)

Equipment

Justifications for “discretionary” funds will be based on demonstrated need (program review or assessment data), college priorities (Strategic plan), and/or emergency circumstances.

April/May

III. Budget committee to review requests and recommend discretionary expenditures based on justifications. For budget exceeding adjusted discretionary total, committee will recommend prioritization and/or adjustments.

June

IV. Administration to determine beginning operating budget for year considering budget committee recommendations, other sources of funds, etc.

September

V. Budget document to be posted on college web page.

September, January, April

VI. September, January and April adjustments will be based on actual expenditures and new information. The Budget Committee will be consulted on adjustments among programs. Revised budgets will be posted on the web page.

## Attachment 2

### Biennium Budget Request Development

#### December

Program Reviews, Progress Reports and Department Plans completed  
Evaluative information available on programs, action plans developed

#### January

Strategic Plan Review/Update (Planning Committee)  
Resources needed for Strategic Actions identified

#### February

Budget Review/Recommendations (Budget Committee)  
  
Resources needed for Strategic Actions prioritized

#### March- May

Administration reviews prioritized requests and drafts biennium budget request. Draft budget request shared with Budget Committee.

#### April- August

Budget request adjusted as necessary to meet system guidelines. Budget committee kept informed, consulted as needed.

#### September

UH system budget request sent to BOR

## Attachment 3

### Supplemental Budget Request Development

Note: UH System instructions on Supplemental Budget request development instructions may supercede the following college procedure.

1. Director of Administrative Services to provide a detailed list of unfunded Program Change Requests from the biennium request.
2. Budget Committee to recommend priorities based on Strategic Plans and available program information.
3. Administration to determine what to ask for based on recommendations from the Budget Committee.

#### 4.4 Program Review

##### A. References

- A. Board of Regents Policy, Section 5-1.b Review of Established Programs
- B. University of Hawaii Executive Policy-Administration, E5.202 Review of Established Programs

##### B. Background and Purpose

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 five-year cycle as part of assessing the institution's effectiveness.

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

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 requires a program review every five years, WCC recognizes the need for more frequent reviews to ensure the quality of education provided. Annual assessment reports will therefore be conducted and compiled into a comprehensive program review every five years. In the first round, some programs will not have five years of data and analysis to use for their program review.

##### C. Programs or Support Units to be Reviewed

For the purpose of this review process, a program is a “‘department’ 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 as 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:

Programs	Support Units
Associate of Arts	1. Office of the Chancellor
Certificate of Completion:	2. Academic Support
Agricultural Technology	3. Student Services
ASC—Art	4. Administrative Services
ASC—Bio-Resources and	5. Dean of Instruction
Technology: Bio-Resources	6. OCET
Development and	
Management	
ASC— Bio-Resources and	
Technology: Plant	
Biotechnology	
ASC—Business	
ASC—Psycho-Social	
Developmental Studies	
ASC—Hawaiian Studies	
ETC: Trades	
ETC: The Learning Center (Essential	
Skills)	
ETC: OAT	
12. Distance Education	
13. Developmental Education	

#### D. 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 the USDA-CSREES grant 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 agencies, and while not identical in format, provide essential data for decision-making.

#### E. Responsibilities

1. The chancellor of Windward Community College is responsible for assuring that timely and effective program review takes place at the college and forms the basis for college planning and decision-making
2. Program deans and directors are responsible for the timely completion of reviews of their units and for using the information derived from those reviews in making program decisions and budget requests. Deans and directors may

make internal reallocations or adjustments within their unit budgets based on evidence and documented need.

### 3. Department Chairs/Division Coordinators

- The department chair or program coordinators, in consultation with program faculty or staff, shall be responsible for analyzing the assessment data and completing a written analysis with recommendations in the annual assessment reports.
- The department chair or program coordinators shall be responsible for using the program review results in decision-making related to program improvement and resource allocation and for shepherding the reports through the planning and budgeting process.

### 4. The Institutional Effectiveness Committee (IEC) oversees the College's assessment efforts supporting program review. The IEC:

- Assists 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.
- Assists in the identification of action plans for improvement based on assessment results.
- Provides additional assessment workshops for programs, support units, and the College.
- Makes available in the IEC office all materials related to assessment and program reviews.

### 5. The Institutional Research Office (IRO) is responsible for preparing and providing data necessary for annual assessment reports and program review.

- The IRO assists the program administrators or department chairs in analyzing the assessment data and completing the annual assessment reports and the comprehensive program or unit reviews (every five years).
- The IRO publishes annual progress reports and the comprehensive program or unit reviews (every five years) that are disseminated to all department chairs, unit supervisors, and Deans and to the college community via the website.

## F. Timeline

The program review process is an on-going, year-round assessment of the academic programs and support units of the College. At the end of the fifth year, the programs and units will begin the assessment cycle again by reexamining

program and unit outcomes, creating assessment plans, collecting data, and implementing plans using data.

The following reports are required:

- a. Annual assessment reports for all designated instructional programs and support units occur every year. The program administrator (Associate of Arts: Dean of Instruction completes the report with the aid of the Institutional Research office (IRO). In the case of a certificate program, if there is no identified manager, the chair of the sponsoring department writes the review with the assistance of the IRO. These reports (instructional and support units) are due in December before the end of the fall semester. Reports are submitted to the IEC and the IRO.
- b. An annual Progress Report is published by the end of December. This report, published by the IRO, is a compilation of the Annual Assessment Reports submitted in early December. This Annual Progress Report is disseminated through the Windward CC website.
- c. A Comprehensive Program Review or Unit Report is written at the end of five-year cycles. (In the first cycle, some programs will not have five years to report.) Using the annual assessment reports from previous years, this comprehensive report, written by the program administrator or support unit supervisor with the assistance of the IRO, includes all pertinent data, and evaluation of the data on the basis of outcomes, resources, efficiency, and effectiveness of the program or unit. This report includes recommendations for resources and planning use.

G. Effective Date: August 22, 2005



## Implementation of Policy Statements

Policies are only as good as their implementation and during the discussions, as the policies were developed, it became clear that structural changes were necessary for implementation to be effective. The following changes have been made.

### Strategic Planning Committee

As noted by the Progress Report Visiting Team, the Strategic Planning Committee was dormant. The College Council which represents all segments of the campus was tasked by the chancellor to determine the makeup of the new Strategic Planning Committee that is charged with implementation of the Strategic Planning Policy. At their meeting on September 2, 2005 the Council decided on the following make-up for the committee:

Instructional Division I and II Faculty	1
Vocational and Community Education Faculty	1
Student Services	1
Administrative Services	1
Student	1
Academic Support	1
Administration	1
Budget Chair	1

The chancellor appoints people from these categories with appropriate expertise and the committee performs the function described in the Strategic Planning Policy.

### Budget Committee

Again, as noted in the Progress Visit Team Report, the Budget Committee had not been provided with a clear mandate of its role and functions. The Budget Committee agreed with this assessment and after meeting over the summer suggested a fundamental change in the committee itself. At their request, the new Budget Committee will be made up of the heads of administrative units plus stakeholders from campus constituencies. The committee will make resource allocation decisions based on the annually updated Strategic Plan and in consideration of recommendations made by the Strategic Planning Committee.

### Institutional Effectiveness Committee (IEC)

At the time of the last visit, the IEC was still discussing the final details of the program review cycle. The IEC has since recommended a staggered five-year cycle, for full review of Programs and Support Units, which has been approved by the administrative staff. (**Appendices b and c**) In the years that programs and units are not

due for full review, they will still complete annual assessment reports. The IEC will facilitate assessment and program review, keep complete records and make available, in the IEC office, all materials related to assessment and program review. (**Appendix f** contains a summary of IEC assessment activities.)

### **Program Review Templates**

It was also noted during the last visit that templates for program review needed to be developed. On August 1, 2005, the Vice Chancellors, Deans of Instruction and Assistant Deans of Instruction sent Assessment and Program Review Templates to the Interim Vice President for Community Colleges. (**Appendix d**) These were approved by the Council of Chancellors at their August 4, 2005 meeting and will be used in future assessments and reviews at Windward Community College. Windward Community College's Institutional Researcher has taken this template and created a Program Review Report for use by the college. (**Appendix e**)

### **Institutional Researcher**

The visiting team suggested that the Institutional Researcher (IR) needed to be used more effectively for program review. Since that visit the IR has joined the IEC Committee and, working with the college Accreditation Liaison Officer, has prepared and administered Institutional Surveys for both faculty and staff. The results of these surveys are being disseminated to the college. The IR is currently working on a student survey to supplement the Community College Survey of Student Engagement (CCSSE) which will be administered by the college this coming spring. As noted above, the IR has created a Program Review Report for the college and is also working with the system-wide Institutional Research cadre on providing data for program review and the Self Study due in 2006.

## Work in Progress

With the proposed cycle of program review at Windward Community College, it is clear that the idea of using evidence in assessment, planning and resource allocation has taken hold. Examples from the Associate in Arts Degree program, the Employment Training Center, and the Office of the Dean of Instruction are summarized below with more detail in the appendices.

### Associate in Arts Degree Program – Assessment of Student Learning Outcomes

Assessment of Student Learning Outcomes began at Windward Community College in 2001 and focused on courses required for the Associate in Arts Degree. The goal was to create Student Learning Outcomes, assess whether they were being met, and then modify teaching strategies to improve student performance. The document titled “Windward Community College Assessment Plan (AA Degree) 2001-2006” (**Appendix g**) outlines the progress made in this area.

### Vocational and Community Education – Program Review and Resource Allocation

As noted in previous Progress Reports, the Employment Training Center collects reports, and uses data as a requirement of the grants they receive. They have begun to put this data into program reviews consistent with the college format. The Employment Training Center administrators use program reviews and other data to make resource allocation decisions. Two examples of this process are given in **Appendix h**.

### Office of the Dean of Instruction – Hiring of Biology and Religion Instructors

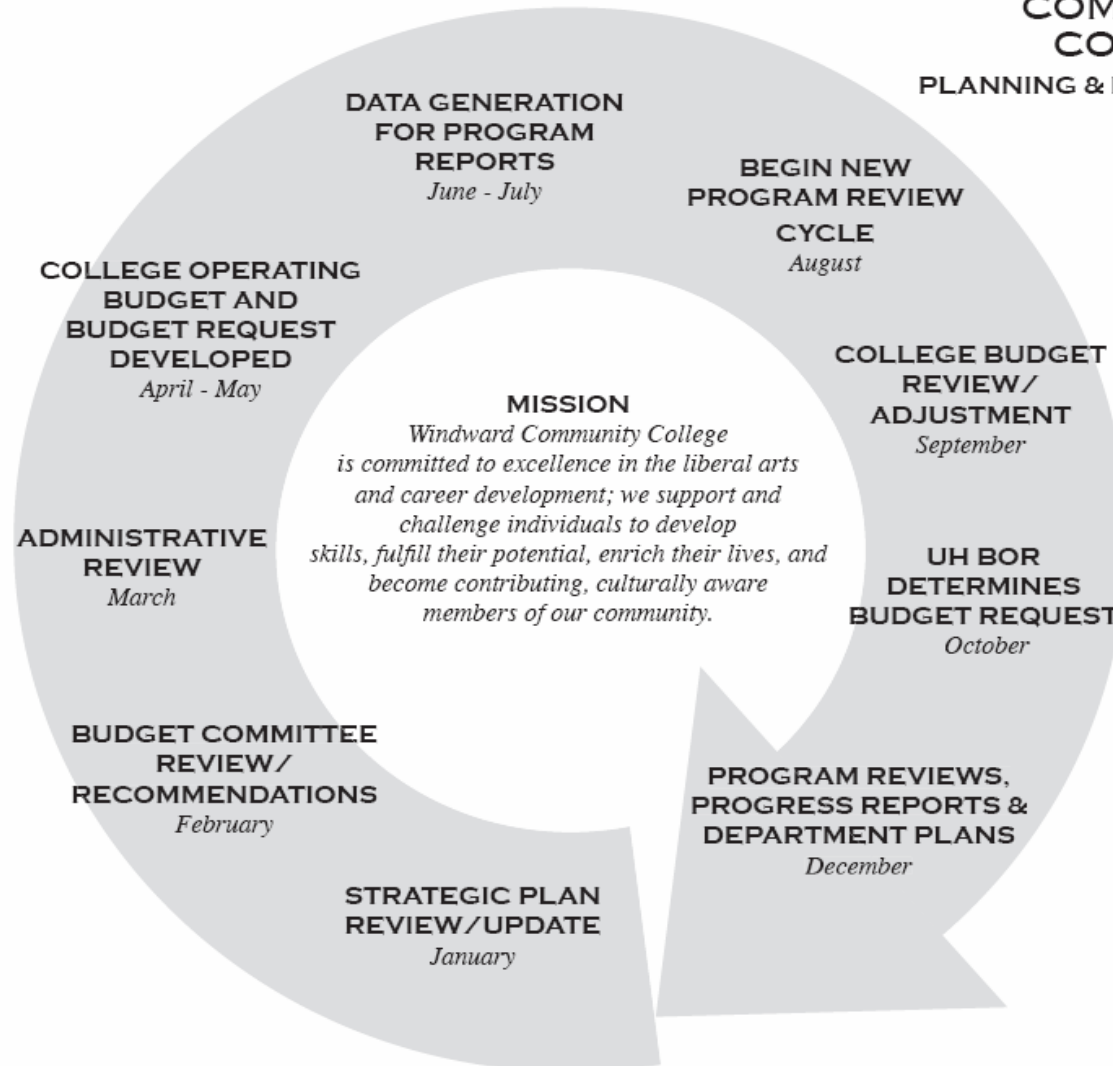
When the opportunity arose to fill one-and-a-half tenure leading positions, the Office of the Dean of Instruction used enrollment data and the college’s Strategic Plan to determine where the need was most critical. Details of the decision-making process appear in **Appendix i**.

## Conclusion

Since the last visit from the ACCJC, the college made major progress in developing a systematic, standardized, and integrated program review and assessment process to inform college and system level plans and budget allocations.

# WINDWARD COMMUNITY COLLEGE

## PLANNING & BUDGETING CYCLE



**UNIVERSITY OF HAWAII**

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

*WITH*

***WINDWARD COMMUNITY COLLEGE ANNOTATIONS***

**SUBMITTED TO THE**

**ACCREDITING COMMISSION FOR  
COMMUNITY AND JUNIOR COLLEGES**

**WESTERN ASSOCIATION OF  
SCHOOLS AND COLLEGES**

**OCTOBER 15, 2005**



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## UNIVERSITY OF HAWAII

DAVID MCCLAIN  
INTERIM PRESIDENT

October 10, 2005

Dr. Barbara Beno, Executive Director  
Accrediting Commission for  
Community and Junior Colleges  
10 Commercial Boulevard, Suite 204  
Novato, CA 94949

Dear Barbara:

When granting approval to the University's Substantive Change request resulting from the reorganization of the System administration, the Commission required a series of reports on various aspects of the implementation of the reorganization. In addition, in June 2005, the Commission requested a report on the progress we were making on the three recommendations resulting from its November 2004 visit by October 15, 2005.

Attached is a report that details the progress we have made on the specific recommendations made by the Commission. As we describe in the attached report, we have made substantial organizational changes to the University of Hawai'i system administrative structure and processes, and are committed to make the changes necessary to conform to the ACCJC standards as a multi-campus system while reinforcing the importance of the missions, programs, and services that the public expects from the University and its community colleges. If you or your staff has any questions regarding the report, please feel free to contact Associate Vice President Michael Rota at (808) 956-7471.

We are fully committed to meeting the standards and expectations of the Commission, and appreciate your continued advice and assistance.

Sincerely,

David McClain  
Interim President

### Attachment

c: Community College Chancellors  
Community Colleges Faculty Senate Chairs  
Executive Administrator and Secretary to the Board Iha  
Interim Vice President Johnsrud  
Interim Vice President Morton  
Associate Vice President Rota  
Associate Vice President Unebasami

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

### **Background**

As part of a university system administrative reorganization, the University of Hawai'i Board Of Regents received a proposal in November 2002 that included the elimination of the Office of the Chancellor for Community Colleges. This reorganization proposal was approved by the BOR in December 2002 and approved by the ACCJC through its Substantive Change approval process in April 2003.

As part of the action approving the reorganization, the ACCJC requested a series of reports (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. In January 2005, the Commission placed six of the seven colleges on warning because of concerns expressed over system level governance issues and inconsistent development of program review and assessment policies and practices. In June 2005, the Commission removed four colleges from warning status. Those colleges remaining on warning were asked to submit progress reports on campus specific concerns and all campuses were asked to submit a report by **October 15, 2005** that describes system progress on recommendations related to program review and assessment, system organization, and Board governance.

As detailed below, in June 2005 the University of Hawai'i Board of Regents approved a reorganization of the community colleges, including the creation of a Vice-President of Community Colleges and the re-consolidation of the academic and administrative support units for the community colleges.

### **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)**

In addition to continued improvements on each campus, the following system-wide actions have taken place to ensure an integrated approach to regular assessment, including program review, and subsequent use of this assessment information in planning and resource distribution:

- a. On August 4, 2005, the Chancellors of all seven colleges adopted a recommendation from the chief academic officers that established common measures for academic program review. While colleges can expand on these measures for planning and resource allocation questions at the college level, the common information, including common data definition and source, will provide a comparative baseline of data for system-level decisions. On September 8, 2005, the Chancellors adopted common measures for all administrative and student services programs. Following the process used for the self study demographic information and achievement data (DIAD) template, the IR Cadre can identify, define, and tailor data requirements from system IRO products which meet standards of good evidence.
- b. The previously agreed upon principles related to program review (see the April 1, 2005, progress report) and the common measures identified above were promulgated as community college system policy and procedures on September 15, 2005. A copy of the policy and procedures, including the common measures, is included in Attachment 1.
- c. A high priority item was included in the community colleges supplemental budget request for consideration by the Board of Regents and subsequently the State Legislature. The budget request, if approved, would strengthen the staff supporting program review and assessment at the colleges and also create a program improvement fund that could facilitate continuous quality improvement as identified in program review and planning. A copy of the budget request is included as Attachment 2.
- d. Work continues on creating a web-based access system for the program review and planning information so that all interested parties may review the assessment results of each program.
- e. Work continues with the University system Institutional Research Office to create a more responsive environment for consistent, regular, and timely reports as well as ad hoc data query and for better business intelligence using data warehouses for student, faculty, and financial information.
- f. Through the Board's newly expanded community college committee, the Board of Regents will receive a regular briefing on program review and assessment, as



well as on related program improvement plans and budget requests. More details are provided below in the response to Recommendation 7.

*Windward Community College adopted the common system format and measures for academic program review that was created by the Chief Academic Officers, and incorporated them into college policy and procedures. In addition, the Director of Administrative Services worked with the system directors to create a common format for their use, and the Deans of Students did the same. The WCC institutional researcher is assisting each unit in identifying existing sources for needed data, while the Institutional Research cadre works to adapt the data that is available from the system to better meet college reporting needs.*

*With common system principles and measures, Windward Community College can be assured that its program reviews and reports will be relevant, meaningful and useful in its solicitation of system resources from the Office of the Vice President for Community Colleges, the Board of Regents, and the state legislature.*

- 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)**

In the April 1, 2005, progress report; several alternative organizational models were under consideration. After further discussion and consultation, the Board of Regents on June 21, 2005 approved a reorganization of the community colleges. Key elements of the reorganization include:

- a. The creation of a new position of Vice-President for Community Colleges within the University of Hawai'i system organization. The Vice-President is responsible for system governance and advocacy for the community colleges.
- b. Realignment of the system community college support functions so that they now report to the new Vice-President for Community Colleges. Michael Rota, Associate Vice-President for Academic Affairs, and Michael Unebasami, Associate Vice-President for Administrative Affairs, and their respective staff report to the Vice-President for Community Colleges and are totally committed to community college support.
- c. The retention by the college CEOs of the title and authority of Chancellors with respect to college based operations. The Chancellors continue to meet and participate in the University-wide Council of Chancellors as well as the Council of Community College Chancellors and have a dual reporting relationship to the

Vice-President for Community Colleges for community college matters and to the President of the University for matters of University wide concern. The structure is designed to ensure that the Chancellors have the appropriate authority as CEOs of accredited colleges while maintaining the system governance structure to assure policy and planning coherence and equitable resource allocation within the system of community colleges.

The reorganization proposal, as approved by the Board of Regents, is included as Attachment 3.

On July 23, 2005 the Board of Regents appointed John Morton, formerly Chancellor of Kapi‘olani Community College, as interim Vice-President for Community Colleges. Vice-President Morton and his staff are working with both colleges and University system personnel to establish clear reporting lines and levels of authority and responsibility for both the system staff and the colleges.

*The latest re-organization of the community colleges has provided Windward Community College with assurance that the college will have consistent community college system support for planning, administrative and fiscal operations without taking away the autonomy needed to provide a quality learning institution.*

*Dr. Morton spoke to the Windward faculty at fall convocation and there has been an enthusiastic response to his appointment. In his speech was able to allay concerns and to assure faculty that the re-organization would assist the system and the college to move forward.*

- 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)**

The standards established by the Accrediting Association for Community and Junior Colleges (ACCJC) require a degree of engagement and familiarity by the BOR with the issues and operations of the community colleges that were not adequately met through the current BOR structure. At its September 16, 2005 meeting, the BOR enlarged the community college committee and clarified its duties to allow the BOR to address these standards without impacting the other business of the BOR in its governance of the University system and the baccalaureate campuses. The new committee has the following characteristics:

### **Membership**

The committee consists of six members, including each of the four neighbor island BOR members and two members appointed from O`ahu. This membership ensures

that all community colleges are represented by Regents from their respective islands on the committee.

### **Frequency of meetings**

The committee will have quarterly meetings independent of the regular BOR meetings, although the community college meeting might precede the regular BOR meeting. The meetings will be of sufficient length in a workshop format to allow an in-depth exploration of the issues.

### **Meeting Agenda**

**Meeting 1**, to be held in September or October of each year, will focus on the broad community college mission and the degree to which the community colleges are meeting that mission. The focus topics will include access, workforce development, baccalaureate transfer, and engagement with the local communities. To the degree that new BOR members are appointed to the community college committee, this first meeting each year will also serve as an orientation for those members.

**Meeting 2**, to be held in November or December, will focus on the financial health of the community colleges including, all sources of funds and financial aid for students.

**Meeting 3**, to be held in February, will focus on program review and assessment results. Given the large number of programs across the seven campuses, the program review discussion will focus on those programs that were most successful and those programs that were most likely to be stopped out, terminated, or significantly modified.

**Meeting 4**, to be held in April or May, will focus on planning issues for the upcoming year. The discussion will also focus on major initiatives and budget-related proposals.

### **Meeting Location**

The meetings will rotate among the campuses so that in a two-year period, all campuses, including both the East and West Hawai'i sites, will host the meeting. Time will be devoted to acquainting the committee members with local campus facilities and/or program issues.

### **Relationship to Regular Monthly Board Meetings**

The committee meetings are intended to provide in-depth understanding and discussion with BOR members about the issues and directions of the community colleges. The intention is not to create an additional layer of approval authority for

transactions. Regular transactional items would not come to the committee but rather would be processed through normal BOR monthly meetings.

The Vice-President for Community Colleges will serve as liaison to the BOR Community College Committee to communicate significant issues that emerge between the regularly scheduled meetings, to inform the BOR of significant accomplishments of community college faculty and/or students, and to respond to any inquiries from the BOR related to community college matters.

The first meeting of the new community college committee is scheduled to take place within the next fifty days.

*In the past, the Board of Regents has met at Windward Community College once per year. Their full days of meetings, however, prohibited board members from having time to learn in depth about the college. Under the new BOR community college committee structure, the community college committee will have the opportunity to get to know much more about Windward, and to spend time at the college. This increased awareness and understanding of college needs can only help to assure their support in maintaining the quality, integrity and effectiveness of the college.*

# **UNIVERSITY OF HAWAII**

## **COMMUNITY COLLEGES POLICY**

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Attachment 1

**UHCCP #5.202**  
October 2005

### **SUBJECT: Review of Established Programs**

#### **1. Purpose**

Program reviews are intended to provide a regular assessment of the effectiveness of degree programs, of significant non-credit programs, of areas of major curricular emphasis, and of major educational and administrative support functions. Program reviews are conducted by the faculty and staff in the program, based on agreed upon measures and program plans. Program reviews provide for assessment of student learning, program demand and efficiency, analysis of external factors impacting a program, and assessment of planned program improvements. Program review results shall be used for decisions relating to program improvement, program modification, and/or program termination.

#### **2. Related University Policies**

- a. Board of Regents Policy, Section 5-1.b Review of Established Programs  
[www.hawaii.edu/offices/bor/policy/borpch5.pdf](http://www.hawaii.edu/offices/bor/policy/borpch5.pdf)
- b. University of Hawai'i Systemwide Executive Policy, E5.202 Review of Established Programs  
[www.hawaii.edu/apis/ep/e5/e5202.pdf](http://www.hawaii.edu/apis/ep/e5/e5202.pdf)

#### **3. Policy Objective**

This policy establishes a coordinated program review process within each College and across the Community College System that meets the requirements of the University Board of Regents and Executive policies, external mandates such as those required by the Federal Carl Perkins Act of 1998, and the standards of good practice established by program and regional accrediting bodies.

#### **4. Required Elements of the Program Review**

All Colleges shall develop program review policies and processes that comply with the following principles:

- a. Each instructional and non-instructional program shall undergo a comprehensive review at least once every five years.
- b. Program reviews shall result in improvement plans that are linked to the College strategic plan.

- c. There shall be an annual report of program data which is analyzed, reviewed, and, where appropriate, reflected in updated action plans.
- d. There shall be an overarching commitment to continuous quality improvement.
- e. The program review process shall be collegial.
- f. Program review information shall be publicly available.
- g. Comparable measures shall be used consistently across Colleges.
- h. Program reviews and resulting plans for improvement shall be used in decisions regarding resource allocation at the College and System level

#### **4. Programs Subject to Review**

The following programs are subject to the program review policy:

- a) All Board of Regents approved credit degree and certificate granting programs. Program reviews for degree granting programs should incorporate reviews of all related certificates and non-credit programs, and student service support.
- b) All non-credit programs where the scope of the program is comparable to a credit degree or certificate granting program and where the program is not otherwise incorporated in the review of a degree granting program.
- d) All educational and administrative support programs.
- c) Any cross-curricular emphases or special programs that have been designated by the College as a significant component of the general education or strategic direction of the College.

#### **5. Frequency of Program Reviews**

All programs shall prepare annual reports documenting performance on agreed upon outcomes, key benchmarks, critical external factors, and planning improvements. All programs shall complete a comprehensive assessment at least once each five years in accordance with the schedule established by the College. If a program has completed a comprehensive self-assessment for the purposes of program accreditation within two years of the program review cycle, the results of the accreditation self-study may substitute for the comprehensive program review.

#### **6. Content of Program Review**

Program reviews shall include the following components:

- a. Statement on the mission or purpose of the program, including the target student population

- b. Information on external factors affecting the program
- c. Historical trend data on key measures
- d. Program health indicators with benchmarks to provide a quick view on the overall condition of the program
- e. Required external measures
- f. Analysis of the outcomes over the period of the review, including an assessment related to progress in achieving planned improvements
- g. Recommendations for improvement or action to be incorporated into the unit plan or the College's next strategic plan.

## **7. Dissemination of Program Reviews**

The Office of the Associate Vice President for Academic Affairs shall compile an annual report of program reviews summarizing the reports completed and significant actions or issues identified in the reports. The Vice President for Community Colleges will report the results of the program reviews to the Community College Committee of the Board of Regents.

The program reviews and the annual summary shall be made available to the Community Colleges' community and the general public through a public web site.

## **8. Assessment of the Program Review Process**

Under the management of the Community Colleges' Director of Academic Planning, Assessment, and Policy Analysis, the established Community College System deans and/or directors groups are responsible for assessing the effectiveness of the system Program Review Process and to recommend changes to improve the outcomes of the process.

At the conclusion of each year, each established system vice chancellors/deans and/or directors group will review the measures and content of the program review in their respective area to ensure that the review provides the information necessary for program assessment and improvement.

At the conclusion of each program review cycle, each established system vice chancellors/deans and/or directors group will conduct an assessment of the overall program review policy and procedures to determine if improvements are necessary.

## **9. Annual Program Review Procedures**

Within the principles outlined in Section 3, each College shall establish and operate its own program review process, each College is free to supplement the Community Colleges System agreed upon common set of program review data elements, and each College shall make available to the Community College System, summary data and analysis on a timely manner to facilitate the annual report to the Board of Regents.

Details regarding the common data elements, summary reporting formats, and timetables will be established separately for instructional programs, academic support programs, student services programs, and institutional support programs. The procedures and common measures for each may be found at the following Web sites:

**Instructional Programs** (Attachments 1-A & 1-B) ([www.hawaii.edu/????](http://www.hawaii.edu/????))

**Academic Support Programs** (Attachment 2) ([www.hawaii.edu/????](http://www.hawaii.edu/????))

**Student Services Programs** (Attachment 3) ([www.hawaii.edu/????](http://www.hawaii.edu/????))

**Administrative Services Programs** (Attachment 4) ([www.hawaii.edu/????](http://www.hawaii.edu/????))



**HAWAI'I COMMUNITY COLLEGES**

**INSTRUCTIONAL PROGRAM REVIEW PROCEEDURES AND MEASURES**

**Associate in XXXX Degree**

Assessment Period: (e.g. 2002-2005)

College Mission Statement

Program Mission Statement

**Part I. Executive Summary of Program Status**

Response to previous program review recommendations

**Part II. Program Description**

History

Program goals/Occupations for which this program prepares students

Program SLOs

Admission requirements

Credentials, licensures offered

Faculty and staff

Resources

Articulation agreements

Community connections, advisory committees, Internships, Coops, DOE connections

Distance delivered/off campus programs, if applicable

**Part III. Quantitative Indicators for Program Review**

**Demand/Efficiency**

1. Current and projected positions in the occupation (for CTE programs)
2. Annual new positions in the State (for CTE programs)
3. Number of applicants
4. Number of majors
5. Student semester hours for program majors in all program classes
6. Student Semester Hours for all program classes.
7. FTE program enrollment
8. Number of classes taught
9. Average class size
10. Class fill rate

11. FTE of BOR appointed program faculty
12. Semester credits taught by lecturers
13. Percent of classes taught by lecturers
14. FTE workload (Credits taught / full teaching load.)  
Note: Full teaching load is generally defined as 27 or 21 credits depending on program
15. Major per FTE faculty
16. Number of degree/certificates awarded in previous year by major
17. Cost of program per student major
18. Cost per SSH
19. Determination of program's health based on demand and efficiency (Healthy, Cautionary, Unhealthy)

#### Outcomes

1. Attainment of student educational goals
2. Persistence of majors fall to spring
3. Graduation rate
4. Transfer rates
5. Success at another UH campus (based on GPA)
6. Licensure information where applicable
7. Perkins core indicators for CTE programs
8. Determination of program's health based on outcomes (Healthy, Cautionary, Unhealthy)

#### **Part IV. Assessment Results Chart for Program SLOs (3-5 year trend)** Changes made as a result of findings

#### **Part V. Curriculum Revision and Review** (Minimum of 20% of existing courses are to be reviewed each year.)

#### **Part VI. Survey results**

1. Student satisfaction
2. Occupational placement in jobs (for CTE programs)
3. Employer satisfaction (for CTE programs)
4. Graduate/Leaver (for CTE programs)

#### **Part VII. Analysis of Program**

- Alignment with mission
- Strengths and weaknesses based on analysis of data
- Evidence of quality
- Evidence of student learning
- Resource sufficiency
- Recommendations for improving outcomes

#### **Part VIII. Action Plan**

#### **Part IX. Budget implications**

**HAWAI'I COMMUNITY COLLEGES**  
**ANNUAL INSTRUCTIONAL**  
**ASSESSMENT PROCEDURES AND MEASURES**  
**Associate in XXXX Degree**

College Mission Statement:

Program Mission Statement:

**Part I. Quantitative Indicators for Program Review**

**Demand/Efficiency**

1. Current and projected positions in the occupation (for CTE programs)
2. Annual new positions in the State (for CTE programs)
3. Number of applicants
4. Number of majors
5. Student semester hours for program majors in all program classes
6. Student Semester Hours for all program classes.
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16. Number of degree/certificates awarded in previous year by major
17. Cost of program per student major
18. Cost per SSH
19. Determination of program's health based on demand and efficiency (Healthy, Cautionary, Unhealthy)

**Outcomes**

1. Attainment of student educational goals
2. Persistence of majors fall to spring
3. Graduation rate
4. Transfer rates

5. Success at another UH campus (based on GPA)
6. Licensure information where applicable
7. Perkins core indicators for CTE programs
8. Determination of program's health based on outcomes (Healthy, Cautionary, Unhealthy)

**Part II. Assessment Results for Program Student Learning Outcomes (SLO)**

**Part III. Curriculum Revision**

Courses reviewed/revised for currency, accuracy, integrity

**Part III. Analysis of data**

Alignment with mission

Strengths and weaknesses based on analysis of data

Evidence of quality

Evidence of student learning

Resource sufficiency

Recommendations for improving outcomes

**Part IV. Action plan**

**Part V. Budget implications**

**HAWAI'I COMMUNITY COLLEGES**  
**ACADEMIC SUPPORT SERVICES**  
**PROGRAM REVIEW PROCEDURES AND MEASURES**

**(IN PROGRESS)**

**HAWAI'I COMMUNITY COLLEGES**  
**STUDENT SUPPORT SERVICES**  
**PROGRAM REVIEW PROCEDURES AND MEASURES**

College Mission Statement

Program Mission Statement

**Part I.** Summary of Student Services with emphasis on particular program being reviewed

**Part II.** Mission, Purpose and Goals of the Sub-Programs

- Admissions and Orientation
- Registration and Records
- Counseling and Academic Advising
- Financial Aid
- Student Life
- Student Health Services
- Job Preparation Services

**Part III.** Quantitative Indicators for Program Review

Goal: Matriculation Services/Student Access

Measures:

1. Percentage of gender/ethnicity distribution compared to the population of the State
2. Number and percent of degree/certificate seekers based on intent
3. Percent of resident/non-resident breakdown
4. Percent of students receiving financial aid
5. Annual headcount trends
6. Percent of Applicants who enroll within one year

Goal: Retention Services/Student Progress

Measures:

1. Number and percent of students who report that Counselors helped them achieve or make progress toward their goal (CCSSE)
2. Average time for a student to complete degree
3. The percentage of first time students receiving orientation services (content to be defined)

Goal: Transition Services/Student Success

Measures:

1. The number and percentage of students who transfer to a four year institution having earned a degree

2. The number and percentage of students who transfer to a four year institution without a degree
3. The number and percentage of students who receive a degree or certificate

**Goal: Quality Resources and Services/Student Experience**

**Measures:**

1. Number of counselors per FTE student by demand/need
2. Number of enrollment services staff per FTE student
3. Average processing time per student request for service transactions
4. Number and percentage of students who are active in Registered Independent Organizations(RIOs) and Chartered Student Organizations (CSOs)

**Part IV. Assessment Results – establish benchmarks**

1. COMPASS placement scores distribution
2. Quantitative indicators
3. Qualitative indicators
4. Survey and other data sources
5. Student Satisfaction Surveys (use national survey and compare average rates)

**Part V. Analysis of Program**

**Part VI. Plan for Improvement**

**Part VII. Budget Implications**

**HAWAI'I COMMUNITY COLLEGES**  
**ADMINISTRATIVE SERVICES**  
**PROGRAM REVIEW PROCEEDURES AND MEASURES**

I. Administrative Services Mission Statement

Administrative support services at each campus provide campus-wide executive leadership, budgetary and financial management, personnel administration, procurement and property management, facilities and grounds maintenance, security, physical facilities planning of both repairs and maintenance and capital improvement projects, and auxiliary services. Under the direction of the Vice President for Community Colleges, the University of Hawai'i Community College systemwide administrative affairs unit directly coordinates, supports, and assists the community college campuses in policy formulation; budgeting, planning and coordination; budget execution and the effective use of available resources; organizational management and position control; human resources; facilities planning; and other administrative, logistical and technical services.

The campus and sytemwide administrative services units support the primary program objectives of the Community Colleges, which are to develop eligible individuals to higher levels of intellectual, personal, social, and vocational competency by providing formal vocational and technical training and general academic instruction for certificates or degrees, or in preparation for the baccalaureate; and by offering adult continuing education for both personal and vocational purposes. The administrative services units directly support the academic mission of providing quality educational and related services to the students and the communities.

II. Strategic Plan Goals and Objectives & Campus Program Review Relationships

III. Program Review of Individual Administrative Services Units

- Description
  - Analysis:  
Measurements/Outcomes/Surveys  
Workload/Efficiency
  - Future Direction - Plan of Action
- A. Budget & Planning measurements (Standard, comparable measures across campuses – CCBPO collection and distribution of data):
1. Fall and Spring Credit Headcount Enrollment
  2. Fall and Spring Credit FTE Enrollment



3. General Fund + Tuition and Fee Special Fund (TFSF) Expenditure & Encumbrances (E&E)
4. Ratio of General Fund + TFSF E&E (fiscal year) per Credit Headcount Enrollment (Fall)
5. Ratio of General Fund + TFSF E&E (fiscal year) per Credit FTE Enrollment (Fall)
6. Ratio of General Fund Appropriation + collective bargaining (fiscal year) per Credit Headcount Enrollment (Fall)
7. Ratio of General Fund Appropriation + collective bargaining (fiscal year) per Credit FTE enrollment (Fall)
8. Expenditure & Encumbrances (E&E) (fiscal year) for all Appropriated funds (General, Federal, Special, Revolving)
9. Legislative Appropriations (fiscal year) for all Appropriated funds (General, Federal, Special, Revolving)
10. Tuition and Fee Special Fund (TFSF) Revenue (fiscal year)
11. Ratio of Tuition and Fee Special Fund (TFSF) Revenue (fiscal year) per Credit FTE Enrollment (Fall)
12. Ratio of Tuition and Fee Special Fund (TFSF) Revenue (fiscal year) per Student Semester Hours (fiscal year)
13. Quarterly BLS Reports
14. BLS Reports – 3 year Comparisons
15. BLS Reserve Status Report

B. Business Office measurements (Standard, comparable measures across campuses):

1. Number of UH Purchase Orders issued (fiscal year)
2. Average number of work days required to issue UH Purchase Order
3. Average number of work days required to submit PO payment documents to UH Disbursing Office
4. Number of RCUH Purchase Orders issued (fiscal year)
5. Number of UH P-Card transactions processed (fiscal year)
6. Number of UH FMIS AFP documents issued (fiscal year)
7. Number of RCUH Direct Payment documents issued (fiscal year)
8. Number of UH Departmental Checks issued (fiscal year)
9. Average number of work days required to issue UH Dept Checks
10. Number of UH Payroll Journal Vouchers processed (fiscal year)
11. Number of RCUH Payroll Journal Vouchers (fiscal year)
12. Number of UH Non-Payroll Journal Vouchers processed (fiscal year)
13. Number of RCUH Non-Payroll Journal Vouchers processed (fiscal year)
14. Number of UH Inter-Island Travel Completion Reports processed (fiscal year)
15. Number of RCUH Inter-Island Travel Completion Reports processed (fiscal year)
16. Number of UH Out-of-State Travel Completion Reports processed (fiscal year)
17. Number of RCUH Out-of-State Travel Completion Reports processed (fiscal year)

18. Number of UH invoices outstanding and total dollar value of UH Accounts Receivables at fiscal year end
19. Business Office staff FTE (Civil Service, APT)

C. Operations and Maintenance measurements (Standard, comparable measures across campuses):

1. Number of work orders completed (fiscal year)
2. Janitor FTE
3. Ratio of Building gross square feet per Janitor FTE
4. Groundskeeper/Laborer FTE
5. Ratio of Campus acres of land per Groundskeeper/Laborer FTE
6. Building Maintenance FTE
7. Security FTE

D. *Human Resources measurements (Standard, comparable measures across campuses):*

1. *Number of PNF Transactions processed (fiscal year)*
2. *Number of New Appointments processed (fiscal year)*
3. *Number of Lecturer PNF documents processed (fiscal year)*
4. *Number of Form 6 Transactions processed (fiscal year)*
5. *Number of Leave Cards processed (calendar year)*
6. *Average number of work days required to establish APT positions*
7. *Average number of work days to fill faculty/APT positions*
8. *Number of Grievances/Investigations filed (fiscal year)*
9. *Human Resources FTE*
10. *Faculty/Staff Headcount*

E. *EEO/AA measurements (Standard, comparable measures across campuses):*

1. *Number of Training and workshops presented on campus (fiscal year)*
2. *Number of EEO related Training and workshop sessions attended (fiscal year)*
3. *Utilization analysis and numeric hiring goals*
4. *Number of EEO complaints formally filed (fiscal year)*
5. *Number of campus EEO investigations, including campus initiated investigations (fiscal year)*

F. *Surveys – Campus determined structure and content*

IV. Summary of Issues and Direction for Administrative Services

Attachment 2  
FORM AFY 2007 SUPPLEMENTAL BUDGET  
BUDGET ADJUSTMENT REQUEST

DEPARTMENT: University of Hawai'i  
 Program ID/Org. Code: Community Colleges - UOH 800/DD  
 Program Title: Community Colleges - UOH 800/DD

Department Priority \_\_\_\_\_  
 Campus Priority \_\_\_\_\_

Department Contact: Michael Unebasami, Associate VP for Administration and CC Operations  
 Phone: 956-6280  
 Date Prepared: August 9, 2005

Request Category:

GOV Priority \_\_\_\_\_  
 CS Trade/Transfer (+) \_\_\_\_\_ (-) \_\_\_\_\_  
 CS Chg to Fixed/Entitlement (+) \_\_\_\_\_ (-) \_\_\_\_\_  
 Other \_\_\_\_\_  
 BOR \_\_\_\_\_  
 New Priority X

## I. TITLE OF REQUEST:

Program Review / Program Improvement Fund

## Description of Request:

Funding to directly support accreditation related program review processes at the campuses and to provide a Program Improvement Fund with flexible resources to allocate to the campuses based on the outcomes of the program review processes to ultimately improve student learning.

## II. OPERATING COST SUMMARY

	FTE (P)	FTE (T)	Supplemental FY 07 Request (\$)
A. Personal Services	9.25	0.00	1,123,243
B. Other Current Expenses			560,000
C. Equipment			0
L. Current Lease Payments			0
M. Motor Vehicles			0

## TOTAL REQUEST

(9.25)	0.00	1,683,243
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## By MOF:

A	(9.25)	0.00	1,683,243
B			
N			
R			
S			
T			
U			
W			
X			

FY 2007 SUPPLEMENTAL BUDGET  
BUDGET ADJUSTMENT REQUEST

## III. OPERATING COST DETAILS

	MOF	FTE (P)	FTE (T)	Supplemental FY 07 Request (\$)
<b>A. Personal Services (List all positions)</b>				
Faculty, 11 mo	A	1.00		50,892
Institutional Researcher	A	1.00		40,043
Director of Planning	A	1.00		65,000
Faculty, 11 mo	A	1.00		50,892
Faculty, 11 mo	A	1.00		50,892
Institutional Researcher	A	1.00		40,043
Institutional Researcher	A	1.00		39,262
Institutional Researcher	A	1.00		39,262
Institutional Researcher	A	0.25		9,815
Academic Support Sp	A	1.00		54,492
Other Personal Services				
Prog Improvement Fund - Payroll	A			500,000
Lecturer Replacement - 130 Credits @ 1,405	A			182,650
Fringe Benefits				
Turnover Savings				
Subtotal Personal Service Costs		9.25	0.00	1,123,243
By MOF	A	9.25	0.00	1,123,243
	B	0.00	0.00	0
	N	0.00	0.00	0
	W			
<b>B. Other Current Expenses (List by line item)</b>				
Prog Improvement Fund - Others	A			500,000
3400 Supplies & Non-Inventory Equipment	A			60,000
Subtotal Other Current Expenses				560,000
By MOF	A			560,000
	B			0
	N			0
	W			
<b>C. Equipment (List by line item)</b>				
Subtotal Equipment				0
By MOF	A			0
	B			0
	N			0
	W			
<b>L. Current Lease Payments (Note each lease)</b>				
Subtotal Current Lease Payments				0
By MOF	A			0
	B			0
	N			0
	W			
<b>M. Motor Vehicles (List Vehicles)</b>				
Subtotal Motor Vehicles				0
By MOF	A			0
	B			0
	N			0
	W			
<b>TOTAL REQUEST</b>		9.25	0.00	1,683,243

**FY 2007 SUPPLEMENTAL BUDGET  
OPERATING BUDGET ADJUSTMENT REQUEST  
UNIVERSITY OF HAWAII**

**IV. JUSTIFICATION OF REQUEST**

The community colleges are each accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC). In June 2004, the ACCJC adopted new standards for accreditation that have placed additional emphasis on the processes linked to the improvement of student learning. This has heightened the expectation that each college will have a program review process in place that looks at the performance of every program and service. This requires that each college have the capacity to collect data, analyze performance, and use the results from these processes to determine resource requirements and allocate available resources to improve student learning. In addition, the ACCJC standards call for the system level administration in multi-campus districts (the Vice President for Community Colleges within the University of Hawai'i system) to make system-wide resource allocations on the basis of the outcomes of the campus program review processes.

Following the December 2002 reorganization of the University, the ACCJC has evaluated the ability of the UH system organization to meet its standards for a multi-campus district. In 2004, six of the seven campuses were on Warning by the ACCJC for our inability to implement a program review process at the campus and system according to their expectations. While four campuses have successfully dealt with the on-campus component of the program review and resource allocation process and thus had the Warning status removed, three campuses are under Warning over this same issue. Part of the problem continues to be our inability to develop an internal resource allocation process across the campuses that is tied to the outcomes of program review.

In the current budget appropriation process, all Legislative appropriations are earmarked for specific program activities within each of the campuses, thus restricting the ability of the system to develop a resource allocation plan based upon the outcomes of the program review process. In addition, our capacity to collect data, analyze the outcomes of programs and services, and make resource allocation decisions is not capable of meeting the requirements of the New ACCJC standards.

The purpose for this request is to develop a system set of resources that can provide the infrastructure needed to meet the new assessment processes, and the flexible resources to differentially allocate resources across the colleges according to the needs identified in the program review process.

**Campus Breakdown**

	<b>FTE</b>	<b>Amount</b>
Honolulu CC	1.00	50,892
Kapi'olani CC	2.00	105,043
Leeward CC	1.00	177,342
Windward CC	1.00	50,892
Hawai'i CC	1.00	40,043
Maui CC	2.25	204,539
CC Systemwide /1	1.00	1,054,492
<b>Total</b>	<b>9.25</b>	<b>1,683,243</b>

/1 Includes \$1,000,000 Program Review / Program Improvement Fund

**V. RELATIONSHIP OF THE REQUEST TO STATE PLAN OR FUNCTIONAL PLAN**

This request meets Goal A of the Community College Strategic Plan (Promote Learning and Teaching for Student Success) and Goal 1 of the UH System Strategic Plan and Goal 1 (Educational Effective and Student Success). This request is necessary to meet the fundamental goal of integrating measurable student learning outcomes and a cycle of assessment and improvement in all college functioning

EXECUTIVE SUMMARY  
REORGANIZATION PROPOSAL  
UNIVERSITY OF HAWAII  
SYSTEM ADMINISTRATION FOR COMMUNITY COLLEGES

The purpose of this reorganization is to establish a new organizational infrastructure between the University system and the autonomous community colleges and four-year campuses. The University is proposing the establishment of the Office of the Vice President for Community Colleges which will be responsible for executive leadership, policy decision-making, resource allocation, and development of appropriate support services for the seven community colleges. A dual reporting relationship is being proposed, whereby the Community College Chancellors report to the new Vice President for Community Colleges for leadership and coordination of the community college operations, and concurrently report to the President for system wide policy making. This dual reporting relationship is designed to preserve previous Board action to promote and facilitate campus autonomy in balance with system wide academic and administrative functions and operations.

The reorganization proposes to realign the community colleges academic and administrative affairs support services to the new Office of the Vice President for Community Colleges. The academic affairs support functions are being transferred from the Office of the Vice President for Academic Planning and Policy and the administrative affairs support functions from the Office of the Vice President for Budget and Finance/Chief Financial Officer.

The proposed reorganization is envisioned to have three positive outcomes: 1) improve the performance of the community colleges as a system and as individual campuses in light of accreditation standards for both the system and the community college campuses, 2) promote coherence in the conduct of activities such as program reviews that may lead to resource allocation decisions, and 3) enhance the advocacy for the community colleges as a group.

Additional funding required for the proposed reorganization is estimated at \$25,000 annually and to be addressed through the reallocation of non-instructional funds. Charged against the \$25,000 will be a portion of the salary of the Vice President and office equipment for the new Vice President and a Private Secretary. General funds made available as a result of the conversion of the funding source of other positions will be used for the new Vice President's salary. Cost of the Private Secretary salary will be funded through an internal reallocation of funds. Consultation with faculty, staff, students and the unions has been completed.

PROPOSED REORGANIZATION FOR THE  
UNIVERSITY OF HAWAI'I  
SYSTEM ADMINISTRATION FOR COMMUNITY COLLEGES

I. PRESENT ORGANIZATION

As the chief executive officer of the University of Hawai'i, the President is responsible for administering and coordinating University-wide functions through appropriate senior executives and managers. The UH System administration is currently comprised of the President, 16 senior executives, and 1 senior manager. At the system level, the following positions are direct reports to the President: Vice President for Academic Planning and Policy, Vice President for Research, Vice President for Student Affairs, Vice President for Administration, and Vice President for Budget and Finance/Chief Financial Officer. A chancellor for each of the ten campuses comprising the system also directly report to the President: University of Hawai'i at Mānoa, University of Hawai'i at Hilo, University of Hawai'i at West O'ahu, Hawai'i Community College, Honolulu Community College, Kapi'olani Community College, Kaua'i Community College, Leeward Community College, Maui Community College, and Windward Community College. The Vice President for Legal Affairs and University General Counsel and the Director of Internal Audit report directly to the Board of Regents.

The following summarizes the results of the November 2004 system level reorganization:

- Three executive classes were abolished (Chief of Staff, Vice President for External Affairs and University Relations, and Vice President for International Education); one executive class created (Vice President for Budget and Finance/Chief Financial Officer); and five vacant positions abolished (position counts to remain with the University; one position count was used to convert a temporary Private Secretary position to permanent status), with an estimated annual budgeted cost savings of approximately \$876,000.
- The Chief of Staff position was redescribed to Vice President for Administration.
- The staff and functions of the Office of Human Resources, Office of Information Technology Services, Office of the former Vice President for External Affairs and University Relations, and Office of Capital Improvements were reassigned to the Office of the Vice President for Administration. The Office of Information Technology Services reports to the President for planning and policy functions and the Vice President for Administration for operational functions.
- The staff and functions of the University Budget Office, Financial Management Office, Community Colleges Administrative Affairs, and Central Administrative Affairs were realigned to report to the Office of the Vice President for Budget and Finance/Chief Financial Officer.



- The staff and functions of the Office of Internal Audit were realigned to report directly to the Board of Regents with an indirect reporting line to the Vice President for Budget and Finance/Chief Financial Officer.
- The staff and functions of the University Risk Management Office were reassigned to report to the Office of the Vice President for Legal Affairs and University General Counsel.
- The Vice President for Academic Affairs was retitled to Vice President for Academic Planning and Policy.
- The staff and functions of the Office of the former Vice President for International Education were reassigned to the Office of the Vice President for Academic Planning and Policy.
- The staff and functions of the Distance Learning Office were reassigned to the Office of Planning and Policy.
- Changes to the functions of the Office of the Vice President for Student Affairs were adopted.
- The Council of Chancellors and Council of Community College Chancellors were recognized not as administrative units, but entities that provide advice and guidance on strategic planning and program development guidance to the President.
- The informal line of communication between the President and the Pūko‘a Council and Student caucus was recognized.

## II. PROPOSED REORGANIZATION

The reorganization proposes to create the Office of the Vice President for Community Colleges which will be responsible for community college related system policies, resource allocation, and central services and support for the seven community colleges. The new Vice President for Community Colleges will be the central leadership position, reflecting the collective mission of the community colleges.

The Community College Chancellors will report to the Vice President for Community Colleges, but will also have a dual reporting relationship to the President. The Community College Chancellors will report to the Vice President for Community Colleges for community college related system policies, resource allocation, and central services and support for the seven community colleges and to the President for system wide policy development, on par with the chancellors of the four-year campuses.



The proposal plans to retain the following community college executive positions:

- 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 executive positions of Associate Vice President for Academic Affairs and Associate Vice President for Administrative Affairs will be retained, but realigned to report to the new Vice President for Community Colleges.

The reorganization proposal involves:

- Establishing the new Office of the Vice President for Community Colleges to report to the President.
- Creating a dual reporting relationship for the Community College Chancellors. The Chancellors will report to the President for system wide policy matters and to the Vice President for Community Colleges for operational matters.
- Realigning the Associate Vice President for Academic Affairs (Community Colleges) from the Office of the Vice President for Academic Planning and Policy to the Office of the Vice President for Community Colleges. The office will continue its respective functions, including providing leadership among the community colleges and insuring the integration of community colleges affairs with system functions.
- Realigning the Associate Vice President for Administrative Affairs (Community Colleges) from the Office of the Vice President for Budget and Finance/Chief Financial Officer to the Office of the Vice President for Community Colleges. The office will continue its respective functions, including providing leadership among the community colleges and insuring the integration of community colleges affairs with system functions

There will be no other organizational or functional changes to the system wide offices. All ten chancellors will continue to report to the President and collectively meet as the Council of Chancellors, which is not an administrative unit, to advise the President on strategic planning, program development, and other matters of concern. The community college chancellors will meet as the Council of Community College Chancellors, which is also not an administrative unit, to provide advice to the President and Vice President for Community Colleges on community college policy issues and other matters of community college interest.

### III. BACKGROUND AND REASONS FOR THE REORGANIZATION

Prior to January 2003, the University had a chancellor serving as the chief executive officer for the community college system and a provost for each of the seven community colleges. The community college chief executive officer was responsible for community college system policy to include all aspects of its management, operations and administration. In December 2002, the Board approved a reorganization of the system offices resulting in the abolishment of the Office of the Chancellor for Community Colleges and realignment of the provosts as direct reports to the president. The Provosts were subsequently retitled to Chancellors.

The proposed reorganization creates a new Vice President for Community Colleges that will be responsible for community college related system policies, resource allocation, and central services and support for the seven community colleges. Each community college chancellor would retain responsibility and control over campus operations, administration, and management. Community college chancellors would continue to have direct access to the President for University system-wide policy, on par with the chancellors of the four-year campuses.

In a January 2005 report, the Commission on the Accreditation of Community and Junior Colleges expressed concern that a lack of clarity, coherence, support, and advocacy persists regarding operational decisions distinct to the role and mission of the community colleges within the University of Hawai'i System due to the current organizational structure. The proposed reorganization to create the Office of the Vice President for Community Colleges and a dual reporting relationship for the Community College Chancellors is intended to create an organizational structure responsive to the Commission's concerns. The proposal preserves the Community College Chancellors direct access to the President for policy matters, and their role, responsibility and authority for the operations, management, and administration of their campus.

The proposed reorganization is envisioned to have three positive outcomes: 1) improve the performance of the community colleges as a system and as individual campuses in light of accreditation standards for both the system and the community college campuses, 2) promote coherence in the conduct of activities such as program reviews that may lead to resource allocation decisions, and 3) enhance the advocacy for the community colleges as a group.

The proposed reorganization of community colleges is consistent with the objectives of the System Strategic Plan, in that the proposal seeks to "...allocate and manage resources to achieve continuing improvement in organization, people, and processes and to secure competitive advantage." The reorganization will not adversely impact the services to programs and students.

#### IV. IMPACT ON STAFFING AND RESOURCES

Positions will be redescribed as necessary, commensurate with the new functional statements. The following staffing changes are being proposed:

- Vacant Position No. 89001, formerly assigned to the Office of International Education, will be transferred to the new Office of the Vice President for Community Colleges and redescribed as the Vice President for Community Colleges.
- Vacant Position No. 100041, formerly assigned to the Office of International Education, will be transferred to the new Office of the Vice President for Community Colleges and redescribed as a Private Secretary for the Vice President.
- The staff and functions of the Associate Vice President for Academic Affairs (Community Colleges), Position No. 89222, will be organizationally realigned to report to the new Vice President for Community Colleges. There will be no changes in position duties or office functions as it relates to community colleges.
- The staff and functions of the Associate Vice President for Administrative Affairs (Community Colleges), Position No. 89140, will be organizationally realigned to report to the new Vice President for Community Colleges. There will be no changes in position duties or office functions as it relates to supporting the community colleges.

The additional cost to implement the proposed reorganization will be approximately \$25,000 from the reallocation of non-instructional funds. The salary of the new Vice President for Community Colleges is comprised of a portion of the \$25,000 and from funds made available due to the conversion of other positions' funding from general to extramural funds. Office equipment for the new Vice President and Private Secretary will be charged against the \$25,000. Cost of the Private Secretary salary will be funded through an internal reallocation of funds.

#### V. CONSULTATIONS DURING THE REORGANIZATION PROCESS

Copies of the proposed reorganization for consultation purposes were provided to the All Campus Council of Faculty Senate Chairs (ACCFSC) and the Student Caucus. Comments from the ACCFSC and Student Caucus were taken into consideration and incorporated as appropriate.

Consultation with the University of Hawai'i Professional Assembly (UHPA) and the Hawai'i Government Employees Association (HGEA) was completed. Comments and recommendations of the UHPA and HGEA were taken into consideration and incorporated as appropriate. Although blue-collar workers are unaffected by the

proposed reorganization, the United Public Workers (UPW) has been informed of the proposed reorganization.

The proposed reorganization addresses comments and recommendations made by the Office of Human Resources and University Budget Office.

## VI. ALTERNATIVES CONSIDERED

Five organizational models were considered.

**(1) Separate community college system and governing board model (Kentucky model):** The community colleges would become a separate system with its own governing board. Community college chancellors would report to a chief executive officer for the community college system, who would report to the board. Community college administrative and academic policy/support functions would report to the chief executive officer for the community college system. A Hawai'i variant would have the community college chief executive officer report to the current Board of Regents. *The separate community college system and governing board model was rejected because of the need to realize potential synergies between the community colleges and the baccalaureate campuses.*

**(2) Community college system chief executive officer model (Tsunoda 1983-2002):** A community college system chief executive officer would be responsible for community college system policy, management, and administration and report to the president. Community college chancellors would report to the system chief executive officer. The system chief executive officer would sit on the president's cabinet and represent community college interests. Community college system administrative and academic policy/support functions would report to the community college system chief executive officer. *The community college system chief executive officer model was rejected because the campus Chancellors need sufficient authority as chief executive officers of their institutions to be responsible to their dynamic local environments and to be able to fulfill all of the expectations of the chief executive officer for a separately accredited college within a community college system.*

**(3) Community college coordinator model (Melendy 1965-72):** A vice-president level position would be created for community college coordination. Community college chancellors would report to the President. Community college system administrative and academic policy/support functions would report to the coordinating vice president. A variant would have the vice president exercise more control over such system functions as planning and system budgeting, and where policy, law, or accreditation dictate that the community colleges be treated as a system. *The community college coordinator model was rejected because the legal and Board of Regents structures for the community college system, such as a common legislative budget and common faculty classification and personnel policies, require more than just a coordinating function..*

(4) **Community college collective leadership model:** There would be no community college system chief executive officer. Community college chancellors would report to the president. Community college system decisions would be decided by the Council of Community College Chancellors with the council naming a permanent or rotating chair. The Council Chair would serve as a member of the president's cabinet. Community college system administrative and academic policy/support functions would report to the chair. *The community college collective leadership model was rejected because of the lack of clear decision-making authority.*

(5) **Current organization (status quo):** The president serves as the community college system chief executive officer. Community college chancellors report to the president. Community college system administrative support functions report to the Vice President for Budget and Finance/Chief Financial Officer, and community college academic policy/support functions report to the Vice President for Academic Planning and Policy. *The current organization (status quo) was rejected because it does not address the current organizational ambiguities and operational needs of the community colleges.*

Chancellors and faculty generally agreed that there were a number of positive attributes to the present organization; in particular, some Chancellors and their faculties expressed the desire to maintain a direct reporting relationship between the Community College Chancellors and the President. At the same time, they recognized that more "coherence" among community college operations is needed in order to satisfy the current Accrediting Commission on the Community and Junior College standards. Other Chancellors and their faculties were more accepting of a reporting relationship through a community college system chief executive officer to the President.

In light of organizational concerns expressed by the Commission on the Accreditation of Community and Junior Colleges and the results of discussions with the community college chancellors and others, it was concluded that the appropriate organizational structure would be to establish for the Community College Chancellors a dual reporting relationship to the President and to a new Vice President for Community Colleges. Functionally, the new Vice President for Community Colleges will be responsible for community college related system policies, resource allocation, and central services and support for the seven community colleges. Each community college chancellor would retain responsibility and control over campus operations, administration, and management. Community college chancellors would continue to have direct access to the President for University system-wide policy, on par with the chancellors of four-year campuses.

## **APPENDICES**

## **Appendix a**

### **Letter from the ACCJC Requesting a Progress Report**



**ACCREDITING  
COMMISSION  
for COMMUNITY and  
JUNIOR COLLEGES**

10 COMMERCIAL BOULEVARD  
SUITE 204  
NOVATO, CA 94949  
TELEPHONE: (415) 506-0234  
FAX: (415) 506-0238  
E-MAIL: [accjc@accjc.org](mailto:accjc@accjc.org)  
[www.accjc.org](http://www.accjc.org)

Chairperson  
JOSEPH L. RICHEY  
Public Member

Vice Chairperson  
E. JAN KEHOE  
Long Beach City College

Executive Director  
BARBARA A. BENO

Associate Director  
DEBORAH G. BLUE

Associate Director  
GARMAN JACK POND

Staff Associate  
LILY OWYANG

Business Officer  
BARBARA DUNHAM

ITAS  
TOM LANE

June 28, 2005

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

Dear Chancellor Meixell:

The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, at its meeting on June 8-10, 2005, reviewed the Progress Report submitted by the college and the report of the evaluation team which visited on Wednesday, April 6, 2005. I am pleased to inform you that the report was accepted, with the requirement that the college complete a Progress Report by **October 15, 2005**. That report will be followed by a visit of Commission representatives. **During this period, the college will remain on Warning.**

The Progress Report of October 15, 2005 should focus on the college and University of Hawaii System recommendations as noted below:

College recommendation:

**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).

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



Dr. Angela Meixell  
Windward Community College  
June 28, 2005  
Page Two

**Recommendation 6.** The team recommends that U.H. 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 (Standard IV A.5, Standard III A.3, Standard I B).

**Recommendation 7.** The team recommends that UH Community Colleges identify and implement the means to ensure that the Community College governance system at the system head and board levels meet accreditation standards, particularly policies and processes that ensure the quality, integrity, and effectiveness of the student learning programs and services (Standard IV B, all).

The visiting team noted and the Commission endorses the need for Windward Community College to continue aggressively with its efforts at establishing program review processes that include the collection and analysis of data as well as greater effort at making clearer the roles of committees in the program review process.

I have previously sent you a copy of the evaluation team report. Additional copies may now be duplicated. The Commission requires that you give the report and this letter appropriate dissemination to your college staff and to those who were signatories of your college report. This group should include campus and system leadership and the Board of Trustees. The Commission also requires that all reports be made available to the public. Placing copies in the college library can accomplish this. Should you want the team report electronically to place on your web site or for some other purpose, please contact Commission staff.

On behalf of the Commission, I wish to express continuing interest in the institution's educational programs and services. Professional self-regulation is the most effective means of assuring integrity, effectiveness and quality.

Sincerely,



Barbara A. Beno  
Executive Director

BAB/tl

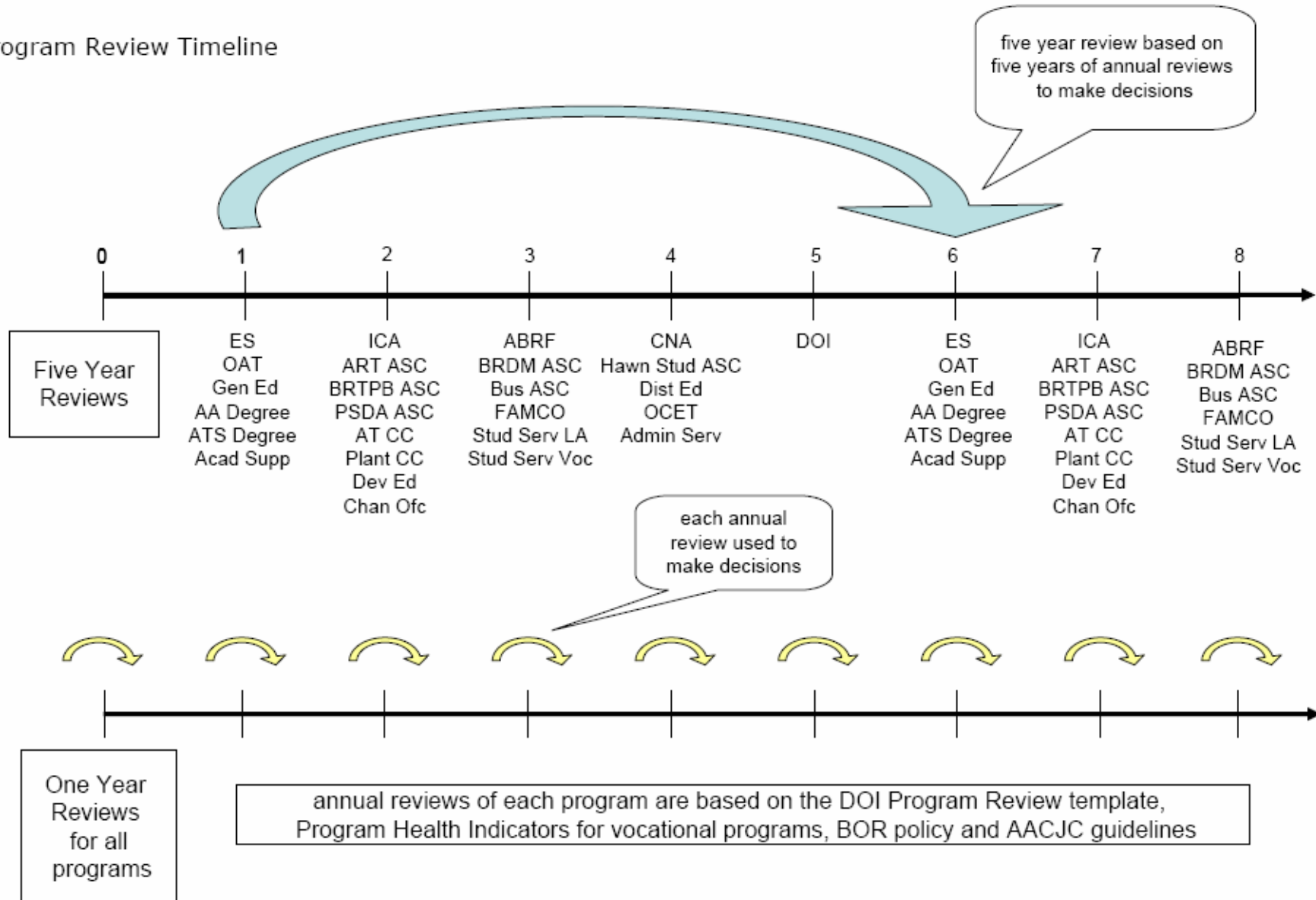
cc: Dr. David McClain, Interim President, University of Hawaii  
Mr. Paul R. Field, Accreditation Liaison Officer  
Mr. Michael Rota, Associate Vice President, University of Hawaii  
Dr. Patricia Lee, Chair, Board of Regents, University of Hawaii  
Dr. Sherrill Amador, Team Chair  
Evaluation Team Members

## **Appendix b**

### **Windward Community College Program Review Timeline**

## Program Review Timeline and Cycle

### Program Review Timeline



## **Appendix c**

### **Windward Community College Program Review and Assessment Cycle**

## Program Review and Assessment Cycle (1)

Academic Year	Group One (2)	Group Two (3)	Group Three (4)	Group Four (5)	Group Five (6)
	ES OAT Gen ED AA Degree ATS Degree Acad Supp	ICA Art ASC BRTPB ASC PSDS ASC AT CC Plant CC Dev Ed Chan Ofc	ABRF BRDM ASC Bus ASC FAMCO Stud Serv LA Stud Serv Voc	CNA Hawn Stud ASC Dist Ed OCET Admin Serv	DOI
Fall 2004 Spring 2005	<b>Program Review</b>	Annual Review	Annual Review	Annual Review	Annual Review
Fall 2005 Spring 2006	Annual Review	<b>Program Review</b>	Annual Report	Annual Report	Annual Report
Fall 2006 Spring 2007	Annual Review	Annual Review	<b>Program Review</b>	Annual Report	Annual Report
Fall 2007 Spring 2008	Annual Review	Annual Review	Annual Review	<b>Program Review</b>	Annual Report
Fall 2008 Spring 2009	Annual Review	Annual Review	Annual Review	Annual Review	<b>Program Review</b>
Fall 2009 Spring 2010	<b>Program Review</b>	Annual Report	Annual Review	Annual Review	Annual Review
Fall 2010 Spring 2011	Annual Review	<b>Program Review</b>	Annual Report	Annual Review	Annual Review
Fall 2011 Spring 2012	Annual Review	Annual Review	<b>Program Review</b>	Annual Review	Annual Review
Fall 2012 Spring 2013	Annual Review	Annual Review	Annual Review	<b>Program Review</b>	Annual Review
Fall 2013 Spring 2014	Annual Review	Annual Review	Annual Review	Annual Review	<b>Program Review</b>
Fall 2014 Spring 2015	<b>Program Review</b>	Annual Review	Annual Review	Annual Review	Annual Review
Fall 2015 Spring 2016	Annual Review	<b>Program Review</b>	Annual Review	Annual Review	Annual Review
Fall 2016 Spring 2017	Annual Review	Annual Review	<b>Program Review</b>	Annual Review	Annual Review
Fall 2017 Spring 2018	Annual Review	Annual Review	Annual Review	<b>Program Review</b>	Annual Review
Fall 2018 Spring 2019	Annual Review	Annual Review	Annual Review	Annual Review	<b>Program Review</b>
Fall 2019 Spring 2020	<b>Program Review</b>	Annual Review	Annual Review	Annual Review	Annual Review

(1) all annual and five year reviews are due in December.

(2) ES = Essential Skills; OAT = Office Administration and Technology; Gen Ed = General Education;

AA Degree = Associate in Arts Degree; ATS Degree = Associate Degree in Technical Studies; Acad Supp = Academic Support.

(3) ICA = Introduction to Culinary Skills; Art ASC = Academic Subject Certificate - Art; BRTPB ASC = Academic Subject Certificate - Bioresources and Technology - Plant Technology; PSDS ASC = Academic Subject Certificate - Psycho-social Developmental Studies; AT CC = Certificate of Completion - Agricultural Technology; Plant CC = Certificate of Completion - Agricultural Technology - Plant Landscaping; Dev Ed = Developmental Education; Chan Ofc = Chancellor's Office.

(4) ABRF = Autobody Repair and Finishing; BRDM ASC = Academic Subject Certificate - Bio-Resources Development and Management; Bus ASC = Academic Subject Certificate - Business; FAMCO = Facilities Maintenance and Construction; Stud Serv LA = Student Services Liberal Arts; Stud Serv Voc = Student Services Vocational.

(5) CNA = Certified Nurse Assistant; Hawn Studies ASC = Academic Subject certificate - Hawaiian Studies; Dist Ed = Distance Education; OCET = Office of Continuing Education and Training; Admin Serv = Administrative Services.

(6) DOI = Dean of Instruction.

## **Appendix d**

**University of Hawai'i System**

**Assessment and Program Review Templates**

August 1, 2005

To: John Morton, Interim Vice President,  
Community Colleges

Peggy Cha, Chancellor, Kauai CC  
Rockne Freitas, Chancellor, Hawaii CC  
Peter Quigley, Acting Chancellor, Leeward CC  
Angela Meixell, Chancellor, Windward CC  
Ramsey Pedersen, Chancellor, Honolulu CC  
Leon Richards, Acting Chancellor, Kapiolani CC  
Clyde Sakamoto, Chancellor, Maui CC

From: Vice Chancellors, Deans of Instruction and Asst. Deans of Instruction

Subject: Assessment and Program Review Templates

In April the Chancellors charged the Deans with the development of a system-wide template for program review. Attached find the results of our deliberations.

The project evolved from our initial understanding of the charge, which was to create a list of common data elements for system-wide program review with the intent of developing a more comprehensive document. One of our first decisions was to include a template for an annual assessment report. (See Attachment II) Another was to design it such that the campuses could use it for annual Perkins reporting.

Part III of Attachment I is the critical section of this template. These are the data elements that we are asking the chancellors to make available to the programs on an annual basis and in a consistent format.

Please note, however, that not all of these elements are currently available and not all of them can be provided by IR campus personnel. In accepting this document, we ask that you commit to:

1. Ensuring that the fiscal data can be obtained by each campus;
2. Ensuring that the quantitative data elements are clearly defined and consistently applied across the system;
3. Ensuring that a common format for reporting the data be developed;

4. Ensuring that any data elements not currently available will be made available in the near future, e.g. attainment of student educational goals;
5. Ensuring that faculty and staff be trained in data analysis.

It came up in several of our discussions that there needs to be a policy on each campus that addresses program review in light of the new standards and in light of this system assessment template. We offer this, too, for your consideration and action. (Attachment II)

We appreciate the opportunity to have direct input into this project, and we are available for consultation about any and all aspects of the assignment.



**DRAFT**  
**Any HAWAII COMMUNITY COLLEGE**  
**PROGRAM REVIEW REPORT**

**Associate in XXXX Degree**

Assessment Period: (e.g. 2002-2005)

College Mission Statement

Program Mission Statement

**Part I. Executive Summary of Program Status**

Response to previous program review recommendations

**Part II. Program Description**

History

Program goals/Occupations for which this program prepares students

Program SLOs

Admission requirements

Credentials, licensures offered

Faculty and staff

Resources

Articulation agreements

Community connections, advisory committees, Internships, Coops, DOE connections

Distance delivered/off campus programs, if applicable

**Part III. Quantitative Indicators for Program Review**

**Demand/Efficiency**

1. Current and projected positions in the occupation (for CTE programs)
2. Annual new positions in the State (for CTE programs)
3. Number of applicants
4. Number of majors
5. Student semester hours for program majors in all program classes
6. Student Semester Hours for all program classes.
7. FTE program enrollment
8. Number of classes taught
9. Average class size
10. Class fill rate

11. FTE of BOR appointed program faculty
12. Semester credits taught by lecturers
13. Percent of classes taught by lecturers
14. FTE workload (Credits taught / full teaching load.)  
Note: Full teaching load is generally defined as 27 or 21 credits depending on program
15. Major per FTE faculty
16. Number of degree/certificates awarded in previous year by major
17. Cost of program per student major
18. Cost per SSH
19. Determination of program's health based on demand and efficiency (Healthy, Cautionary, Unhealthy)

#### Outcomes

1. Attainment of student educational goals
2. Persistence of majors fall to spring
3. Graduation rate
4. Transfer rates
5. Success at another UH campus (based on GPA)
6. Licensure information where applicable
7. Perkins core indicators for CTE programs
8. Determination of program's health based on outcomes (Healthy, Cautionary, Unhealthy)

#### **Part IV. Assessment Results Chart for Program SLOs (3-5 year trend)** Changes made as a result of findings

#### **Part V. Curriculum Revision and Review** (Minimum of 20% of existing courses are to be reviewed each year.)

#### **Part VI. Survey results**

1. Student satisfaction
2. Occupational placement in jobs (for CTE programs)
3. Employer satisfaction (for CTE programs)
4. Graduate/Leaver (for CTE programs)

#### **Part VII. Analysis of Program**

Alignment with mission  
Strengths and weaknesses based on analysis of data  
Evidence of quality  
Evidence of student learning  
Resource sufficiency

## Recommendations for improving outcomes

### **Part VIII.** Action Plan

### **Part IX.** Budget implications

**DRAFT**  
**Any HAWAII COMMUNITY COLLEGE**  
**2005 Annual Assessment Report**

**Associate in XXXX Degree**

College Mission Statement

Program Mission Statement

**Part I. Quantitative Indicators for Program Review**

**Demand/Efficiency**

1. Current and projected positions in the occupation (for CTE programs)
2. Annual new positions in the State (for CTE programs)
3. Number of applicants
4. Number of majors
5. Student semester hours for program majors in all program classes
6. Student Semester Hours for all program classes.
7. FTE program enrollment
8. Number of classes taught
9. Average class size
10. Class fill rate
11. FTE of BOR appointed program faculty
12. Semester credits taught by lecturers
13. Percent of classes taught by lecturers
14. FTE workload (Credits taught / full teaching load.)  
Note: Full teaching load is generally defined as 27 or 21 credits depending on program
15. Major per FTE faculty
16. Number of degree/certificates awarded in previous year by major
17. Cost of program per student major
18. Cost per SSH
19. Determination of program's health based on demand and efficiency (Healthy, Cautionary, Unhealthy)

## *Program Demand & Efficiency Measures*

### Outcomes

1. Attainment of student educational goals
2. Persistence of majors fall to spring
3. Graduation rate
4. Transfer rates
5. Success at another UH campus (based on GPA)
6. Licensure information where applicable
7. Perkins core indicators for CTE programs
8. Determination of program's health based on outcomes (Healthy, Cautionary, Unhealthy)

### **Part II. Assessment Results for Program SLOs**

### **Part III. Curriculum Revision**

Courses reviewed/revised for currency, accuracy, integrity

### **Part III. Analysis of data**

Alignment with mission  
Strengths and weaknesses based on analysis of data  
Evidence of quality  
Evidence of student learning  
Resource sufficiency  
Recommendations for improving outcomes

### **Part IV. Action plan**

### **Part V. Budget implications**

## **Appendix e**

### **Windward Community College Program Review Report**

# **PROGRAM REVIEW REPORT**

**for the**

**(insert program name here)**

**for**

**Academic Year 200X – 200X**



University of Hawai'i  
**WINDWARD**  
COMMUNITY COLLEGE

**(insert date of report here)**

## **Program Review Health Indicator Summary**

**(insert Program name here)  
for 200X-200X**

### **Overall Program Status**

<b>Healthy</b>	<b>Cautionary</b>	<b>Unhealthy</b>

### **Overall Program Demand**

<b>Healthy</b>	<b>Cautionary</b>	<b>Unhealthy</b>

### **Overall Program Efficiency**

<b>Healthy</b>	<b>Cautionary</b>	<b>Unhealthy</b>

### **Overall Program Outcome**

<b>Healthy</b>	<b>Cautionary</b>	<b>Unhealthy</b>



## Table of Contents

	Page
Program Review Health Indicator Summary .....	2
Mission Statements .....	4
Part I. Executive Summary of Program Status .....	4
Part II. Program Description .....	4
Part III. Quantitative Indicators for Program Review .....	4
Part IV. Assessment Results Chart for Program SLOs .....	6
Part V. Curriculum Revision and Review .....	6
Part VI. Student Satisfaction Survey Results .....	6
Part VII. Analysis of the Program .....	6
Part VIII. Action Plan .....	6
Part IX. Budget Implications .....	6
Appendices .....	6

**NOTE: For this blank report appendix copy, pages have been shortened and page numbers will not apply.**

## **Mission Statements**

### College Mission Statement

Windward Community College is committed to excellence in the liberal arts and career development; we support and challenge individuals to develop skills, fulfill their potential, enrich their lives, and become contributing culturally aware members of our community.

### Program Mission Statement

## **Part I. Executive Summary of Program Status**

### Review of Program Rating

### Response to previous program review recommendations

## **Part II. Program Description**

### History of the Program

### Program goals/Occupations for which this program prepares students

### Program Student Learning Outcomes (SLOs)

### Admission requirements

### Credentials, licensures offered

### Faculty and staff

### Resources

### Articulation agreements

### Community Connections, Advisory Committees, Internships, Coops, DOE Connections

### Distance Education Programs

## **Part III. Quantitative Indicators for Program Review**

### Demand/Efficiency

### Current and projected positions in the occupation (for CTE programs)

### Annual new positions in the State (for CTE programs)

Number of applicants

Number of majors

Student semester hours for program majors in all program classes

Student Semester Hours for all program classes

FTE program enrollment

Number of classes taught (*n*)

Average class size

Class fill rate

FTE of BOR appointed program faculty

Semester credits taught by lecturers

Percent of classes taught by lecturers

FTE workload

Major per FTE faculty

Number of degree/certificates awarded in previous year by major

Cost of program per student major

Cost per SSH

### Outcomes

Attainment of student educational goals

Persistence of majors fall to spring

Graduation rate

Transfer rates

Success at another UH campus (based on GPA)

Occupational placement in jobs

Licensure information where applicable

Employer satisfaction (for CTE programs)

Graduate/Leaver survey results (for CTE programs)

Perkins core indicators/PHIS for CTE programs

#### **Part IV. Assessment Results Chart for Program SLOs**

#### **Part V. Curriculum Revision and Review**

#### **Part VI. Student Satisfaction Survey Results**

#### **Part VII. Analysis of the Program**

Alignment with the mission statement.

Strengths and weaknesses based on analysis of data.

Evidence of quality.

Evidence of student learning.

Resource sufficiency.

Recommendations for improving outcomes.

#### **Part VIII. Action Plan**

#### **Part IX. Budget Implications**

#### **Appendices**

##### **A. Report Notes**

Average class size =  $\frac{\sum e_1 + e_2 + \dots e_n}{n}$  where  $e$  is class enrollment.

Class fill rate =  $\frac{\sum p_1 + p_2 + \dots p_n}{n}$  where  $p$  is enrollment/max enrollment.

FTE workload is credits taught/full teaching load; note: a full teaching load is generally defined as 21 or 27 credits depending on the program.

Part IV. Assessment Results Chart for Program SLOs; show a 3-5 year trend; with changes made as a result of findings.

Part V. Curriculum Revision and Review; a minimum of 20% of existing courses are to be reviewed each year.

## **Appendix f**

### **IEC Summary of Assessment Activities, Fall 2004 - Present**

September 20, 2005

**MEMORANDUM**

TO: Paul Field  
Accreditation Liaison Officer

FROM: Ellen Ishida-Babineau  
Chair, Institutional Effectiveness Committee

SUBJECT: Summary of Assessment Activities, Fall 2004-present

Since the last report dated July 14, 2004, the IEC has accomplished the following:

<b>Fall 2004</b>	<b>Spring 2005</b>
<ul style="list-style-type: none"><li>• Convocation: Conducted departmental goals workshop</li><li>• Departments and support units completed goals.<sup>1</sup></li><li>• Departments and support units celebrated completion of unit goals at a gathering.</li></ul>	<ul style="list-style-type: none"><li>• Convocation: Began work on current course outcomes alignment check with department goals. Courses offered in the fall were checked for alignment. Met with departments on results.<sup>2</sup></li><li>• IEC develops program review policy draft; input from faculty, staff, and administration elicited. Revisions made and draft sent to Chancellor for final disposition.</li><li>• Tentative institutional timeline proposed with program review policy draft.</li><li>• Worked with other components (Budgeting, Strategic Planning, and Accreditation) to create campus policy regarding decision-making process.</li><li>• All Academic Subject Certificate and Certificate of Completion programs started assessment process; program outcomes created.<sup>3</sup></li><li>• All support units started on assessment process or continued with assessment process.</li></ul>
<b>Fall 2005</b>	
<ul style="list-style-type: none"><li>• Convocation day: All instructional faculty members were given a plan of action for the coming year and the 5-year program review cycle.<sup>4</sup> Academic departments discussed assessment materials used in classes and the kind of data needed to include in assessment reports.<sup>5</sup></li><li>• Continue alignment of course outcomes with departmental goals.</li><li>• Curriculum Review process started. All CAAC representatives and department chairs were sent forms<sup>6</sup> to complete. Deadline for reports to CAAC Chair is October 7 and the summary of these reports will be sent to IEC Chair.</li><li>• Development, analysis and alignment of course outcomes for 20% of academic departments course offerings started.</li><li>• ASC and CC programs continue assessment process: work on alignment of program outcomes and assessment of these program outcomes begins in October.</li><li>• The IR office is currently working on a template for the annual reviews.</li><li>• The IEC is currently working with the Dean of Instruction to write the AA degree program review for December 2005 deadline.</li></ul>	

<sup>1</sup> *Institutional Goals, Fall 2004*

<sup>2</sup> *Course Outcomes Analysis, Spring 2005*

<sup>3</sup> *Academic Subject Certificate Program Outcomes and Certificate of Completion Outcomes, Spring 2005*

<sup>4</sup> *Five-Year Program Review Timetable*

<sup>5</sup> *Department Surveys of Direct and Indirect Methods of Assessment*

<sup>6</sup> *Curriculum Review forms*

## **Appendix g**

**Windward Community College**

**Assessment Plan (AA Degree) 2001 - 2006**

# WINDWARD COMMUNITY COLLEGE

## ASSESSMENT PLAN (AA Degree) 2001 - 2006

Instructional improvement is an on going process. Therefore it follows that assessment is also an on going process. To that end, the following is a history and current assessment of learning outcomes and a plan for future assessment based on a two-year cycle.

R. de Loach

<b>DISCIPLINES/UNITS</b>	<b>Fall 01</b>	<b>Spr 02</b>	<b>Fall 02</b>	<b>Spr 03</b>	<b>Fall 03</b>	<b>Spr 04</b>	<b>Fall 04</b>	<b>Spr 05</b>	<b>Fall 05</b>	<b>Spr 06</b>
Written Communications	1	2							3, 4	
Writing Intensive	1	2							3, 4	
Oral Communications				1,2	3	4				
Quantitative/Logical Reasoning					1, 2		3		4	
Logical Reasoning			1	2					3, 4	
World Civilizations				1	2, 3, 4					
Social Sciences				1	2	3	4			
Natural Sciences									1, 2	
Arts & Humanities: Performing Arts						1		1	2	3, 4
Computer & Information Literacy					1	2	3	4		
Library: Library Units					1, 2	3, 4				

- 1 = Development of Outcomes
- 2 = Measured by locally designed rubrics
- 3 = Results Used
- 4 = 2nd Assessment

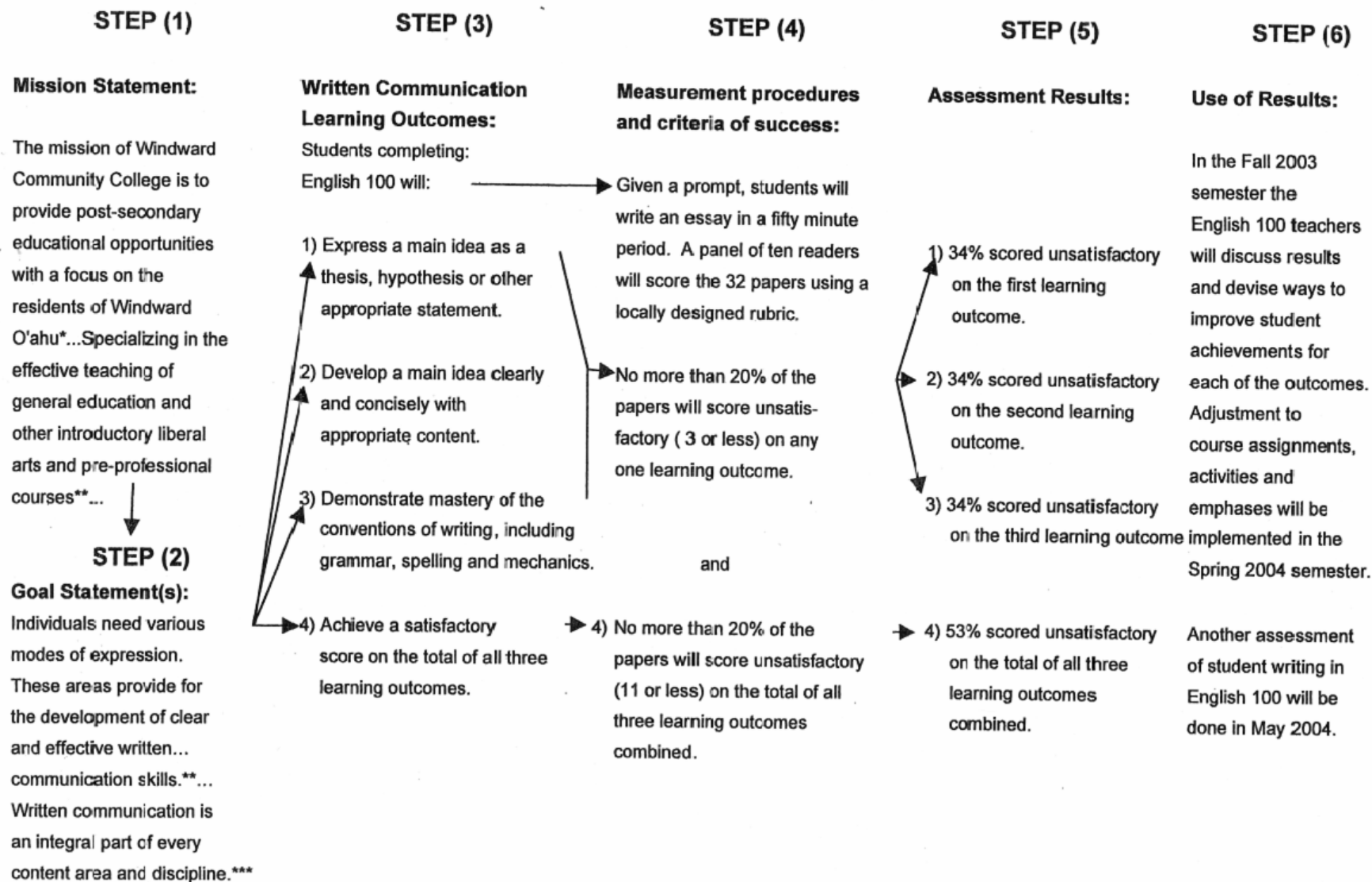


# THE SIX STEPS OF ASSESSMENT FOR IMPROVED LEARNING

Windward Community College

Written Communications

Fall 01 - Spring 02

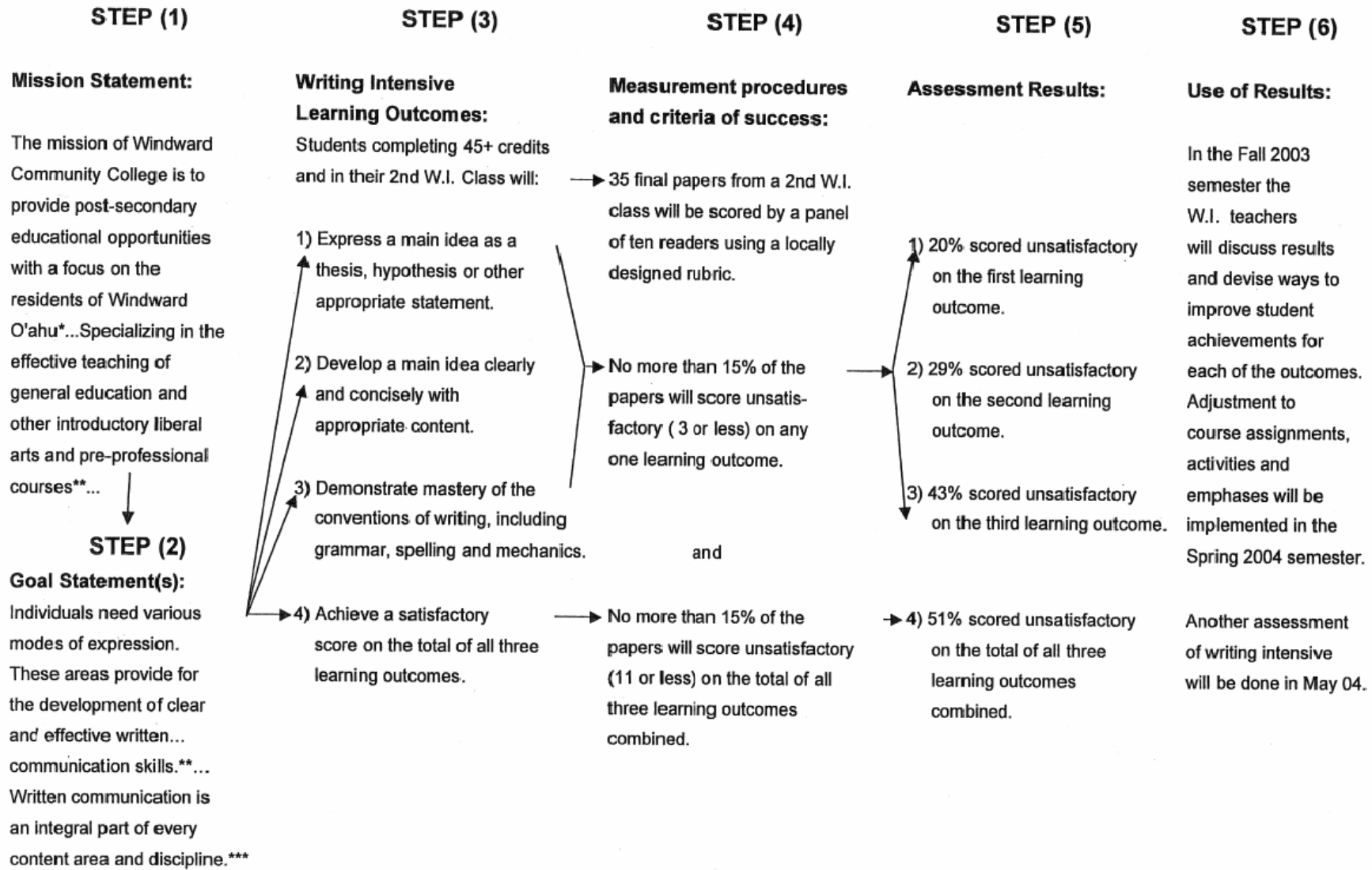


# THE SIX STEPS OF ASSESSMENT FOR IMPROVED LEARNING

## Windward Community College

### Writing Intensive

Fall 01 - Spring 02



# THE SIX STEPS OF ASSESSMENT FOR IMPROVED LEARNING

## Windward Community College Quantitative/Logical Reasoning Fall 03 - Spring 04

### STEP (1)

#### Mission Statement:

The mission of Windward Community College is to provide post-secondary educational opportunities with a focus on the residents of Windward O'ahu\*...Specializing in the effective teaching of general education and other introductory liberal arts and pre-professional courses\*\*...

### STEP (2)

#### Goal Statement(s):

Individuals need to be able to use mathematical and/ or logical reasoning techniques to reason, to understand, to interpret & to draw conclusions. They need to be able to work within a formal logical system, to problem solve & to use quantitative and/ or symbolic techniques to assist in problem solving.

### STEP (3)

#### Mathematical/Logical

#### Reasoning Learning Outcomes:

Students completing:  
Math 100 or Math 103 will:

- 1) Manipulate symbols within a logical system to express & analyze abstract relationships.
- 2) (Given a word problem) Select & apply appropriate modeling strategies which include arithmetic, algebraic, statistical, estimation, inductive and/ or deductive reasoning techniques.
- 3) Evaluate the results, and communicate the solutions within the framework of the original problem.
- 4) Achieve a satisfactory score on the total of all three learning outcomes.

### STEP (4)

#### Measurement procedures and criteria of success:

Given a question, students will answer the questions.

A panel of 4 readers will score 39 papers

No more than 50 % of the papers will score unsatisfactory (40 or less) on any one learning outcome.

and

No more than 50 % of the papers will score unsatisfactory (40 or less) on the total of all three learning outcomes combined.

### STEP (5)

#### Assessment Results:

1) 44 % scored unsatisfactory on the first learning outcome.

2) 54 % scored unsatisfactory on the second learning outcome.

3) 41 % scored unsatisfactory on the third learning outcome.

4) 54% scored unsatisfactory on the total of all three learning outcomes combined.

### STEP (6)

#### Use of Results:

During spring 2004, the rubric was made clearer for readers.

Discussion followed and the following changes were made with the curriculum/instruction:  
1. One topic in Math 25 was eliminated to ensure adequate coverage of lines.

2. Units of measure must be emphasized in word problems in all math courses

3. Instructors need to engage students in troubleshooting

4. Assessment would be conducted again in Fall 2004 (Math 100/103).

# THE SIX STEPS OF ASSESSMENT FOR IMPROVED LEARNING

## Windward Community College Quantitative/Logical Reasoning Fall 03 - Spring 04

### STEP (1)

#### Mission Statement:

The mission of Windward Community College is to provide post-secondary educational opportunities with a focus on the residents of Windward O'ahu\*...Specializing in the effective teaching of general education and other introductory liberal arts and pre-professional courses\*\*...

### STEP (2)

#### Goal Statement(s):

Individuals need to be able to use mathematical and/ or logical reasoning techniques to reason, to understand, to interpret & to draw conclusions. They need to be able to work within a formal logical system, to problem solve & to use quantitative and/ or symbolic techniques to assist in problem solving.

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- 2) (Given a word problem) Select & apply appropriate modeling strategies which include arithmetic, algebraic, statistical, estimation, inductive and/ or deductive reasoning techniques.
- 3) Evaluate the results, and communicate the solutions within the framework of the original problem.
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No more than 50 % of the papers will score unsatisfactory (40 or less) on the total of all three learning outcomes combined.

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#### Assessment Results:

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2) 54 % scored unsatisfactory on the second learning outcome.

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### STEP (6)

#### Use of Results:

During spring 2004, the rubric was made clearer for readers.

Discussion followed and the following changes were made with the curriculum/instruction:

1. One topic in Math 25 was eliminated to ensure adequate coverage of lines.
2. Units of measure must be emphasized in word problems in all math courses
3. Instructors need to engage students in troubleshooting
4. Assessment would be conducted again in Fall 2004 (Math 100/103).

# THE SIX STEPS OF ASSESSMENT FOR IMPROVED LEARNING

Windward Community College

Logical Reasoning

Spring 03 - Fall 03

## STEP (1)

### Mission Statement:

The mission of Windward Community College is to provide post-secondary educational opportunities with a focus on the residents of Windward O'ahu\*...Specializing in the effective teaching of general education and other introductory liberal arts and pre-professional courses\*\*...

## STEP (2)

### Goal Statement(s):

Individuals need to be able to use quantitative and/ or logical reasoning techniques to reason, to understand, to interpret and to draw conclusions. They need to be able to work within a formal logical system, to problem solve and to use quantitative and/ or symbolic techniques to assist in problem solving.

## STEP (3)

### Logical Reasoning Learning Outcomes:

Students completing PHIL 110 will:

- 1) Evaluate the results & communicate the solutions within the framework of the problem.
- 2) Manipulate symbols within a logical system to express & analyze abstract relationships.
- 3) Select and apply appropriate modeling strategies (inductive and/or deductive reasoning techniques).
- 4) Achieve a satisfactory score on the total of all three learning outcomes.

## STEP (4)

### Measurement procedures and criteria of success:

Students will take 3 exams each in a 75 minute period. A panel of 3 readers will score the 90 exams using a locally designed rubric.

No more than 25 % of the papers will score unsatisfactory ( 2 or less) on any one learning outcome.

and

4) No more than 25% of the papers will score unsatisfactory ( 2 or less) on the total of all three learning outcomes combined.

## STEP (5)

### Assessment Results:

1) 0 % scored unsatisfactory on the first learning outcome.

2) 3 % scored unsatisfactory on the second learning outcome.

3) 3 % scored unsatisfactory on the third learning outcome.

4) 0 % scored unsatisfactory on the total of all three learning outcomes combined.

## STEP (6)

### Use of Results:

In the Fall 2003 semester the instructor will continue to refine testing materials and instructional materials to heighten student learning and teacher effectiveness.

Adjustment to course assignments, activities, and emphases will be

implemented in the Spring 2004 semester.

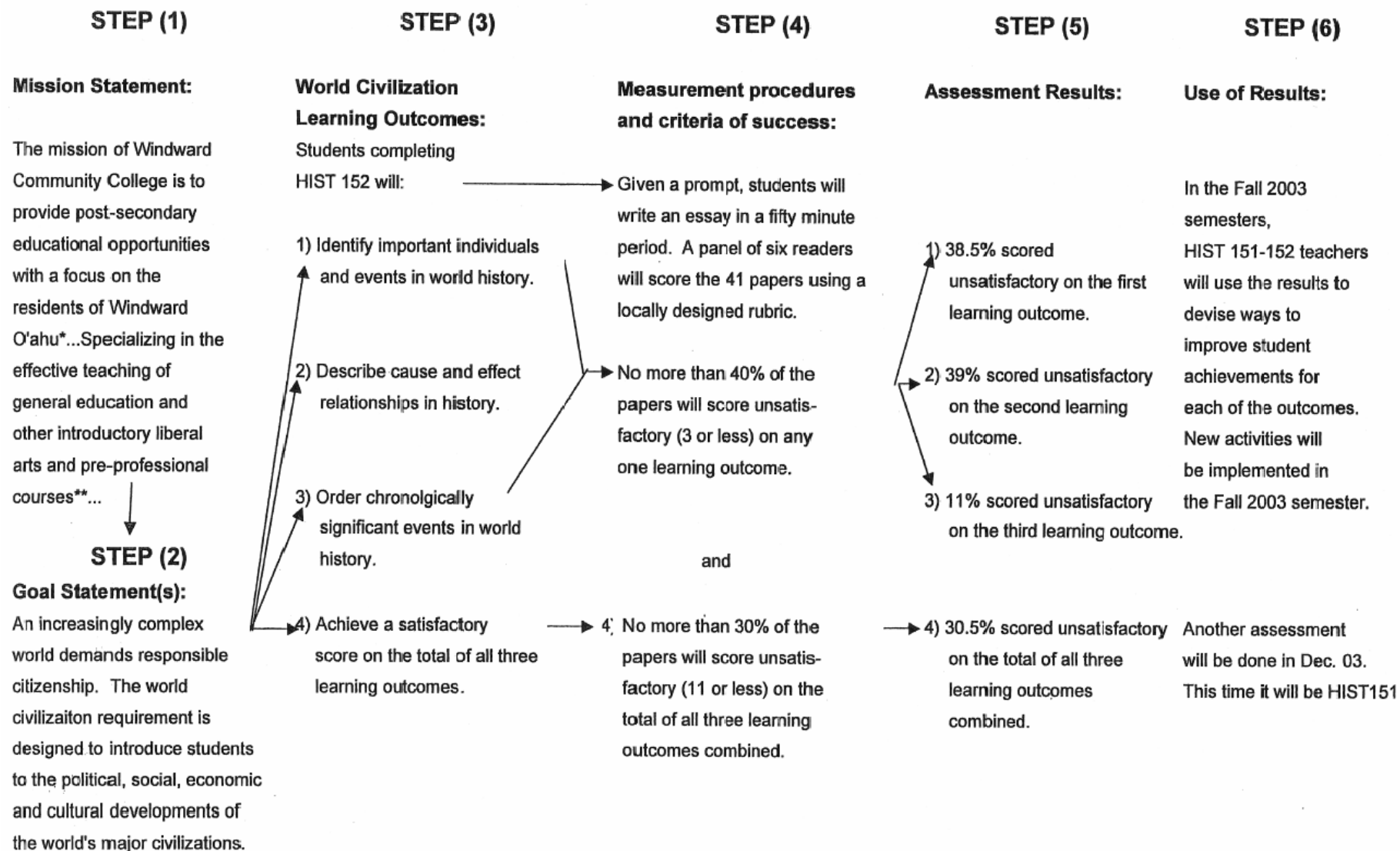
Another assessment of student logical reasoning in PHIL110 will be done in May 2004.

# THE SIX STEPS OF ASSESSMENT FOR IMPROVED LEARNING

Windward Community College

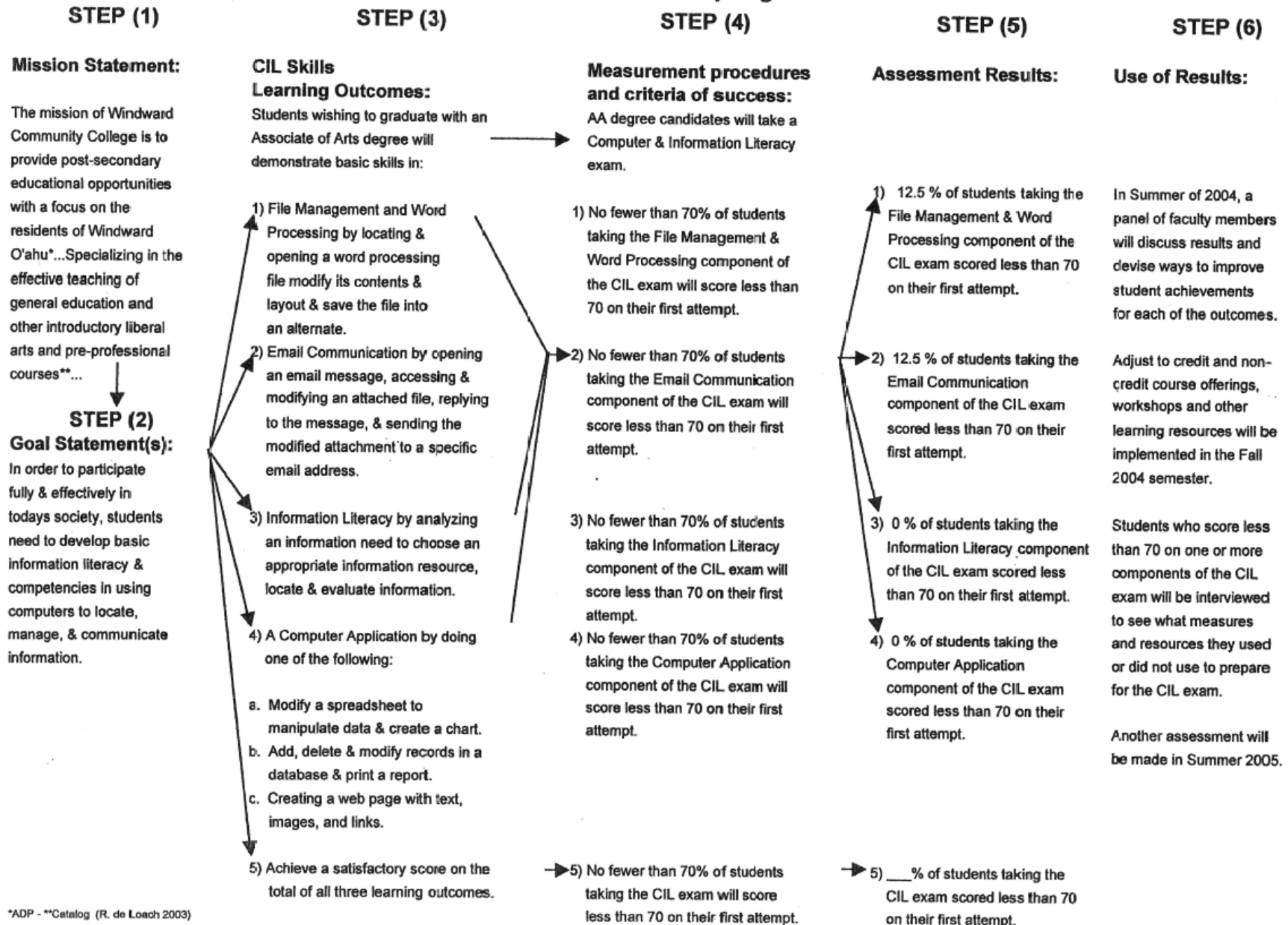
World Civilizations

Spring 03 - Fall 03



# THE SIX STEPS OF ASSESSMENT FOR IMPROVED LEARNING

## Windward Community College Computer and Information Literacy (CIL) Skills Fall 03 - Spring 04



# THE SIX STEPS OF ASSESSMENT FOR IMPROVED LEARNING

Windward Community College

Social Sciences

Spring 03 - Fall 03

## STEP (1)

### Mission Statement:

The mission of Windward Community College is to provide post-secondary educational opportunities with a focus on the residents of Windward O'ahu\*...Specializing in the effective teaching of general education and other introductory liberal arts and pre-professional courses\*\*...

## STEP (2)

### Goal Statement(s):

Students will calculate and utilize knowledge to form valid conclusions and solutions.\*\*\*

## STEP (3)

### Social Science Learning Outcomes:

Students completing:  
3 courses will:

- 1) Use a theory to explain patterns in human behavior.
- 2) Evaluate how 3 social institutions have changed students lives.
- 3) Describe 3 patterns in human behavior according to the social science disciplines.
- 4) Achieve a satisfactory score on the total of all three learning outcomes.

## STEP (4)

### Measurement procedures and criteria of success:

Given a prompt, students were given inbedded questions in the final exam. A panel of 3 readers will score the 22 papers using a locally designed rubric.

No more than 20% of the papers will score unsatisfactory ( 5 or less) on any one learning outcome.

and

4) No more than 20% of the papers will score unsatisfactory (5 or less) on the total of all three learning outcomes combined.

## STEP (5)

### Assessment Results:

- 1) 23% scored unsatisfactory on the first learning outcome.
- 2) 0 % scored unsatisfactory on the second learning outcome.
- 3) 4 % scored unsatisfactory on the third learning outcome.

→ 4) 27% scored unsatisfactory on the total of all three learning outcomes combined.

## STEP (6)

### Use of Results:

We can redo the questions so that they are more closely matched to the outcomes.

Meet ahead of time to brainstorm questions that match the outcomes.

Discuss & include different outcomes that require higher order thinking skills.



# THE SIX STEPS OF ASSESSMENT FOR IMPROVED LEARNING

## Windward Community College

### Library Units

Fall 2003

#### STEP (1)

##### Institutional Mission Statement:

Windward Community College is committed to excellence in the liberal arts & career development; we support & challenge individuals to develop skills, fulfill their potential, enrich their lives, & become contributing culturally aware members of our community.

#### STEP (2)

##### Unit Mission Statement:

Windward Community College Library is committed to providing exemplary services that foster information literacy, enhance teaching & learning, & to developing, organizing & maintaining resources that provide for diverse perspectives

##### Goal Statement (a):

In order to participate fully & effectively in today's society, students need to be able to analyze an information need, access, evaluate, use & document information effectively & ethically.

##### Goal Statement (b):

Students need to have access to information resources that provide for diverse perspectives & styles of learning.

#### STEP (3)

##### Learning Outcomes:

English 22 & 100 students completing the required Library Research Unit will:

1a) When given a list of available information sources, students will:  
i. choose the appropriate sources  
ii. identify effective search strategies for locating needed information

2a) When given the URL for a Web page, the student will:  
i. access the page  
ii. Identify the site's title  
iii. Identify the site's author  
iv. Identify its publication or posting date  
v. evaluate the site in terms of:  
(a) the information need  
(b) timeliness  
(c) Point-of-view  
(d) scope  
(e) authority  
(f) credibility

3a) When given a description of a particular information need and given access to a particular search tool, students will:  
i. Identify the most appropriate key words in a list  
ii. Identify the most focused search string from a list  
iii. Identify the search string in a list that uses the most appropriate boolean operator(s)

#### STEP (4)

##### Measurement procedures and criteria of success:

Students will complete 3, 15 question multiple-choice tests designed to measure basic information literacy skills as covered in the study materials & exercises in the Library Research Unit.

No more than 30% of the students will score unsatisfactory on any one of the three learning outcomes.

#### STEP (5)

##### Assessment Results:

1a) 76% correctly answered questions designed to measure the first outcome.  
2a) 69% correctly answered questions designed to measure the second outcome.  
3a) 74% of correctly answered questions designed to measure the third outcome.

#### STEP (6)

##### Use of Results:

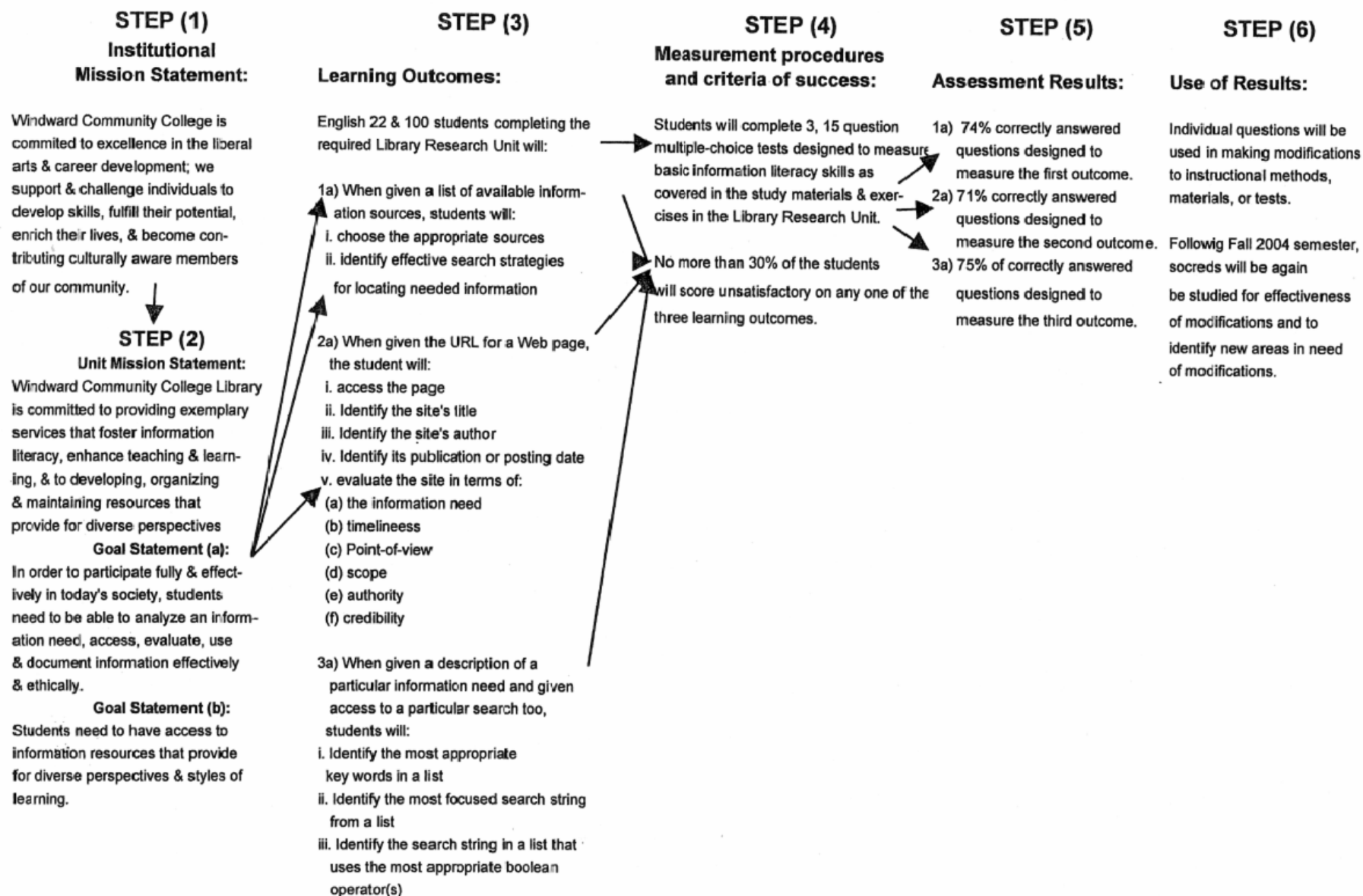
In Summer of 2004, the librarians will discuss results & devise ways to improve student achievements for each of the outcomes. Adjustment to the study materials, exercises & emphases will be implementing in the Fall 04 semester. Another assessment of these learning outcomes will be made in May 05.

# THE SIX STEPS OF ASSESSMENT FOR IMPROVED LEARNING

Windward Community College

Library Units

Spring 2004



# THE SIX STEPS OF ASSESSMENT FOR IMPROVED LEARNING

Windward Community College

Oral Communications

Spring 03 - Fall 03

## STEP (1)

### Mission Statement:

The mission of Windward Community College is to provide post-secondary educational opportunities with a focus on the residents of Windward O'ahu\*...Specializing in the effective teaching of general education and other introductory liberal arts and pre-professional courses\*\*...

## STEP (2)

### Goal Statement(s):

Oral communication is an integral part of every content area and discipline.

## STEP (3)

### Oral Communications Learning Outcomes:

Students completing an Associate Degree will:

- 1) Communicate the thesis/ specific purpose in a manner appropriate for the audience and occasion.
- 2) Provide supporting material appropriate to the audience and occasion.
- 3) Use an organizational pattern appropriate to the topic, audience, occasion, and purpose.
- 4) Achieve a satisfactory score on the total of all three learning outcomes.

## STEP (4)

### Measurement procedures and criteria of success:

Given a prompt, students will present a 3-minute (minimum) oral assignment, which will be video-taped. Students with a minimum of 45 credit hours will be evaluated for the assessment.

Out of 75 students, a random drawing was made of 25 students.

and

No more than 70% of the papers will score unsatisfactory (11 or less) on the total of all three learning outcomes combined.

## STEP (5)

### Assessment Results:

- 1) 14% scored unsatisfactory on the first learning outcome.
- 2) 9% scored unsatisfactory on the second learning outcome.
- 3) 20% scored unsatisfactory on the third learning outcome.

4) 20% scored unsatisfactory on the total of all three learning outcomes combined.

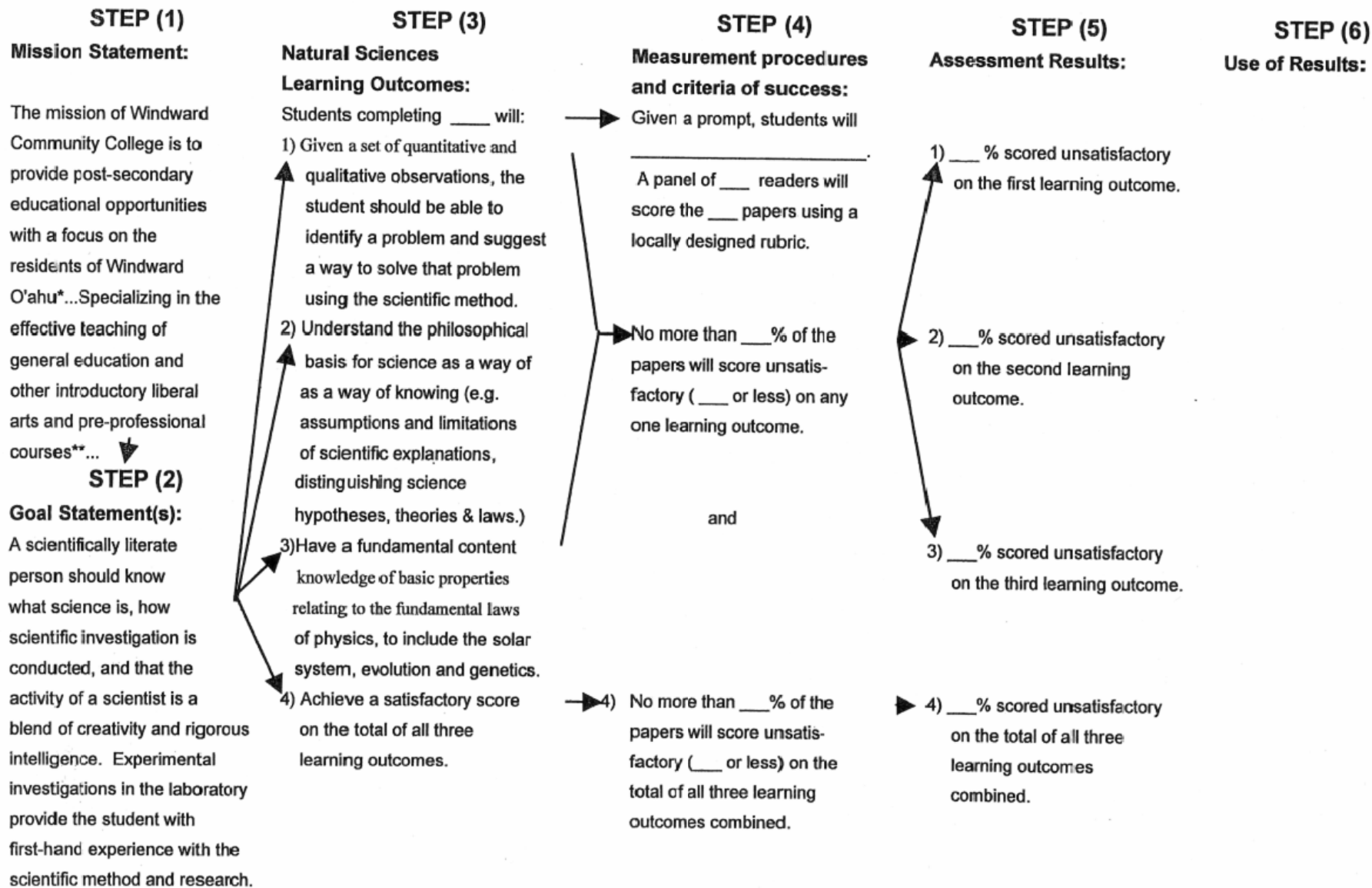
## STEP (6)

### Use of Results:

Based on assessment results, revisions in instruction and testing of these learning outcomes were not required.

# THE SIX STEPS OF ASSESSMENT FOR IMPROVED LEARNING

## Windward Community College Natural Sciences Fall 2005



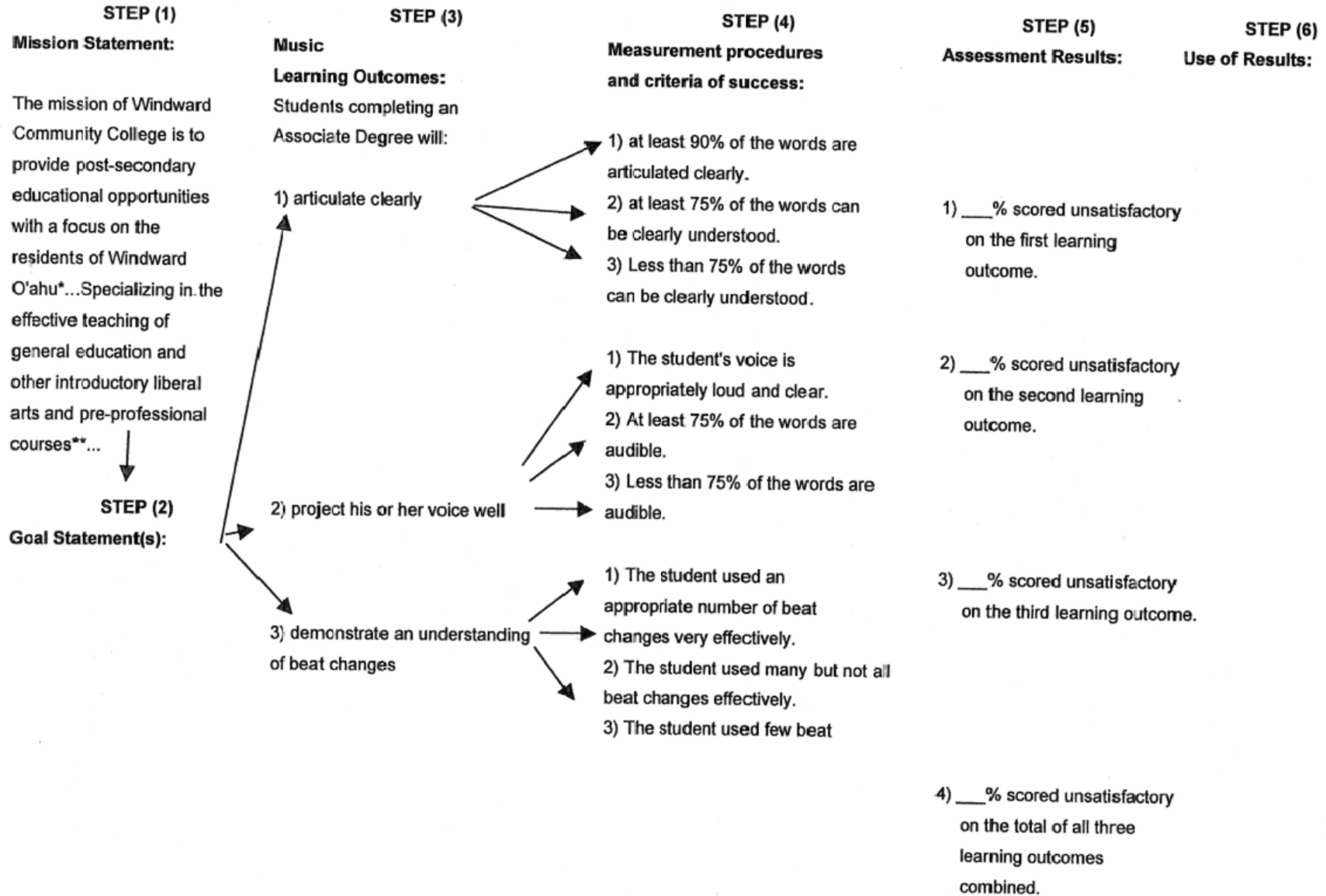
\*ADP - \*\*Catalog (R. de Loach 2003)

# THE SIX STEPS OF ASSESSMENT FOR IMPROVED LEARNING

Windward Community College

Performing Arts--Music

Spring 2005-Fall 2005



*Update on Assessment Activities I*

## UPDATE ON ASSESSMENT ACTIVITIES

Department : Humanities

Discipline/Area Assessed: History/ World Civilization I and II (History 151 & 152)

Prepared by: Janice Nuckols \_\_\_\_\_ Date: 9/9/05 \_\_\_\_\_

As a result of your previous assessment, what changes or adjustments were made in the following areas. If no changes or adjustments were made, leave the box blank.

<b>Areas</b>	<b>Changes or Adjustments</b>	<b>Effects on Planning/or Budget, if any? In what way?</b>
<b><i>Curriculum/ Content</i></b>	As a result of the assessment, six common student learning objectives for each of the World Civilization courses were agreed upon and incorporated in all three faculty's Course Outlines for Hist 151 and 152. Lecturers are also being required to use the same six SLOs in their course outlines.	
<b><i>Instructional Methods</i></b>	Both rounds of assessment led to changes in instructional methods for all three instructors. Two of the history faculty added an emphasis on time lines and chronology, both as part of exams and during in-class instruction. All three faculty members agreed on common style of exams and even on common essay questions. One of the history instructors responded to weakness in his students' essays in the first cycle of assessment by using clearer study guides for his students, both orally and in printed form. Consequently, his students' essays markedly improved in the second cycle of assessment. All three history faculty met repeatedly and discussed common themes, student learning objectives, and instructional methods for the first time in many years. As a result, the world civilization program has a unity to it that it previously lacked.	
<b><i>Personnel</i></b>		
<b><i>Supplies</i></b>		

*Update on Assessment Activities 2*

<b><i>Equipment</i></b>		
<b><i>Other</i></b>		

***Continue on back***

In your area, what are your current assessment activities? How do they relate to your previous assessment results? How do they relate to your adjustments or changes?

## UPDATE ON ASSESSMENT ACTIVITIES

Department: Social ScienceDiscipline/Area Assessed: PsychologyPrepared by: Frank Palacat Date: 09/07/2005

As a result of your previous assessment, what changes or adjustments were made in the following areas. If no changes or adjustments were made, leave the box blank.

Areas	Changes or Adjustments	Effects on Planning/or Budget, if any? In what way?
<b>Curriculum/ Content</b>	Continue to provide examples of psychological theories	None
<b>Instructional Methods</b>	Provided more examples and in class group activities which relate the ideas to everyday life	None
<b>Personnel</b>	Continued to learn new ways of assessing my students learning outcomes and assure alignment with the departmental student learning outcomes.	None
<b>Supplies</b>	Additional poster paper and markers to conduct in class group projects	Additional cost for materials
<b>Equipment</b>	Continued use of classroom equipment. Some classrooms lack the equipment necessary to conduct in class group projects.	Better equip older classroom with newer equipment.
<b>Other</b>	N/A	N/A

Continue on back



**In your area, what are your current assessment activities? How do they relate to your previous assessment results? How do they relate to your adjustments or changes?**

Current assessments are conducted in a variety of formats, in class exams, surveys, discussions, group projects, and individual portfolios.

These assessment activities assess the course student learning outcomes and continue to do so while at the same time assessing the departmental student learning outcomes.

I am constantly adjusting and changing my curriculum to meet the needs of our students by providing additional handouts, worksheets and group projects.

**UPDATE ON ASSESSMENT ACTIVITIES**

Department: Social Science

Discipline/Area Assessed: Economics

Prepared by: Paul Briggs

Date: September 6, 2005

As a result of your previous assessment, what changes or adjustments were made in the following areas. If no changes or adjustments were made, leave the box blank.

<b>Areas</b>	<b>Changes or Adjustments</b>	<b>Effects on Planning/or Budget, if any? In what way?</b>
<b><i>Curriculum/Content</i></b>	Generally, I have tried to reduce the number of chapters taught and to reduce the length of the Powerpoint slide show presentations.	
<b><i>Instructional Methods</i></b>	Reduce the length of lecture presentations and increase the length of interactive activities. Pay particular attention to ways and means to teach economic theory to my students.	
<b><i>Personnel</i></b>		
<b><i>Supplies</i></b>		
<b><i>Equipment</i></b>	Computer, MS Powerpoint software, WEBCT software for distance education.	
<b><i>Other</i></b>		

*Continue on back*

**In your area, what are your current assessment activities? How do they relate to your previous assessment results? How do they relate to your adjustments or changes?**

Previous formal assessment results stressed the need to have more interactive learning and assessment activities and more in-depth instruction in Economic theory. To that end, I have incorporated the following activities into my curriculum:

- Group Practice tests so that students can review and learn the course material in a peer group setting. This activity will prepare students to perform better on the exams.
- Role Play Activities-These are activities set up by students in a group setting that will simulate key concepts in each of the chapters covered in the course.
- WEBCT quizzes-These are low-stakes quizzes on two of the more difficult chapters (Elasticity and Cost of Production) in Microeconomics (Economics 130). The idea here is that students will get multiple opportunities to take these quizzes outside of class and thus increase the likelihood of retention of this material.
- Explicitly state in the syllabus that the teaching of Economic Theory is a major goal of the Economics course.

Other assessment activities that I have continued to use include the following:

- Regular midterms and exams.
- Journal assignments.
- Papers that include a series of Interviews for Microeconomics and a Research Paper for Macroeconomics. These papers include rather detailed rubrics to standardize the grading process for both the instructor and the student.

## UPDATE ON ASSESSMENT ACTIVITIES

Department: **Social Sciences** \_\_\_\_\_Discipline/Area Assessed: **Geography/Meteorology/GIS** \_\_\_\_\_Prepared by: **Toshi Ikagawa** \_\_\_\_\_ Date: **September 7, 2005** \_\_\_\_\_

As a result of your previous assessment, what changes or adjustments were made in the following areas. If no changes or adjustments were made, leave the box blank.

Areas	Changes or Adjustments	Effects on Planning/or Budget, if any? In what way?
<b>Curriculum/Content</b>	(1) A capstone project (semester project) was clearly defined to address outcomes (GIS 150).	
<b>Instructional Methods</b>	(1) Essay exams were revised to clearly focus on the departmental and course outcomes (GEOG 101); Revisions are planned for GEOG 102 & 122 next semester. (2) Learning logs were redefined to address the outcomes (GEOG 101 & 102). (3) Applied for WI designation to enhance outcomes (GEOG 122).	
<b>Personnel</b>		
<b>Supplies</b>	AMS Online Investigations adopted (MET 101)	
<b>Equipment</b>	(1) GPS units were purchased for classroom use to provide hands-on experience (GEOG 101 & GIS 150) (2) ArcGIS software was updated to provide the current technology in class (GEOG 101 & GIS 150). To accommodate this, computers were also updated.	
<b>Other</b>		

Continue on back

In your area, what are your current assessment activities? How do they relate to your previous assessment results? How do they relate to your adjustments or changes?

Currently, essay exams and learning logs are major tools for assessment. To improve assessment, two major revisions were made for Geography courses: (1) revision of essay exams (GEOG 101), and (2) redefinition of learning logs (GEOG 101 & 102). Also I applied for WI designation, and defined a capstone project to improve assessment activities.

I realized that essay questions previously used were focused on course subjects, but did not clearly assess the departmental and course outcomes (objectives). To assess the achievement of these outcomes, I tabulated these outcomes to see their relationship clearly, determined which cognitive skill category each essay question should address, and revised them accordingly. This allows me to assess the departmental and course objectives more efficiently than before.

Learning logs have been used as a teaching tool in Geography classes, but not clearly associated to the outcomes. Thus, I revised the rubrics for learning logs to address the outcomes. This way, students know what is expected in their writing, and as a result I can assess the achievement of not only the students, but also the outcomes at the end of a semester.

I applied for WI designation of GEOG 122 so that I can assess and enhance the course outcomes. The focus of this course is not only on the acquisition of knowledge but also on the application and understanding of it. Thus, writing will be a great tool to assess both the students' achievement and course outcomes.

GIS150 is a technical course to teach how to use ArcGIS software. To assess the achievement of the course objectives, I designated a semester project geared around successful use of the software as a capstone. Students will demonstrate what they learned during the semester, and I can also assess the effectiveness of my teaching.

A hands-on weather investigation using a current weather data is provided by the American Meteorological Society. I have adopted this online material to enhance achievement of objectives of MET 101. Online discussions with students, and among students, take place via WebCT. This will provide me data to assess this course.

NOTE: GEOG 101 and MET 101 are Natural Science courses.

January 19, 2004

To: Robert DeLoach, Assessment Chair, Windward Community College  
 From: Paul Briggs  
 Re: Assessment of Student Outcomes in the Social Science Department of Windward Community College

An important assignment for the Social Sciences Department in 2003 was the design, measurement and evaluation of assessment outcomes for the department. Assessment is an important reality for any institution that wants to receive a favorable rating from an accreditation institution. The goal for our department was to figure out the outcomes we were going to assess and to find out how well the department was meeting those outcomes. As the Social Science Department contains a number of smaller subareas (Economics, Political Science, Psychology, Sociology, Anthropology and Geography), each with its own unique set of student outcomes, picking 3-5 common outcomes was to be a challenging task.

To find three common areas (discussions with Robert DeLoach and research into assessment convinced me to stick with three areas), I conducted a survey among the Social Science faculty and conducted research of other Social Science assessment tools.

The next task was to find three Social Science faculty to agree to assess these three learning outcomes in their courses. All three faculty decided to embed these questions into their final exams for Spring 2003. The learning outcomes, along with the questions to address those outcomes are as follows:

	Frank Palacat	Toshi Ikagawa	Paul Briggs
Learning Outcome 1-Use a Theory to explain patterns in human behavior	Give one personality theory and explain how it affects our behaviors.	Describe von Thunen's Isolated State model, identify 1 example of the land use pattern and apply the model to explain the pattern.	In 1939, FDR proclaimed that Thanksgiving Day would fall a week earlier than usual so that the shopping period before Christmas would be lengthened. Diagram how this decision would impact the AS/AD model of the economy.
Learning Outcome 2-Evaluate how three social institutions have changed student's lives.	Name 3 social institutions and explain how they affect the way YOU think and behave today.	Identify 3 social organizations that contribute to the unity or division of the United States.	Name 3 ways in which government or financial institutions have had an impact on the economy and how each of these impacts may have an effect on you.
Learning Outcome 3-Describe three patterns in human behavior according to the social science disciplines.	Name 3 psychological disorders and therapies and explain how the therapies can be used to treat the symptoms of the disorder.	As a spatial pattern, there is much regularity in cultural landscapes all over the world. Give 3 regularities in the cultural landscape and give meaning to them.	List 3 economic indicators that we have studied in class. What do these indicators tell use about the overall health of the economy.

It was decided that we would only have a sample size of 26 students out of the three courses. We had a relatively small sample size because we only picked those students who had completed 3 social science courses or more at Windward Community College.

The next step was to construct a rubric to score these learning outcomes. Paul Briggs wrote up the first draft of the rubric and a scoring committee (3 Social Science Instructors and 1 English Instructor) met to discuss the outcomes and specifically to discuss whether the rubrics that had been developed truly measured the outcomes. After some discussion on the rubrics, the committee modified the rubrics a bit to make them a better fit for the outcomes being measure.

The final step was to have the scoring committee score the student responses to the outcomes. The scoring committee decided on a criteria for success for Outcome 1 to be 20% and Outcomes 2 and 3 to be 10%. Keep in mind that this criteria for success was in many ways arbitrary and was based on the committee's judgment on the difficulty of the questions being asked. Here are the results:

Outcome	Means of Assessment and Criteria for Success	Assessment Results
1. Students will use theoretical perspectives to explain human behavior	No more than 20% of the papers (5 or less) will score unsatisfactory on any one learning outcome. Read and scored by the assessment committee using a locally developed rubric.	23% of the papers (6 papers) scored unsatisfactory, according to the assessment committee.
2. Evaluate how three social institutions have changed students' lives.	No more than 10% of the papers (3 or less) will score unsatisfactory on any one learning outcome. Read and scored by the assessment committee using a locally developed rubric.	0% of the papers (0 papers) scored unsatisfactory, according to the assessment committee.
3. Students will describe 3 patterns in human behavior according to the social science disciplines (anthropology, sociology, economics, psychology, political science, geography.	No more than 10% of the papers (3 or less) will score unsatisfactory on any one learning outcome. Read and scored by the assessment committee using a locally developed rubric.	4% of the papers (1 paper) scored unsatisfactory, according to the assessment committee.

As a department, we were generally pleased with the results from this assessment, we only missed the criteria cutoff with outcome 1. A preliminary evaluation from this result is that the Social Science Department needs to teach this outcome in a clearer manner to students.



## USE OF RESULTS

Results Accomplished	Results Planned
<ul style="list-style-type: none"> <li>• Results of the assessment have been shared with the members of the Social Science Department.</li> <li>• The original data has been given to the Assessment coordinator.</li> <li>• In the assessment results, outcomes 2 and 3 met the criteria for success.</li> <li>• In the assessment results, outcome 1 did not meet the criteria for success.</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty who were a part of the assessment process will find ways to address the teaching of Outcome 1 in their courses.</li> <li>• Outcome 1 will be explicitly stated in the Learning Outcomes of the syllabus for Social Science courses.</li> <li>• With further consultation with the Social Science Department, a new assessment process will begin.</li> <li>• During the new assessment process, new outcomes will be selected in collaboration with the members of the Social Science Department.</li> <li>• Some of these new outcomes can and should be based on critical thinking skills that are jointly agreed upon by members of the Social Science Department.</li> <li>• During the new assessment process, new rubrics and a new criteria for success for be formulated.</li> <li>• Something to consider next time is to have the various teachers in the assessment study demonstrate how they teach towards the outcome in question to other members of the Social Science Department.</li> </ul>



**UPDATE ON ASSESSMENT ACTIVITIES**

Department: Language Arts \_\_\_\_\_

Discipline/Area Assessed: Oral requirements \_\_\_\_\_

Prepared by: \_\_\_\_\_ Alan  
Ragains \_\_\_\_\_ Date: \_\_\_\_\_

As a result of your previous assessment, what changes or adjustments were made in the following areas. If no changes or adjustments were made, leave the box blank.

<b>Areas</b>	<b>Changes or Adjustments</b>	<b>Effects on Planning/or Budget, if any? In what way?</b>
<b><i>Curriculum/Content</i></b>		
<b><i>Instructional Methods</i></b>		
<b><i>Personnel</i></b>		
<b><i>Supplies</i></b>		
<b><i>Equipment</i></b>		
<b><i>Other</i></b>		

In your area, what are your current assessment activities? How do they relate to your previous assessment results? How do they relate to your adjustments or changes?

Please see attached email.

From Alan Ragains <ragains@hawaii.edu> [Add Sender](#)



Sent Saturday, September 10, 2005 8:53 pm

To Ellen Ishida-Babineau <ellenib@hawaii.edu>

Subject Re: Update on Assessment for Upcoming Program Review

Ellen, Since the last review of the oral requirements, there has been no further assessment. This is partly because there has been no contact or continuation of the Assessment Committee. Secondly, despite my recommendation to administration to continue assessment on a regular basis, I was not aware if reassigned time was being granted to conduct such an assessment.

I would actually enjoy repeating the process again, but because of time considerations in working with classes throughout the curriculum, it would be impossible without reassigned time.

If you need more information, please let me know. Aloha, Alan

**UPDATE ON ASSESSMENT ACTIVITIES**

Department: Language Arts

Discipline/Area Assessed: Written Communication

Prepared by: Ellen Ishida-Babineau

Date: September 14, 2005

As a result of your previous assessment, what changes or adjustments were made in the following areas. If no changes or adjustments were made, leave the box blank.

<b>Areas</b>	<b>Changes or Adjustments</b>	<b>Effects on Planning/or Budget, if any? In what way?</b>
<b><i>Curriculum/ Content</i></b>	No changes were made in curriculum	
<b><i>Instructional Methods</i></b>	Faculty made various changes in the their material and approaches. More emphasis was placed on the thesis statement.	
<b><i>Personnel</i></b>		
<b><i>Supplies</i></b>		
<b><i>Equipment</i></b>		
<b><i>Other</i></b>		

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**In your area, what are your current assessment activities? How do they relate to your previous assessment results? How do they relate to your adjustments or changes?**

Faculty members had some questions about the validity of the assessment. There was concern about the directions given to students about what the expectations were for the essay. Unfortunately, the writing faculty did not formally discuss the results of the assessment, so another assessment is occurring this fall semester. After the results, the writing faculty will discuss the results and make necessary adjustments, if needed. The assessment process has raised the issue of alignment of writing skills outcomes between English 022 and English 100 and has made clear that writing faculty must meet regularly to ensure alignment of student learning outcomes.

*Update on Assessment Activities I*

## UPDATE ON ASSESSMENT ACTIVITIES

Department: Math/Business

Discipline/Area Assessed: Math/Formerly: Quantitative-Logical Reasoning Now: Symbolic Reasoning

Prepared by: Jean Okumura Date: 9/16/2005

As a result of your previous assessment, what changes or adjustments were made in the following areas. If no changes or adjustments were made, leave the box blank.

<b>Areas</b>	<b>Changes or Adjustments</b>	<b>Effects on Planning/or Budget, if any? In what way?</b>
<b><i>Curriculum/Content</i></b>	Math 25 – Added section to review the topic of lines and deleted one topic to allow time to do the review of lines.	None
<b><i>Instructional Methods</i></b>	<ol style="list-style-type: none"> <li>1. Stress interpretation of the results of one's calculations in math especially where applications are involved.</li> <li>2. Stress unit of measure in applied problems.</li> <li>3. Try to engage students in troubleshooting or finding errors in their work.</li> </ol>	None
<b><i>Personnel</i></b>		
<b><i>Supplies</i></b>		
<b><i>Equipment</i></b>	Obtain projection devices to allow instructors to project objects, written work, and diagrams to help students who are more visual learners.	Included items in budget. Obtained objects in Fall 2005.
<b><i>Other</i></b>		

In your area, what are your current assessment activities? How do they relate to your previous assessment results? How do they relate to your adjustments or changes?

During Fall 2005, Math 100 and Math 103 will embed assessment questions into their unit exams. They will be collected and graded in Jan. 2006. This will help to get information on whether scores are improving as a result of curriculum changes incorporated. Some instructors have also tried to incorporate instructional strategies that might help to improve student attainment of student learning outcomes for the AA degree. The assessment in Fall 2005 will help us determine if those changes in instructional strategies have helped to improve student achievement (for those students whose instructor tried to incorporate the changes in instructional strategies).

The math discipline group plans to develop assessment questions for Math 115 to expand assessment efforts.

*Update on Assessment Activities 1*

## UPDATE ON ASSESSMENT ACTIVITIES

Department: Humanities

Discipline/Area Assessed: Performing Arts

Prepared by: Gloria Faltstrom Date: 9-21-05

As a result of your previous assessment, what changes or adjustments were made in the following areas. If no changes or adjustments were made, leave the box blank:

Areas	Changes or Adjustments	Effects on Planning/or Budget, if any? In what way?
<i>Curriculum/Content</i>	We are in the process of forming a panel of evaluators to apply the criteria to the tape performances. No changes can be planned until this process is completed this semester.	
<i>Instructional Methods</i>		
<i>Personnel</i>		
<i>Supplies</i>		
<i>Equipment</i>		
<i>Other</i>		

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In your area, what are your current assessment activities? How do they relate to your previous assessment results? How do they relate to your adjustments or changes?

## **Appendix h**

### **Employment Training Center Program Review Samples**

## Program Assessment for Employment Training Center's Office Administration and Technology program

Review of data for the Office Administration and Technology program shows the enrollment data as follows:

2000 – 01	129
2001 – 02	117
2002 – 03	108
2003 – 04	101
2004 – 05	51

Enrollment remained steadily in the low 100 levels in early 2000s. The 50% decline in student enrollment began at the same time Hawaii reached very low unemployment percentages. This showed that more residents were able to get jobs without training. Traditionally, unemployment levels affect enrollment in post secondary education with high unemployment resulting in more students obtaining training to compete in the job market. Conversely, low unemployment means employers are willing to hire and train on their own. The OAT program has been especially hard hit with the low unemployment rate.

The current Business Technology program consists of the Office Administration and Technology and the Office Skills programs. The OAT program has two full time general funded faculty and OS has two full time Special funded faculty. The coordinator for the BT programs also supervises the large Trades Division. Taking into consideration that the OAT program has a 3-day new student orientation every other week, it was agreed that we would have a half time coordinator for the BT program who will also be a half time instructor during the student orientation weeks.

This was discussed with faculty who were in full agreement to the compromise. This also leaves some flexibility should a faculty member no be able to work, either with vacation or sick leave. ETC employs only 11 month faculty who earn 21 days of both sick and vacation leave a year. The Trades Division would also have a full time coordinator.

ETC administrative staff voted unanimously for this concept.

## Program Assessment for Employment Training Center's Leeward Oahu Basic Skills (LOBS) program

Review of data for the Leeward Oahu Basic Skills (LOBS) program shows the enrollment data as follows:

2000 – 01	8
2001 – 02	44
2002 – 03	36
2003 – 04	38
2004 – 05	21

Review of data for the LOBS program over a 5 year period shows enrollment that is far below a full class size. 2005 data shows a carryover of 13 students with only 8 new students during the fiscal year. A full time faculty is assigned to the LOBS program housed at Leeward Community College. The Department of Labor and Industrial Relations Job Help Store (JHS) was the agency that requested basic skills training for immigrants living in the targeted Waipahu area. ETC provided the classes at the JHS site and JHS counselors referred students. At that time in the 1990's, we ran classes in the mornings and the afternoons. Both classes were filled with students.

In 2000, the new Workforce Investment Act (WIA) changed the process of serving students to the new Oahu WorkLinks (OWL) sites. Referrals decreased, however, the Job Help Store continued to refer immigrant students for basic educational skills. In 2001, JHS moved to a new state building in Kapolei, leaving ETC with no classroom. ETC negotiated with Leeward Community College and continued the program at LCC.

In 2003, the DLIR closed the Job help Store as a division. The immigrant population was to be served by the OWLs. Without a division dedicated to serving a specific population, referrals to ETC decreased and continued to dwindle.

Optimum class size for the program is 12 students per class based on class seats. With 23 intakes, the LOBS program should optimally serve 276 students. Actual students served were 21 students. Review of program data shows that enrollment began declining since the inception of WIA with a marked decline after the closure of the Job Help Store. In addition, students in the Waianae area were now being served by Leeward CC's satellite office in Waianae.

ETC administrative staff reviewed the data and it was agreed to close the LOBS program. Program closure would not affect those students living in the leeward area and Waianae coast as Leeward Community College is offering the same program.

## **Appendix i**

### **Office of the Dean of Instruction Program Review Samples**

## Hiring Data for Biology and Religion

With one and a half tenure leading positions to fill for Windward Community College, the Dean's office looked across the curriculum to determine where the need for a full and half time instructor was most critical. In the current Strategic Plan, The Natural Sciences department indicated a need for a biology instructor. The Humanities Department indicated a need for a half-time religion instructor.

Using enrollment data for the past 8 semesters (spring 2002-fall 2005), justification for both hires was presented to the administration, the Department Chairs, the respective departments, and to the College Council.

### **BIOLOGY**

The attached study of Biology offerings indicates that over the past eight semesters, biology offerings have grown from a total of 6 sections to 11. For the past two semesters, with the addition of the Zoology 141 and 142 classes, 11 sections were offered, all taught by lecturers. To insure stability of our growing program in biology and zoology, and with support from enrollment management data, the decision was made to hire a tenure track biology instructor.

### **RELIGION**

The religion course offerings have remained stable over the past 8 semesters (spring 2002-fall 2005). Over the past 4 semesters, Windward Community College offered 3 to 4 sections of religion—all sections taught by lecturers. With a consistent offering of 3-4 classes per semester, the data supports the Strategic Plan and justifies the hiring of a half-time instructor.

<b>Biology</b>	<b>Spring 02</b>	<b>Fall 02</b>	<b>Spring 03</b>	<b>Fall 03</b>	<b>Spring 04</b>	<b>Fall 04</b>	<b>Spring 05</b>	<b>Fall 05</b>
ZOOL 141						1	N/A	2
ZOOL 141L						1	N/A	2
ZOOL 142							2	N/A
ZOOL 142L							2	N/A
MICRO 130	2	2	2	2	3	3	3	3
BIOL 100	2	2	2	1	2	2	2	2
BIOL 100L	NO	NO	NO	NO	1F	2F	1	1
BIOL 200	1	1	1	1	NO	1	2F	1
BIOL 101	1F	1	1F	1	1	NO	1	N/A
BIOL 171	NO	1F	NO	1	NO	1F	NO	NO
BIOL 171L	NO	1F	NO	1	NO	1F	NO	NO
Sections with L	<b>5</b>	<b>6</b>	<b>5</b>	<b>8</b>	<b>6</b>	<b>8</b>	<b>11</b>	<b>11</b>
Total Sections	<b>6</b>	<b>8</b>	<b>6</b>	<b>8</b>	<b>7</b>	<b>12</b>	<b>13</b>	<b>11</b>

<b>Religion</b>	<b>Spring 02</b>	<b>Fall 02</b>	<b>Spring 03</b>	<b>Fall 03</b>	<b>Spring 04</b>	<b>Fall 04</b>	<b>Spring 05</b>	<b>Fall 05</b>
REL 150	1	1	2	2	1	1	1	1
REL 151	1	2	2	2	2	1	2	2
REL 201	NO	NO	NO	1	NO	1	N/A	1
Sections with L	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>4</b>
Total Sections	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>4</b>

NO	Courses were not offered	F	Number of courses taught by full time faculty
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September 9, 2005

**MEMORANDUM**

To: Linka Mullikin  
Dean of Instruction

From: Ellen Ishida-Babineau  
Language Arts, Chair

RE: Instructor Vacancies

The Language Arts department met on September 8, 2005 and voted on the disposition of the two vacancies created with the retirement of Aileen Yim and Jean Hanna. Given the data provided by your office, the department would like to fill the vacancies with the following:

Aileen Yim's position should remain full-time, tenure-track. The position would remain a remedial/developmental reading, writing, and study skills position.

Jean Hanna's position should be divided into two half-time positions: a half-time Japanese language/Japanese literature instructor and a half-time English composition/literature instructor.

We would like to see these positions filled by the end of the 2006 spring semester.

Cc: Elizabeth Ashley



September 23, 2005

**MEMORANDUM**

TO: Paul Field  
WCC Accreditation Liaison Officer

FROM: Ellen Ishida-Babineau  
Language Arts Department Chair

At the September 8, 2005 meeting, the Language Arts department discussed the filling of positions left by two full-time instructors: Aileen Yim, reading and study skills and Jean Hanna, Japanese language and literature. Given the data and the needs of the college, the department decided that a full-time reading and study skills specialist who could also teach developmental writing is still needed.

Since a foreign language is no longer required for most programs at the University of Hawaii at Manoa, the enrollment in languages has decreased; therefore, the department decided that the Japanese position be split into two half-time positions: half-time Japanese and half-time English composition and literature. The number of sections in English composition taught by lecturers suggests that this half-time position is needed.

LSK 35, English 21 and 22 offerings -- Spring 2002-Fall 2005

Class	Spring 02		Fall 02		Spring 03		Fall 03		Spring 04		Fall 04		Spring 05		Fall 05	
	Lec	Fac	Lec	Fac	Lec	Fac	Lec	Fac	Lec	Fac	Lec	Fac	Lec	Fac	Lec	Fac
LSK 35	0	1	0	1	0	1	0	1	0	0	0	0	0	0	0	1
LSK 110	0	1	0	0	0	1	0	0	0	1	0	0	0	0	0	0
English 21	0	2	0	3	0	2	0	2	0	2	0	2	0	2	0	2
English 102	0	0	0	0	0	1	0	1	0	1	0	1	0	1	0	0
English 22	1	3	4	3	1	3	1	5	1	5	1	4	1	4	2	3
Total sections taught	1	7	4	7	1	8	1	9	1	9	1	7	1	7	4	5
Total all classes	8		11		9		10		10		8		8		9	

English 100 and 102 offerings – Spring 2002-Fall 2005

Class	Spring 02		Fall 02		Spring 03		Fall 03		Spring 04		Fall 04		Spring 05		Fall 05	
	Lec	Fac	Lec	Fac	Lec	Fac	Lec	Fac	Lec	Fac	Lec	Fac	Lec	Fac	Lec	Fac
English 100	6	3	8	4	7	4	5	6	5	6	5	5	4	7	4	6
Total all classes	9		12		11		11		11		10		11		10	

Speech 151, 251, and Com 145 offerings – Spring 2002-Fall 2005

Class	Spring 02		Fall 02		Spring 03		Fall 03		Spring 04		Fall 04		Spring 05		Fall 05	
	Lec	Fac	Lec	Fac	Lec	Fac	Lec	Fac	Lec	Fac	Lec	Fac	Lec	Fac	Lec	Fac
Speech 151	2	2	2	2	2	2	2	2	3	2	2	3	2	2	3	0
Speech 231	0	0	0	0	0	1	0	0	0	1	0	0	0	1	0	0
Speech 251	0	1	0	1	0	0	0	1	0	1	0	1	0	0	0	0
Com 145	1	1	2	1	2	0	1	1	1	0	0	1	1	1	1	0
Total sections taught	3	4	4	4	4	3	3	4	4	4	2	5	3	4	4	0
Total all classes	7		8		7		7		8		7		7		4	