EVALUATION REPORT

Maui Community College
Kahului, Hawai‘i

A Confidential Report Prepared for
The Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

This report represents the findings of the evaluation team’s visit
to Maui Community College from October 23-26, 2006

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Introduction

One of seven community colleges in the University of Hawai‘i system, Maui Community College was founded in 1931 as a vocational school. In 1965 the school was incorporated into a statewide community college system upon action of the legislature. The current college name was authorized in 1966. In addition to the 78-acre main campus, Maui Community College has outreach educational centers in Hana, Kihei, and West Maui, and on the islands of Lana‘i and Molokai. The earliest buildings on the main campus were constructed in the 1940s and the newest building was completed in 2003. The college is the only one in the Hawai‘i system with a mission to serve more than one island.

In the Self Study report, Maui Community College listed fall 2004 headcount as 2,996. Full time equivalent student (FTES) numbers had risen from year to year since 2001, with the 2004 FTES listed at 1,682. The college offers more than eighty-nine certificates and degrees. Technical and liberal arts courses number more than four hundred. Located in an ethnically diverse state and county, MCC’s student population has a higher percentage of Hawaiian/Part Hawaiian and Filipino than the diverse state and county in which it is located. The percentage of female students is almost double that of males.

Maui Community College’s last comprehensive accreditation visit took place in 2000 and resulted in 11 recommendations. An interim report and visit were completed in November 2002 and accepted by the Commission. A Focused Midterm Report was submitted in October 2003 and accepted by the Commission at its 2004 meeting. At the same meeting, the Commission approved the Substantive Change Request for a Bachelor of Applied Science degree in Applied Business and Information Technology (ABIT). A Progress Report on the college’s progress in addressing program review was required in the fall of 2004. In January 2005, the college was placed on Warning. In 2005, a Progress Report on UH System Recommendations 2, 4, 5, 6, and 7 was submitted and followed by a Commission visit. The report was accepted, and the Warning was removed. Another visit followed submission of a Progress Report on UH System recommendations 2, 6, and 7 in October 2005. The Progress Report was accepted by the Commission, setting the stage for the current comprehensive visit of October 2006.

Preparations for the current Self Study and accreditation visit began in April 2005. A fifteen-member steering committee provided leadership for the entire Self Study, with four standard committees working on the standard reports. Faculty members served as Standard chairs. In the early months of 2006, an on-line climate survey was conducted and an accreditation workshop for the college was completed and videotaped for review by outreach center staff. A draft of the four Standard reports was published online for review by faculty and staff in April. Four collegewide discussions were held and in May, updated reports were posted online. The Self Study was reviewed by UH System administrators and the Board of Regents in July.

From October 23-26, 2006, an eight-member accreditation team, joined by two representatives of the WASC Senior Commission, and accompanied by two team
assistants, visited MCC for the purpose of evaluating the college’s application for reaffirmation of accreditation. In preparation for the visit, team members reviewed the Accreditation Reference Handbook, Team Evaluator Manual, and Guide to Evaluating Institutions; attended training on the 2002 standards as a team; and carefully reviewed the college’s Self Study report and documentation related to previous Midterm and progress reports and visits. Prior to arrival on campus, each team member prepared written reactions and questions to be addressed during the visit based on the Self Study report and related documents. Based on lists of potential inquiries to be made, numerous meetings and appointments, as well as visits to labs and classrooms, were scheduled.

On the afternoon and evening prior to the beginning of the October visit, team members met to review the Self Study report and the schedule for the visit. At that time, those with primary responsibility for certain standards met with the team members identified as secondary standard reviewers. During the three days of the accreditation visit, team members met with faculty, classified staff, administrators, a Board of Regents member, and students; visited the educational centers in Hana, Kihei, and West Maui, and on the islands of Lana’i and Molokai; participated in videoconferences with UH System administrators; and attended day and evening classes.

**General Observations**

Upon arrival at the college, the team was struck by the uniqueness of the college’s welcome and impressiveness of the new buildings on the campus. The team sensed the college community’s real pride in the steady progress in facilities construction and development since the last accreditation visit. The breadth of the educational programs, the outreach of the off-site centers, and the college’s responsiveness to the needs of its diverse multi-island community are reinforced by staff, faculty, and administrators, some of whom have affiliations that extend over many years. Students and employees appreciate each other’s contributions. They are proud of the “Aloha” spirit that permeates their educational community and their relationship with the inhabitants of their multi-island county. They have ambitious plans for the college’s growth and development to meet the needs of its community over the coming years.

Those with whom the team interacted seemed excited to have the team on campus and committed to the process of accreditation, in spite of the numerous Midterm and progress reports they have completed and the several visits they have hosted in the years since the last comprehensive visit. Their desire to move forward and beyond the issues of the past was obvious.

Many members of the college community were involved in the dialogue around and preparation of the Self Study report. The team met many of the individuals involved through various interviews and group meetings throughout the visit. The two open meetings were well attended and very participatory. Three team members and the representative of the WASC Senior Commission traveled by car, ferry, and/or plane to visit five off-site centers accompanied by representatives of the college.
The University of Hawai`i system has experienced several changes over the past few years in the way it handles its member community colleges, which have occasioned several Commission reports and visits. The Team Chair and Team Assistant joined other chairs and assistants visiting the other member community colleges for system presentations and meetings the weekend before the beginning of the Maui comprehensive visit. The information and observations gained from this experience provided a valuable resource for team members during the four-day visit to the college the following week.

Summary

The themes that thread throughout the 2002 standards informed the team’s observations and findings and formed the basis for the commendations and recommendations that follow.

Institutional Commitments

Maui Community College has a mission statement developed and approved by the faculty and staff in 2003. Over 100 faculty and staff drafted, discussed, and approved the statement. Both the mission and vision statements recognize student learning as the central aspect of the programs and services of the college. The mission is a consistent component in the adoption of planning action strategies, specifically in evaluation surveys at the college executive committee level and when rationales are needed for new positions for the college.

Evaluation, Planning, and Improvement

During the last three academic years, the college has been utilizing its strategic plan for annual planning activities through a unique process of collaborative decision-making of faculty and staff. Each year, votes are taken to establish the objectives and action strategies that will be addressed by college teams. Discussion among faculty, staff and administrators takes place prior to voting on objectives and strategies.

The college has successfully addressed the development of a comprehensive program review system and linked it to all college units. The college faculty has been engaged in a multi-year dialogue about the integration of learning outcomes into the college’s educational processes.

The current college emphasis is on completing all program reviews and student learning outcome assessment activities for all academic programs. Most, if not all, programs have developed student learning outcomes (SLOs). Assessment activities for SLOs are in the initial phases and training workshops for pilot activities have been planned. Some program areas are more advanced than others. An identified future focus is on extending assessment activities for SLOs into all areas. Additionally, planning agendas are established for the expanded use of matriculation, graduation and employment data for purposes of evaluation.
Although the development of the annual college budget provides opportunities for broad input and utilization of many external and internal planning documents and activities, including items related to technology, facilities, staffing, and education programs and services, the team did not find substantial evidence that the college has a systematic review procedure in place to assess and modify the college’s budget and planning cycle, including institutional and other research efforts.

Student Learning Outcomes

As was previously stated, most programs have developed student learning outcomes. Student learning outcomes and assessment activities are more advanced in Career and Technical programs, but are in the initial stages in Liberal Arts programs. With assessment activities for SLOs in the initial phases in most areas, future plans focus on extending assessment activities for SLOs into all areas. Although student services programs at all locations are regularly evaluated through the program review process (both annual and comprehensive), most student services units are only at the preliminary stages of developing SLOs as part of the comprehensive program review process (using the Council for Advancement of Standards in Higher Education format).

The college should build on its initial steps in the area of student learning outcomes. As called for in the Evaluation, Planning, and Improvement theme, there are components of evaluation, goal setting, resource distribution, implementation, and reevaluation in place, but coordinated, integrated planning across the institution firmly based on student learning outcomes is not evident.

Organization

MCC has made advances in its pursuit of efforts to establish and institutionalize a focus on student learning outcomes. In the area of human resources, steps have been taken to hire more counselors and instructors and changes have taken place in personnel-related areas such as evaluation, promotion and tenure, and transfer. The reorganization of the UH community college structure appears to have enhanced accountability and responsiveness to the needs of the college. MCC has made efforts to provide adequate staffing to ensure learning programs and services continue at optimum levels.

Physical resources support student learning programs and improve institutional effectiveness, and related planning is integrated with institutional planning. MCC provides sufficient physical resources to support programs in its six locations. Moreover, the creative use of various media allow curriculum to be delivered to remote centers throughout Maui County.

The college integrates financial planning with institutional planning by using its strategic plan and annual goals and objectives to develop the annual budget as outlined in the budget process. Annual financial goals reflect the college’s mission and directly link to the system strategic plan.
Dialogue

Maui Community College has a robust level of dialogue throughout the institution. The college community is informed, aware, and engaged in meaningful discussion, focused representation, and active participation. Students, classified staff, faculty, and administrators work together as colleagues. The ongoing work on accreditation issues over the past several years, participatory governance processes, and planning for services at off-site centers and distance education delivery methods are but a few examples of the college community’s informed and purposeful dialogue. The dialogue has been based on quantitative and qualitative information. Program review and student learning outcomes work have been a focus of dialogue over the past several years, but it will be important for the college to continue to build on past success and initiate new and deeper dialogue in pursuit of full student learning outcomes implementation throughout the college.

Institutional Integrity

The college is thoughtful, honest, and reflective in its intentions and planning. MCC is making steady progress in addressing the development of a comprehensive system to measure and evaluate institutional effectiveness. The team found that during the last three academic years, the college has been utilizing the strategic plan for annual planning activities through a unique process of collaborative decision-making of faculty and staff. Faculty members are dedicated to student success and to the process of learning, in all of its modalities. The college is committed to the integrity of its publications, policies, and processes. There is a focus on equity and diversity within the organization and in its efforts to better serve its multi-island, multi-cultural community. The college has worked diligently with the Commission in each of the past several years to maintain a strong relationship with the Commission and to meet its requirements. Work remains to be done at the system level regarding the delineation of roles and responsibilities of the colleges and system, a policy and practice of regular review and revision of Board of Regents policies, and the development of a method for determining the total cost of ownership for new college facilities and plans for long-term resource allocation for the sustainability of the facilities.

Overall, the team found MCC to be an energized and committed college, eager for service to the greater community and intent upon expansion of its services and facilities. Competent, dedicated, and caring individuals can be found throughout all levels of the institution. The specific commendations and recommendations listed below are offered to help the college in its process of self-reflection, dialogue, institutional advancement, and planning for the future.

Commendations

The team commends the College for:

- The depth and breadth of the student learning outcomes implementation at the course and program levels based on the five UH and MCC system standards:
critical thinking, oral communication, written communication, information retrieval and technology, and quantitative reasoning (COWIQs). As well, faculty has created curricular grids to show coverage of the five standards and has incorporated these into course outlines. Progress was made through extensive faculty dialogue led by dedicated faculty leaders. (Standards I.B; IB.1; II.A.1.c; and II.A.2.b)

- The availability of a tremendous variety of instructional delivery formats utilizing technology and traditional face-to-face teaching methods, cable instructional delivery, internet classes, hybrid classes and self paced formats. The college is to be commended for making use of distance education methods to reach all segments of its service area. (Standards II.A; II.A.1; II.A.1.a; II.A.1.b; II.A.2.d; III.C.1; and III.C.1.a)

- Promoting and maintaining a rich learning environment that promotes active engagement among students and between students and faculty. The college has been awarded the MetLife Foundation Best Practices College Award for achieving some of the highest benchmark scores on the Community College Survey of Student Engagement (CCSSE) among all community colleges using the CCSSE survey. (Standards II.A.2.d; II.A.3.b; and II.A.3.c)

- Serving the educational needs of students in every corner of the county through the development of programs and services at its outreach centers. The college’s utilization of delivery systems and modes of instruction demonstrates its commitment in providing access to students who would otherwise not be able to consider higher education as an option. In addition, the outreach center coordinators are active partners in community development efforts within their service regions. The team commends the college’s proactive efforts to increase access to educational programs. (Standards II.A.1; II.A.1.a; and II.A.1.b)

- The planning and implementation of the Long Range Development Plan (LRDP) at the Kahului campus. Three new buildings and approved funding for the design phase of one new building have been added to the campus since the last accreditation. The process for approval of Capital Improvement Plan (CIP) funds is difficult and competitive. The college has been diligent in its pursuit of funding for capital improvements and modernization, efficient in the design and construction phases of development, resulting in facilities that will provide optimal services to students and serve the college mission into the future. (Standard III.B)

- Its entrepreneurship and resourcefulness in securing external sources of funding in support of a number of new initiatives. By securing community support and grant funding, the campus has been able to develop innovative programs and, thereby, respond to current and anticipated needs of the Maui County community. (Standard III.D)
Recommendations

The team recommends that:

Recommendation 1
The college establish a formal and regular review process for the institutional mission statement. (Standard I.A.3)

Recommendation 2
The college continue to develop and refine its system for improving institutional effectiveness by
- establishing a process for identifying and implementing a set of metrics to evaluate institutional progress of the college’s strategic plan; and
- developing a process for developing and implementing a review process to evaluate the effectiveness of the planning and budgeting cycle. (Standards I.B.2; I.B.3; I.B.5; I.B.6; II.C.1; and II.C.1.d)

Recommendation 3
To complete the college’s evaluation of education programs, the college needs to implement a college-wide process for assessing course and program-level student learning outcomes, including a process for reflecting on the assessment data. The college should also develop and implement a review process to evaluate the effectiveness of the program review and learning assessment systems. (Standards I.B.1; II.A.1.c: II.A.2; II.A.2.b; II.A.2.e; and II.A.2.f)

Recommendation 4
All faculty members should include student learning outcomes on their course syllabi. (Standard II.A.6)

Recommendation 5
The UH system establish a method for determining the total cost of ownership for each new college facility and develop a plan for long-term resource allocation for the sustainability of the facilities. (Standard III.B.2.a)

Recommendation 6
The college develop, with the assistance of the UH System, a functional roadmap along with lines of authority that delineates responsibilities between the college and the UH System. The functional delineations should include aspects of physical facilities, budget and planning, planning and construction, technology, and finance. (Standards IV.A.3; IV.B.2; IV.B.3.a; IV.B.3.b; and IV.B.3.g)

Recommendation 7
The college’s governance and decision-making structures and processes should be evaluated to assure their integrity and effectiveness. (Standard IV.A.5)

Recommendation 8 (System Recommendation 3)
The Board of Regents adopt a regular evaluation schedule of its policies and practices and revise them as necessary. (Standard IV.B.1.e)
Responses to Recommendations of the Previous Team

Recommendation 1
The college should develop a comprehensive planning process and assign responsibility for its implementation. This integrated planning process should be explicit, easily understood, and published. Faculty and staff should assume more meaningful responsibility for and involvement in planning. The process should include the following features:

- The planning process should be defined and published.
- Institutional research should be integrated with and supportive of institutional planning and evaluation.
- The college should develop additional planning elements such as unit plans (including the outreach centers); regular updates to the mission statement, and program/service reviews.
- All planning efforts should be systematic and integrated, and should link educational, financial, physical, and human resources plans.
- The planning process should provide opportunities for the meaningful involvement of all segments of the college community, including the outreach centers.
- The process should include regular evaluations and opportunities to revise the mission statement and other plans. (Standards 1.4; 3.B.1; 3.B.2; 3.B.3; 3.C.3; 8.5; and 9.A.1)

Maui Community College has been addressing the establishment of a comprehensive planning and budgeting process since 2003, with the completion of a seven-year college strategic plan. The plan, composed of five strategic goals, 13 objectives, and 102 action strategies, was developed with broad participation from the college community and is the foundation for annual team activities based upon a select number of action strategies. The annual selection of action strategies by faculty and staff also occasions the annual review of the mission statement by members of the college community. The college has published the MCC Budget Process/Relationships Overview that describes the links between external, internal and system-level planning and program documents, and the budget development, review, and decision-making process. The college still needs to establish measurable outcomes for its planning objectives and action strategies. This forms the basis for this team’s Recommendation 2.

Recommendation 2
The college should develop, implement, and regularly monitor a comprehensive programs review and evaluation process for all educational programs, student service programs, and administrative support services. The review of educational programs and curricular offerings should identify learning outcomes, and these should be publicized. Evaluation should occur on a regular basis and should use data supplied by the institutional research office, as well as qualitative and quantitative data collected at the program/service level. The purposes of the process should be for defining and measuring student success, program success, curriculum learning outcomes, and the effectiveness of
The institution. Results should be integrated into the college’s overall planning, budget, and decision-making process. (Standards 3.A.1; 3.A.3; 3.A.4; 3.B.2; 3.B.3; 3.C.1; 3.C.2; 4.B.3; 4.B.5; 4.B.6; 4.C.2; 4.C.3; 4.C.4; 4.D.1; 4.D.3; 4.D6; 4.D.7; and 5.10)

The college established a comprehensive program review system beginning in 2002-03 with a series of annual reports from programs. Comprehensive program reviews began in 2003-04 with two instructional programs, and the Office of Continuing Education and Training. Additional program reviews, both annual and comprehensive, were produced in fall 2006. Based upon team interviews, the team confirmed that results from some of the program reviews are used in the development of budget priorities for the college on an annual basis. The program review reports contain data from the Institutional Research office.

Recommendation 3
Using the mission statement and other planning documents that include institutional goals, the college should identify institutional outcomes and measure their success in achieving the mission and goals. The college should regularly inform the staff and public of the progress being made in the implementation of the mission and goals. (Standards 3.C.1; 3.C.2; and 3.C.3)

Since the college developed and adopted its strategic plan in 2003, the institution has established an annual cycle of adoption of specific action strategies that support strategic goals and objectives for the college. Teams of faculty and staff focus on specific action strategies and make annual progress reports that are disseminated to the college. The visiting team reviewed and validated the annual team reports and the comprehensive progress reports on achieving specific goals and objectives. While the college has consistently reported and disseminated progress on objectives, it does not yet have a set of metrics in place to measure progress over time. This issue informs recommendation 2 of this visiting team.

Recommendation 4
The college should identify ways, including the utilization of technology, to increase student services to off-site students in Molokai, Lana‘i, and Hana, as well as to students taking all forms of distance education. (Standard 5.6)

Through a variety of soft money sources and institutional funds, staffing and services have been enhanced. It is evident that communication with counseling, library, computer support services, admissions, and registration have been strengthened. One key piece of evidence that surfaced is the fact that remote center staff have major influence in the choice and scope of online offerings; in short, the e-plan, which is the college’s distance education instructional schedule, is determined with the needs of the remote centers in mind.

Through team visits, it was verified that at Hana, Lana‘i, and Molokai, student support services and technology support has improved since the last accreditation site visit and is generally adequate, although the sites would benefit from equipment upgrades in
computer labs. Plans have been established to provide enhanced technology support on a quarterly basis to all three centers. Library support is limited at Hana and Lana‘i; however, access to the local public libraries appears to meet learning needs. The Molokai Outreach Center offers access to a learning resource center on site that supports students’ learning needs.

The recommendation has been fully addressed.

Recommendation 5
The college, with the cooperation and support of the system, should address the 1994 recommendation to undertake a review of staffing needs and evaluate the workload of all personnel to determine whether staffing is sufficient to adequately support current programs and services. Based on results of the review, the college should adjust staffing levels or modify the range and level of programs and services they provide. (1996 Standards 6.4; and 7.A.1)

This recommendation—to undertake a review of staffing needs to assess if there existed adequate support to maintain programs and services—is obviously critical for the effective provision of student learning programs and services. The fact that this recommendation was carried over from the 1994 accreditation visit concerned the 2006 visiting team. To MCC’s credit, steps have been taken to hire more counselors and instructors and changes have taken place in personnel-related areas such as evaluation, promotion and tenure, and transfer. The reorganization of the UH community college structure appears to have enhanced accountability and responsiveness to the needs of the college. As funding has allowed, MCC has made efforts to provide adequate staffing to ensure learning programs and services continue at optimum levels. Rather than eliminate programs or services during lean years, the college has found ways to staff positions with part-time employees or temporary emergency hires, or through extramural funding measures. The program review process has helped to identify staffing needs and to supply data to support the arguments for staffing. Now that more funds are available for programs and services, positions that had gone unfilled or that had been filled with temporary help can be hired and sustained.

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

Together with system personnel, the college chancellor worked to develop a reorganization plan to satisfy this recommendation. A newly created position of Vice President for UH Community Colleges (VPCC) is responsible for governance and
advocacy. The community college chancellors have responsibility to manage their college functions and to participate in system policy making, planning, and allocation of resources. Further, they maintain membership on two chancellors’ councils. One is for community college chancellors and reports to the VPCC. The second is the university-wide council reporting to the university President. This design promotes policy and planning coherence and equitable community college system resource allocation. MCC administrators and system colleagues assist the VPCC to establish defined levels of authority, responsibilities, and lines of command for the colleges and system regarding academic planning, and fiscal and administrative operations. Although the recommendation requirements are substantively met, this recommendation informs Recommendation 6 of the current team.

Recommendation 7

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

Maui Community College collaborated with the University of Hawai‘i (UH) and Board of Regents (BOR) to meet the requirements of this recommendation. The BOR established its community college committee membership and defined committee duties. This new six-person committee represents community colleges and all islands. The committee meets quarterly to explore issues, policies, and processes to ensure quality, integrity, and effectiveness of student learning programs and services as documented in Standard IV.B.1.b in the Self Study report. The recommendation requirements are met.

Recommendation 8

The college should work closely with the system office to develop and implement a budget plan for new facilities to cover the increased cost of utilities, maintenance, and operational staff, equipment replacement, technology upgrades, and classroom, laboratory, and instructional support staff.

The college has partially met this recommendation. It has developed an eight-year plan that incorporates a budget plan for new facilities. The eight-year plan addresses the need to cover increased costs of utilities, operations and maintenance staff needs to service the new facilities, long range plans to replace and upgrade technology equipment, and the hiring of support staff for instructional programs. Elements of the plan have been prioritized through the budget planning process. Due to state budget shortfalls, all needs in this area have not been met and this informs current Recommendation 5.
Recommendation 9

The college and the system budget processes should be clearly defined in writing and reviewed with the entire college staff.

The college met Recommendation 9. MCC has implemented a budget process and defined it with a budget process chart available for faculty and staff on the college website.

Recommendation 10

The college should strengthen the governance structure and develop strategies for all staff members to assume broader and more meaningful responsibilities for and involvement in the decision-making process. These actions should lead to a more informed college and more widely supported decisions. The college should communicate the governance structure and decision-making process to the college community. (Standards 10.B.5; 10.B.6; 10.B.7; 10.B.8; 10.B.9; and 10.B.10)

Multi-level participation occurred in the decision-making process when the college worked on the strategic plan and program review. Technology promoted effective and prompt access to information for inter-island dialogue, resulting in more involvement of faculty and staff. Teams of faculty and staff work collaboratively while researching and collecting data, which provide evidence for implementation of specific plan goals and action priorities. These teams were trained to follow a standard reporting format. Each team member volunteers for a minimum of one team. The team recognizes that the requirements of this recommendation are met.

Recommendation 11

The college should expand its collegial and collaborative governance process to provide for participation and representation from each of the educational outreach centers. It should be clear to both the campus and the centers which situations need campus involvement and where the centers can take independent action. Once these distinctions are clear, the college should publish these procedures and implement changes in communication, budgeting, and operations. (Standards 3.B.1; 3.B.2; 3.B.3; 9.A.4; 9.A.5; 10.B.6; 10.B.8; and 10.B.9)

Outreach centers have expanded participation and representation, primarily via technology, during department meetings on campus or over the Hawai‘i Interactive Television System (HITS). Some meetings are produced on tape or video streamed. Monthly academic senate meetings are broadcast on HITS.

In addition, monthly activities include student support meetings on the Polycom videoconferencing system. Outreach coordinators, administrators, and department chairs engage in dialogue via technology, discussing what actions require campus input and when centers may operate independently. This recommendation has been met.
Eligibility Requirements

In its Self Study report, Maui Community College stated that it meets all eligibility requirements as set forth by the Commission. The team found that the college broadly met the requirements. There are some areas that the team recognized as needing attention, and those areas are more fully described throughout the team report, with several recommendations encompassing not only the standards but also tenets of the eligibility requirements themselves.

1. Authority
Maui Community College is authorized to operate as an educational institution and to award degrees by the State of Hawai‘i, the Accrediting Commission for Community and Junior Colleges, and the U.S. Department of Education.

2. Mission
The team found that the college’s educational mission is defined and adopted, and published by the Board of Regents consistent with its legal authorization and appropriate to a degree-granting institution and the constituency it seeks to serve. The mission statement states its commitment to achieving student learning.

3. Governing Board
The Board of Regents governs the University of Hawai‘i system of which Maui Community College is a component.

4. Chief Executive Officer
Maui Community College has a Chancellor functioning as the chief executive officer. Maui Community College’s Chancellor has full responsibility and authority for leading and managing the college and its five educational centers.

5. Administrative Capacity
Maui Community College has a well-qualified cadre of staff working in an administrative capacity to support the college’s mission and purpose.

6. Operational Status
Two thousand nine hundred students attend the college each semester at the Kahului campus and its outreach centers.

7. Degrees
The college provides instructional courses and programs leading to Certificates of Competence, Certificates of Completion, Certificates of Achievement, Associates of Arts, Academic Subject Certificates within the Associate of Arts, Associates of Science, Associates of Applied Science, Associates in Technical Studies, and (soon) a Bachelor of Applied Science. All degree and certificate programs are outlined in the college catalog.
8. Educational Programs
Maui Community College degree programs are consistent with its mission. The Curriculum Committee ensures that programs are of appropriate length and content and are conducted at levels appropriate to the degrees and certificates that are offered.

9. Academic Credit
The college awards credit for credit courses based on the Carnegie unit formula.

10. Student Learning and Achievement
The college defines and publishes expected student learning achievement outcomes for courses and programs. Official course outlines contain expected student learning outcomes and detailed course content. Curricular grids show the coverage of five core standards: critical thinking, oral communication, written communication, information retrieval and technology, and quantitative reasoning (COWIQs). The grids also track program goals and student learning outcomes and integrate the five COWIQ standards. The college faculty has also completed a plan to implement a system for assessment of learning outcomes for all college courses, during the 2006/7 and 2007/8 academic years.

11. General Education
Following its general education philosophy, the college ensures that degree programs contain at least 18 units of general education, and that certificate programs contain at least 6 units of general education in English and quantitative reasoning. A.A. General Education requirements are published in the college catalog, conform to regulatory requirements, and are at a level of “rigor, scope, intensity, and quality” appropriate to higher education.

12. Academic Freedom
The union contract negotiated between the faculty and the University of Hawai’i Board of Regents documents a commitment to academic freedom as well as faculty responsibility.

13. Faculty
The college employs highly qualified, knowledgeable, dedicated, and experienced faculty. The size of the faculty is sufficient to support instructional programs and services. Faculty responsibilities are clearly defined in job descriptions and in the faculty handbook.

14. Student Services
The college offers an appropriate range of student development support services consistent with the diverse student population that it serves. The college has been creative in the utilization of external funding sources to support services.

15. Admissions
The college admits any person 18 years of age and has established appropriate procedures for those students under the age of 18.
16. Information and Learning Resources
Through its library, learning center, media center, computer labs and related programs and services, the college provides access to electronic and print resources and services sufficient to its educational purpose.

17. Financial Resources
Maui Community College general fund operational resources are provided by two sources, State of Hawai‘i allocations and tuition and fees. The college has base funding to assure financial stability. Budget planning is integrated with institutional planning. County, State and Federal Grants are a major source of extramural revenue for the college.

18. Financial Accountability
The University of Hawai‘i (UH) is audited annually by an independent audit firm in accordance with Government Accounting Standards Board (GASB) principals. In the fiscal year ending June 30, 2005, the UH audit includes a presentation of a combined balance sheet and income statement of the University of Hawai‘i Community College (UHCC) system.

19. Institutional Planning and Evaluation
The institution provides evidence of planning for improvement of institutional structures and processes, student achievement of educational goals, and student learning. The college assesses progress toward achieving its stated goals and makes decisions regarding improvement through an ongoing and systematic cycle including an integrated planning, resource allocation, and implementation system. The college does not yet have in place a system for evaluation and reevaluation of its budgeting and planning cycle.

20. Public Information
MCC meets eligibility standard #20 regarding the accuracy of public information regarding the institution. Based on evidence, the college does accurately represent the institution, instructional programs, educational services, academic policies and other aspects of its operations.

21. Relations with the Accrediting Commission
The Board of Regents assures that the colleges in its system adhere accurately and honestly to the eligibility requirements and respond to requests by the Commission in a timely manner.
Standard I
Institutional Mission and Effectiveness

Findings and Evidence

Mission
The college has a mission statement developed and approved by the faculty and staff in 2003. Over 100 faculty and staff met in a retreat format to discuss and draft a number of options, which were then voted on by the entire college community. The team validated that the mission statement had broad input and is widely understood by the college community. The vision statement was also developed in the same retreat format and ultimately approved by the college faculty and staff. Both the mission and vision statements recognize student learning as the central aspect of the programs and services of the college. The mission and vision statements appear in the Maui college catalog annually. While there is no formal review process for the mission statement, the team found that the mission statement is discussed annually when the planning teams meet to decide upon which action strategies they will address for the year. There is a need for the college to establish a formal review process for the mission statement. The team found that the mission is used as a reference point for the adoption of planning action strategies, specifically in evaluation surveys at the college executive committee level and when rationales are needed for new positions for the college. (Standards I.A; I.A.1; IA.2; I.A.3; and I.A.4)

Improving Institutional Effectiveness
The college is making steady progress in addressing the development of a comprehensive system to measure and evaluate institutional effectiveness. The college faculty members have been engaged in a multi-year dialogue about the integration of learning outcomes into the college’s educational processes. Over the past four years, faculty members have studied different models for incorporating student learning outcomes at the course and program level; they have engaged in conversations about the usefulness of learning outcomes for a range of different types of courses and programs; and they have participated in training sessions with a variety of national experts on learning assessment. (Standard I.B.1)

The team found that during the last three academic years, the college has been utilizing the strategic plan for annual planning activities through a unique process of collaborative decision-making of faculty and staff. Each year, votes are taken to establish the objectives and action strategies that will be addressed by college teams. Discussion among faculty, staff and administrators takes place prior to voting on objectives and strategies. The objectives and action strategies, however, are not expressed in measurable terms. The team confirmed from interviews with faculty leadership that there are no metrics directly linked to action strategies contained within the strategic plan. (Standards I.B.4; and I.B.2)

The activities of the planning teams, linked to specific objectives and action strategies, are among the many drivers of the annual budget process. Based upon the published
description of the annual budget process (see Standard IV.A—1, pg.268), the development of the annual college budget provides opportunities for broad input and utilization of many external and internal planning documents and activities, including items related to technology, facilities, staffing and education programs and services. The budget process results in a draft priority budget list, which is reviewed and approved by the executive committee, a representative body of college stakeholders. Final approval at the college level rests with the Chancellor. The college priority list then goes through two more levels of review, the University of Hawai’i Community College and the University of Hawai’i level, before final resolution by the legislature. According to interviews with some college leadership, the college priority list does get modified when it travels through the system level review in order to accommodate the system-level priorities. Given the absence of an agreed-upon set of evaluation metrics, the college can only produce narrative reports of its progress on its goals and objectives. In the future, the college may receive additional support from the system-level office for institutional metrics for planning. (Standard I.B.3)

During the past three academic years, the college has successfully addressed the development of a comprehensive program review system and linked it to all college units. Comprehensive program reviews began in 2003-04 with two instructional programs, and the Office of Continuing Education and Training. Additional program reviews, both annual and comprehensive, were produced in fall 2006. Based on team interviews, the team confirmed that results from some of the program reviews are used in the development of budget priorities for the college on an annual basis. The program review reports contain data from the Institutional Research office. (Standard I.B.5)

The team did not find substantial evidence that the college has a systematic review procedure in place to assess and modify the college’s budget and planning cycle, including institutional and other research efforts. The institution also does not have an evaluation mechanism to assess its program review system. (Standards I.B.6; and I.B.7)

Conclusions

The college substantially meets Standard IA. The college has established a mission and vision statement through broad input of the college community. The mission statement is utilized in annual planning activities and appears to be well understood throughout the college. While the college planning teams discuss the mission statement annually in preparation for deciding upon which strategic objectives and action strategies to pursue, there is no formal review process of the mission statement in place.

The team found that while the college meets Standard I.B in most respects, it is lacking some of the key aspects of an institutional effectiveness system. Specifically, the college needs to develop and implement a set of metrics to measure institutional progress of its strategic plan. The college also needs to implement a comprehensive assessment system of its already-developed student learning outcomes.
Recommendations

The team recommends that:

**Recommendation 1**
The college establish a formal and regular review process for the institutional mission statement. (Standard I.A)

**Recommendation 2**
The college continue to develop and refine its system for improving institutional effectiveness by
- establishing a process for identifying and implementing a set of metrics to evaluate institutional progress of the college’s strategic plan
- developing a process for developing and implementing a review process to evaluate the effectiveness of the planning and budgeting cycle. (Standard I.B)

**Recommendation 3**
To complete the college’s evaluation of education programs, the college needs to implement a college-wide process for assessing course and program-level student learning outcomes, including a process for reflecting on the assessment data. The college should also develop and implement a review process to evaluate the effectiveness of the program review and learning assessment systems. (Standard I.B)
Standard II
Student Learning Programs and Services

Findings and Evidence

Instructional Programs
Generally, the descriptions and evaluation sections of Standard II responses appear clear and give a picture of the scope of instructional, student service, and library support services at Maui Community College. Overall, the Self Study is well organized and sufficiently detailed to provide baseline information and a status report on key instructional/student service and library support operations and processes.

MCC offers a wide variety of credit courses and programs including an Associate in Arts Degree with specializations in Hawaiian Studies or Visual Arts (Transfer); Associate in Applied Science or Associate in Science degrees and/or an Associate in Technical Studies Degree, which allows for customized degree opportunities by drawing from two or more approved programs; Certificates of Achievement in 18 program areas (24-45 units); Certificates of Completion in 10 program areas (10-23 units); and Certificates of Competence (0-9 units). Additionally, the college offers developmental course work in Math and English; Basic English and Math courses are offered on a non-credit basis in partnership with the state Department of Education. The MCC Office of Continuing Education and Training (OCET) provides non-credit and continuing education and training for Maui County in areas of business, computer technology, arts and culture, and English-as-a-second-language. (Standards II.A; II.A.1; and II.A.1.a)

Maui Community College demonstrates commitment to students in the farthest reaches of the county. The college provides learning programs and services to the outlying communities of Molokai, Lana‘i, Hana, Kihei, and Lahaina. Team visits to each of the outreach centers in these communities revealed the college’s serious dedication to providing quality programs and services and to ensure the achievement of the college’s mission in these areas. The college plans for and provides resources—including technology, facilities, and student services such as counseling and financial aid advising—to ensure that students successfully complete degree and certificate programs. The team also noted the dedication of the staff at the outreach centers; through their commitment to their communities, student needs are identified and programs put in place to ensure student access and success. The outreach centers also provide life-long learning opportunities for community members. (Standards II.A.1; II.A.1.a; and II.A.1.b)

It has been verified through interviews with the college Standard II team that the emphasis is on completing all program reviews and student learning outcome assessment activities for all academic programs. Most, if not all, programs have developed student learning outcomes (SLOs). Assessment activities for SLOs are in the initial phases; training workshops for pilot activities have been planned for November 2006. Student Learning Outcomes (SLOs) and assessment activities are more advanced in Career and Technical programs, but are in the initial stages in Liberal Arts programs. The focus is on extending assessment activities for SLOs into all areas. Planning agendas are established
for the expanded use of matriculation, graduation, and employment data for purposes of evaluation. (Standards II.A.1.c; II.A.2.b; II.A.2.e; II.A.2.f; and II.A.2.i)

Program Review processes appear to have been strengthened since the last accreditation review. It is clear that dialogue among program faculty has been facilitated through the process, but actual data-based program analysis and recommendations still lag behind. Currently, comprehensive reviews are sent to the college Executive Committee and results are used for planning and budget allocations. (Standards II.A.1.c; II.A.2.b; II.A.2.e; and II.A.2.f)

Description and evaluation sections for standard areas II.A.2. and II.A.2.a support the finding that MCC has well-established curriculum approval procedures that include processes for the identification, design, and approval of course and program learning outcomes. A planning agenda has been established, however, to update the Curriculum Handbook to incorporate requirements for SLOs and assessment activities. Evidence indicates that one key issue remains. It is critical that SLOs be incorporated in course syllabi as well as official course outlines. (Standard II.A.6)

In fall 2000, MCC restructured General Education and identified an A.A. model that recognized the goal of establishing core requirements that incorporated three basic elements: 1) skills or foundations, 2) breadth of knowledge or diversity, and 3) specialization or focus. This led to the adoption of UH system-wide learning outcomes for general education in five general academic areas: critical thinking, oral communication, written communication, information retrieval and technology, and quantitative reasoning (COWIQs). (Standards II.A.3; and II.A.3.a)

A second criterion was also adopted: “…an A.A. at a community college must meet student needs on several levels: it must be community-based and interlaced with community needs and directions; flexibility is of utmost importance.” A need exists to clarify this philosophy and describe procedural or operational applications for these criteria. (Standards II.A.3; and II.A.3.a)

The planning agenda for II.A.3. and II.A.3.a seek to “Develop an implementation strategy for offering the revised A.A. Degree.” It is anticipated that new A.A. general education requirements will be adopted, possibly in fall 2006. The Self Study states that “Faculty members were encouraged to analyze their courses to see where the courses might fit in the new A.A.” No evidence exists that processes have been formalized to address the proposed change in general education requirements.

One key piece of evidence that the college is highly committed to the learning climate and to student learning is that it recently received the prestigious MetLife Foundation Best Practices College Award. Using the Community College Survey of Student Engagement (CCSSE), the institution received high ratings for academic challenge, student effort, active and collaborative learning, and support for learners. (Standard II.A.3.b)
It is clear that articulation is a priority in the institution. The college is in the process of extending articulation agreements and completing the Star degree audit program to assist students in transferring throughout the UH system. (Standards II.A.6; and II.A.6.a)

Evidence exists that academic freedom and ethics statements are part of the union agreement. The need exists to publicize these codes in college publications. The planning agenda suggests the need to distribute such a publication. (Standards II.A.7; and II.A.7.a)

**Student Support Services**

Student support services address the identified needs of students and contribute to a supportive learning environment. There are continual references to dialogue through monthly student services meetings (minutes are accessible on the website) and through use of videoconferencing. There are also several references to college surveys used to determine if standards are being met. Program review is an ongoing process and examples are available on the college website. (Standard II.B.1)

Programs at all locations are regularly evaluated through the program review process (both annual and comprehensive). Planning agendas cite areas for improvement; however, there is no reference as to how assessment and analysis of student learning outcomes (SLOs) occur or how SLOs are tied to the student services program review process. Interviews with college personnel indicate that most student services units are at the preliminary stages of developing SLOs through the comprehensive program review process (using the Council for Advancement of Standards in Higher Education format). The comprehensive program review for Student Life is an excellent example of this. The Vice Chancellor for Student Services intends to participate in upcoming national workshops to assist student services units in the continued development of unit level SLOs, data collection, and analysis. (Standard II.B.1)

The college catalog contains appropriate information and is reviewed regularly to ensure accuracy and currency. The planning agenda for this section addresses the need to expand information regarding outreach centers. (Standard II.B.2)

While the Self Study indicates that all services are available to all students at all locations, services may be more limited at the outreach centers. It should be noted that the numbers of students served at the outreach centers is much smaller than at the Kahului campus. Staffing is discussed and funding has been approved for additional outreach center positions. While the college climate survey indicates that 85.6 percent of respondents feel that the college is doing a satisfactory job, the college also mentions that one of its 2005-06 top priorities is to “provide full student support services.” One of the planning agendas stresses the need to continue to “develop strategies to ensure equitable access.” (Standards II.B.3; and II.B.3.a)

Service Learning, Cooperative Education and two grant programs were cited as examples that encourage personal and civic responsibility. While commendable, the report does note that only 125 students participated in Service Learning. One planning agenda is to expand and increase Service Learning. Other planning agendas address the collection and assessment of data related
to learning outcomes. The institution is moving toward meeting this standard by addressing learning outcomes. (Standard II.B.3.b)

Counseling participates in the annual and comprehensive program review process. In addition, external evaluation occurs for those counselors funded by federal or other external sources. Counselor evaluation forms (completed by students) and the 2004 Community College Survey of Student Engagement (CCSSE) are instruments cited as being used in evaluating counselor effectiveness. (Standard II.B.3.d)

Examples of programs that support understanding and appreciation of diversity include, but are not limited to, the following: credit and non-credit courses, student clubs, support services for disabled students and for low-income students, gay and lesbian students, and programs for native Hawaiians. Results from the 2004 CCSSE survey are cited as evidence of student understanding. While the college appears to meet this standard, discussion of specific student learning outcomes and related assessment and analysis is absent. (Standard II.B.3.d)

Maui Community College reports that it uses the University of Hawai’i Community College COMPASS placement instrument for reading, writing, and math. The instrument was developed by American College Testing (ACT), which provides testing data. In addition, University researchers recently validated math cut scores and are presently evaluating reading cut scores. (Standard II.B.3.e)

The college reports that transcripts are appropriately stored either in hardcopy, microfiche, or film in a fire proof vault. From 1990 to the present, transcripts are stored electronically on the college server using the “Banner” system. The institution observes the Family Educational Right to Privacy Act regarding access to records. (Standard II.B.3.f)

All areas of student support services are evaluated either through program review or by specific agency criteria (federal grants). The Self Study reports that the Council for the Advancement of Standards in Higher Education (CAS) is used as the framework for comprehensive program reviews in Student Services. MCC also participates in the Community College Survey of Student Engagement every other year. Data collected is used in the decision making process. Evaluation of the comprehensive program review is stated as the planning agenda. There is a vague reference to SLOs and two samples of program review findings are cited. Absent from this discussion is reference to how those findings contribute to the achievement of student learning outcomes. Interviews with the Vice Chancellor of Student Services indicated that almost one-half of all student services units have completed one comprehensive program review. An interview with the Student Life Director indicated that student activities are evaluated and analyzed for improvement. (Standard II.B.4)

Library and Learning Support Services
Maui Community College provides library, computing, and other learning support services to classes both onsite and via distance technology to remote centers. The mission of the MCC library is to be “a partner in the learning process.” The college has taken major steps to utilize library technology to enhance services and deliver these in a more efficient manner—as in the conversion to Hawai’i Voyager, an online automated catalog.
The internal challenge appears to be concerns for understaffing in all three units: library, computing, and tutoring services. In the library, staffing was decreased by a full 3.0 FTE which has led to a progressive decrease in hours of service (from a high of 65 hours per week to 52.5 and finally to 42.5 in spring 2006.) Plans are underway to fill a vacancy.

It is noteworthy that on the college survey, fewer than fifty percent of respondents indicated in all cases in their assessments of library, learning resources (including tutorial services), and computing resources that these were adequate to meet the needs. While reasons vary, lack of resources has made it difficult to respond to perceived student and faculty needs. In each case, services units have identified various key needs:

**Library:** enhanced staffing to extend hours through the weekend and evenings; upgrade library computers to provide full processing capabilities; and add more databases.

**Computing resources:** computer upgrades and maintenance.

**Learning resources:** expand tutoring staff; replace TLC computer monitors; coordinate hours with Ka Lama computer center and the library to maximize student support services.

The Library, the Learning Center (TLC), and the Ka Lama Computer Lab have staggered their open hours particularly in early mornings, evenings, and Saturdays in order to ensure that students have access to a quiet study area and Internet access as many hours as possible. Less evident is the need for several proposed planning agendas such as purchasing wireless laptops to lend to students and possibly offset costs in the library or reduce services in learning resources. (Standard II.C.1)

The primary qualitative evidence that was offered to document that the college had achieved this standard was the College Climate Survey. Team observations confirm the survey results that indicated faculty members have differing opinions as to whether library services, tutoring services, and computer lab services meet students’ needs. The college does, however, clearly rely on the expertise of its faculty, including librarians and other learning support services professionals to initiate recommendations on what is needed to support student learning. (Standards II.C.1; and II.C.1.a)

The numbers of books and other learning resources may give a false sense of security that the needs of students are being met. The book collection in particular may not necessarily support the curriculum being taught in the classroom for two reasons. It may not be up-to-date and the items added may be those donated to the college, not necessarily those that are in the areas covered by the curriculum. (Standard II.C.1)

The college provides ongoing instruction for users of library and other support services in the area of information competency, but is still struggling to assess to what extent it is successful. The number of classes receiving sessions from faculty librarians about finding and evaluating information is growing. Extensive dialogue has taken place on developing a meaningful means of assessment of SLOs in this area. (Standard II.C.1.b)
Although the Library’s aging 3M book theft detection system is still considered functional, the unavailability of parts and incompatibility with new media raise questions as to its long-term viability. (Standard II.C.1.d)

The college relies on collaboration with other components of the University of Hawai’i system to provide much of its support services for its instructional programs. The nature of this relationship precludes it from taking a lead role in defining the relationship. From time to time, however, the college assesses what additional resources are needed to supplement those received through this affiliation. (Standard II.C.1.e)

**Conclusions**

**Instructional Programs**
The major institutional changes that affect instructional programs are 1) the implementation of comprehensive Program Review processes, and 2) the implementation of Student Learning Outcomes (SLOs) at the course, program, and institutional levels. It is clear from the Self Study narrative that far-reaching changes have come about as faculty and staff have incorporated SLOs into the curriculum and into services.

Program Review activities have been implemented across the institution—in academic programs, support services, and administrative services. Nonetheless, the need exists to strengthen data-based analysis and recommendations derived from this to continually improve instruction and educational services.

Assessment of student learning outcomes is now the focus of the college. Training workshops and plans to implement a pilot cycle of program assessments is scheduled for 2006-07. Student service and instructional support service areas are also in the initial phases of implementing assessment activities. Thus, it is important that the college encourage the incorporation of SLOs into course syllabi, college publications, and other avenues of dissemination.

Another area of continuing dialogue in Maui Community College is how to structure the Associate Degree general education requirements. In spring 2004, the college completed a final revision of the A.A., and the restructured general education pattern was approved by the Academic Senate. At the same time, the University of Hawai’i system revised its general education requirements at both UH Manoa and UH Hilo, but the need exists to balance college general education criteria and structure with that of the system. The college is encouraged to pursue the college planning agenda to “Develop an implementation strategy for offering the revised A.A. degree.”

**Student Support Services**
A comprehensive system of student support services is in place at MCC, and based on findings and evidence, it would appear that the college generally meets Standard II.B requirements. A program review process is in place to evaluate all student development support services for both externally funded programs and general fund programs. Nonetheless, the team concluded that there exists no clear evidence as to how assessment
and analysis of student learning outcomes (SLOs) occur or how SLOs are tied to the program review process. Most student services units are at the preliminary stages of developing SLOs through the comprehensive program review process (using the Council for Advancement of Standards in Higher Education form). It has been determined that the comprehensive program review cycle will proceed, giving all student services areas an opportunity to implement the evaluation cycle. The team concluded that there exists a strong commitment to strengthen the student learning outcomes assessment activities.

Ongoing efforts continue to be made to provide the full range of student services to all students at all locations as evidenced by the appointment of a full-time counselor at Molokai whose time is shared with the Lana’i and Kihei outreach centers.

The team noted that Service Learning provides an excellent opportunity in supporting civic and personal responsibility for students and the institution should be recognized for its plans to expand in this area. (Standard II.B.3.b)

Library and Learning Support Services
It is obvious that hard work is being done in each of the Library/Learning Resources areas but that the campus community is divided rather evenly as to whether this part of Standard II is being completely met. Interviews indicate the lack of staff to provide these services and the most consistent concern heard by the team related to the perception of an insufficient number of hours to meet student needs.

To address the need to evaluate the adequacy of library and learning support services, program reviews are underway. The staff is honestly wrestling with how to link its services with classroom outcomes. It is less evident whether or not the college utilizes the results of these evaluations as the basis for improvement. Some evidence in the very immediate past would suggest that this is beginning to happen. Developing an institutional process to evaluate the effectiveness of the planning and budgeting cycle will go far to address these concerns. (Refer to Recommendation 2.)

The current library collection is aging, but documentation of this as well as the use of the current collection is needed in order to support requests for additional funding. As resources are diverted to support upper division courses and other new programs, the strain to keep library collections up-to-date will only become more critical. Electronic resources are not the total answer. Their usefulness varies by discipline.

The college clearly relies on the expertise of its faculty, including librarians and other learning support services professionals to initiate recommendations on what is needed to support student learning. What is less evident is whether or not this advice truly has an impact on resource allocation.

**Recommendation**

The team recommends that:
Recommendation 4

All faculty members include student learning outcomes on their course syllabi.
(Standard II.A.6)
Human Resources
The University of Hawai‘i System (UH) has policies and procedures in place that allow the Maui Community College (MCC) to hire qualified personnel to support student learning, and MCC relies on these UH policies and procedures to manage its personnel practices. Additionally, the college uses the Chancellor for the Community College Memoranda (CCCM) as guides for hiring practices and procedures. A review of current job postings, job descriptions, and hiring committee packets demonstrates that the institution identifies position duties and ensures positions are related to the mission and goals of MCC, and that criteria for selection of new faculty include knowledge of subject matter and effective teaching skills. Interviews with faculty members and with the Director of Human Resources reveal that faculty members play a significant role in the selection of new faculty. The college researches each applicant’s degrees to assure they are from institutions accredited by U.S. Department of Education-recognized accreditors. The UH system personnel office determines non-U.S. institutions’ equivalence. (Standards III.A.1; and III.A.1.a)

Evidence indicates that probationary faculty, tenured faculty, and lecturers are evaluated regularly. Classified personnel are evaluated annually on their anniversary date utilizing the state performance appraisal summary. Full-time faculty members are evaluated in accordance with tenure and promotion processes. Administrative Professional Technical (APT) personnel evaluation processes have recently been established utilizing online performance surveys of the campus community. Evaluation forms for staff and faculty vary, but evaluation methods focus on performance effectiveness and encourage improvement. Course syllabi are evaluated during the faculty evaluation process and are assessed for the quality and effectiveness of the SLOs and of the assessments used to evaluate the outcomes. Interviews with faculty members who have recently completed the evaluation process reveal that the faculty evaluation process includes attention to student achievement of learning outcomes in courses and programs. The faculty members interviewed value the experience as helping them to improve instruction. Administrators are evaluated using a formal evaluation instrument. Formal and timely follow-up of evaluations are mandated by union contracts. Policy #5.211 is the statement on professional ethics. (Standards III.A.1.b; III.A.1.c; and III.A.1.d)

The evidence indicates that due to temporary funding shortfalls, MCC had not maintained a sufficient number of full-time faculty and staff to support its mission and purpose. Until very recently, the college had supported its mission by employing staff categorized as temporary and emergency hires. After the College had completed its Self Study, however, the State legislature allocated large increases in the College’s base funding, allowing the College to fill positions that had been vacant, to make temporary hires permanent, and to add faculty positions to accommodate growth in programs.
College personnel express confidence that MCC is now better staffed to sustain its programs and services. (Standard III.A.2)

The team found evidence that college personnel policies and procedures are in place and that personnel records are maintained in secure locations. The confidentiality of personnel records meets accreditation standards. (Standard III.A.3)

The team found evidence that the college regularly assesses its employment equity and diversity with the employment diversity profile data. (Standard III.A.4)

Evidence indicates that MCC staff development guidelines and professional growth funding oversight by the staff development funding committee provide for appropriate professional development for classified staff, faculty, and administrators. The college systematically evaluates professional development programs with an online survey used for future planning. (Standard III.A.5.b)

Human Resource planning is tied to institutional planning through the program review process. Programs and departments undergoing program review use the process to identify staffing needs if data show that programs or services cannot adequately function with current staffing. (Standard III.A.6)

Physical Resources
Physical resources support student learning programs and improve institutional effectiveness. Physical resource planning is integrated with institutional planning. MCC provides sufficient physical resources that support programs in six locations. The team visited centers located in Molokai, Hana, Lana‘i, West Maui, and Kihei, and found that the college provided safe and sufficient physical environments that support and assure the integrity and quality of its programs and services in those locations. Through planning, MCC has secured funds through state program Capital Improvement Plan Funds (CIP) and has completed three major construction projects since 2000. Interviews support the 2006 college climate survey findings that a majority of faculty, staff, and students surveyed agree or strongly agree MCC assures that physical resources are constructed and maintained to assure access, safety, security, and a healthful learning and working environment. (Standard III.B.1)

The team found further evidence that physical resource planning is integrated with institutional planning. The college has a Long-Range Development Plan (LRDP) and MCC campus eight-year financial plan. The LRDP was updated in 2004 and approved by the Board of Regents in 2006. Consultants worked with a broad cross-section of the campus. The college plans and evaluates the facilities on a regular basis. Capital plans support college goals. Physical resource planning is integrated with college planning. Determining long-range capital support for college improvement goals and projecting the total cost of ownership of new facilities is problematic without sufficient operating funds. The team did find that the college systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvements. (Standard III.B.2)
Technology Resources
The college’s Self Study report describes extensive technology resources that support multi-media, duplication center, media services, media/electronic services, Hawai’i Interactive Television System (HITS), cable classrooms, 2-way interactive video-conferencing, and video streaming. The creative use of these media allow curriculum to be delivered to remote centers throughout Maui County. The college climate survey indicates that 86 percent of those surveyed support the statement that technology resources support student learning and services. MCC has provided technology training with release time for faculty. The recent allocation of $100,000 was a welcome change in the historic pattern. (Standard III.C.1)

In the 2006 college climate survey, 54.1 percent of faculty, lecturers, staff, and administrators agreed or strongly agreed with the statement that there is sufficient support of technology to enable them to use it adequately in their jobs; 42.7 percent differed with the statement. However, when the responses were broken down, staff members were much more likely to give a positive response to this question than were either faculty members or administrators. This was a recurring theme on more than one question on the college climate survey. Respondents from the staff category were much more likely to have positive feelings about both technology and training for technology than were other categories. (Standard III.C.1)

The college has an active, involved, and valuable asset in its Technical Support Committee (TSC). The TSC, with its cross-section of members from campus constituent groups, assures that the college systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement, as evident in reports by the committee. (Standard III.C.2)

Financial Resources
The college integrates financial planning with institutional planning by using its strategic plan and annual goals and objectives to develop the annual budget as outlined in the budget process. The annual financial goals reflect the college’s mission and directly link to the system strategic plan. Program reviews are done regularly and, therefore, are linked to financial planning. Available resources are maximized through stocktaking financial plans, CIP funds, repair and maintenance funds (R&M), and partnerships. Expenditure requirements are estimated and prioritized based on institutional planning efforts. Liabilities and future obligations are identified and planned for in the biennium budget proposals and the annual operating budget. State budget process does not automatically appropriate funds to support annual operating budgets. The system strategic plan addresses annual and long-range plans and is used in the budgeting process. The MCC committee is a committee that meets throughout the year to review the college financial plan. Committee members share information with their constituencies and meeting notes are e-mailed to college faculty and staff. The budget is designed to support college programs and services using standard budget development procedures. (Standard I.D.1)
The UH system is audited annually in accordance with Government Accounting Standards Board (GASB) principles. The audit of fiscal year 2005 includes a presentation of a combined balance sheet and income statement of the University of Hawai‘i Community College system (UHCC). The financial management information system (FMIS) provides online, real-time financial information to all areas of the college. Data can readily be extracted from the system for financial planning, and it can be provided to faculty and staff on a timely basis. The college reserves were below the minimum recommended level as of June 30, 2005. The college obtained a short-term loan from the UHCC system office. The loan was necessary to provide working capital for programs and to initiate deficit reversal strategies. Risk exposure is minimized by participation in state self-insurance plans. UH policies and procedures ensure proper accounting of all funds including auxiliary operations. All funds go through an annual audit that analyzes internal controls as well as compliance with grant agreements. UH policies and procedures are in place to ensure proper use of all system funds, including auxiliary operation funds. The FMIS provides controls and tracking of all expenditures to make certain appropriate authorization is obtained. The Administrative Procedures Manual (APM), the office of research services (ORS), the office of procurement and real property and the office of legal counsel review and approve contractual agreements to maintain the integrity of the institution. (Standard III.D.2)

The program review process is intended to evaluate programs and forward recommendations for funding adjustments. Each program and department has a comprehensive review or an annual review. Program reviews are primary to the development of the MCC long-range strategic financial plan, biennium budget proposals, and the annual operating budget. (Standard III.D.3)

Conclusions

MCC adequately meets the Human Resources standards of Standard III. Staffing priorities, policies, and processes align with the College’s mission and purpose. Hiring, training, and evaluation processes of personnel who work with student learning programs and services include discussions of student achievement of learning outcomes.

The college also adequately meets the requirements of Standard IIIB (Physical Resources). MCC is to be commended for providing safe and sufficient physical resources to support student learning programs and services. However, the UHCC system does not plan for long-term financial allocation for sustaining and maintaining facilities.

The college adequately meets the requirements of Standard IIIC (Technology Resources). Computer labs and media resources support classroom learning, distance education, and staff computing needs.

MCC has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen
occurrences. The college meets the standard sections regarding Financial Resources. (Standard III.D)

**Recommendation**

The team recommends that:

**Recommendation 5**

The UH system establish a method for determining the total cost of ownership for each new college facility and develop a plan for long-term resource allocation for the sustainability of the facilities. (Standard III.B)
Decision-Making Roles and Processes
Maui Community College (MCC) has developed a comprehensive strategic plan reaffirming the college’s mission, defining the college’s goals and objectives, integrating objectives and goals with budgeting, and utilizing assessment to alter future planning. Program review, although in its early stages, is an important aspect of strategic planning and the decision-making process, with the goal of integrating planning, budgeting, and assessment. All college constituency groups are allowed opportunities to be involved in the strategic planning process. (Standard IV.A)

All constituency groups are afforded the invitation to participate in institutional governance by utilizing multiple channels of communication and committee opportunities. Constituency group representatives are expected to communicate back to their constituents by the most effective means. Some constituency groups on campus are more effective at doing this than others; the team found that members of the MCC community inconsistently describe the lines of communication between and among some committees and among some constituency groups. Still, the opportunity to participate in the discussion at the committee level is provided. Dialogue within some constituency groups and the college is inconsistent and remedies such as conducting workshops are currently being discussed. (Standards IV.A.1; IV.A.2; and IV.A.3)

The college regularly conducts a campus climate survey to obtain information about various aspects of the college’s operation. The survey results are intended to provide useful information on which to base changes and improvements within departments and operations. However, the team could not find an operational link between the results of the campus climate survey and subsequent plans for campus improvements. (Standard IV.A.3)

The team acknowledges the college’s intention to maintain honesty and integrity in dealing with external agencies, including the Accrediting Commission. The chancellor provides presentations to the UH Board of Regents and the college posts accreditation-related information on the MCC website. The Chancellor’s Advisory Committee exemplifies this honesty and openness with the Maui community. (Standard IV.A.4)

The college’s governance and decision-making processes are not all routinely and uniformly reviewed. Methods of evaluation include utilizing questionnaires, campus climate surveys, and online evaluations. The results of these surveys are communicated through the appropriate channels of communication but do not appear to be integrated into a planning process that leads to change. Further, not all processes and governance procedures are reviewed on a systematic basis. The integration of these data into program improvement on any level appears lacking. (Standard IV.A.5)
Board and Administrative Organization

A 12-member Board of Regents (BOR) has final authority over Maui Community College. Each regent is appointed by the governor, must receive approval by the legislature, serves a four-year term, and is replaced upon the expiration of his/her term. There is no specific language regarding “staggered terms of office” but due to the fact that regents are appointed by the governor, it is a non-issue at the current time. New regents receive an orientation manual near the time of their appointment. (Standards IV.B.1; and IV.B.1.f)

The BOR is responsible for establishing policies that ensure, among other responsibilities, the quality of the student learning programs and services and the district’s financial stability. In addition, the BOR approves the University of Hawai‘i vice president for community colleges, the chancellor of each community college, and its vice chancellors. The BOR conducts regular business meetings and posts minutes following each meeting. However, the BOR does not have a regular cycle to review, evaluate, and revise its own policies. (Standards IV.B.1.e; and IV.B.1.j)

Recent governance changes have occurred in response to Accrediting Commission (ACCJC) concerns in several ways. The BOR recreated and expanded the role of the community college standing committee. The community college committee has foci in the following areas: mission, finances, program review and assessment, and planning. The BOR also developed an over-arching mission for community colleges and to return final authority on educational matters, legal matters, and financial integrity to the Maui Community College’s chancellor. (Standard IV.B.1.b)

The BOR has recently adopted a process for a biennial self-evaluation. Also, the BOR does have a policy on how to deal with unethical behavior. (Standard IV.B.1.g)

Awareness by the BOR of ACCJC matters has been achieved in several ways. A subcommittee of the BOR dealing with community college-related business has been briefed on the accreditation process at quarterly meetings. Also, the BOR received a formal presentation by community college representatives and staff from the Office of Vice President for Community Colleges (OVPCC). (Standard IV.B.1.i)

The BOR created the position of vice president for community colleges (VPCC) in 2005. The VPCC acts as the liaison between the BOR and each community college. Each community college chancellor, including the Maui Community College chancellor, reports to the VPCC on items relating to leadership and coordination of community college matters. The MCC chancellor reports to the University of Hawai‘i president on university system-wide policy making and decisions impacting the campuses. The team found, through interviews with college staff, that this dual reporting relationship can be problematic. (Standards IV.B.3.a; and IV.B.3.e)

Two associate vice presidents (AVP) provide system-level support to the community colleges. The AVP of academic affairs provides leadership in system-wide academic plans, goals, objectives, and assessments. The AVP of administrative affairs is
responsible for providing leadership and coordination relating to budget, human resources, facilities planning and marketing, and equal opportunity employment/affirmative action. (Standard IV.B.3.b)

To illustrate an activity involving the OVPCC and Maui Community College, the OVPCC coordinates budget development for Maui Community College based upon input from the chancellor, faculty senate chair, and the student government chair. Combined with similar input from the other six community colleges, a single community college budget request is made of the University of Hawai‘i System Biennium Budget Advisory Committee. A recommendation is sent to the University executive budget committee, which in turn makes recommendations to the president. The BOR evaluates the report and eventually approves a final budget. The team found that members of the Maui Community College campus do not always understand the budget process and question final budget outcomes. (Standards IV.B.3.b; and IV.B.3.g)

The chancellor of Maui Community College is its chief executive officer. The chancellor has full authority and leadership responsibility for the immediate operation, management, administration, and governance of the college within BOR administrative policy, including planning, finances, campus leadership and communication, personnel, grievances between individuals on campus, community advisory boards, fundraising, and marketing. At times, some of the responsibilities are delegated to other administrators and others. The University of Hawai‘i president and the VPCC evaluate the Maui Community College chancellor. (Standards IV.B.2.a; IV.B.2.b; IV.B.2.d; and IV.B.3.e)

The president outlined a Devolution Initiative in February 2006 that will review all system-level positions from the VPCC down to determine if it is better served to have a particular function at the system level or at the college level. It is expected that this review will result in more resources being committed at the campus level, closer to the students. When implemented as proposed, the Devolution Initiative will need to be integrated with the campus’ planning activities. (Standard IV.B.3.a)

The resource allocation by the UH Community College system is currently being reviewed. The OVPCC intends to allocate budgets to the various community colleges that are equitable. Currently under consideration is a proposal to utilize program review as a basis to distribute some limited resources to eligible community colleges. (Standard IV.B.3.c)

**Conclusions**

**Decision-Making Roles and Processes**
The college partially meets the requirements of this standard. It is to be acknowledged for developing strategic planning that should guide the college into the near future. With continued dialogue and the full integration of program review, strategic planning implementation will permit the college to meet many ACCJC standards in the future. The governance processes that the college utilizes to conduct its business will need to be
reviewed regularly to ensure that they remain functional, encourage dialogue, and effectively support the college’s mission.

Board and Administrative Organization
The team found that the college meets part of the requirements of Standard IV.B. The Board of Regents has rapidly responded to the previous set of ACCJC recommendations by approving a significant set of new policies, changes in operation, and new personnel positions. These changes have been made in a reactive fashion to ACCJC recommendations and need to be reviewed for functionality for both the college and for the University of Hawai’i System. In addition, the clarity of reporting relationships between the chancellor and the two individuals that the chancellor reports to, the president and the vice president, needs to be clarified for effectiveness and efficiency.

The ACCJC requires that governing boards ensure a regular review of policies and practices. At the current time, the BOR appears to be out of compliance since it does not have a policy in place to review its policies and practices.

Recommendations

The team recommends that:

Recommendation 6
The college develop, with the assistance of the UH System, a functional roadmap along with lines of authority that delineates responsibilities between the college and the UH System. The functional delineations should include aspects of physical facilities, budget and planning, planning and construction, technology, and finance. (Standard IV.A.3; IV.B.2; IV.B.3.a; and IV.B.3.g)

Recommendation 7
The college’s governance and decision-making structures and processes should be evaluated to assure their integrity and effectiveness. (Standard IV.A.5)

Recommendation 8
The Board of Regents adopt a regular evaluation schedule of its policies and practices and revise them as necessary. (Standard IV.B.1.e)
Maui Community College
WASC ACSCU Special Visit Report

Institutional and Visit Context

Maui Community College (MCC) is one of the seven community colleges in the University of Hawai‘i System. It serves the three islands of Maui County (Molokai, Lana‘i, and Maui) and serves about 3,000 students. It has operated under this name as an AA, AS, AAS, and ATS degree granting institution since 1966, having originated as a vocational school in 1931. MCC was initially accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC) in 1970. MCC is seeking joint accreditation by ACCJC and the Accrediting Commission for Senior Colleges and Universities (ACSCU) for a single baccalaureate program in Applied Business and Information Technology (ABIT). MCC was approved for a Substantive Change for the ABIT program by the ACCJC in January 2004 and for Eligibility for Initial Accreditation or Candidacy by ACSCU in July 2004. MCC was approved for Candidacy by ACSCU for its ABIT program under the joint candidacy framework in June 2005. This decision was communicated to MCC by ACSCU in a letter dated June 29, which tentatively scheduled the review for Initial Accreditation by ACSCU during ACCJC’s comprehensive accreditation visit in Fall 2006. However, subsequent to that letter, the joint ACSCU/ACCJC Policy on Joint Accreditation was revised on October 2005 to provide for synchronized reviews by both Commissions. In addition, a one-time protocol was developed to handle the Fall 2006 ACCJC visit which was stipulated in a letter from Barbara Beno, ACCJC Director, to Ralph Wolff, ACSCU Director, dated September 5, 2006. Pursuant to that protocol, an ACSCU Special Visit Report was scheduled to coincide with ACCJC’s comprehensive accreditation visit in October 2006. This is that Special Visit’s report.

This visit focused on the progress made by MCC in preparing for the initial accreditation review and in addressing issues identified in the ACSCU letter granting Candidacy to MCC dated June 29, 2005. The latter issues were grouped into the following areas:

1. The ABIT Program Structure, Curriculum, and Faculty;
2. Funding for the Program;
3. General Education;
4. Program Review and Assessment of Student Learning.

Institutional Report and Supporting Evidence

In preparation for this visit, MCC submitted a document titled A Response to the WASC Team Visit and Commission Meeting to Add a Bachelor of Applied Science in Applied Business and Information Technology (ABIT), dated September 5, 2006. The report has sections on each of the five recommendations made in the Eligibility Team Report of May 2005, which were endorsed by the Commission letter. The report also addresses the additional issues of fiscal resources, General Education philosophy, and the ABIT
mission statement. Overall, the MCC response addresses all the areas on which this report is focused.

**Team Review Process**

The joint ACCJC/ACSCU visiting team arrived on campus the afternoon of Monday, October 23, 2005, and departed on the afternoon of Thursday, October 26, 2006. The team included a single ACSCU member, Eduardo Ochoa, who drafted this report on the ABIT Program. The report was included in the ACCJC comprehensive report as an addendum.

**Team Findings, Analysis, and Recommendations**

**The ABIT Program Structure, Curriculum, and Faculty**

The Commission used this grouping to designate the Eligibility Review Team’s recommendations to facilitate the transition to a baccalaureate structure and culture.

**The Role of Scholarship**

MCC was asked to consider how faculty work will vary for a baccalaureate program from the traditional two-year profile. ABIT faculty and MCC administrators addressed this issue in a series of conversations which culminated in a decision to set a reduced teaching load for ABIT faculty (reduced from 5/4 course load to 4/3). In addition, a discussion of the proper role and character of scholarship for an applied baccalaureate led to the decision to focus on applied research as the dominant orientation of faculty scholarship. Specific research projects have already been identified and started by at least two ABIT faculty. The discussion and the projects selected have been fruitfully informed by the framework developed by Ernest Boyer in Scholarship Reconsidered and the Carnegie Foundation’s follow-up work Scholarship Assessed. They are also consistent with the role of research in support of the teaching mission of Maui Community College.
Recommendation 1

It is recommended that the Office of the President and Vice President of the Community Colleges conduct a systematic evaluation process to determine the effectiveness of the new community college organization and governance structure between--and among--the system and its community colleges in the areas concerning:

a. Strategic planning processes (Standard I.B.3)

b. Program review and assessment practices (Standards I.B.1, II.A.1.c, II.A.2.a, e, f, II.B.1, II.B.3.a, and II.B.4)

c. The allocation of resources (Standards I.B.6, III.D.1.a, III.D.1.d, IV.B.3.c)

d. Facilities management, including deferred maintenance (Standards III.B.1.a and b, III.B.2.b)

e. Board and administrative leadership (Standard IV.B.3.a)

The system should implement the improvements/changes that result from the review and widely communicate those outcomes. (Standards I.B.3.g, IV.3.b and f)

Recommendation 2

It is recommended that the University of Hawai‘i Community College system ensure that the financial reporting system is integrated and transparent throughout the system. (Standards III.D.2.a,b,g, III.D.3)

Recommendation 3

It is recommended that the Board of Regents adopt a regular evaluation schedule of its policies and practices and revise them as necessary. (Standard IV.B.1.e)