

**2018 ADDENDUM FOR
UNIVERSITY OF HAWAII COMMUNITY COLLEGES
INSTITUTIONAL SELF-EVALUATION REPORTS
(Standards IV.C and IV.D)**

Preparation of the Institutional Self-Evaluation Reports (ISERs) for the community colleges of the University of Hawai'i System that are accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) required bringing to momentary closure the process of evidence-gathering and analysis for institutional functions that are dynamic and ongoing. This addendum is intended to provide additional updated information relevant to selected specific sections of Standard IV.C and IV.D, which pertain, respectively, to the governing board (the Board of Regents), and to multi-college districts or systems (University of Hawai'i, and University of Hawai'i Community Colleges). Evidence cited is indicated by numbers within brackets, and listed at the end of this document with full information and URL. The information provided should further serve to reaffirm that the colleges, both individually and as part of a multi-campus system, continue to meet the standards as defined by ACCJC.

Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

Standard IV.C: Governing Board

IV.C.1 The institution has a governing board that has authority over and responsibility for policies to ensure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution.

The Board of Regents of the University of Hawai'i meets ten times each year; the Board's standing committees typically meet on a staggered bi-monthly schedule. Agendas and supporting materials are posted on the Board's website in advance of each meeting, as required by law, and reflect the Board's broad range of responsibilities that are managed on an ongoing and often cyclical basis.

With specific reference to the Board's fiduciary duty to ensure the financial stability of the institution, at the beginning of each fiscal/academic year, the Committee on Budget and

Finance prepares for the Board's review and approval the Operating Budget for the current fiscal year. [1] In addition, the Committee on Planning and Facilities also met to prepare for the Board's review and approval the FY 2019 CIP Plan and the Fiscal Biennium 2020-2021 CIP Budget Request, linked to a new rolling six-year (three biennia) CIP Plan cycle established in 2016. [2] The Board approved the FY 2019 Operating Budget and CIP Plan, as well as the biennium CIP Budget Request at its August 16, 2018 meeting. [3]

In addition to the structural frameworks provided by the Operating Budget and the CIP Plan, the Board also continues to address several factors that contribute to fiscal management and financial stability. These include the following:

- Analysis of factors contributing to declining enrollment and the development of coherent enrollment plans at both the system and individual campus level [4];
- Identification of under-recruited cohorts (e.g., working adults) to expand the college-going population;
- Seeking additional legislative appropriations (e.g., Hawai'i Promise) to reduce cost as a barrier to retention and completion; and
- Expanding public-private partnerships (P3) to leverage the development of real property assets of the UH System [5].

IV.C.7 The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

The Board of Regents most recently approved amendments to its Bylaws at its meeting of July 19, 2018. In addition to several changes proposed in the interest of more efficient Board functioning, the memo from the Board's executive administrator requested the addition of a Subcommittee on Investments for the Committee on Budget and Finance "for purposes of demonstrating progress toward best practices regarding fiduciary oversight." [6]

As noted in the main ISER narrative for this part of the Standard, the Board has established a three-year cycle for systematic review of its policies. Chapters 1-4 were reviewed in 2017-2018. Analysis of several of the policies in Chapter 4, which deals specifically with Planning, revealed an opportunity to create more systemic and coherent alignment with the newly developed Integrated Academic and Facilities Plan (IAFP). Therefore, work on most of the policies in Chapter 4 will continue during the current Academic Year 2018-2019, under the aegis of the vice president for academic policy and planning, in order to "establish [a] new integrated planning framework in BOR policy to integrate academic, enrollment, facilities and budget priorities into a long-term plan utilizing the IAFP format." [7] In the meantime, review of Chapters 5-8 of the Board policies will be undertaken in 2018-2019.

IV.C.10 Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and

performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

Having previously committed to annual (rather than bi-annual) evaluation, the Board of Regents completed and reported on its 2018 Self-Assessment at its meeting on July 19. Board members were asked to identify the most significant accomplishments for 2017-2018 as well as the most important issues facing the University—issues that will provide focus for the coming year, and beyond. Significant achievements included increased focus on shared governance and improved transparency; support for initiatives to promote student success; initiation of the Integrated Academic and Facilities Plan (IAFP); and the plan for systematic review of Board policies. Several of the issues with which the UH System must deal include several pertaining to academics: addressing the decline in enrollment (including improving recruitment, retention, and timely completion), and improving distance/online delivery of programs and curricula; as well as budget and finance: securing and expanding multiple revenue sources, and managing repair and replacement of facilities and other resources. [8]

Standard IV.D: Multi-College Districts or Systems

IV.D.2 The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system-provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.

IV.D.5 District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.

The analysis and evaluation in the ISER narrative for parts of Standard IV.D.2 and IV.D.5 emphasized the structural alignment, functional coordination and representational balance between three levels of the University of Hawai'i System—the University of Hawai'i (UH) System as a whole (ten campuses), the UH Community College (UHCC) System (7 campuses), and the individual campuses with their differentiated missions, including the six individual community colleges that are accredited by ACCJC. The Office of the Vice President for Community Colleges (OVPCC) also provides administrative leadership for academic affairs and administrative affairs. The multiple areas of activity in each of those domains are further identified and documented at the OVPCC website [9]. To ensure an effective level of coordination, and provide equitable opportunities for input and participation, councils or committees for ex officio counterparts (e.g., chancellors, faculty senate chairs, human resource managers) meet on a regular basis.

This update is intended to identify several areas of current and emerging activity that involve system-level coordination and integrated planning. The focus on student

achievement and success is paramount, and provides the foundation for several interconnected initiatives that are central to the missions of the community colleges. (In addition to those highlighted here, others are identified on the OVPCC homepage.) [9]

Student Success Council – Defining Pathways

Recognizing that the protracted but not generally productive investment in remedial education in English and math was often a barrier to student progress, campuses made a commitment to helping students become college-ready within their first semester or first year of post-secondary education. Campuses developed and implemented new or modified curricula (most often utilizing a co-requisite model) two years ago, and will be assessing data related to their efficacy beginning this academic year, after which the most successful model(s) will be adopted more broadly. This has engaged broad-based participation of faculty, counselors and other staff and administrators, and coalesced in the organization of the Student Success Council (SSC). A Steering Committee of campus team leads continues to meet on a monthly basis, and each campus has its own committee or working group focused on multiple strategies to enhance and ensure student success. In addition, the IR professionals from each campus within the UH and UHCC Systems, as well as the assessment coordinators, meet monthly and provide additional support for the Student Success initiatives.

In addition to the curricular focus on more effective developmental education, the Council and individual campuses have also developed the Pathway model, which articulates several key stages through which students move, from initial connection, to completion and transition to transfer or career. Recognizing that a student’s successful journey on the pathway involves more than academic achievement, the SSC has also developed a corollary focus on Integrated Student Support (ISS), which includes onboarding, retention and transfer priorities. As a further refinement, the concept of Guided Pathways has been adopted, in which students are supported in thinking and making preliminary decisions about careers so that choices of coursework are more purposeful and aligned. In some cases, career exploration may be embedded in other curriculum, and teaching faculty and counselors take a more pro-active role. Substantial support for frontline personnel is available at the SSC’s Resource Center. [10]

UHCC Academic Affairs – Addressing the Enrollment Question

As part of the UHCC System office, the area overseen by the associate vice president for academic affairs is responsible for planning, implementation and assessment of several initiatives that support student performance and achievement, including those adopted and supported by the Student Success Council. As it prepares for a November 2018 enrollment report to the Board of Regents, this unit differentiates between campus strategies focused on recruitment/initial engagement, and system strategies that focus more broadly on retention and success, particularly in preparation for transfer. Given that one key population for potential enrollment growth is returning/working adults (especially those that may have some college but no degree), the community colleges are leveraging technology in the development of fully online associate degrees. While it is already possible

to earn the AA online with existing curriculum, the proposed iteration, due for roll-out in Fall 2019, involves developing five-week course modules, allowing a student to take three courses sequentially per term. UHCC Academic Affairs also supports the concept of “guided” exploration, which allows not only for more intentional selection of courses leading to specific majors and eventual careers, but can also support better alignment with workforce needs.

Essential Infrastructure – Human Resources

The UHCC System office as well as the individual community colleges are currently in transition in their use of a system-wide instrument for posting of positions for recruitment and for management of applications. Currently the UH System as a whole utilizes WorkatUH, where positions in various employment categories are posted and searchable by campus. The advertisements include position duties and responsibilities, minimum/desirable qualifications, as well as requirements for submission of applications, which must be done in hard copy. [11]

The UHCC System is seeking to move to the use of NEOGOV, a system currently in use for State of Hawai'i Civil Service employees. NEOGOV, when fully utilized, allows for online submission of applications and subsequent online review by screening committees; the community colleges currently employ NEOGOV to varying degrees. The UHCC director of human resources, who meets regularly with individual campus HR managers, expects that by January 2019, the System will take down WorkAtUH completely, and all applicants will be required to submit online. (It was noted, however, that if an applicant is not able to comply with this requirement, hard copy could be submitted and then uploaded by the campus HR office.) Based on current practice, and the fact that Read Only access must be provided to screening committees to avoid intentional or inadvertent changes to applications, campuses may still need to provide hard copies of applications during a continuing period of transition.

Essential Infrastructure – Information Technology

The UH System as a whole increasingly utilizes electronic tools and systems to support the work it does, from front-line services to back-office management. The Online AA degree and NEOGOV, described above, are only two examples of the extensive use of, and dependence on information technology that characterize this system of higher education, like many others. As noted in Standard III.C, it is an essential resource; one that requires substantial investment at both the system and campus level. It is also an area that illustrates the critical need to find a balance between efficient administration at the system level and appropriate customization and application at the campus level [12].

The move to online management of curriculum began several years ago with a product, Curriculum Central, developed in-house at Leeward Community College and adopted by several other community college campuses in the UH System. Prompted in part by a desire to reduce the dependence on hard copy, online curriculum management was also intended to support a more flexible and collaborative environment for the creation and modification

of programs and courses. Four years ago, the vice president for community colleges recommended a move to Kuali Student Curriculum Management (KSCM), since the UH System was already using other software products from Kuali for financial management and research grants management. In January 2015, UH and five other institutions entered a partnership with Kuali Consortium. Since then, a system-wide team of liaisons from each UH campus has met on a regular basis to work with Kuali staff to customize and refine KSCM user interfaces (UI) for individual campus use; UIs for Course and Program actions went live in Fall 2016. The next major step will be to work on integration with Banner, the administrative software utilized by the UH System for several kinds of data including catalog and student records. When fully operative, KSCM should also allow for inter-campus review.

Another facet of curriculum and instruction anchored in IT is the learning management system (LMS). Although the UH system has used Sakai open source software (local name Laulima) for quite some time, it recently engaged in a search for a possible alternative, soliciting information from several vendors. IT staff surveyed faculty and staff in the user community and asked for input on a) what LMS features were critical to their teaching and learning needs, and b) whether they had a preference among the other possible products. Based on this input, IT administrators recently made the decision to remain with Laulima, but re-evaluate in two years. Laulima was upgraded in Fall 2017 from Sakai 10.7 to Sakai 11.4 to meet the required standards set by the Web Accessibility Initiative [13]. Content accessibility has emerged as a critical and ongoing issue, being addressed systemwide as a result of the US Department of Education's OCR Voluntary Resolution Agreement (VRA).

The libraries of the UH System represent a third arena in which the utilization of appropriate information technology is critical. The UH System supports an all-campus Library Council to ensure the participation of the stakeholders who are aware of the needs of both those who manage the libraries, and those who utilize their resources and services, though some decisions are driven primarily by the needs of staff at Hamilton Library on the main campus. Library functions are coordinated through Voyager, an integrated library system with several modules focused on specific tasks such as acquisitions, cataloging and circulation. Voyager is hosted through a server at Hamilton Library and deployed to the other campuses in the system. System ITS recently completed the procurement process for a new product that will be cloud-based, with an anticipated 2019 cut-over date.

In addition to these aspects of IT utilization, each of which provides for individual campus representation, UH ITS has also identified several Systemwide Service Improvement Projects for 2018-2019 that will contribute significantly to institutional effectiveness as well as student experience. These include:

- Enrollment Verification process—configuration and implementation of features in Banner/Laulima to support the positive verification of student participation in a course. This will help with the no-show policy related to financial aid, and also support compliance with ACCJC's requirement of verification of student ID for distance education courses, and will be implemented in AY 2019-2020.

- CollegeSource Transcript Evaluation System—implementation of commercial software, due later this year, to replace the aging Transfer Evaluation Database, created in-house in 2005.
- Student Account holds—continuing assessment and reduction of the impact of holds on student accounts that affect student registration. This also involves the evaluation of alternative methods to support consolidated student accounts for comprehensive billing and payment.
- New Online Admissions Application—for use by all campuses, with pilot release in Spring 2019, and broad use by the end of Summer 2019.
- Course Evaluation System—replacement of eCAFE to a new CES in October 2018. (This tool, utilized for online student evaluations of courses and instructors, underwent substantial review and discussion by the faculty senates of all campuses.)
- Banner9 Upgrades—administrative pages go into production by October 2018, with self-service modules to follow.
- Document Imaging system (OnBase)—finally available for all campuses (capability is available systemwide and can be utilized on request.)
- CollegeNET conversion to 25Live (for Maui and Honolulu)—pending procurement, with scheduling of upgrades to follow.
- PeopleSoft HCMS version 9.2 implementation—to include employee self-service function, scheduled for later this academic year. This will require Multi-Factor Authentication (MFA) to use the self-service function, consistent with any other system that provides access to sensitive personal and institutional information.

To support effective utilization of these and other services, UH ITS is expanding its systemwide customer service (Help Desk) to 24/7 staffed coverage.

EVIDENCE CITED

1. Meeting of the Committee on Budget and Finance, August 2, 2018
(Recommending approval of the FY 2019 Operating Budget)
Budget Forecast Presentation:
https://www.hawaii.edu/budget/sites/www.hawaii.edu.budget/files/FY19_OpBudget.pdf
Budget Forecast Narrative:
https://www.hawaii.edu/budget/sites/www.hawaii.edu.budget/files/FY19_OpBudgetNarrative.pdf
Budget Worksheets:
https://www.hawaii.edu/budget/sites/www.hawaii.edu.budget/files/FY19_OpBudgetWorksheets.pdf
2. Meeting of the Committee on Planning and Facilities, August 2, 2018
(Recommending approval of the 2020-2021 CIP Budget)
FB 19-21 CIP Request:
https://www.hawaii.edu/budget/sites/www.hawaii.edu.budget/files/FB19-21_CIP_Request.pdf
3. Meeting of the University of Hawai'i Board of Regents, August 16, 2018
(Agenda: Items V.B.1-3, For Action: approval of FY 2019 Operating Budget and 2020-2021) CIP Budget Request)
<https://www.hawaii.edu/offices/bor/regular/notice/201808160930.regular.pdf>
4. Meeting of the Committee on Academic and Student Affairs, March 8, 2018
(Agenda and Materials: Item IV.A.2: Update on Systemwide Enrollment Management, pp. 13-44)
https://www.hawaii.edu/offices/bor/academic-2015/materials/201803081130/Cmte_on_Academic_and_Student_Affairs_03_08_18_Meeting_Materials_FOR_UPLOAD.pdf
5. Meeting of the University of Hawai'i Board of Regents, August 16, 2018
(Agenda: Item IV.C.1, Report of the P3 Task Group, pp. 266-268)
<https://www.hawaii.edu/offices/bor/regular/notice/201808160930.regular.pdf>
6. Meeting of the University of Hawai'i Board of Regents, July 19, 2018
(Agenda and Materials: Item IV.C.4: For Action: Amendments to the Bylaws, pp. 80-94)
https://www.hawaii.edu/offices/bor/regular/materials/201807190930/BOR_Meeting_of_07_19_18_Materials_FOR_UPLOAD.pdf
7. Meeting of the University of Hawai'i Board of Regents, August 16, 2018
(Agenda and Materials: Item V.C.3: For Information and/or Discussion: Integrated Planning Framework Presentation, pp. 270-279.)

https://www.hawaii.edu/offices/bor/regular/materials/201808160930/BOR_Meeting_of_08_16_18_Materials_FOR_UPLOAD.pdf

8. Meeting of the University of Hawai'i Board of Regents, July 19, 2018
(Agenda and Materials: Item VI.B.1: For Information and/or Discussion: Board Self Assessment, pp. 12-16)
https://www.hawaii.edu/offices/bor/regular/materials/201807190930/BOR_Meeting_of_07_19_18_Materials_FOR_UPLOAD.pdf
9. Office of the Vice President for Community Colleges (OVPC) Website
<http://uhcc.hawaii.edu/ovpcc/>
10. Student Success Council Website
<http://uhcc.hawaii.edu/success/>
11. University of Hawai'i WorkatUH Website
<http://workatuh.hawaii.edu/>
12. University of Hawai'i Information Technology Services Website
<https://www.hawaii.edu/its/>
13. University of Hawaii ITS Web Accessibility Initiative Website
<https://www.hawaii.edu/access/guidelines.html>