MINUTES OF THE REGENTS' COMMITTEE
ON COMMUNITY COLLEGES

Date: Friday, July 21, 2006

Place & Time: Campus Center Conference Chamber, Room 220
1:55

Committee Members Present: Regents Haynes (presiding)
de la Peña
Migita
Tanaka
Lagareta (ex-officio)

Others Present: David McClain, President, University of Hawai‘i
Presley Pang, Acting President and University General
Counsel
John Morton, Vice President for Community Colleges
Michael Unebasami, Associate Vice President for
Administrative Affairs, Community Colleges
Michael Rota, Associate Vice President for Academic Affairs,
Community Colleges
David Iha, Executive Administrator and Secretary of the Board
Carl Makino, Executive Assistant to the Board

Approval of Minutes

Regent de la Peña moved to approve the minutes of the Committee's meetings on
November 4, 2005 and April 20, 2006 as circulated. The motion was seconded by Regent Migita
and unanimously carried.

Program Review Update

Vice President Rota explained that ACCJC had expressed concern that the UH Community
Colleges continued to have an integrated systemwide program review, assessment and
improvement process that sets the expectation that campuses develop a culture and practice of
assessment and that supports improvement in campus practice at the system decision-making
level. Furthermore, confusion continues about the respective roles of campus and system
administrators in determining campus priorities, and this lack of distinction continues to challenge
the ability of each college to meet accreditation standards.

The ACCJC found uneven progress in developing program review policies and practices
among the campuses; inconsistent use of data across campuses; uneven support among campus
constituencies for program review; unclear links between program reviews and budget requests
and allocation decisions at the campus and system levels.
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The Community College Chancellors met in Spring 2005 to develop and agree on eight common principles that, when implemented, would meet UH, Board of Regents, and Executive Policy requirements on program review; address ACCJC concerns; and provide system consistency but also enough local control to make reviews meaningful at the campus level.

Associate Vice President Rota then called on the respective Community College Chancellors for an update on their program review process.

**Maui Community College (MCC)**

Chancellor Sakamoto provided an update on Maui Community College. He informed that they have a tremendous "buy-in" from their faculty, who generally and uniformly have been involved in data gathering. They understanding that for them to succeed, they have to look at some of the shortcomings as a continuous improvement process and so their program faculty and coordinators have been providing more input into their annual reviews, comprehensive program reviews and the comprehensive ones occurring on a five-year cycle.

Their recommendations are primarily for this last year and involved two areas. MCC had a difficult year with the prospect of being underfunded with their electricity. Fortunately, in the last quarter, the Governor restored their electricity resources and the legislature also supported them. The second area is work force shortage and opportunities. Maui CC did not get all of their nursing positions funded by the State legislature. Fortunately, they did get $500,000 from the County of Maui. The Mayor promoted a $2 million budget for the College and the County Council supported them with $500,000 so they will be using that for the nursing shortage challenge but they are going to need legislative assistance going forward after the first year.

Highlights of the programmatic and institutional outcomes include:

1. Pursue and reallocate resources based on community demands for each program and its performance. MCC will be taking a much closer look on the performance side of the equation with respect to how their graduates are doing with the employers.

2. Follow-through on program improvement plans with greater resource and administrative support. Chancellor Sakamoto said that what they are understanding is that the programs would benefit from greater administrative support and so all of the administrators would be getting involved in supporting the programs in ways that they hope will be different and more effective in terms of a team approach to some of these kinds of complicated questions and problems that they have. They talked about long-term care which overlaps with nursing and they have to come up with an approach to deal with some of the long-term care challenges for Maui county.

3. Create sustainable revenue solutions required to systematically support responses to the growing community. This is an area where they believe there is a good amount of promise. Not every program will be able to generate revenues but, as an example, the automotive technology program, through the kinds of services that
it charges from clients that bring their cars in for service. These revenues have come in along with donated cars that they have refurbished and sold on consignment. These kinds of revenue streams have begun to create the kind of program self-support mechanisms.

4. Improve efficiency through class scheduling, class size, cost controls, and instruction-revenue generation. Chancellor Sakamoto said that they think that the evening schedule could be more robust but their vice chancellors have done a terrific job with the class sizes and with cost control but they are also working with the overall instruction revenue generation.

5. Leverage extramural grants and gifts to meet mission critical needs. MCC has had a very good year in terms of grants which, last year, amounted to a little over $4 million and this year, they are at $9 million. This is a huge help to MCC. They are sharing some of these resources with some of other colleague campuses around the state. They think that this is making a difference as well.

6. Continue to refine the program review process so that it coincides more easily and naturally with the budget cycle time lines. They are finding that the discussions that go on in terms of program reviews are taking upwards of two-and-a-half months or so because they are going through them in great detail and they need to speed that process up and have it timed so that it coincides with the budget cycle requirements of when the biennium supplemental budgets are required and when the operation budgets are required.

Regent Haynes noted that in certain areas, Chancellor Sakamoto had indicated a cautionary review. Chancellor Sakamoto explained that they would need to follow factors such as market demands to determine the need and continued need for certain programs.

Chairperson Lagareta asked what would ACCJC be looking for. Chancellor Sakamoto informed that they were visited by Dr. Barbara Beno and Dr. Marie Smith of ACCJC who seemed pleased. What they are looking for is what are they doing with the data.

Hawai‘i Community College (Hawai‘i CC)

Chancellor Freitas said he would be focusing on what program reviews have done for his campus.

The Forest TEAM and Hawaiian Lifestyles programs, because of the program reviews, have moved from provisional to permanent programs of study. The College warning status was removed by ACCJC.

The College has developed an approach to planning and assessment that is integrated and systematic. The Accreditation team saw examples of student learning outcomes that were being used in the program review process to assess effectiveness. The faculty is enthusiastic about their development of student learning outcomes. Their program reviews validated the perceptions that the College needs additional personnel and infrastructure support in a number of areas.
Consequently, the College's most significant biennium budget requests have a direct connection to program review.

Kauai Community College (Kaua'i CC)

Assistant Dean Ramona Kincaid stated that each year there is a program action plan and/or program review and through this, budget requests are brought forth to the College Council which then ranks them. They are given to the administrative team where they prepare the biennium budget based on the input.

There was one program that was cautionary. This was early childhood education. They looked at their labor demand statistics and found that most of the demand was for child care workers who were not necessarily preschool teachers which is what Kauai CC prepares so they proposed a certificate of competence to prepare training for those people who wanted to go strictly into child care.

They have a certificate they want to create for them to create sort of an audience. From there, they can move on into the certificate program or the degree program that they already have. Other action items are to help the under-prepared student improve their learning outcomes.

In response to Regent Tanaka, Assistant Dean Kincaid explained that different funding streams can be used for programs. She said they try to use other types of funding before resorting to a request for general funds. In response to Regent de la Peña, Assistant Dean Kincaid said that they made a request for faculty and facilities and doubled the enrollment in the Nursing Program.

Honolulu Community College (HCC)

Chancellor Pedersen informed that Honolulu CC has been working on campus-wide procedures and had developed a five-year process like the other colleges.

As of this summer, they completed eight of the instructional reviews and intend to do more non-instructional reviews at a later date. Their annual program review reports were completed for the instructional programs and their findings were used in decision-making processes related to campus resources such as new position justifications. They plan to do more program specific assessment activities, including: 1) instructional program outcomes and course Student Learning Outcomes (SLOs) are being posted on the Honolulu Community College website; 2) knowledge surveys are adopted and implemented as a supplemental learning assessment tool for courses; 3) Perkins-funded Assessment Specialist assists Tech/Trade programs with SL measurement and surveying students; and 4) various instructional and non-instructional surveys have been administered to provide feedback for continuous improvement.

In terms of instructional programs, there were thirteen that are showing up healthy, four cautionary, three that are unhealthy and three of no report. Chancellor Pedersen briefly explained the findings. The no reports included applied trades where apprentices who completed apprenticeship and take courses in liberal arts can get an associate degree with an apprenticeship given credit for that period. Industrial education and liberal arts were the others. He explained
about the difficulties in sustaining programs such as occupational environmental safety and aircraft maintenance.

The automotive program went back and found new ways to increase their areas in terms of retention. They are looking at a mechanical certification that will allow graduates to do brake suspension and things of that nature. The electronics end and the specialized technologies at higher level are being looked at a different level. Chancellor Pedersen said they are on top of those programs and will be moving forward with them.

Kapi'olani Community College (KCC)

Chancellor Richards informed that KCC has a detailed program planning process but unlike some of the other campuses, in addition to a strategic plan, the academic units and support units also develop tactical plans. These are two-year plans that at least drive down the strategic plan in terms of what needs to be done at the department level. Based on this, they produce program reviews. As part of the planning cycle at KCC, they decided that all academic programs and all support programs must be evaluated and a comprehensive report must be done every three years. Program health indicators must be done each year.

In terms of the outcomes, six programs had no reports because they are provisional programs, meaning that within the next two years, they will be coming in to the Board of Regents to move those programs from provisional to permanent. In the instructional programs, thirteen programs were found to be healthy and seven cautionary.

Programs that were rated cautionary included programs in business which are in decline across the nation. KCC is beginning to look at the business market industry in the State of Hawai‘i, with something like 92 percent of the business being small business. In the past, they have at least had separate programs in accounting, information technology, and marketing, and it is very difficult for a small business to hire an expert in all of those areas. KCC is looking at restructuring those programs in terms of creating a common core. That way, when they apply for jobs, they will have expertise across business plus a specialty area.

Chancellor Richards elaborated on changes to the health related programs and supporting the workforce development in terms of increasing teacher preparation, filling nursing shortage, coordinating off-campus programs, meeting radiologic technology needs, instructional and infrastructure support for business, hotel, travel and tourism, and culinary programs.

Regent Haynes said it was his understanding that the accreditors were looking at process and review and noted that KCC had six programs with no reports. Chancellor Richards explained that those six programs are provisional programs and being evaluated to move from provisional to permanent status. This is acceptable with the accreditors as long as there is a process in place.

Leeward Community College (LCC)

Chancellor Quigley said that at LCC, seven programs were determined to be healthy and two, cautionary. All programs are reviewed each year with comprehensive reviews every four to five years.
Among the two cautionary programs, one is management. LCC is having problems with business programs in general. The benchmark there was 120 students and the program has only 56. They brought in a national consultant who suggested that they offer certificate programs instead of a degree program directly to retail businesses in the area. The other cautionary program is digital media. Having gone from being a certificate to a degree, there is a different graduation rate expected but the demand is still there. There are students in the pipeline so the caution may be an anomaly.

Chancellor Quigley informed that LCC is changing some of its focus and looking more strategically in the area of work force development and degree program offerings. Every smaller division had to go through a planning process that merged into a college plan. The AA program was determined to be healthy although under review. One of the questions raised now that they are gathering data for the first time is, "how do they compare the data." He briefly explained some of the changes taking place as a result of LCC's program reviews such as a change in speech that improved competency levels from 36 to 65 percent. They also identified critical needs at their Waianae center. LCC also underwent a large-scale restructuring of the AA program to increase transfer rates to Mānoa. This year, they get to measure that. The data from AA program review also showed that they have an increasing problem addressing remediation.

Chancellor Quigley said that the main goal this last year was to produce a very inclusive, highly focused program review model that led directly to the budget. It produced results such as improvements in teaching methods, directed attention to critical need areas such as the Waianae center, and developed benchmarks.

Chairperson Lagareta asked if other Chancellors are each developing their own process. Chancellor Quigley responded that each campus had its own process. Associate Vice President Rota added that to get off warning status, each campus designed some innovative processes. There will be a workshop on August 7th and 8th where they will walk back through this process to identify the best practice. Chancellor Quigley said the system insisted on a template of common data elements so there is some uniformity and diversity built in as well. Associate Vice President Rota said he could not assure that there would be a common shell that everyone will use because creative people have creative ways to responding to important issues.

**Windward Community College (WCC)**

Chancellor Meixell stated that program reviews are just one piece of the process that they developed. She felt that there should be commonality in the system but they do have different missions at each college.

There was no status report on the AA in general education and the other was their developmental education. WCC used the data to validate what they have done anecdotally in the past. WCC had thought that its agriculture area was unhealthy, being too small and too expensive with only a limited cohort of students. Chancellor Meixell informed that agriculture showed itself to be a healthy program against the benchmarks of the program. They did make changes to the curriculum based on what the program review indicated. The unhealthy program was their Leeward basic skills program which is a non-credit ETC program. As the Work Force Investment Act has changed and they have the new O'ahu work link offices training differently, there was less
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demand for that program. The Associate in Technical Studies is another Board-approved program
but no one has ever graduated with an Associate in Technical Studies from WCC. She said that
they will stop out this program as well. The Office Administration Technology program was also
cautonary. It is a non-credit program in the Employment Training Center. The employment reality
is that people are finding that they can get good jobs without this training. Chancellor Meixell
added that their Office of Community Education was not satisfied with their data and gave
themselves a cautionary and will be restructuring their office.

Chancellor Meixell concluded that there is a lot of growth in the Windward community in
terms of higher education needs but there are still segments of the population that they have yet
to reach.

Concluding Comments

Associate Vice Present Rota reiterated that there will be a significant range of practices that
campuses can learn from in moving forward. This is about doing program reviews and integrating
the information into the decision-making and budget processes. He assured that the campuses
are dealing with the fundamental issues of trying to get processes in place on campus and the
system's focus is on developing a policy and reaching an agreement around a set of templates and
minimal common data measures.

Regent Haynes said that it was interesting to see everyone striving for the same goal but
with different approaches. He added that with the demand for trained blue collar workers, the
Community Colleges have an important mission.

There being no further business before the Committee, the meeting was adjourned at 3:30
p.m.

Respectfully submitted,

David Iha, Secretary

Dated: October 25, 2006

C: Chairperson Kitty Lagareta
Members, Committee on Community Colleges
President David McClain
Vice President John Morton