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Notice of Meeting
UNIVERSITY OF HAWAIʻI
BOARD OF REGENTS COMMITTEE ON ACADEMIC AND STUDENT AFFAIRS
Members: Regents Wilson (Chair), Acopan (Vice-Chair), Bal, Haning, and Tochiki

Date: Thursday, August 4, 2022

Time: 11:00 a.m.

Place: University of Hawaiʻi at Mānoa
Information Technology Building
1st Floor Conference Room 105A/B
2520 Correa Road
Honolulu, Hawaiʻi 96822

AGENDA

I. **Call Meeting to Order**

II. **Approval of Minutes of the May 5, 2022, Meeting**

III. **Public Comment Period for Agenda Items:**

Individuals who are unable to provide testimony at this time will be allowed an opportunity to testify when specific agenda items are called.

All written testimony on agenda items received after posting of this agenda and up to 24 hours in advance of the meeting will be distributed to the board. Late testimony on agenda items will be distributed to the board within 24 hours of receipt. Written testimony may be submitted via the board's website through the testimony link provided on the Meeting Agendas, Minutes and Materials page. Testimony may also be submitted via email at bor.testimony@hawaii.edu, U.S. mail at 2444 Dole Street, Bachman 209, Honolulu, HI 96822, or facsimile at (808) 956-5156.

Those wishing to provide oral testimony virtually may register here. Given the constraints with the format of hybrid meetings, individuals wishing to orally testify virtually must register no later than 7:30 a.m. on the day of the meeting in order to be accommodated. Registration for in-person oral testimony on agenda items will also be provided at the meeting location 15 minutes prior to the meeting and closed at the posted meeting time. It is highly recommended that written testimony be submitted in addition to registering to provide oral testimony. Oral testimony will be limited to three (3) minutes per testifier.

All written testimony submitted are public documents. Therefore, any testimony that is submitted orally or in writing, electronically or in person, for use in the public meeting process is public information and will be posted on the board's website.

IV. **Agenda Items**

A. Committee Work Plan

For disability accommodations, contact the Board Office at (808) 956-8213 or bor@hawaii.edu. Advance notice requested five (5) days in advance of the meeting.

B. Review of the University of Hawai'i Community Colleges Midterm Accreditation Reports to the Accrediting Commission for Community and Junior Colleges for the following campuses:

1. Hawai'i Community College

2. Honolulu Community College

3. Kapi'olani Community College

4. Kaua'i Community College

5. Leeward Community College

6. Windward Community College

V.   Adjournment

For disability accommodations, contact the Board Office at (808) 956-8213 or bor@hawaii.edu. Advance notice requested five (5) days in advance of the meeting.

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DISCLAIMER – THE FOLLOWING ARE DRAFT MINUTES AND ARE SUBJECT TO FURTHER REVIEW AND CHANGE UPON APPROVAL BY THE COMMITTEE

MINUTES

BOARD OF REGENTS COMMITTEE ON ACADEMIC AND STUDENT AFFAIRS MEETING

MAY 5, 2022

I.   CALL TO ORDER

Vice-Chair Kelli Acopan called the meeting to order at 11:06 a.m. on Thursday, May 5, 2022, with regents participating from various locations.

Committee members in attendance: Vice-Chair Kelli Acopan; Regent Simeon Acoba; Regent Eugene Bal; and Regent William Haning.

Committee members excused: Chair Ernest Wilson.

Others in attendance: Regent Wayne Higaki; Regent Diane Paloma; Regent Robert Westerman (ex officio committee members); President David Lassner; Vice President (VP) for Community Colleges (CC) Erika Lacro; VP for Legal Affairs/University General Counsel Carrie Okinaga; VP for Academic Strategy Debora Halbert; VP for Research and Innovation Vassilis Syrmos; VP for Information Technology/Chief Information Officer Garret Yoshimi; UH Mānoa (UHM) Provost Michael Bruno; UH Hilo (UHH) Chancellor Bonnie Irwin; UH West Oʻahu (UHWO) Chancellor Maenette Benham; Leeward CC Chancellor Carlos Peñaloza; Windward CC Chancellor Ardis Eschenberg; Executive Administrator and Secretary of the Board of Regents (Board Secretary) Kendra Oishi; and others as noted.

II.   APPROVAL OF MINUTES

Vice-Chair Acopan inquired if there were any corrections to the minutes of the February 3, 2022, committee meeting which had been distributed. Hearing none, the minutes were approved.

III.   PUBLIC COMMENT PERIOD

Board Secretary Oishi noted the following:

Two individuals provided written testimony in support of granting established status for the PhD degree program in Nutritional Sciences at UHM.

Several individuals provided written testimony in support of granting established status for the Bachelor of Arts (BA) in Astronomy and Bachelor of Science (BS) in Astrophysics at UHM.

Two individuals submitted written testimony in support of establishing a Master of Architecture (MArch) degree at UHM.

United States Senator Mazie Hirono; State Representative Amy Perruso; UNITE HERE Local 5; the International Brotherhood of Electrical Workers Local 1260; the Hawaiʻi State Teachers Association; and the Labor Education Advisory Council submitted written testimony in support of the establishment of a new provisional Certificate in Labor Studies at UHWO.

Late written testimony in support of the establishment of a new provisional Certificate in Labor Studies at UHWO was received from the Hawaiʻi State AFL-CIO and one individual.

Written comments may be viewed at the Board of Regents website as follows:

[Written Testimony Comment Received](#)

[Late Written Testimony Comment Received](#)

Oral testimony was received from Hershel Weiner in support of granting established status for the BA in Astronomy and BS in Astrophysics programs; Dr. Chloe Lozano in support of granting established status to the PhD degree program in Nutritional Sciences at UHM; and Teora Morris and Chantelle Matagi in support of granting established status for the BA in Pacific Island Studies at UHM.

IV.   AGENDA ITEMS

A. Recommend Board Approval of Established Status for the PhD Program in Nutritional Sciences at UHM

Provost Bruno provided an overview of the request to grant established status to the PhD degree program in Nutritional Sciences within the College of Tropical Agriculture and Human Resources (CTAHR) at UHM. The PhD program in Nutritional Sciences is an interdisciplinary program that encompasses a multifaceted topic and addresses a need for nutritional professionals in Hawai ʻi and the Pacific region. He noted that interest in this program continues to grow and spoke about the success of the program stating that many of its graduates currently work for the United States Centers for Disease Control and Prevention, as well as institutions of higher education around the globe.

Regent Acoba requested clarification about the program's operating costs with respect to a 0.25 Administrative, Professional and Technical (APT) position. Professor Rachel Novotny, Director of the Children's Healthy Living Center of Excellence at CTAHR, replied that the original request for provisional establishment of the program in 2015 envisioned one, full-time APT position to provide administrative support. However, support is currently provided by a 0.25 APT position. Regent Acoba asked how the program was able to accomplish its work with only a 0.25 APT position when the projected need was for a full-time APT position. Professor Novotny responded that program faculty and other support staff have been assisting in addressing administrative duties to make-up for the personnel shortfall. Ania Wieczorek, Associate Dean of CTAHR, concurred with Professor Novotny's assessment adding that the interdisciplinary nature of the program allows it to leverage faculty from other

departments and colleges to provide administrative assistance. She also stated that program faculty are awarded approximately $20 million in annual research grant funding that also helps to provide program support for both the faculty and students.

Regent Acoba moved to recommend board approval of established status for the PhD Program in Nutritional Sciences at UHM, seconded by Regent Bal, and noting the excused absence of Chair Wilson, the motion carried with all members present voting in the affirmative.

B. **Recommend Board Approval of Established Status for the BA in Astronomy (ASTR-BA) and the BS in Astrophysics (ASTP-BS) at UHM**

Provost Bruno provided an overview of the request to grant established status to the ASTR-BA and ASTP-BS programs which are both contained within the College of Natural Sciences (CNS) at UHM. Granted provisional status in 2014, the ASTR-BA and ASTP-BS programs offer UHM students a career pathway to one of Hawaiʻi's signature fields of scientific research and bridge the gap between K-12 education and UHM's Astronomy PhD program. Both programs have experienced steady growth in enrollment as well as academic success with graduates often seeking advanced degrees in their field of study. The programs also have increased the availability of courses in astronomy, which is an added benefit for all UHM students.

Regent Haning asked about the divergent tracks of the ASTP-BS and ASTR-BA programs and whether this impacted the ability of students in each program to acquire any necessary coursework. Alison Sherwood, Associate Dean of CNS, replied that, while there is some overlap between the coursework of the two programs, the ASTR-BA is geared towards students matriculating into a wider range of disciplines whereas the ASTP-BS degree involves much greater scientific rigor. As such, students enrolled in the ASTR-BA program have greater flexibility to take a broader variety of courses as opposed to those in the ASTP-BS program. Professor Joshua Barnes, Chair of the Undergraduate Astronomy Program at the Institute for Astronomy (IfA), added that students are not precluded from taking courses in either program regardless of their program enrollment status.

Regent Bal inquired about the sizeable discrepancy between the projected and actual number of graduates from the ASTP-BS and ASTR-BA programs, and asked whether the COVID-19 pandemic affected graduation rates. Professor Barnes replied that the statistical model used to craft program graduation projections assumed program persistence rates of 100 percent which was an incorrect supposition. Given the number of students currently entering the program, it is anticipated that the actual number of program graduates will be comparable with these projections in the future. He also stated that the COVID-19 pandemic did impact graduation rates noting that students faced difficulties in attaining completion of advanced coursework via remote learning.

Citing differences between the projected and actual number of students registered in the ASTP-BS and ASTR-BA programs, Regent Acoba questioned the basis for these disparities and whether they had any impacts on the allocation of faculty resources for

each program. Professor Barnes stated that the aforementioned discrepancies can be attributed to the use of program enrollment projections that were based upon data collected from various course interest assessments, including student surveys, which can be imprecise. With respect to the allocation of faculty resources, Professor Barnes noted that budgetary and other hiring considerations have resulted in IfA experiencing a shortfall in faculty. While this has complicated some of the teaching assignments, the lack of faculty has not resulted in the cancelation of courses or a decrease in the number of students graduating from each of the respective programs.

Regent Acoba inquired as to whether the data provided regarding graduates was in reference to program graduates or graduate students. Professor Barnes replied that the figures provided denoted undergraduate students who have earned an ASTP-BS or ASTR-BA degree.

Vice-Chair Acopan asked about the student advising model used for these programs. Professor Barnes replied that advising is mandatory for both programs and described the two-tier advising approach used noting that CNS provides initial advising to incoming students. Advising furnished by IfA assists students in determining whether to pursue an ASTP-BS or ASTR-BA degree and is continually provided through completion of the chosen pathway. He also stated that IfA is currently developing a mentoring program for students enrolled in each of the programs.

Regent Haning questioned whether it was possible for a student to double-major in ASTR-BA and ASTP-BS. Professor Barnes replied that this combination as a double-major is not authorized due to the high redundancy of coursework involved. However, students enrolled in either program can accomplish a double-major with other programs such as mathematics.

Regent Haning moved to recommend board approval of established status for the ASTR-BA and ASTP-BS programs at UHM, seconded by Regent Bal, and noting the excused absence of Chair Wilson and the abstention of Regent Acoba, the motion carried with all other members present voting in the affirmative.

C. <u>Recommend Board Approval of Provisional Status for the MArch Degree at UHM</u>

Provost Bruno provided an overview of the request to grant provisional status for a MArch degree program within the School of Architecture at UHM. The MArch degree was developed to provide architecture students with a pathway to attain a National Architectural Accrediting Board (NAAB) accredited degree that qualifies them to become a licensed architect. While the School of Architecture currently offers a NAAB accredited Doctorate in Architecture (DArch) which similarly qualifies students to become a licensed architect, the MArch degree requires two years of full-time study in contrast to three years for the DArch degree. It was noted that the MArch degree program is the most common professional degree program in schools of architecture throughout the United States; enrollment in the program is projected to increase to 60

by year six; the program meets an expressed community need; and development of the program has received extensive support from Hawaiʻi's local architectural firms.

Regent Acoba asked about impacts the MArch program will have on the DArch and Bachelor of Environmental Design (BEnvD) programs currently offered by the School of Architecture. William Chapman, Dean of the School of Architecture, replied that students who attain a BEnvD can obtain licensure in Hawaiʻi through a five-year process that involves working at an architectural firm over that time period but noted that this type of licensure is not transferrable to any other state in the United States. The MArch program, which will require applicants to possess a BEnvD prior to acceptance, offers a pathway to licensure that is less time-consuming and cumbersome. While licensure can also be attained through the DArch degree, this pathway is research intensive which has proven to be a disincentive for a number of students. As such, it is expected that increasing numbers of BEnvD students will opt to enroll in the MArch program. It was also noted that high interest in pursuing a MArch degree has been expressed by BEnvD alumni and that overall enrollment in the School of Architecture has steadily increased over the last four years which bodes well for all of the programs. Regent Acoba questioned whether this indicated that more students will be pursuing a MArch degree in the future as opposed to a DArch degree. Dean Chapman responded in the affirmative.

Regent Bal moved to recommend board approval of provisional status for the MArch degree program at UHM, seconded by Regent Acoba, and noting the excused absence of Chair Wilson, the motion carried with all members present voting in the affirmative.

D. **Recommend Board Approval of Established Status for the BA in Biochemistry (BA BC) and BS in Biochemistry (BS BC) Degrees at UHM**

Provost Bruno provided an overview of the request to grant established status for the BA BC and BS BC degree programs which are both contained within CNS at UHM. It was noted that the BA BC and BS BC degree programs were granted provisional status in 2012 and has consistently experienced strong enrollment, with 120 students currently enrolled in the BS BC degree program and 40 students currently enrolled in the BA BC program. In addition, numerous graduates of these programs have been awarded admission to and/or attended outstanding graduate and professional schools including the John A. Burns School of Medicine and the Daniel K. Inouye College of Pharmacy.

Noting that the programs were provided provisional status in 2012, Regent Bal questioned the delay in seeking established status given the consistent popularity of the programs. Associate Dean Sherwood replied that administrative and faculty turnover at both the departmental and collegiate level, as well as the COVID-19 pandemic, were factors responsible for the delay in pursuing established status for the programs.

Regent Bal asked if faculty turnover continues to be an issue for these programs. Professor Phillip Williams, Chair of the Department of Chemistry, replied that the full complement of faculty within these programs appear to be committed with many

considering application for tenure. As such, he did not foresee faculty turnover becoming an issue in the future.

Regent Acoba moved to recommend board approval of established status for the BA BC and BS BC programs at UHM, seconded by Regent Haning, and noting the excused absence of Chair Wilson, the motion carried with all members present voting in the affirmative.

E. <u>**Recommend Board Approval of Established Status for the BA in Pacific Island Studies at UHM**</u>

Provost Bruno provided an overview of the request to grant established status for the BA degree program in Pacific Island Studies within the College of Arts, Languages, and Letters (CALL) at UHM. It was noted that the Pacific Island Studies program is the only formal degree offering program of its kind in the United States and is critically important to the university's identity as an indigenous and minority serving institution, as well as retention of UHM's Center for Pacific Island Studies' (CPIS) recognition as a national resource center (NRC) by the United States Department of Education under Title VI. Given present interest, as well the collaborative work being conducted with other programs across the UHM campus, the university projects this program will witness significant growth in the future.

Regent Acoba requested clarification on the basis for the two provisional status extension requests since 2010. He also asked about the noted decrease in program faculty within the request for established status. Peter Arnade, Dean of CALL, replied that the second extension request was due in large part to the reorganization of the College of Arts and Sciences into CALL which was a major undertaking. He also stated that the faculty count decrease was due primarily to resignations and retirements, as well as the inability to fill those positions due to budget constraints and instituted hiring freezes. As for the initial extension request, Associate Professor Alexander Mawyer, Director of CPIS, stated that when the program was first granted provisional status, CPIS was engaged in applying for renewal of its NRC designation, which is a labor-intensive and time-consuming process. Due to limited staffing, CPIS was challenged with completing both tasks and thus requested a provisional status extension. He also highlighted the collaborative nature of the program stating that the program engages with over 48 affiliate faculty to support the academic development of its students.

Regent Bal moved to recommend board approval of established status for the BA in Pacific Island Studies at UHM, seconded by Regent Haning, and noting the excused absence of Chair Wilson, the motion carried with all members present voting in the affirmative.

F. <u>**Recommend Board Approval of Established Status for the Master of Arts in Heritage Management (HMMA) at UHH**</u>

Chancellor Irwin provided an overview of the request to grant established status to the HMMA program within the Anthropology Department at UHH stating that the program was created to address the critical shortfall in heritage management

professionals in Hawaiʻi and fills a clear need to provide graduate training in the specific issues of Oceanic heritage. She spoke about some of the early challenges faced by the program; the numerous successes of the program including the attainment of employment in government agencies and private consulting firms by its graduates; the programs cultivation of extensive extramural support and partnerships; and efforts to improve the program including the creation of avenues to internships.

Given enrollment and graduation rates, Regent Acoba inquired as to how the program would be able to meet the critical need for heritage management professionals in Hawaiʻi. Professor Peter Mills, Director of the Heritage Management Program at UHH, replied that the program has already produced 10 program graduates. He stated that, while the program does not boast large numbers of graduates, those who have already completed the program are making significant impacts in their communities and spoke about some of the work being conducted by these graduates. Chancellor Irwin added that discussion is already occurring on efforts to increase program enrollment and graduation rates.

Regent Bal moved to recommend board approval of established status for the HMMA program at UHH, seconded by Regent Acoba, and noting the excused absence of Chair Wilson, the motion carried with all members present voting in the affirmative.

G. **Recommend Board Approval of a New Provisional Certificate in Labor Studies at UHWO**

Chancellor Benham provided an overview of the request to establish a provisional Certificate in Labor Studies in the Center for Labor Education and Research (CLEAR) at UHWO stating that the distance-delivered certificate will provide a convenient opportunity for working adult learners seeking a course of study focused on the conditions of work from a labor perspective. This certificate will also offer traditional students an opportunity to enhance their major course of study with knowledge and experience in the field of labor that may prove helpful to draw upon in their future employment. It was noted that the establishment of a provisional Certificate in Labor Studies duly responds to a statutory requirement that CLEAR at UHWO develop and implement a labor studies degree program or programs in the university system.

Regent Haning asked if his assessment that the Certificate in Labor Studies program offered an innovative curriculum of study was correct. Chancellor Benham responded in the affirmative and stressed the importance of this program given the changing landscape of labor across the globe. Leslie Lopez, Associate Specialist for CLEAR, spoke about some of the program's coursework noting that it is a transdisciplinary program that consists of a wide range of instruction in areas such as labor history, employee-management relations and negotiation, and economics.

Noting the interdisciplinary nature of the certificate program, Regent Haning questioned whether any collaboration was occurring with the William S. Richardson School of Law. Ms. Lopez responded in the affirmative stating that the program works closely with the law school with respect to educating students in labor law. William

Puette, Director of CLEAR, added that CLEAR faculty are also invited to speak to law school students about the practical applications of and experiences with labor law.

Regent Haning moved to recommend board approval of a provisional Certificate in Labor Studies program in CLEAR at UHWO, seconded by Regent Bal, and noting the excused absence of Chair Wilson, the motion carried with all members present voting in the affirmative.

H. Academic Program Actions Report

VP Halbert stated that the Academic Program Actions Report is an annual report that provides details on programs granted established or provisional status by the board; provisional programs that were extended; authorizations to plan for new academic programs; and program terminations. She clarified that the report reflected actions taken for the prior academic year.

Regent Acoba remarked that this was a very helpful report but opined that it would be more beneficial to regents if they were provided prior to actions being taken. He also suggested that an overview of the program proposal process be provided by the administration at a future meeting for the edification of newly appointed regents. VP Halbert stated that the administration will be returning to the academic master plan which provides an overview of programs on a prospective basis and can provide regents with information on the program proposal and approval process after the strategic planning process is completed.

I. Small Programs and Program Review Report

VP Halbert stated that, under Regents Policy, the administration is required to provide two reports related to academic programs. The first report is the review of programs with a small number of graduates and the second is the overview of academic program reviews conducted at each campus during the prior academic year. She spoke about the overall impact of these reports on unit level planning for program redesign and collaboration, as well as determining plans for future academic programming. She also noted a correction to the report since its initial publication stating that the CA in Architectural Engineering & CAD Tech at Honolulu Community College was removed from the list of programs currently undergoing campus-level review to develop strategies for improving enrollment.

Regent Westerman expressed his appreciation for the administration's reconsideration of using minimum graduate requirements as a factor in determining whether a program will continue to exist particularly with program areas that meet prevailing community needs.

J. Recommend Board Approval of Revisions to Regents Policy (RP) 5.201, Instructional Programs

VP Halbert reviewed and discussed proposed revisions to RP 5.201 stating that the changes were intended to streamline the approval process of new minors,

concentrations, and certificates that do not require significant resources as well as align it with proposed amendments to Executive Policy (EP) 5.201 that are intended to accomplish the same goal.

Questions were raised about, and discussions ensued on, the nuances of the proposed revisions including terminology used within both the RP and EP, as well as the applicability of that terminology. As a result of these discussions, regents requested further amendments to the revised documents including the insertion of a definition for the term "minor" in the RP; clarification of the term "significant resources" in both the RP and EP and the meaning of "credentials" in the EP; and clarifying the board's role in the approval of programs and delegation of authority.

Regent Haning moved to recommend board approval of the amendments to RP 5.201, subject to changes as proposed by the committee, seconded by Regent Bal, and noting the excused absence of Chair Wilson, the motion carried with all members present voting in the affirmative.

K. <u>Committee Annual Review</u>

Vice-Chair Acopan referenced the committee annual review matrix and asked for comments from committee members. Chair Wilson and committee members were thanked for all of their efforts over the past academic year.

V. <u>ADJOURNMENT</u>

There being no further business, Vice-Chair Acopan adjourned the meeting at 1:08 p.m.

Respectfully Submitted,

Kendra T. Oishi
Executive Administrator and Secretary
  of the Board of Regents

Committee on Academic and Student Affairs
Work Plan for the 2022-2023 Academic Year

	Committee duties per bylaws	2022-2023 Committee Goals and Objectives	Projected Timeline			
			1st Q Jul-Sept	2nd Q Oct-Dec	3rd Q Jan-Mar	4th Q Apr-Jun
1	Review the academic mission and strategic direction of the system and its major units.	Review of systemwide academic initiatives		X		
2	Periodically review to what extent programs support the mission and strategic direction of the University.	Small Program Report				X
		Update on Hawai'i P-20 Initiatives			X	
		Review academic program needs (in the context of the revised strategic plan)			X	
3	Monitor the quality and effectiveness of educational programs.	Community College Midterm Accreditation Reports	X			
		General Education Redesign Update		X		X
		Annual Report on Faculty Workload Assignments			X	
		Student Caucus Report (will be presented at a BOR meeting)				X
4	Develop and maintain policies governing academic and student affairs.	Review policies governing academic and student affairs and recommend revisions, additions, or deletions as required		X		
5	Review actions proposed by the President which fall under current board policies and procedures, including requests for exceptions.	Annual Report on the Summary of Program Actions				X
		New and Provisional Academic Program Action Requests		X	X	X
	Committee Governance	Review committee work plan	X			
		Review committee's work for the year				X

UNIVERSITY
of HAWAI'I
SYSTEM

Erika Lacro
Vice President for Community Colleges

UNIVERSITY OF HAWAII
BOARD OF REGENTS

DTS 22686

'22 JUL 29 P1:38

July 27, 2022

MEMORANDUM

TO: Randolph Moore
        Chair, University of Hawai'i Board of Regents

        Ernest Wilson
        Chair, Committee on Academic and Student Affairs

FROM: Erika Lacro
        Vice President for Community Colleges

SUBJECT: UNIVERSITY OF HAWAI'I COMMUNITY COLLEGES MIDTERM
         ACCREDITATION REPORTS

I am transmitting to you the midterm reports of the six community colleges accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC). UH Maui College is not accredited by the ACCJC and therefore is not included in these reports.

Currently, all six colleges are fully accredited by ACCJC in good standing. These midterm reports are routine assessments submitted half-way through the seven year accreditation cycle to apprise the ACCJC Commission on the work that has been done to meet the recommendations that arose during the comprehensive visits in 2018 and one follow-up visit for Kapi'olani Community College. The reports also address progress on the individual campus Quality Focused Essays that were included in the 2018 visit. This work is to ensure we continue on a path of continuous improvement to excel our institutions and progress to improve student success.

Board is requested to review the midterm accreditation reports and upon review, the Chairs of the Academic and Student Affairs Committee and the Board of Regents are requested to sign the external signature pages. We have provided you with the full midterm reports and corresponding executive summaries by college.

C: Executive Administrator and Secretary of the Board Oishi

Attachment:

1. Executive Summaries: 2022 Accreditation Midterm Report for Hawai'i CC, Honolulu CC, Kapi'olani CC, Kaua'i CC, Leeward CC, and Windward CC

<h1 style="text-align:center;color:#8B0000;">Executive Summary for 2022 Accreditation Midterm Report
Hawaiʻi Community College</h1>

Hawaiʻi Community College (Hawaiʻi CC/College) prepared its 2022 Midterm Report to be submitted to the Accrediting Commission for Community and Junior Colleges (ACCJC) to provide an update on how improvement plans arising from the 2018 Institution Self-Evaluation Report (ISER) were integrated into the College's ongoing planning and implementation processes, addresses the work accomplished in response to the improvement recommendations made by the previous comprehensive peer review team, reflects on improving institutional performance (student learning outcomes and institution-set standards) and reports on the progress and outcomes from the action projects that were identified in the College's Quality Focus Essay (QFE). Hawaiʻi CC certified that there was broad participation/review by the campus community and that this Midterm Report accurately reflects the nature and substance of this institution.

PLANS ARISING FROM THE SELF-EVALUATION PROCESS

Hawaiʻi CC identified sixteen action plans in their 2018 ISER. Ten of these plans have since been completed and the remaining six plans are in progress of being completed.

INSTITUTIONAL REPORTING ON QUALITY IMPROVEMENTS

A. Response to Recommendations for Improvement

The 2018 External Evaluation Team Report did not identify any compliance requirements and outlined just two college recommendations and one UHCC System recommendation for improving institutional effectiveness. Hawaiʻi CC and the UHCC System have since taken actions to address these recommendations.

B. Reflection on Improving Institutional Performance: Student Learning Outcomes and Institution Set Standards

1. Student Learning Outcomes (Standard I.B.2)

During the past seven years, Hawaiʻi CC has engaged in a dynamic reinvigoration of its assessment process and practices. Central to the success of this initiative has been the development of consistent, cogent protocols and requirements for course/program and non-instructional unit assessment, which are clearly defined in detail in Hawaiʻi CC's Haw 4.202 Assessment Policy.

As Hawaiʻi CC works to constantly improve its ability to "close the loop" by more closely integrating assessment results data and analyses into curricular, programmatic, and budget resource allocation planning, the College continues to refine and streamline ways for faculty and staff to efficiently provide their colleagues and administrators with their assessment data and analyses, and for faculty, staff and administrators to be able to effectively use that data in decision making.

Assessment results data and analyses have guided changes and improvements in curriculum, teaching strategies, assessment strategies and overall action planning for improvements in almost all of Hawai'i CC's instructional programs and the majority of non-instructional units during the past seven years. Support for assessment is provided at many levels throughout Hawai'i CC. In addition to focused assistance from program administrators and the institutional assessment coordinator, the College Council's Assessment Committee provides guidance and support to programs that are struggling to conduct and report their course assessments, and to units working to develop and implement appropriate assessment strategies. The committee's evaluations and recommendations are provided to the programs and units based on the assessment portions of their three-year comprehensive Program/Unit Reviews.

2. Institution Set Standards (Standard I.B.3)

The UHCC System implemented UHCC Policy 4.203 in 2017 that identified eight specific standards for which each campus is held accountable. The standards, baseline (floor) values and aspirational (stretch goal) values are included in Attachment 1 of this policy for each community college.

Hawai'i CC met the baseline (floor) standards for Course Completion, Certificates Awarded, Transfers to Baccalaureate Institutions, and IPEDS Student Success Rate during this review period. Whereas, the baseline (floor) standards for Native Hawaiian Degrees and Certificates Awarded, Licensure and Certification Examination Success Rate, and Job Placement Rate were partially met. The baseline (floor) standards for Degrees Awarded and Pell Recipient Degrees and Certificates Awarded were not met. The College is addressing those standards in which the baselines were not met.

C. Report on the outcomes of the Quality Focus Projects

As a result of self-reflection during the 2018 ISER process, Hawai'i CC's Quality Focus Essay (QFE) identified two areas on which to focus to better meet the mission of the College and to ultimately increase student learning and achievement. These two action projects aim to improve the College's 1) integrated planning process, and 2) student first-year experience.

Action Project 1: Integrated Planning

Hawai'i CC convened three sub-committees to review the current campus institutional effectiveness and budget allocation process. These three sub-committees found many inconsistencies and deficiencies in the current institutional effectiveness and budget allocation process, primarily that many of the documented plans were not effectively implemented, some were not being used at all, and many were not producing their intended outcomes. To begin to address these issues, the three separate sub-committees combined into one QFE-Integrated Planning (QFE-IP) committee so that experts over the areas of planning, evaluation and resource allocation could come together to discuss and begin to develop a blueprint for revising and

improving the plans and processes related to institutional effectiveness and budget allocation. In fall 2020, the combined QFE-IP committee was transferred to the College Council as a task force under the provisions of the [College Council Charter](#) (see Article II, Section 3, p.2).

The next steps for the QFE-IP committee includes disbanding as a College Council task force at the end of AY 2022 and creating an Implementation task force to take over the next phase of the QFE-IP work. Once the Kauhale has adopted the current committee's proposed revisions to the Integrated Planning process for institutional effectiveness and budget allocation, implementation should be able to start in fall 2022 and continue through spring 2023, with an initial evaluation of the new process scheduled to take place in AY 2024.

Action Project 2: First-Year Experience (FYE)

The goal of Hawai'i CC is to provide high quality learning opportunities that lead students to degree completion and employment. To achieve this goal, Hawai'i CC aims to support each student from entry to end point. This project focused on improving experiences for students at their most vulnerable stage: their first year at college. Recognizing the potential to improve the retention of students, the Kauhale focused on meeting the needs of students during their first year, both inside and outside of the classroom. This project developed a coordinated program between instruction, student services, and academic support that seeks to improve retention and persistence rates, and ultimately degree attainment.

During the AY 2021, a group was formed to work on an FYE designation process for courses. Hallmarks were created along with a designation process. Training for faculty is ongoing. Hawai'i CC is currently in its soft launch of FYE for this academic year. A hard launch is scheduled for AY 2023.

Goals to accomplish by end of AY 2022:

- Submit proposal to College Council to become a Standing Committee
- Continue to increase awareness of FYE
- Create a designation process for non-academic units
- Provide ongoing professional development for faculty and staff
- Submit proposal to Academic Senate to have the FYE Academic Designation an official committee
- Develop evaluation and tracking system for FYE students

Other actions scheduled for this academic year include increasing FYE training and services in the Division of Student Affairs/Counseling and Academic Support Units (e.g. The Learning Center, Paepae 'Ōhua, etc.).

D. Fiscal Reporting

The [2022 ACCJC Annual Fiscal Report](#) reflects that Hawai'i CC has met its fiscal goals and is not subject to any enhanced fiscal monitoring.

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Executive Summary for 2022 Accreditation Midterm Report
Honolulu Community College

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Honolulu CC did not receive any compliance requirements from the ACCJC after the Fall 2018 team visit, but the following were suggestions (recommendations) by the visiting team for improvements of institutional effectiveness.

Recommendation - Policies
To increase institutional effectiveness, the team recommends that the College follow and communicate widely its recently approved UHCC Policy 5.304 on Regular Review of College Policies and Procedures and HCCSOP 1.201, Roles and Responsibilities of Committee Service. (I.B.7)

To follow best governance practices and maintain institutional integrity, the College developed its own policy on policy review and informed its five governance groups (Faculty Senate Executive Committee, Planning Council, Staff Senate Executive Committee, Kupa Ka Wai, and Student Government). The College also reminded all campus committees to inform their members of the procedures outlining roles and responsibilities of committee service.

Recommendation - Facilities Master Plan
In order to improve institutional effectiveness, the team recommends that the College follow a participatory process to develop a comprehensive Facilities Master Plan that will assure access, safety, security, and a healthful learning environment. (III.B.2)

The Honolulu CC Facilities Plan 2018 (Facilities Master Plan) was prepared with cooperation from the University of Hawaii Community Colleges (UHCC). Because much of our institution's facilities planning depends on and coincides with the planning by UHCC, University of Hawaii system, and State legislators, the document incorporates and references multiple other plans. The plan includes topics of access, safety, security, and a healthful learning environment.

Included in the Honolulu CC's Long-Range Development Plan were requirements and issues related to two major medium-term projects: (1) an Advanced Technology and Training Center (ATTC) and (2) the City's planned Kapālama Transit Station. The training center was delayed due to issues in land preparation and legislature funding issues, while the transit system is still in initial stages of construction on and around the campus. An addendum of the plan was prepared in February 2022 and presented to the campus.

Recommendation - DE Training
In order to improve institutional effectiveness, the team recommends that the College codify criteria used to approve faculty who teach online, provide training opportunities for faculty to meet those criteria, finalize the distance education handbook, and widely communicate the handbook contents. (III.A.2, III.A.14)

All new faculty desiring to teach online are required to receive certified training on designing and teaching courses using *Laulima*, building engaging content, using interaction to form online learning communities, as well as effectively implementing best practices in assessment, accessibility, and pedagogy. The certified training ensures that all distance education faculty are prepared and able to deliver quality instruction and facilitate student learning online.

The *Distance Education Faculty Handbook* was updated in September 2021, incorporating comments from the Faculty Senate Executive Committee and the Committee on Programs and Curricula. The handbook was distributed to the campus and posted on the college website.

Recommendation - DE Resource Allocation
In order to increase institutional effectiveness, the team recommends that the College include distance education in its integrated planning and resource allocation processes. (I.B.9)

The College implemented an integrated plan and resource allocation process for distance education in early 2019, but after the pandemic required more classes to be offered remotely, the process was revised to better meet the needs of online instruction. The revised process includes a more pragmatic funding mechanism, strengthens the quality of instruction through certification, and provides faculty with more online teaching support through workshops and training sessions. Under the updated integrated resource priorities, the College allocates funding of up to $10,000 annually through the Office of the Vice Chancellor of Academic Affairs (VCAA).

<p style="text-align: center; color: blue;">**Executive Summary for 2022 Accreditation Midterm Report**
Kapi'olani Community College</p>

After the ACCJC comprehensive site visit in 2018, the College received two compliance recommendations specific to the institution: (1) the need to evaluate policies, plans, procedures and policies and the use of the results to improve and (2) the need to analyze and integrate the results of learning outcomes assessment. The College was required to submit a follow up report and host a site visit in 2020. ACCJC accepted the follow up report as demonstrating that we had satisfactorily and completely addressed these recommendations and are in compliance with the associated standards.

Standards I.B.7, I.B.8, IV.A.7 (College Recommendation 1)

In order to meet the Standards, the Team recommends that the College regularly evaluate its institutional plans and governance and decision-making policies, procedures, and processes to ensure their effectiveness. Further, the Team recommends that the results of evaluations be widely communicated across the institution and used as a basis for making improvements.

What we did to address Recommendation 1:

- We developed continuous improvement surveys and reports to ensure regular evaluation of our "plans, governance and decision-making policies, procedures and processes."
- We hosted regular town halls to share results of accreditation and the progress on meeting the recommendations. We posted the results of continuous improvement surveys and plans on a public website.
- To ensure the regular evaluation of policies, we developed a process for policy review and documented that process in a policy on policy development.
- Kapi'olani Community College developed the Integrated Planning for Student Success Model, which is driven by the continuous improvement cycle. It outlines processes and documentation procedures for continuous improvements across the institution, including course, program, and institutional assessment as well as the evaluation and continuous improvement of our Authorized Governance Organizations and institutional plans and policies.
- A special listserv for the Chancellor's Advisory Council (CAC) open to all employees ensures that all campus community members can get updates on evaluations of institutional plans, governance, and decision-making policies, procedures, and processes. Links to CAC minutes are posted on the News and Events website.

Standards I.B.2, I.B.4, I.B.5 (College Recommendation 2)

In order to meet the Standards, the Team recommends that the College analyze and document the results of learning outcomes assessment across all disciplines and programs, and integrate this analysis and documentation into program review and institutional planning processes on a regular and consistent cycle. Further, the Team recommends that the College use the results of this analysis and documentation to make improvements in student learning at the course, program, and institutional levels.

What we did to address Recommendation 2:

- We phased out the Taskstream assessment management system and replaced it with revised versions of the documentation we had previously employed.
- A plan and timeline were developed to ensure mapping is completed for course student learning outcomes (SLOs) to program learning outcomes (PLOs), to the revised general education outcomes, and institutional learning outcomes (as applicable). The mapping to general education outcomes is delayed as we want to ensure we align with the redesign of UH general education outcomes.
- A five-year reporting cycle of course learning outcomes assessment began in fall 2019 and will end in spring 2024.
- We developed a standardized template for course syllabi to ensure the alignment of information in the syllabi with the approved course outlines of record and to facilitate student orientation to course information.
- The Annual Report of Program Data was modified to better connect assessment results to program improvement and resource allocation.
- We changed the three-year cycle for Comprehensive Program Review to a five-year cycle to align with the five-year cycle of course SLO assessments.
- We re-examined and revised the resource allocation process for program improvement.

In addition to addressing these two recommendations, the midterm report provides the progress on the College's Quality Focus Essays.

Quality Focus Essays (QFE)

The College identified two areas of quality focus: improving the assessment of student learning outcomes and improving engagement for student success.

The goals for the QFE for the Assessment of Student Learning Outcomes address the Commission's compliance recommendation around assessment. They are:
- to update the assessment process under the guidance of an Assessment Coordinator;
- to review the Taskstream (assessment management system) process and to create queries and reports in Taskstream to inform SLO and service area outcome (SAO) assessments;
- to update the general education outcomes and to map SLOs and SAOs to the revised institutional learning outcomes and general education outcomes; and
- to continue innovative workshops and programs to further engage faculty and staff and explore impactful assessment activities across the College.

Initial progress was slowed by the pandemic, when faculty were consumed with converting the majority of our face-to-face classes to online delivery. More recently a renewed focus on assessment by the Faculty Senate student learning outcomes and Assessment Committee has resulted in significant progress.

In addition to the progress noted in the follow-up report in 2020, the following accomplishments address Recommendation 2:

- The Continuous Improvement Work Group was instituted to support improvement initiatives throughout the campus.
- The faculty completed a plan to map student learning outcomes (SLOs) to institutional learning outcomes (ILOs).
- Innovative trainings for faculty and staff were conducted to engage them in student learning outcomes and service area outcomes assessments. Service areas have responded to training with stronger service area assessments.
- An evaluation was conducted of the new assessment processes with recommendations for improvement and a plan for next steps.
- The College re-evaluated the assessment of institutional learning outcomes to improve student learning. A town hall on assessment resulted in the recommendation to fill the full-time institutional assessment coordinator position, which had been vacant since 2020, as well as other recommendations to sustain a robust assessment process

The goals for the QFE on Engagement for Student Success are:

- to increase course completion for all students and increase fall-to-spring persistence;
- to increase the number of certificates and degrees for all students; increase student transfers within and outside of the UH system; increase the number of certificates and degrees for Native Hawaiian students; increase the number of certificates and degrees by Pell grant recipients; and continue to increase the number of STEM certificates and degrees; and
- to complete the College's 2022-2027 Strategic Plan with clear directions, goals, outcomes, and measures for student engagement, learning, achievement, and success.

Many of these measures are tied to enrollment numbers, which continue to decline. Nevertheless, using student success pathway strategies to improve engagement, the outcomes accomplished include:

- At the end of AY 2019-2020, course completion and fall-to-spring persistence rates increased slightly. Native Hawaiian and STEM student completions increased slightly. Student transfers to four-year programs increased.
- The COVID-19 pandemic resulted in a historical disruption of the College's plans. However, Kapiʻolani CC students ignited conversations around strategic planning with qualitative social science research through participation in the Pāoa Indigenous Research Program. Staff and faculty added to this brainstorming with energetic discussions in Spring 2022. This planning takes place as the UH System's strategic plan is being developed.

Executive Summary for the *2022 Accreditation Midterm Report*
Kaua`i Community College

The 2018 external evaluation team noted no recommendations to meet standards and only three recommendations for improvement (two college and one system). For the sake of brevity, only highlights from the college recommendations are included in this summary.

College Recommendation for Improvement #1: *In order to improve institutional effectiveness, the College is encouraged to complete the transition to assessing of course learning outcomes through program learning outcomes and to use the results to improve student learning and achievement. (I.B.4)*
Improvements made in assessment of learning outcomes included:

1. Continuing the transition from assessing course student learning outcomes (CSLOs) to assessing program student learning outcomes (PSLOs) by evaluating the five-year assessment plans of academic programs,
2. Developing direct assessments of PSLOs in academic programs while also ensuring any aggregated course student learning outcome (CSLO) data were clearly mapped to a program student learning outcome (PSLO),
3. Removing general education core classes from program assessments and developed a standalone "general education" program assessment,
4. Revising PSLOs for the Liberal Arts program by not only removing general education core courses that were common across programs but also creating student learning outcomes that made the program unique,
5. Sunsetting the expensive and onerous LiveText Via assessment platform in favor of using the college Google Drive as a data storage and management process, and
6. Focusing on closing-the-loop on student learning outcome assessment in assessment reporting that continues to be done via the University of Hawai`i Community College's Annual and Comprehensive Program Review process.

College Recommendation for Improvement #2: *To improve effectiveness of its online offerings, the College should consistently apply the best practices articulated in College plans and documents, such as the KCC Distance Education Handbook. (II.A.7)*

Improvements made in distance education included:

1. Developing a schedule for evaluating online courses,
2. Expanding professional development to support faculty by providing instruction on how to incorporate universal design and distance education best practices into their distance courses,
3. Overhauling the *Distance Education Faculty Handbook* to list new resources and additional distance education student services, provide up-to-date best practices, and

provide updated policies that ensure online courses have regular and substantive interaction,

4. Joining NC-SARA to ensure distance education programs meet interstate postsecondary education national standards and quality, and

5. Updating the Distance Education/Learning Committee five-year strategic plan to not only align with the college's *Ka Papa Hana Holomua Academic Plan (2021-2026)* but also to emphasize the shift toward course evaluation.

The COVID-19 pandemic illustrated that the current certification process at the college is not sustainable given the increase in online and hybrid courses over the past few years. The sheer number of new instructors that need to be supported and peer-reviewed creates an unreasonable amount of work for reviewers as well as current faculty going through the process. The Distance Education/Learning Committee is exploring other options, which includes expanding partnerships with other University of Hawai`i campuses and entities.

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Executive Summary for 2022 Accreditation Midterm Report
Leeward Community College

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<u>Quality Focus Essay Background</u>
Resulting from College-wide engagement, in the development of the Institutional Self-Evaluation Report (ISER) for the Accrediting Commission for Community and Junior Colleges, Leeward Community College (CC) identified two action projects for the Quality Focus Essay (QFE). Namely, *increase student retention by keeping the students that we already have* and *improve student learning by making outcomes assessment more meaningful for faculty and staff*.

<u>Action Projects</u>
Action Project 1: Increase student retention and persistence by keeping the students the College already has. (Standard I.B.3)
The Self-Evaluation Core Team's review of the data indicated a gap in student retention despite the implementation of several initiatives. Additionally, faculty and staff began experiencing "initiative fatigue" with many initiatives needing attention. Thus, the college selected a Wildly Important Goal (WIG) of "Keeping the Students We Have" to focus our efforts on a single goal to increase retention and persistence.

Goals and Outcomes
- Increase student retention and persistence by 10% in 2018-2019.
- Increase the three-year graduation rate from 16% to 22% by 2020-2021.

For our first goal, we did not increase student retention and persistence by 10% in 2018-2019. Fall to Spring persistence has remained steady at 68% since 2017. However, Fall to Fall persistence increased from 44% in 2017 to 45% in 2019, successful course completion rates increased from 74% in 2016 to 78% in 2020, and the average number of semesters to graduate fell from 8.6 semesters in Summer 2016 to seven semesters in Fall 2021. For our second goal, Leeward CC was successful in increasing the three-year graduation rate from 16% to 22% by 2020-2021. Since there is a three to four-year lag for this data, the actual rate was 17.3% (2013) at the time the 2018 ISER was written. Leeward's three-year graduation rates have steadily improved to 28.7% (2018).

Action Project 2: Improve student learning by making assessment more meaningful for faculty. (Standard II.A.3)
The second project is to improve student learning by making outcomes assessment more meaningful for faculty and staff. It was developed out of a Spring 2018 convocation breakout session that focused on the areas of improvement identified by the Self-Evaluation Core Team. Leeward CC has had an assessment management system (AMS) since 2010 however, faculty and staff did not find it intuitive or easy to use. This created a deterrent to meaningful dialogue about assessment instead of facilitating continuous improvement.

Goals and Outcomes
- Provide faculty and staff with training assessment practices by way of learning and collaborative engagement opportunities with colleagues.
- Improve quality of outcomes assessment evidence in the College's database of assessment results.
- Increase faculty and staff satisfaction with the process for reporting assessment results.

Leeward CC made progress on our first goal by providing several workshops and training including training sessions for division chairs and program coordinators, and convocation workshops from 2018 to 2021, and two hands-on training for early adopters using our new AMS,

Anthology. For our second goal, Anthology allows for each instructional division, department, section and course to be able to manage their own outcomes assessment process. It allows for a centralized method of data collection and analysis that can be shared with key stakeholders and facilitate improvements in teaching and student success. To reach our third goal, we will implement an evaluation of the Leeward CC's assessment services and practices in Fall 2022. The evaluation will be replicated annually to determine areas for continuous improvement.

Other Planned Improvements

Planned Improvement	Status
Perform comprehensive review of Mission Statement. (Standard I.A.4)	Completed Spring 2022
Improve Integrated Planning and Budgeting Process and increase transparency. (Standards I.B.1, I.B.7, I.B.9, IV.A.3)	Revised in 2019 and currently under revision by an ad hoc committee.
Provided required training on faculty-initiated interaction in distance education (DE) courses. (Standards I.B.1, II.A.7, IV.A.4)	Fall 2018, 100% of DE instructors completed DE Federal Requirements Training and 30+ workshops have been offered since then.
Clarify relationship between General Education Learning Outcomes and Institutional Learning Outcomes. (Standard I.B.2)	Completed Spring 2021
Conducted Employee Satisfaction Survey every three years. (Standard I.B.7)	Completed in Fall 2019. Will be readministered Fall 2022.
Communicated more clearly results of program reviews, resource requests, and institutional priorities to the campus. (Standard I.B.9)	Since 2018 VCAA and VCAS share regular campus updates about these issues.
Completed AA in Liberal Arts Assessment. (Standard II.A.3)	Completed Fall 2020
Created a disability services training program for faculty and staff. (Standard II.B.1)	Completed and regularly implemented since Fall 2019.
Conduct student focus groups on counseling and advising services. (Standard II.C.5)	Delayed due to COVID. Will be implemented Fall 2023
Conducted the Faculty Senate (FS) Campus Satisfaction Survey. (IV.A.7)	Completed in Fall 2019. Will be readministered Fall 2022.

Executive Summary for 2022 Accreditation Midterm Report
Windward Community College

The following summarizes Windward CC's responses to visiting team recommendations and the activities undertaken to address the Quality Focus Essays in Windward CC's Self-Evaluation.

College Recommendation 1
In order to improve quality, the team recommends the College provide public access to documented assessment of student learning and enhance online access to student success and achievement data (Standard I.C.3).

To address this, the College determined that a) its homegrown learning assessment platform would need to be replaced and b) the College website would need to be redesigned. The College has purchased and implemented Watermark's Aqua platform to address weaknesses in our assessment platform. The Aqua platform was further enhanced by securing the Planning and Self Study tools from Watermark. These two pieces of software will continue to serve as a unified information gathering space so that Windward CC will be able to assess student learning outcomes in a consistent fashion and disseminate the resulting data online in an easy-to-read format. To ensure that data from the previous assessment database are not lost, older assessments have been converted into reports and are displayed on the assessment page of the Windward CC website from Fall 2021 onward. The Aqua/Planning and Self Study Reports for Spring 2020 onward are also displayed on the site.

This coincides with the overhaul and modernization of the overall [Windward CC website](), which was implemented following broad feedback from the campus community, including input specific to learning outcomes assessment. Information from the Office of Institutional Research (OIR) on student success and achievement, as well as accreditation information, is now available more easily from the home page by clicking on the Institutional Research link under the Where We Stand section. The OIR site provides information on grade point average and retention, as well as student success and achievement data and reports generated by the office. This enhances online access and fully addresses this recommendation.

College Recommendation 2
In order to improve quality, the team recommends that the College formalize planning and processes for distance education offerings to include plans for continuing to meet the regular and effective contact as required in federal regulations (Standard II.A.7, Commission Policy on Distance Education and Correspondence Education).

Recognizing the ad hoc nature of the development and expansion of distance education (DE) offerings at Windward CC, and reflecting the work begun in the College's Quality Focus Essay (QFE) on DE, the team identified the need for the College to: (a) formalize its distance education planning and processes, and that (b) these plans should ensure that DE offerings comply with

federal regulations for regular and substantive contact. The College has developed clear guidelines on how to develop, design, assess, and approve distance education courses, including a formal policy on online office hours and response time and a Peer Evaluation form specific to online courses. Regular and substantive contact has been addressed through sustained professional development, the regular guidance of the Distance Education Committee, an online office hours policy, and support through faculty peer networks, such as the Distance Education Hui.

To ensure effectiveness of online offerings and parity for online students, an online student orientation has been implemented. Online specific counselor strategies have been incorporated by Windward CC general counselors to advise online students. Students now have access to resources, including readiness assessment, tutoring, supplemental instruction, improved Learning Management System, guided pathway-based registration, online appointment scheduling and other services, and continuing education courses and programs. Efficient online degree pathway programs using cohorted eight week classes and best practices for adult learners have also been implemented for specific degree and transfer pathways. This recommendation has been fully met.

College Recommendation 3
In order to improve quality, the team recommends that the College provide additional professional development training, technological support, and infrastructure to support the expanding distance education program. (Standard III.A.14, III.C.4)

Windward CC designed and implemented a robust Distance Education professional development program, starting in Spring 2020, focusing on the pivot to low-contact and fully online course modalities, instructional design, online pedagogy, technology and software tools, and service equity for distance education students. Workshops on how to utilize DE software and services have been conducted by the Instructional Developer and grant funded experts. Personal one-on-one sessions by the Instructional Development staff have provided additional technological training. To increase participation, the institution committed $33,000 of institutional, grant, and federal funds to pay stipends to eligible full-time instructional faculty and part-time lecturers for participation. Since Spring 2020, faculty and staff completed more than 116 DE-focused professional development activities, workshops, courses, and modules.

Increased demand for instructional technologies and multimedia content led the College to reorganize Academic Support in 2018, to include Media Technology Services (MTS). MTS's mission is to support face-to-face and distance education instruction, along with instructional design, through new technologies and multimedia production. This support includes classroom and telework hardware and software, as well as maintaining facilities such as the video and audio instructional studios, and a faculty production laboratory. Through substantial resource investment, MTS has implemented high definition display classrooms, bring your own device systems, interactive white boards, lecture capture and synchronous face-to-face and remote

instruction technologies. Trainings, individual and workshop style, have supported faculty incorporation of new technology. This, other professional development opportunities offered, and staff support from both WCC and UH system ITS has led to increased online course success.

Further infrastructure support by Windward CC's Computing Services (CS) Department has ensured continued functioning of data networks during hardware failures through readily available spare equipment, extra workstations in classrooms, and secondary print locations. Campus servers have fault-tolerant components such as RAID storage, ECC memory, and dual power supplies to avoid downtime in the event of a single component failure. The CS department purchases extended warranties and guarantees uninterrupted power supplies by maintaining functionality during short power interruptions to the campus servers, network switches, PBX, and Ethernet-connected wireless access points and telephones. A portable generator is available that will keep the College's Internet connection, PBX, web server, and file servers running during extended power outages. Thus, WCC has strongly addressed this recommendation through professional development, technological support and infrastructure.

QUALITY FOCUSED ESSAY: NATIVE HAWAIIAN PARITY

From September 2017 through May 2020, the College implemented the Quality Focus Essay (QFE) goals and action steps to fulfill the first action plan, providing disaggregation of data and refinement through review with Ke Kumu Pali (KKP), Windward CC's Native Hawaiian governing body. Three annual Native Hawaiian data reports on student data have been created, disseminated, reviewed and refined to improve the quality of dialogue on parity measures. This has resulted in data which now clearly distinguishes between Native Hawaiian students and non-Native Hawaiian students, providing clarity and removing ambiguity. The College has now begun to address goals related to enrollment, beginning with the creation of a systematic, evidence-based enrollment management plan, which will be undertaken this year.

QUALITY FOCUSED ESSAY 2: DISTANCE EDUCATION PARITY

This QFE has provided the College a roadmap to grow and improve distance education through three major strategies: (1) providing faculty who teach online with expert training and support, (2) providing equivalent support services to online and face-to face-students, and (3) aligning institutional and programmatic practices for online instruction. As seen under Recommendation #3, significant professional development has been invested in online learning. As seen under Recommendation #2, significant work has been undertaken to provide equivalent support services for online students and align practices for online instruction.

Windward CC is making appropriate progress on both quality focus essay initiatives.