University of Hawai`i System
Maui Community College

Application for
Reaffirmation of Accreditation

September 5, 2006

Submitted to the Accrediting Commission for
Community and Junior Colleges
Western Association of Schools and Colleges

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Certification of the Institutional Self Study Report

September 5, 2006

To: Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges

From: Maui Community College
310 Ka`ahumanu Avenue
Kahului, Maui, HI 96732

This institutional self study report is submitted for the purpose of assisting in determination of the institution’s accreditation status.

We, the undersigned, certify that there was broad participation by all segments of the college community and believe the self study accurately portrays the nature and substance of Maui Community College.

Kitty Lagareta _______________________________________
Chairperson, Board of Regents

David McClain _______________________________________
President, University of Hawai`i

John Morton _______________________________________
Interim Vice President for Community Colleges

Clyde M. Sakamoto ___________________________________
Chancellor, Maui Community College

Daniel Kruse _______________________________________
Chair, Academic Senate

Laycie Ann Tobosa ___________________________________
Chair, ASMCC Student Governance Council

Diane Meyer _______________________________________
Accreditation Liaison Officer
INTRODUCTION
History of Maui Community College

Maui Community College (MCC) is one of seven community colleges in the University of Hawai‘i system. The college serves the educational needs of students on three islands, Maui, Molokai, and Lana‘i. The main campus is located in Kahului, Maui. Outreach education centers are located in Hana, Kihei, and west Maui and on the islands of Molokai and Lana‘i. These outreach centers are described in the Off-Campus Sites and Distance Learning section of the introduction, page 21.

The college began in 1931 as a vocational school; in 1958, it became a technical school. In 1965, the school was incorporated into a newly legislated statewide community college system and placed under the jurisdiction of the University of Hawai‘i (UH). In 1966, the UH Board of Regents (BOR) approved a name change to Maui Community College and authorized the college to confer both associate in arts and associate in science degrees. In September 1967, the college offered its first lower division transfer courses.

The college currently offers approximately 400 technical and liberal arts courses at the developmental and collegiate level each semester, leading to a choice of 89 certificates and degrees.

The main campus in Kahului, Maui is comprised of 40 buildings located on 78 acres. The earliest were built in the 1940s and the latest one was built in 2003. The buildings contain approximately 400,000 gross square feet of interior space and range from traditional Hawaiian hales to state-of-the-art culinary and information technology facilities. Pa‘ina, completed in 2003, contains a food-court style dining area, a fine dining restaurant, classrooms, and a demonstration kitchen. Ka‘a‘ike, completed in 2001, houses the media center, computing services, distance learning studios, computer classrooms, production studios, and faculty offices. Several building improvement projects are projected. The student center is currently undergoing a major renovation that will restore the building’s purpose as a student life facility. The renovation will address health and safety, Americans with disabilities act, and other code issues within the existing facility. The 2005 legislative session appropriated $3,448,000 to design a new science facility. Formal design is expected to begin in 2006. The college intends to request construction funds during the biennium budget 2007-09 and anticipates construction in 2007 with completion toward the latter portion of 2008. In addition to the science programs, the new building will allow for expansion in the allied health program and will house classrooms, faculty offices, a large lecture hall, and labs.

MCC is the only community college in the UH system with a mission to serve the population of more than one island. To make housing available for Maui county students who are not within commuting distance of the Kahului campus, a two-story apartment style housing complex was constructed in 1981. These units can accommodate up to 44 students and have been renovated to upgrade exteriors and interiors and to comply with fire codes. In order to add needed housing space for students, the college is partnering with a private contractor who is currently building new private student housing in Kahului, a few blocks from the college. The facility will serve MCC students, but will be managed and financed privately.
Construction has begun, with a projected completion date of spring 2007. The housing will have the capacity to accommodate 400 beds in comfortable apartment style residences. Students will have access to high speed Internet service and study and recreational areas. An advisor will reside on the premises.

In 2002, the college completed a mission statement that defines the college’s educational purposes, its student population, and its commitment to student learning. Closely connected to the mission statement is a vision statement that reflects the foundation and values that will lead the college into the future. Both statements are part of the MCC strategic plan 2003-2010 that lists major goals, strategic plan objectives, and action strategies. Each year faculty, staff, and community members meet to review the strategic plan and mission statement and choose action strategies that will serve as college priorities for the coming year.

During the past five years, the college has also instituted an all-encompassing program review process with a strong collegewide assessment foundation for all of its programs, including instructional, academic support, student services, and administrative support services. All programs are now on a well-publicized schedule for annual and cyclic five-year (four-year for administrative services) comprehensive program reviews with assessment components. The completion schedule is timed so that program review data may be included in the budget, planning, and decision-making process. Also, during the past five years, the college took significant steps toward developing assessment procedures and student learning outcomes. Program coordinators, working with faculty and staff, created program mission statements, program goals, SLOs for these goals, and curricular grids to monitor program and course coverage across five broad general education standards. The development of assessment indices and collection of data is scheduled to begin during the upcoming academic year. Another significant contribution since the last self study is the addition of a bachelor of applied science in applied business and information technology (ABIT), developed as a result of student and community interest. The ABIT program has been recognized as a candidate for accreditation by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges.

Also, the central University of Hawai`i system has gone through substantial reorganization, described fully in standard IVB. A dual reporting relationship was created whereby the community college chancellors report to the vice president for community colleges for leadership and coordination of community college matters, and concurrently report to the president for university systemwide policymaking and decisions impacting the campuses. College chancellors retained responsibility and control over campus operations, administration, and management.

**Audit information:** The UH consolidated financial statements are prepared in accordance with Government Accounting Standards Board principles, which establish standards for external financial reporting for public colleges and universities. This financial audit is part of the annual A-133 audit required by the federal government. The UH office of research services is responsible for the proper management of all extramurally funded programs for the university. See evidence #F-2 for the policies and procedures.
College Demographics

Maui Community College (MCC) is one of seven community colleges in the University of Hawai‘i (UH) system. The main campus is located in Kahului, Maui. Outreach education centers are located in Hana, Kihei, and West Maui and on the islands of Molokai and Lana‘i.

**Historical Enrollment Trend.** Historical analysis of MCC enrollment over the past ten years, as seen from Fig. 1, signals a modest increase in headcount. Around 2,800 students attended the college in the mid 1990’s. The number declined slightly to about 2,675 at the onset of the 21st century. Then enrollment jumped to almost 3,000 students during the last three years, with the fall 2004 term experiencing the highest-yet headcount in the history of the college at 2,996 students. The full-time equivalent (FTE) echoes this pattern, with the current FTE up from 1,548 in 1994 to 1,682 students. These data are captured by the University of Hawai‘i (UH) system Institutional Research Office (IRO) through its ongoing Management and Planning Support (MAPS) reports, available online (see evidence #D-13).

![Fig. 1: Historical Fall Headcount and FTE](image)

*Source: MAPS, Fall Enrollment Report, Fall 2004, Table 1 & Table 2.*

*Note: FTE = Full-Time Equivalent, calculated by: Credits x Enrollment (e.g., Student Semester Hours) divided by 15.*
Fig. 2: Projected Headcount

Source: MAPS, Enrollment Projections, Table 4 Middle Projection Series, Fall 2005 to Fall 2011.

Enrollment Projection. The projected enrollment is published by IRO and summarized in Fig. 2. The projected headcount follows the pattern of the historical headcount, showing a gradual incline. Enrollment is expected to increase by about 40 students per year, reaching a high point of 3,234 students by the year 2011.

Analysis of these past and projected enrollment figures solidifies the concept of an ongoing need for a collegiate experience in the County of Maui. The college Strategic Plan 2003-2010 reflects the recognition of an ongoing need and requests supplemental programs and resources to accommodate these slight, yet continuous, increases in student demand.

High School Going Rate. “Going rate” statistics shed light on the demand from recent high school graduates for college services. As seen from Fig. 3, the national going rate has remained relatively constant, with about 21 percent of recent high school grads across the nation furthering their education the subsequent year.

Hawai`i, however, demonstrates a different trend, with the going rate dropping from 24.1 to 20.8 percent in recent years. Maui county experienced an even more dramatic drop, with the latest figure of just 16.7 percent of Maui county high school grads going off to college.
Fig. 3: Going Rate (Percent)

Sources: Maui County & Hawai‘i -- MAPS, High School Background of First-Time Students, Table 3 & Table 6 (series). Includes public and private high school graduates.
Nation -- National Center for Education Statistics, Table 20-2, Immediate Transition to College, 2005.

Fig. 4 displays the going rate of Maui county high school grads to MCC specifically, and the same decline is evident. In 2000, 435 grads from Maui county high schools attended MCC the subsequent year, whereas in 2004 only 244 did, a 44 percent decline.

Fig. 4: Going Rate (Counts)
Maui County High School Grads to MCC

Source: MAPS, High School Background of First-Time Students, Table 4.
These results underscore how a lower proportion of the Hawai‘i high school grads are seeking to continue their education directly after high school.

A data dialogue conducted at a recent chancellor’s executive committee meeting proposed a reason for this decline to be the high cost of living in Hawai‘i, and especially on Maui. The conjecture is that more high school grads are working a few years to defray their living expenses before starting a college career. This inference is corroborated by MAPS statistics showing that the percent enrollment by the 18-19 age group has declined from 24.1 to 22.9 percent (fall 2000 to fall 2004), while the enrollment by 20-24 year olds has risen from 26.0 to 28.1 percent in the same time period.

These results show why the college has not overly depended upon a steady stream of high school grads for its enrollment, focusing on the working adult as well.

**Enrollment by Residency.** Enrollment by residency for tuition status is presented in Fig. 5. Enrollment from non-residents has increased slightly, from 130 to 158 students (fall 2000 to fall 2004). Yet, enrollment from residents has increased even more, from 2,548 to 2,837 within the same period. Residents still comprise the bulk of the student body (94.7%).

While MCC serves the educational needs of the residents of the three islands comprising Maui county, its mission is to serve “a diverse community of lifelong learners” regardless of location. Non-residents pay a higher rate of tuition than do residents ($242 vs. $49 per credit in spring 2006); and the college retains its tuition revenues (rather than returning them to the state general fund as before). It is recognized that enrollment by non-residents is a source of funding to boost limited state budget allocations.

<table>
<thead>
<tr>
<th></th>
<th>Fall 2000</th>
<th>Fall 2001</th>
<th>Fall 2002</th>
<th>Fall 2003</th>
<th>Fall 2004</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grand Total</td>
<td>2,678</td>
<td>2,699</td>
<td>2,989</td>
<td>2,985</td>
<td>2,996</td>
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<td>Residents</td>
<td>2,548</td>
<td>2,547</td>
<td>2,830</td>
<td>2,822</td>
<td>2,837</td>
</tr>
<tr>
<td></td>
<td>95.1</td>
<td>94.4</td>
<td>94.7</td>
<td>94.5</td>
<td>94.7</td>
</tr>
<tr>
<td>Resident</td>
<td>2,548</td>
<td>2,547</td>
<td>2,830</td>
<td>2,822</td>
<td>2,833</td>
</tr>
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<td></td>
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<td>94.4</td>
<td>94.7</td>
<td>94.5</td>
<td>94.6</td>
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<tr>
<td>Resident Converted</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Non-Residents</td>
<td>130</td>
<td>152</td>
<td>159</td>
<td>161</td>
<td>158</td>
</tr>
<tr>
<td>Not Exempted</td>
<td>110</td>
<td>123</td>
<td>124</td>
<td>127</td>
<td>137</td>
</tr>
<tr>
<td>Military Exemption</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>Faculty/Staff Exemption</td>
<td>1</td>
<td>&lt;0.1</td>
<td>1</td>
<td>&lt;0.1</td>
<td>0</td>
</tr>
<tr>
<td>Institutional Exemption</td>
<td>15</td>
<td>0.6</td>
<td>15</td>
<td>0.5</td>
<td>8</td>
</tr>
<tr>
<td>Student Exchange</td>
<td>15</td>
<td>0.6</td>
<td>15</td>
<td>0.5</td>
<td>8</td>
</tr>
<tr>
<td>Pacific-Asian Exemption</td>
<td>19</td>
<td>0.6</td>
<td>1</td>
<td>&lt;0.1</td>
<td>0</td>
</tr>
<tr>
<td>East-West Center</td>
<td>2</td>
<td>0.1</td>
<td>2</td>
<td>0.1</td>
<td>2</td>
</tr>
<tr>
<td>Ethnic Hawaiian Exemption</td>
<td>5</td>
<td>0.2</td>
<td>10</td>
<td>0.4</td>
<td>9</td>
</tr>
<tr>
<td>No Data</td>
<td>2</td>
<td>0.1</td>
<td>1</td>
<td>&lt;0.1</td>
<td>0</td>
</tr>
</tbody>
</table>

Source: MAPS, Fall Enrollment Report, Appendix B Selected Characteristics of Credit Students.
International Student Enrollment. International students are a source of non-resident enrollment. The UH community colleges (UHCCs) undertake a variety of international programs and projects, reflecting their commitment to developing institutional expertise in international education, with a particular focus on the Asian and Pacific region.

International student enrollment across the UHCC is presented in Fig. 6. MCC enrolled 74 international students in fall 2004, second in number to Kapiolani Community College on Oahu. The largest segment of international students comes from Asia. Of all the UHCCs, however, MCC registered the most (10) from the Americas. Five originate from Europe.

A data dialogue speculated much of this inclusion arises from Maui’s ongoing community of windsurfers who live, work, and attend college while surfing and competing at the world-class Ho`okipa beach on Maui’s north shore.

### Fig. 6
**International Student Enrollment**  
**Fall 2004**

<table>
<thead>
<tr>
<th>Region of Origin</th>
<th>HAW</th>
<th>HON</th>
<th>KAP</th>
<th>KAU</th>
<th>LEE</th>
<th>MAU</th>
<th>WIN</th>
<th>UHCC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>40</td>
<td>37</td>
<td>396</td>
<td>4</td>
<td>17</td>
<td>74</td>
<td>11</td>
<td>579</td>
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<tr>
<td>Africa</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Americas</td>
<td>1</td>
<td>3</td>
<td>6</td>
<td>4</td>
<td>10</td>
<td>2</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td>Asia</td>
<td>32</td>
<td>23</td>
<td>363</td>
<td>4</td>
<td>5</td>
<td>56</td>
<td>2</td>
<td>485</td>
</tr>
<tr>
<td>Australia, New Zealand</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Europe</td>
<td>1</td>
<td>2</td>
<td>9</td>
<td></td>
<td>5</td>
<td>3</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Middle East</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Oceania</td>
<td>6</td>
<td>7</td>
<td>5</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td>27</td>
<td></td>
</tr>
<tr>
<td>No Data</td>
<td>1</td>
<td>11</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td>16</td>
</tr>
</tbody>
</table>

Source: UH IRO, August 2005 (all non-resident alien status students).

Ethnic Diversity. It is a well-known fact that Hawai`i (and in tandem Maui) is one of the most ethnically diverse locations in the world. A lesser-known fact is that no ethnic group in Hawai`i holds the majority.

As seen from Fig. 7, Caucasians comprise only 24.3 percent of the statewide population. The sequentially next largest composition is Japanese (16.7%), Filipino (14.1%), and Hawaiian/Part Hawaiian (6.6%).

Maui county shares the same diversity, with slightly more Caucasians (33.9%), fewer Japanese (10.1%), and more Filipino (17.0%) and Hawaiian/Part Hawaiian (8.9%).
The diversity of the community that MCC serves is mirrored in the MCC student body. Two “minority” groups have greater representation in the MCC student body than they do in the population as a whole: Filipino (19.7%) and Hawaiian/Part Hawaiian (35.6%), which includes the categories Hawaiian or Pacific Islander, Mixed Asian-Pacific Island, and Mixed Ethnic Background.

MCC hiring practices also reflect diversity. Of its full-time instructional staff, 33.0 percent are of Filipino, Hawaiian, and Japanese descent. However, a disproportionately high percent (67.0%) are Caucasians. A data dialogue discussed how this disparity continues to be a challenge, particularly with limited baccalaureate and graduate opportunities on Maui to recruit qualified minority applicants who hold the requisite degrees or other credentials.

Sources: State and County – Population Profile of General Demographic Characteristics: 2000, Data Set: Census 2000 Summary File 1 (SF1) 100 Percent Data; Geographic Area: Hawai‘i (one race); Maui County (one race).
Students – MAPS, Fall Enrollment, Table 3 Selected Characteristics of Credit Students, Fall 2004.
Full-Time Faculty – UHCC Human Resources Office.
Note: Census data based on “one race” data underestimates Hawaiian-Part-Hawaiian counts, while the “combination” data overestimates it. Hence, comparisons between Census UH figures are limited.
Enrollment by Hawaiians and Part Hawaiians. Recruitment of Hawaiian and Part Hawaiians has occurred throughout the UH system. As seen from Fig. 8a, the UHCC, as well as the three UH baccalaureate colleges at Manoa, Hilo, and West Oahu, have increased the number of Hawaiians and Part Hawaiians. MCC as well exhibits this rise, with Hawaiian and Part Hawaiians growing from 618 to 675 (fall 2000 to fall 2004). Fig. 8b shows the relative stability in the proportion of Hawaiians and Part Hawaiians (except for perhaps the baccalaureate colleges), demonstrating this group has kept abreast of the enrollment increases from other groups.

![Fig. 8a: Hawaiian/Part-Hawaiian Enrollment (Counts)](chart)

Source: MAPS, UH-IRO Ad-Hoc Studies, Special Report: Hawaiian/Part Hawaiian Students Enrolled in the University of Hawai`i System

![Fig. 8b: Hawaiian/Part-Hawaiian Enrollment (Percent)](chart)

**Employee Diversity Profile.** Fig. 9 presents a more detailed breakdown of MCC staff diversity, including that for the college’s four staff groupings: administration (excluded), administrative professional technical (APT), civil service, and faculty, broken out by instructional and such non-instructional faculty as librarians and counselors.

The instructional faculty group comprises 41.3 percent of the hires, with civil service and APT contributing 30.1 and 20.9 percent, respectively. Ethnic diversity is prevalent. Females are prevalent and comprise two-thirds (64.6%) of the hires, with civil service and APT contributing 30.1 and 20.9 percent, respectively. Ethnic diversity is prevalent. Females are prevalent and comprise two-thirds (64.6%) of the hires, with civil service and APT contributing 30.1 and 20.9 percent, respectively. Ethnic diversity is prevalent. Females are prevalent and comprise two-thirds (64.6%) of the hires, with civil service and APT contributing 30.1 and 20.9 percent, respectively. Ethnic diversity is prevalent. Females are prevalent and comprise two-thirds (64.6%) of the hires, with civil service and APT contributing 30.1 and 20.9 percent, respectively.

**Fig. 9**

Ethnicity and Gender of MCC Faculty and Staff

**Fall 2003**

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Admin &amp; Tech</th>
<th>Civil Service</th>
<th>Instruct’l Faculty</th>
<th>Other Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No. %</td>
<td>No. %</td>
<td>No. %</td>
</tr>
<tr>
<td>All Employees</td>
<td>206</td>
<td>32.5</td>
<td>7</td>
<td>3.4</td>
<td>43</td>
</tr>
<tr>
<td>Asian and Pacific Islander</td>
<td>67</td>
<td>32.5</td>
<td>5</td>
<td>2.4</td>
<td>17</td>
</tr>
<tr>
<td>Chinese</td>
<td>1</td>
<td>0.5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Filipino</td>
<td>29</td>
<td>14.1</td>
<td></td>
<td></td>
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<tr>
<td>Indian Subcontinent</td>
<td>0</td>
<td>0.0</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Japanese</td>
<td>35</td>
<td>17.0</td>
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<td>Korean</td>
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<tr>
<td>Laotian</td>
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<tr>
<td>Thai</td>
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<td>Vietnamese</td>
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<tr>
<td>Other Asian</td>
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<td></td>
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<td>Hawaiian &amp; Pacific Islander</td>
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<td>18.9</td>
<td>8</td>
<td>0.0</td>
<td>3</td>
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<td>Guam Chamorro</td>
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<tr>
<td>Hawaiian/Part Hawaiian</td>
<td>39</td>
<td>18.9</td>
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<td>Samoan</td>
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<td>Tongan</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<td>1</td>
<td>0.5</td>
<td></td>
<td></td>
<td></td>
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<tr>
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<td>86</td>
<td>41.7</td>
<td>1</td>
<td>0.5</td>
<td>17</td>
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<td>133</td>
<td>64.6</td>
<td>4</td>
<td>1.9</td>
<td>26</td>
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<td>Male</td>
<td>73</td>
<td>35.4</td>
<td>3</td>
<td>1.5</td>
<td>17</td>
</tr>
</tbody>
</table>

Source: UH CC Human Resources Office.
Faculty Diversity Profile.
The diversity of MCC faculty by ethnicity, rank, and gender is shown in Fig. 10.

Eleven faculty members hold the rank of professor CC (12.8%), while the most populated rank is instructor (n=35). Female faculty members outnumber the males.

The rank of professor is achieved by more of the males, and by more Caucasians.

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Overall</th>
<th>Professor</th>
<th>Associate</th>
<th>Assistant</th>
<th>Instructor</th>
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</thead>
<tbody>
<tr>
<td>Asian/Pacific Islander</td>
<td>86</td>
<td>11</td>
<td>14</td>
<td>26</td>
<td>35</td>
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<tr>
<td>Chinese</td>
<td>0</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Filipino</td>
<td>6</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Hawaiian / Part Hawaiian</td>
<td>13</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Indian Subcontinent</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Japanese or Okinawan</td>
<td>8</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Korean</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Samoan</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Asian &amp; Pacific Islander</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Caucasian</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>56</td>
<td>10</td>
<td>5</td>
<td>18</td>
<td>23</td>
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<td>Portuguese</td>
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<td>Mexican/Cuban/Central/S.Amer</td>
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<td>Puerto Rican</td>
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<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
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<td>AmerIndian /AlaskaNative</td>
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<td></td>
<td></td>
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<td>Unknown</td>
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<table>
<thead>
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<td>9</td>
<td>16</td>
<td>20</td>
</tr>
<tr>
<td>Male</td>
<td>37</td>
<td>7</td>
<td>5</td>
<td>10</td>
<td>15</td>
</tr>
</tbody>
</table>

Source: UHCC Human Resources Office.

The average MCC student is 27.3 years old. The age distribution is displayed in Fig. 11. The 19 and younger age group represents just under 30 percent of the student body, while the college age group represents another 28.1 percent. These data negate the oft-held perception that college is primarily for recent high school grads.

The adult learner group, which spans from 25 to over 60 at MCC, contributes almost half (42%) of the student population. The MCC adult learners exceed in proportion the national norm, as reported by the American Council on Education, that 39 percent of U.S. undergraduates are 25 and older (see evidence #D-27).
**Student Diversity Profile.** The diversity of MCC students by ethnicity and gender is displayed in Fig. 12.

As seen earlier, the ethnic diversity of the student body is quite pronounced. This table shows that ethnic diversity spreads across both male and female participants.

As shown, female students outnumber the males by about two-to-one (females 65.9%; males 33.6%).

<table>
<thead>
<tr>
<th>Ethnic Group</th>
<th>All Students</th>
<th>Male</th>
<th>Female</th>
<th>No Data</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>All Students</td>
<td>2,996</td>
<td>100</td>
<td>1,007</td>
<td>33.6</td>
</tr>
<tr>
<td>Asian and Pacific Islander</td>
<td>916</td>
<td>30.6</td>
<td>323</td>
<td>10.8</td>
</tr>
<tr>
<td>Chinese</td>
<td>22</td>
<td>0.7</td>
<td>4</td>
<td>0.1</td>
</tr>
<tr>
<td>Filipino</td>
<td>590</td>
<td>19.7</td>
<td>207</td>
<td>6.9</td>
</tr>
<tr>
<td>Indian Subcontinent</td>
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<td>0.1</td>
<td>1</td>
<td>0.0</td>
</tr>
<tr>
<td>Japanese</td>
<td>268</td>
<td>8.9</td>
<td>100</td>
<td>3.3</td>
</tr>
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<td>Korean</td>
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<td>0.8</td>
<td>6</td>
<td>0.2</td>
</tr>
<tr>
<td>Laotian</td>
<td>1</td>
<td>0.0</td>
<td>1</td>
<td>0.0</td>
</tr>
<tr>
<td>Thai</td>
<td>2</td>
<td>0.1</td>
<td>1</td>
<td>0.0</td>
</tr>
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<td>Vietnamese</td>
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<td>3</td>
<td>0.1</td>
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<tr>
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<td>0.0</td>
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<td>196</td>
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<td>Samoan</td>
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<td>0.1</td>
<td>1</td>
<td>0.0</td>
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<tr>
<td>Tongan</td>
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<td>0.3</td>
<td>5</td>
<td>0.2</td>
</tr>
<tr>
<td>Other Pacific Islander</td>
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<td>0.8</td>
<td>8</td>
<td>0.3</td>
</tr>
<tr>
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<td>7</td>
<td>0.2</td>
</tr>
<tr>
<td><strong>Mixed Asian Pacific Islander</strong></td>
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<td>American Indian/Alaska Native</td>
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<td>4</td>
<td>0.1</td>
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<td>Hispanic</td>
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<td>0.8</td>
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<tr>
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<td>90</td>
<td>3.0</td>
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<tr>
<td><strong>No Response</strong></td>
<td>89</td>
<td>3.0</td>
<td>28</td>
<td>0.9</td>
</tr>
</tbody>
</table>

*Source: MAPS, Fall Enrollment Report, 2004, Appendix C (series).*
Off-Campus Sites and Distance Learning

Maui Community College outreach education centers are located on the islands of Molokai and Lana‘i, and on Maui in Hana, Kihei, and Lahaina. The following describes the off-campus sites and their programming, services, staffing, and modes of delivery.

Outreach facilities and programming. The Molokai education center, located in Kaunakakai, Molokai, was built in 1999. Prior to that, the center was housed in an older structure vacated by the Molokai Electric Company. The new facility contains 11,000 gross square feet and sits on two acres of land. The center contains general and distance learning classrooms, a computer lab, offices, and a library resource center. The college also operates the MCC Molokai Farm on 28 acres of land, leased from the state agriculture department since 1983. The farm program uses a classroom building with offices, a greenhouse, and various storage buildings. The federal Department of Housing and Urban Development granted the college $394,000 to build a new classroom facility at the farm program site, with an estimated completion date of December 2006.

The Molokai outreach program started in the summer of 1970 with the offering of two courses taught by Kahului-based instructors who flew there in single engine planes. The first degree was awarded in the spring of 1978 in hotel operations. The Molokai center now offers its 200-250 students about 10 certificate and degree programs through 55-65 MCC credit courses per term, as well as credit courses via distance technology from other UH campuses. Courses are taught by a combination of distance education, Molokai-based instructors, and occasional Kahului-based or Oahu-based instructors. The first permanent staff was the Molokai instructor-coordinator hired in 1984; permanent staffing has now expanded to five positions. Nine more are from special federally funded programs.

The MCC Lana‘i education center has since 1990 operated out of an older building, leased for $1.00 per year to the college by the Lana‘i Company. The facility houses two distance learning classrooms, an individualized television viewing space, a computer lab, and offices. The first credit courses were offered in 1980 in accounting and Hawaiian language. The first onsite commencement was held in spring 1987 with a cadre of 13 graduates with a certificate of achievement in hotel operations. The first permanent position was added in spring 1990 with the hiring of a coordinator-instructor. The Lana‘i center now offers around 36 credit classes per term via distance education and an occasional Lana‘i-based or Kahului-based instructor. The courses generally lead to certificates and degrees in six programs. Credit offerings are augmented by onsite non-credit offerings as well as credit courses via distance technology from other UH campuses.

The MCC Hana education center is located in an old state department of education school building in the community of Hana on Maui’s remote east side. The college occupies a portion of the building and uses it primarily for distance learning, computer, and onsite classes. The Hana center began programming in the fall of 1987 with the offering of five credit classes in business, computers, beginning and intermediate writing, and Hawaiian
language. The program has expanded to around 30 credit classes per term via distance education and an occasional Hana-based or Kahului-based instructor. The courses lead to certificates and degrees in generally six programs. Credit offerings are augmented by onsite non-credit offerings as well as credit courses via distance technology from other UH campuses.

The Kihei center in the Maui Research and Technology Park facility is primarily a receive site for distance delivered baccalaureate and graduate courses and programs from UH campuses at Manoa, Hilo, and West Oahu. Onsite credit and non-credit classes are also accommodated. Since the building is managed by the University of Hawai‘i system, MCC is not charged for its use.

West Maui, the newest of the college’s education centers, is housed in a facility previously used as a children’s daycare center in Lahaina. The college has completely renovated the building, with extensive input from faculty and staff. Credit and non-credit classes are scheduled for fall 2006. Distance classes will be offered in spring 2007.

Maintaining Quality in Outreach. The data, dialogue, decision cycle of evaluation, using various methodologies, is an integral part of programming and planning at the outreach centers. Molokai, Lana‘i, and Hana outreach centers have community advisory boards that are convened annually--or more frequently if needed—to give advice and suggestions. An advisory committee for the new West Maui center is currently being formed. Each outreach program has strong ties to many community groups, allowing for constant input and exchange of ideas on curricula and program needs.

Periodic community curricular needs assessments are conducted by the outreach sites (see evidence #D-15). End-of-semester student evaluation forms (see evidence #D-28) are distributed to students in all outreach classes; the results are used to improve instruction.

In 2005, Molokai submitted a comprehensive program review. The overall process was valuable for Molokai, as the document included “mini” program reviews that were submitted by the seven federally funded programs that are housed at the Molokai center. These provided the community with a clear picture of the entire scope of services offered on Molokai. The report recommended establishing state funded positions to reduce the center’s dependence on externally funded staff; in 2006, the legislature awarded a state funded position to be shared by Molokai and Lana‘i.

Outreach Services and Staffing. Molokai, Hana, and Lana‘i centers provide the same types of services that are available on the Kahului campus. The onsite services and programs are accessible, however, on a more limited basis. The outreach centers utilize many of the main campus support services, such as admissions and records and financial aid, while also providing as much onsite student support as possible with a limited number of staff positions. The Kihei and new West Maui outreach centers will follow a similar model, which combines home campus support with onsite support as staffing allows.

The Molokai center (see evidence #C-16) is staffed by a full-time, tenured faculty coordinator-instructor who teaches, provides coordination for all programs, and acts as
liaison to the main campus and the community. The Molokai farm is staffed by a farm manager/instructor. A secretary-accountant provides secretarial services, acts as the business office for purchasing, and maintains the farm books. A newly supported permanent 1.0 APT instructional technology position for distance education addresses the tremendous growth of distance education students on Molokai as well as the shortage of sufficient media, library, computer, and learning center support. These state funded staff work along with nine federally funded support positions to provide direct services to students. A counselor is also being hired to serve Molokai and Lana’i students.

The Lana’i center is staffed with a full-time, tenure track coordinator who oversees the daily operations, assists students with advising and course selection, and acts as liaison between college and community. A clerk assists with registration and reception functions. A counselor from the Kahului campus has been traveling to Lana’i each semester to provide academic and educational planning services.

The Hana center has a full-time non-tenure track coordinator-instructor who teaches, oversees the daily operations, assists students with course selection, and acts as liaison between college and community. A counselor from the Kahului campus provides academic and educational planning services to Hana students during the semester.

A new administrative professional technical (APT) position has recently been hired to handle the distance technology at the Kihei center. A coordinator and assistant are being hired for the new West Maui center.

Added support for the outreach centers includes web registration services for all students. The MyUH Portal (see evidence #C-4) hosts a variety of support services to which all students have access. Both MCC and university center students also have ready access to new library databases. Communication is enhanced between centers by Polycom videoconference systems installed at all sites.

To assure the quality of student support services at all locations, monthly general student services meetings are held over interactive television. Also, the counseling department meets via Polycom, videoconferencing with the counselors at the Molokai center. Other communications are carried out with outreach centers via telephone, email and dissemination of meeting minutes. The academic senate budget committee includes the Molokai center coordinator; monthly meetings are held over Polycom to include the coordinator.

**Modes of Delivery.** Maui Community College utilizes a variety of delivery systems and modes of instruction that are compatible with its curriculum objectives and appropriate for the diverse needs and learning styles of its geographically dispersed students. For the past 20 years, distance learning has been an integral part of the MCC delivery system. By using Channel 55, a cable channel, and the two-way interactive closed circuit Hawai’i Interactive Television System (HITS), the college delivers degree and certificate courses and programs to four of its education centers; delivery to west Maui will begin in spring 2007. In recent years, Internet and videoconference classes were added to the distance learning mix, as well as hybrid classes that utilize a combination of methodologies. Many of the cable and interactive courses are supported by the WebCT electronic network technology. The
interactive television system transmits 15-16 MCC courses per term to and from the outreach sites and statewide. An additional 8-9 courses are broadcast over the MCC cable channel, and another 9-16 courses via the Internet or by videoconference.

Additionally, students across the state have access to courses through the University of Hawai‘i community college (UHCC) e-learn degree. Not only does MCC transmit out more than three dozen distance delivered MCC courses per term, but the Kahului campus also receives approximately 150 courses per term from the other UH campuses; the outreach centers receive as many courses as they can accommodate in their distance classrooms.

These ITV, cable, and Internet delivery methods provide a wide range of classes for MCC students, regardless of where they are located. The UHCC e-learn website (see evidence #E-5) provides a variety of support to distance learning students, including information about student resources, tips for success, and a self-assessment. Also, the e-learn website supports the offering of a systemwide A.A. degree.

Distance delivery greatly expands the selection of courses available in outreach, and has made it possible for outreach students to earn certificates and degrees in an array of programs, including liberal arts, accounting, business, electronics, hospitality, human services, nursing, fashion technology, building maintenance, and administration of justice. MCC also supports the University of Hawai‘i Center, Maui, which gives students access to four-year UH programs at Manoa, Hilo, and West Oahu through distance technology and onsite classes (see evidence #E-23).

Distance courses staged by MCC are recommended each semester by a collegewide ePlan committee composed of outreach coordinators, department chairs, counselors, and relevant academic support personnel, based on ongoing cycles and the analysis of data on student demand (see evidence #D-27). Students systematically evaluate all distance classes each semester (see evidence #D-28).

**Maintaining Quality of Distance Delivery.** The quality of distance delivered classes is assured in multiple ways. All courses offered via distance learning technology are part of the regular college curriculum and are approved through MCC’s extensive curriculum process. These courses are the same ones offered in traditional class settings by faculty who teach and facilitate learning in a variety of ways. Experienced producers provide technical and production expertise for the cable and interactive classes. Faculty members with extensive cable, interactive, Internet, or WebCT experience share their knowledge with faculty who are learning to use the technologies. MCC distance delivered classes are compatible with the objectives of the curriculum and appropriate to the current and future needs of its students. Distance classes are evaluated on a regular basis, and the data are used to improve the services (see evidence #D-28).

Since many MCC courses are taught using distance delivery modalities, a sub-committee on distance education was formed under the curriculum committee in fall 2004 to determine whether or not a distance delivered course would need new or additional SLOs based on the modality of course delivery. The conclusion reached was that the student learning outcomes, content, and assessment standards are the same for distance or alternative delivery courses;
only the modes of instruction and the methods of delivery may vary. This reinforces the position long taken by faculty and the college in general that distance delivered courses have the same content, outcomes, and rigor of traditionally taught courses.

The MCC learning center (TLC) testing services include compass placement testing, high school group testing, compass study guide and text resources, distance learning testing, make-up exams, and community proctoring services. The TLC administered 357 distance learning tests from across the UHCC system in spring 2004. The number increased to 433 in fall 2004 and to 612 in spring 2005. The TLC is part of a UHCC systemwide group that offers proctoring services to community members who need to take distance learning tests from other colleges and universities.
Longitudinal Student Achievement Data

Longitudinal student achievement data include information on course completion transfer rates, number of degrees and certificates awarded, job placement, licensure, persistence rates, retention rates, graduation rates, basic skills completion, success after transfer.

Retention. Retention is defined as the percent of students enrolled in a course at the fall census date who do not drop or withdraw before the end of that semester. Within the UHCC system, this index is often called the course completion rate/ratio. Fig. 13 displays the longitudinal data on MCC student retention, which has remained relatively high at 93-95 percent over the three studied years.

![Fig. 13: Retention in Fall Semester](chart)

Source: MAPS, Distribution of Grades, Credit Earned Ratio, Course Completion Ratio, and Grade Point Ratio, Table 4. Note: n/a = Most recent MAPS report at this writing is fall 2001.

Persistence. Persistence is defined as the percent students enrolled in a fall course who then enroll in a course the following spring. Fig. 14 displays the MCC longitudinal persistence data, which depicts a slight increase: 63.2 percent of the fall 1999 students persisted into spring 2000, compared to the higher rate of 67.6 percent in academic year 2002-03.

![Fig. 14: Persistence Fall to Spring](chart)

Sources: MAPS, Fall Enrollment Report, Table 1; Spring Enrollment Report, Selected Characteristics.
Note: n/a = Spring 2004 MAPS report is unavailable at this writing.
Degrees and Certificates Awarded. The longitudinal number of MCC awarded degrees and certificates is shown in Fig. 15. The trend has generally been upward: in academic year 1998-99, 247 credentials were awarded compared to 318 in academic year 2003-04. The number of career degrees (A.S., A.A.S., A.T.S.) has risen (to 130) and fallen (to 101), whereas the number of liberal arts (A.A.) degrees is on the rise (from 81 to 95) after a low point in academic year 2000-01.

![Fig. 15: Degrees & Certificates Awarded](image)

Source: MAPS, Degrees and Certificates Earned, Table 2 (series).
Note: Certificate data includes only Certificates of Achievement (CA); the Certificates of Completion and Competency and Academic Subject Certificates are not included.

Basic Skills Completion. Students lacking academic preparation for their chosen college programs are a national and local concern. Basic Skills are defined as math and English courses not applicable to a degree or certificate, and at MCC include the non-credit MTHN 1 and 2 and ENGN 1. In Fig. 16, basic skills completion is calculated from: 1) enrollment in the final basic skills course prior to the regular college curriculum, 2) successful completion of the basic skills class, and 3) successful completion of the first regular college course; as compared with completers in the first regular college course who enrolled without taking a basic skills prerequisite.

**English** basic skills students: of those who did go on to ENG 19, as many (77.9%) passed proportionately as those (76.8%) who entered ENG 19 directly.

**Math** basic skills students: of those who did go on to Math 22, as many (69.8%) passed proportionately as those (72.4%) who entered Math 22 directly.
Achievement through Graduation, Transfer, or Continuing Enrollment. Fig. 17 provides an insight into the longitudinal achievement of a cadre of MCC students. First-time, full-time students were evaluated after a period that is 150 percent of the time needed for completion of their program. For example, students of a 2-year degree program were assessed three (3) years after their point of entry, whereas students of a 1-year certificate program were assessed two (2) years after their entry. Three indices of achievement were crafted based on the percent of the original cadre who: a) received a degree or certificate; b) transferred to another post-secondary institution; or c) continued at MCC. These data are part of the graduation rate survey provided for the Integrated Postsecondary Education Data System (IPEDS), a system of surveys designed to collect data from all primary providers of postsecondary education in the nation (see evidence #D-11).

Comparing students who entered between 1997 and 2001, the results show some fluctuation in the graduation rate (14.0% to 19.6%) and in the continuing rate (from 11.0% to 15.6%) over the various years.

The transfer rate, on the other hand, has steadily increased, with just 5.7 percent of 1997 first-time full-time students transferring compared to 23.4 percent of the 2001 cadre. An interpretation of this rapid rise in transfer rate is that it springs from the increased access to baccalaureate degrees via the University of Hawai`i Center, Maui.
Transfer to other Institutions. Fig. 18 takes a closer look at the transfer patterns of MCC students. Students whose last term of attendance at MCC was fall 2001 to summer 2004 were followed through the National Student Clearinghouse (NSC) for subsequent attendance at a different institution by July 2005. As some students had transferred to multiple colleges, the first college that a student attended was selected for this analysis. Analyses highlight a number of characteristics about the transfer pattern of former students.

- Of the roughly 750-950 fall students who did not return to MCC, 13-20 percent transferred to another college. (Note: That number’s decline by year is spurious: earlier students had more time to transfer before the data was captured in July 2005.)

- A greater number of spring students (900-1100) did not return to MCC in the fall. Of these, a larger percentage (21-28%) transferred. Not surprisingly, more transfers take place at the end of the spring term.

- About a third of the transferring students subsequently attended, respectively, UH baccalaureate institutions, other UHCCs, and institutions out of state. Relatively few transferred to Hawai`i’s private institutions.

- After spring terms, greater transfer seems to take place to UH baccalaureate institutions and to out-of-state institutions, and less to the UHCCs.

<table>
<thead>
<tr>
<th>Last Term Attended at MCC</th>
<th>Total No. Records</th>
<th>Total Transfers</th>
<th>Transfers to UH 4-Year Institutions</th>
<th>Transfers to a UH Community College</th>
<th>Transfers to Hawai`i Private Institutions</th>
<th>Transfers to Out of State Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td></td>
<td>753</td>
<td>150</td>
<td>19.9</td>
<td>40</td>
</tr>
<tr>
<td>2001</td>
<td>753</td>
<td>150</td>
<td>87</td>
<td>19.9</td>
<td>40</td>
<td>26.7</td>
</tr>
<tr>
<td>2002</td>
<td>854</td>
<td>147</td>
<td>37</td>
<td>25.2</td>
<td>46</td>
<td>31.3</td>
</tr>
<tr>
<td>2003</td>
<td>858</td>
<td>151</td>
<td>46</td>
<td>30.5</td>
<td>54</td>
<td>35.8</td>
</tr>
<tr>
<td>2004</td>
<td>968</td>
<td>133</td>
<td>40</td>
<td>31.0</td>
<td>62</td>
<td>48.1</td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td></td>
<td>938</td>
<td>259</td>
<td>27.6</td>
<td>87</td>
</tr>
<tr>
<td>2002</td>
<td>938</td>
<td>259</td>
<td>97</td>
<td>38.8</td>
<td>57</td>
<td>22.8</td>
</tr>
<tr>
<td>2003</td>
<td>1079</td>
<td>232</td>
<td>62</td>
<td>38.6</td>
<td>62</td>
<td>27.2</td>
</tr>
<tr>
<td>2004</td>
<td>1095</td>
<td>208</td>
<td>88</td>
<td>43.6</td>
<td>62</td>
<td>27.2</td>
</tr>
<tr>
<td>Summer</td>
<td></td>
<td></td>
<td>244</td>
<td>136</td>
<td>55.7</td>
<td>67</td>
</tr>
<tr>
<td>2002</td>
<td>244</td>
<td>136</td>
<td>65</td>
<td>44.2</td>
<td>11</td>
<td>7.5</td>
</tr>
<tr>
<td>2003</td>
<td>255</td>
<td>147</td>
<td>65</td>
<td>44.2</td>
<td>11</td>
<td>7.5</td>
</tr>
<tr>
<td>2004</td>
<td>274</td>
<td>128</td>
<td>61</td>
<td>47.7</td>
<td>16</td>
<td>12.5</td>
</tr>
</tbody>
</table>

Sources: National Student Clearinghouse (NCS). Banner Student Registration System, Operational Data Store (ODS), captured 7/19/2005.

Note: Does not include transfers to Hawai`i Pacific University or Chaminade University. These colleges did not participate in NSC during these periods.
**Job Placement and Preparation.** Most common status of graduates from career-technical programs, as seen from Fig. 19, is full-time employment. And, full-time employment is highest in the last studied year (68% by academic year 2003-04 graduates), supporting a conclusion that MCC career-technical grads are successfully trained to secure full-time employment. A number of career-technical grads are unemployed by choice (3-23%), many of whom reported they were furthering their studies. Some (5-11%) remain unemployed—higher than the Maui county jobless rate of 3.4 percent in 2004.

[Fig. 19: Employment Status of Career Graduates]

When former MCC students were asked how well MCC prepared them for their current job (Fig. 20), the typical response was well or moderately well prepared. Very few responded with poorly prepared, supporting the success of MCC programs to adequately prepare students for jobs.

[Fig. 20: Job Preparedness Reported by Graduates and Leavers]

*Source: MCC Graduate and Leaver Surveys.*
Student Engagement. Research shows that the more actively engaged students are—with college faculty and staff, with other students, and with the subject matter—the more likely they are to learn and persist toward achieving their academic goals. Student engagement, therefore, is a valuable yardstick for assessing whether, and to what extent, an institution is employing educational practices likely to produce successful results.

- MCC scored above the norm (50) on all five measures of student engagement on the national Community College Survey of Student Engagement (CCSSE), as seen in Fig. 21.

- CCSSE has recognized MCC as among the highest-performing institutions in its category of small colleges for outstanding performance in student engagement (see evidence #D-4).

![Fig. 21: CCSSE Benchmark Scores](image)


Note: The standard score of 50 is the national mean.
Student Learning Outcomes

The following is a summary description of the assessment data the college has collected on student learning, a description of how the data are being used, and on plans that exist for continued expansion of this effort.

Most programs at the college have created SLOs at the course, program, and degree level; designed grids in courses and programs to monitor coverage of the five broad general education standards (critical thinking, oral communication, written communication, information retrieval and technology, and quantitative reasoning); and have formally reported on SLOs in their annual and comprehensive program reviews, viewable to students from the college homepage (see evidence #A-1). Some programs are already assessing SLOs and using these data toward improvement of student learning. The college as a whole, though, has yet to formally draw data from student learning outcomes or to assess SLOs.

Prior steps taken to arrive at this point are summarized in figure 22. The next step, planned for this upcoming academic year, is to begin the process of defining course, program, and degree SLOs in operable terms, collecting data from these indices, and using these data to modify curriculum and planning as may be needed. These plans are outlined in figure 24. Figure 23 lists workshops conducted at MCC by national experts.

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment began with the formation of an assessment committee in fall 2001. Two faculty assessment coordinators were identified and given reassigned time to lead the effort of developing a comprehensive plan for incorporating SLOs into programs and courses. (spring and fall 2002)</td>
<td></td>
</tr>
<tr>
<td>Assessment coordinators held a series of Saturday workshops for career and technical program coordinators. (summer and fall 2002, spring 2003)</td>
<td></td>
</tr>
<tr>
<td>Funds were secured to provide stipends to career and technical program faculty who participated in assessment procedures and completed the required report. (2003-04)</td>
<td></td>
</tr>
<tr>
<td>A reference guide filled with extensive researched background, examples, and forms, was prepared and distributed to provide concrete examples of successful procedures. (2002-03)</td>
<td></td>
</tr>
<tr>
<td>Course outlines were updated to include SLOs based on five MCC and UH broad standards: critical thinking, oral communication, written communication, information retrieval and technology, and quantitative reasoning (COWIQs). (2003-04)</td>
<td></td>
</tr>
<tr>
<td>Curricular grids were constructed to display coverage of the five COWIQ standards in each course. (2003-04)</td>
<td></td>
</tr>
<tr>
<td>Mission and vision statements for each career-technical program were defined. (2003-04)</td>
<td></td>
</tr>
<tr>
<td>Goals for each career-technical program were defined. (2003-04)</td>
<td></td>
</tr>
<tr>
<td>SLOs were established to delineate career-technical program goals, in consultation with other faculty, advisory committees, students, and/or systemwide program coordinating councils (PCCs). (2003-04)</td>
<td></td>
</tr>
</tbody>
</table>
### Fig. 22 – cont’d

**Steps Accomplished for SLOs and Program Review**

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career-technical program coordinators submitted annual reports on 2002-03 assessment activities.</td>
<td>(May 2003)</td>
</tr>
<tr>
<td>A new format for submitting annual assessment budgets was created that ties directly to the college mission, strategic plan, and prioritized action strategies.</td>
<td>(2004-05)</td>
</tr>
<tr>
<td>General education faculty initiated a review of the liberal arts curriculum with an eye toward developing SLOs.</td>
<td>(fall 2004-present)</td>
</tr>
<tr>
<td>SLOs for distance classes were judged to be equivalent to those taught in “live” classes, according to academic senate committees.</td>
<td>(fall 2004)</td>
</tr>
<tr>
<td>OCET became one of three MCC programs, and the first non-instructional program, to undergo a pilot comprehensive program review.</td>
<td>(2003-04)</td>
</tr>
<tr>
<td>Molokai was the first outreach program scheduled to complete a comprehensive program review. The document included “mini” program reviews submitted by the seven federally funded programs housed at the Molokai center. The overall process was valuable, for these reviews provided the college &amp; community with a clear picture of the scope of services offered on Molokai.</td>
<td>(fall 2005)</td>
</tr>
<tr>
<td>Lunch hour workshops were scheduled for coordinators from career and technical programs and from academic support, student services, and administrative support. In this year, focus has moved from developing SLOs to discussing methods of assessing the SLOs.</td>
<td>(2005-06)</td>
</tr>
<tr>
<td>Curriculum committee required that SLOs be included in all proposals of new and modified curriculum.</td>
<td>(2003-04)</td>
</tr>
<tr>
<td>A program review schedule is put in place (see evidence #A-7). All college programs are required to submit an annual review, and once every five years (four years for administrative affairs) a comprehensive program review, with a SLOs component. This schedule involves instructional programs (including liberal arts and outreach programs) and is expanded to include programs in academic affairs, student affairs, and administrative affairs.</td>
<td>(2003-04)</td>
</tr>
<tr>
<td>A review committee, made up of external and internal members, validated comprehensive program reviews, which were then referred to the executive committee and administration for final validation and action. The chancellor’s executive summary is prepared and posted on the web (see evidence #D-35), and results of the reports are used in planning, budgeting, and resource allocation.</td>
<td>(2004-05)</td>
</tr>
<tr>
<td>Institutional researcher provided extensive data and analyses for program evaluation in career-technical and liberal arts programs and worked with assessment and program coordinators.</td>
<td>(fall 1982-present)</td>
</tr>
<tr>
<td>Academic senate adopted an annual and comprehensive program review template developed by the assessment coordinators who had worked with instructional department chairs and administrators.</td>
<td>(December 2004)</td>
</tr>
<tr>
<td>The UHCCs jointly developed a systemwide program review template to ensure a consistent data profile in support of ACCJC requirements. The template was developed by a subcommittee of systemwide vice chancellors of academic affairs in conjunction with the system institutional research cadre, which the MCC institutional researcher is an active participant.</td>
<td>(fall 2005)</td>
</tr>
</tbody>
</table>
Assessment coordinators attended a national conference on defining and implementing learning outcomes. (spring 2003)

Mary Allen and Amy Driscoll presented a workshop on developing institutional strategies for assessing and improving student learning, for accreditation editor, accreditation liaison office, institutional researcher, administrators. Workshop validated and expanded on the approach of developing SLOs and grids. Decision was made to bring back presenters for collegewide participation. (March 2004)

Mary Allen and Amy Driscoll presented a workshop for MCC instructors and staff on developing institutional strategies for assessing and improving student learning. The workshop was televised live to the outreach centers. (August 2004)

Dr. Cheryl Amadore videoconferenced from Honolulu a seminar on developing evaluative and assessment measures, for UHCC self study developers, institutional researchers, and administrators. (April 2005)

The Association for Institutional Research conference in San Diego was attended by the institutional researcher and the Perkins data analyst, who learned innovative procedures used successfully nationally on assessing learning outcomes, institutionalizing program reviews, and using online surveys. (May-June 2005)

Nationally acclaimed educator Ruth Stiehl furnished provided clarity and direction for completing SLOs at a spring 2006 workshop in Kahului. On the workshop evaluation, 100 percent of respondents expressed that they have a clearer understanding of how to assess student learning. (February 2006)

A new interim assessment coordinator has been appointed and awarded assigned time commencing with the upcoming fall 2006 term.

Assigned time is being requested for program coordinators to develop and trial test measurable SLO indices and procedures.

Monies are being secured to invite an expert in the field to spend several days working with faculty and staff on the development and measurement of SLOs.

Development of assessment indices and collection of data in liberal arts and career and technical programs is scheduled to begin during the upcoming academic year, according to the college implementation timetable.

Non-instructional programs are next in line for further development of program SLOs, according to the college implementation timetable. While many of these programs have developed mission and vision statements and goals—and some have already assessed SLOs—the next step is to formalize outcomes in terms of internal measures of student learning.

During the upcoming semesters, the interim assessment coordinator will ensure that SLOs appear in the syllabi for all courses.

UHCC systemwide template was planned for use in all MCC program review reports starting with the fall 2006 submittals.

UHCC systemwide template is under discussion and modification at a two-day workshop planned for institutional researchers and administrators in August 2006. It is now evident that official data are unavailable for 9 of 33 (27.3%) required elements and that the management and planning support (MAPS) reports are posted too late for use in required elements.
In sum, since the last self study and team visit, MCC has built on its long-standing foundation of program review and made great strides in expanding program reviews and institutionalizing student learning outcomes into courses and programs (see summation in figure 25 below).

The extent to which the idea and practice of SLOs, assessment, and program review has been institutionalized at MCC is evidenced by responses to statements in the college climate survey (see evidence #D-3). For instance, when faculty and lecturers were asked (#2c) if MCC has identified student learning outcomes, a full 95.9 percent responded in the affirmative, giving evidence of how pervasive the importance of SLOs is understood throughout the MCC academia.

<table>
<thead>
<tr>
<th>Fig. 25 Summation</th>
</tr>
</thead>
<tbody>
<tr>
<td>MCC reported to the UHCC and BOR a 93.5 percent compliance rate on completing the past year’s (2005-06) annual and comprehensive program reviews. (June 2006)</td>
</tr>
<tr>
<td>Assessment coordinators and curriculum committee chairs estimate that over 80 percent of MCC courses presently have SLOs and that this number will increase as courses are introduced, modified, or up for review. (June 2006)</td>
</tr>
<tr>
<td>Student learning outcomes have been completed for all except two instructional programs. Many of these courses are ones taught solely by lecturers who are not under contract to do course development. A plan is in place to rectify the situation. (summer 2006)</td>
</tr>
</tbody>
</table>
ABSTRACT
of the
REPORT
Abstract of the Report

The following summarizes how well the institution is meeting the standards as a whole, based on the themes that pervade the standards: institutional commitments; evaluation, planning and improvement; student learning outcomes; organization; dialogue; and institutional integrity.

Theme One – Institutional commitments

Maui Community College (MCC) is committed to providing high quality education congruent with its institutional mission, to focusing on student learning, and to reflecting periodically on its mission statement. The MCC mission statement defines the college’s educational purposes, its student population, and its commitment to student learning: “Maui Community College is a learning-centered institution that provides affordable, high quality credit and non-credit educational opportunities to a diverse community of lifelong learners.” Closely aligned with the mission is the MCC vision statement that reflects the foundation and values that will lead the college into the future as it serves the educational needs of its diverse, tri-county student population.

The two statements are products of reflective dialogues that took place during an all-college retreat and in the focus groups that followed the retreat. They are integral parts of the MCC Strategic Plan 2003-2010. This document, also a product of collegewide reflection and dialogue, contains 5 major goals, 13 objectives, and 102 action strategies. The mission and strategic plan are revisited annually at focus meetings where faculty, staff, students, and community members discuss changing college and community needs and choose action strategies that will serve as priorities for the ensuing year.

The mission and vision statements serve as strong guiding influences throughout the college. They are kept in constant view, since faculty and staff have posted them on the walls of a number of classrooms and meeting rooms. In a recent college climate survey, 96.2 percent of the faulty, lectures, staff, and administrators who responded indicated agreement with the statement that MCC has a sound commitment to a mission that emphasizes achievement of student learning.

Theme Two – Evaluation, planning, and improvement

During the past five years, Maui Community College has instituted an annual and comprehensive program review process with a strong collegewide assessment foundation for all of its programs, including instructional, academic support, student services, and administrative support services. All programs are now on a well-publicized schedule for annual and cyclic five-year (four-year for administrative services) comprehensive program reviews with assessment components. Annual program reviews for instructional programs began in academic year 2002-03; comprehensive program reviews began the next year with subsequent review team, executive committee, and administrative evaluations conducted. Both annual and comprehensive program reviews have continued as scheduled in an ongoing systematic cycle that includes evaluation, goal setting, resource distribution, implementation,
and reevaluation. Program review reports are due each September to ensure that results are available for the college planning, decision-making, and budgeting process.

Theme Three – Student learning outcomes

In 2001, MCC started formal assessment procedures at the course level by concentrating on career and technical programs. The next year liberal arts was added. To provide a strong foundation for evaluating each of these programs, the assessment activities focused on the updating of course outlines to include student learning outcomes (SLOs) tied to the five general education standards: critical thinking, oral communication, written communication, information retrieval and technology, and quantitative reasoning. Curricular grids were created to show the coverage of the five standards in each course.

Program coordinators, working with faculty and staff, created program mission statements, program goals, SLOs for the goals, and curricular grids for each of their programs. The grids monitor the coverage of the five standards in each program. The grids also make it possible for advisory committee members and other stakeholders to assess the programs. In addition, the college has developed a super grid that shows the student leaning outcomes for all courses and allows program coordinators and others to examine support courses to verify material and content taught.

The next step, scheduled to begin during the upcoming academic year, is development of assessment indices and collection of assessment data. These outcomes will be analyzed and discussed, with recommendations made in program reviews. The institutional researcher provides extensive data and analyses that are used to make decisions that evaluate and improve student learning.

Theme Four – Organization

The college has clearly demonstrated its commitment to the goal of identifying and making public learning outcomes, evaluating the effectiveness of programs, and making improvements. As discussed, the college has had a strong program review process in place for many years. The process is now expanded to include programmatic areas beyond instruction and to include assessment procedures. In the beginning of the new process, a number of faculty, staff, administrators, and students served on two assessment committees, the assessment of student learning committee that measured instructional assessment, and the collegewide assessment of student learning committee that synthesized and integrated the various types of assessment, both in instruction and in administrative and student services. These two committees worked together, keeping the focus of the entire college on student learning outcomes and institutional effectiveness. They also worked to integrate all aspects of collegewide assessment into the college’s planning, budget, and decision-making process.

The college made program review and assessment top priorities not only in instructional programs, but also in academic support, student services, and administrative affairs. Even though funding was in short supply, an assessment budget was put in place, and two faculty members received reassigned time to serve as assessment coordinators in the initial stages of program review and assessment implementation. With program review well under way, one
assessment coordinator, in conjunction with the institutional researcher and the interim assistant dean of instruction, will continue working with faculty and staff to develop assessment measures for all student learning outcomes, both in courses and programs.

Faculty, staff, and administrators regularly serve on program review committees, analyzing comprehensive program review data and making recommendations that will improve student learning outcomes. The recommendations are included in the planning and decision-making process, and if cost is a factor, in the budgeting process. Any changes made are re-evaluated according to schedule.

**Theme Five – Dialogue**

Continuous dialogue and self-reflection take place both formally and informally among faculty, staff, administrators, students, and community members at scores of meetings, workshops, and training sessions. These include focus groups, where priorities are discussed for strategic plan action strategies; academic senate meetings, where faculty and APTs discuss curriculum, program review, assessment, and other important topics; executive committee meetings, where representatives from all areas of the college discuss a wide variety of agenda items; strategic plan implementation council meetings, where members facilitate the implementation of the action strategies identified as priorities; academic department chair meetings, where course scheduling, personnel, budget, and other instructional issues are discussed; academic senate budget committee meetings, where annual, biennial, and long-term budgets are discussed; and scores of other meetings, including student services department heads, technical support committee, curriculum committee, civil service, APT staff, chancellor’s advisory council, writing intensive, united public workers, student government, student clubs, service learning, and more. As many as possible of these meetings are held over interactive technology, giving outreach personnel an opportunity to take part in dialogues.

No matter the name of the committee, the overall focus remains the same—how well the institution is meeting student needs and how improvements can be made.

**Theme Six – Institutional Integrity**

High quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all MCC programs. MCC supports the integrity of the teaching-learning process through a highly competent faculty who understand classroom independence as well as their responsibility to the university’s policy on educational ethics. The college is not only committed to quality educational programming, but it is also committed to workforce development. It has responded to the needs of an emerging high-technology business environment by creating such programs as the Electronic & Computer Engineering Technology Program (ECET) and the new baccalaureate degree in Applied Business & Information Technology (ABIT).

All degree programs provide students with a rigorous introduction to broad areas of knowledge and methods of inquiry by requiring significant credit hours for general education courses. The degree programs also provide opportunity for focused study in one area of
Curriculum requirements for development and revision of programs ensure that curricula are tied to the mission of MCC. The minimum requirements for all certificates and degrees awarded by MCC are those that have been set through the chancellor for the community colleges memo (CCCM) #6004.

The use of program advisory committees made up of members from the employer community and a rigorous curriculum approval process contribute to a coherent program design. Appropriate program length, breadth, and depth are delineated in the college catalog in the "Certificate and Degree" section, and the suggested sequencing of requirements across fall and spring (sometimes called the program map) is delineated there as well. Sequencing of courses is also addressed during the advisement process.

A clear statement of the college’s expectations concerning academic honesty, and the consequences for dishonesty, appears in the MCC catalog and on the web. The information gives detailed descriptions of dishonesty, including types and forms of cheating and plagiarism, and the consequences. Faculty members also include information about academic dishonesty in course syllabi.

The college catalog provides information about the existence of a student conduct code that defines expected conduct for students and specifies those acts subject to university sanctions. Upon enrollment at the college, students are informed that they have placed themselves under the policies and regulations of the university and its duly constituted bodies and advised to familiarize themselves with the student conduct code. The code is enclosed in application packets given to new students and also posted on the web. Copies of the conduct code may be obtained at the office of the vice chancellor of student affairs.

Faculty, staff, and administrators come under the statutes of the state ethics codes. Important information is sent regularly to all state employees pertaining to gifts, on-campus political activities, and conflicts of interest. For instance, each year all personnel are required to complete a conflict of interest form disclosing work outside of their college and university commitment. A copy of the state ethics code is available from the vice chancellor of administrative affairs and is also on the web. The system chancellors have issued a policy, #5.211, entitled statement on professional ethics (faculty).
The following table is a map locating the weave of the six major themes throughout the four accreditation standards.

<table>
<thead>
<tr>
<th>Theme</th>
<th>Standard I</th>
<th>Standard II</th>
<th>Standard III</th>
<th>Standard IV</th>
</tr>
</thead>
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<td><strong>Institutional Commitments</strong></td>
<td>IA.4</td>
<td>IIA.1a, IIA.1b, IIA.2, IIIB, IIB.1, IIC.1a</td>
<td>IIIA, IID.1</td>
<td>IVA, IVB, IVB.3b</td>
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<td><strong>Evaluation, Planning, Improvement</strong></td>
<td>IA.3, IA.4, IB, IB.1, IB.2, IB.3, IB.4, IB.6</td>
<td>IIA.1c, IIA.2a, IIA.2e, IIA.2f, IIIB.3, IIIB.4, IIC.1a</td>
<td>IIIA.5ab, IIIA.6, IIIB, IIIB.2, IIIC, IIIC.1c, IIIC.2, IIID, IIID.2g, IIID.3</td>
<td>IVB.1, IVB.1e, IVB.2a, IVB.2b, IVB.3g</td>
</tr>
<tr>
<td><strong>Student Learning Outcomes</strong></td>
<td>IB</td>
<td>IIA.1a, IIA.1c, IIA.2, IIA.2a, IIA.2b, IIA.2c, IIA.2f, IIA.2g, IIA.2h, IIA.2i, IIA.3a, IIA.3b, IIA.3c, IIA.6a, IIIB.1, IIIB.3, IIC.1a</td>
<td>IIIA, IIIB, IIIC, IIID.2a</td>
<td>IVB.1b</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>IB.6, IB.7</td>
<td>IIA.2a</td>
<td>IIIB.1a, IIIC.1a, IIID.1d, IIID.1a, IIID.2</td>
<td>IVA.1, IVA.2a, IVA.2b, IVA.3, IVB.1, IVB.1F, IVB.1j, IVB.2a, IVB.2b, IVB.3</td>
</tr>
<tr>
<td><strong>Dialogue</strong></td>
<td>IB.1, IB.2, IB.3, IB.4, IB.5</td>
<td>IIA.2b, IIIB, IIC.1e</td>
<td>IVA.1, IVA.2, IVA.2a, IVA.2b, IVA.3, IVB.2b, IVB.3f</td>
<td></td>
</tr>
<tr>
<td><strong>Institutional Integrity</strong></td>
<td>IA.2</td>
<td>IIA.1, IIA.6c, IIA.7, IIA.7b, IIA.7c, IIIB.2, IIIB.3</td>
<td>IIIA.1, IIIA.1a, IIA.3, IIIA.4c, IIC.1, IIID, IIID.1, IIID.2, IIID.2b, IIID.2e, IIID.2f</td>
<td>IVA.4, IVB.1, IVB.1b, IVB.1g, IVB.1h, IVB.1d</td>
</tr>
</tbody>
</table>
ORGANIZATION for the SELF STUDY

Maui County
Molokai
Maui
Lanai
Organization for the Self Study

In April 2005, the Maui Community College strategic plan implementation council met to discuss the organization and preparation of the self study report. A qualified faculty member was selected to serve as editor for the self study and to participate throughout the self study process. After lengthy dialogue, the council chose the ACCJC-recommended model of creating four committees, one for each standard. It was agreed that subcommittees would address the standards, using the themes as the over-arching structure for the report. To ensure integration and coherency in the document, information would be shared across committees. Drafts of the self study would be posted on the web periodically so that all constituencies of the college would have opportunities to comment and make suggestions. The steering committee was identified, and recommendations were made for possible standard chairs and co-chairs.

The recommended parties were consulted, and after some dialogue, four faculty members agreed to serve as chairs. The standard chairs, Accreditation Liaison Officer (ALO), and administrators met to discuss committee members for each standard. The recommended committee members were approached by the standard chairs, ALO, and director of OCET, and by the end of the month, committees for the four standards had been formed. On May 5, 2005, the steering committee, standard chairs, and standard committee members met to discuss timelines and responsibilities for the reporting process.

Over the summer months and into the fall of 2005, the standard chairs assigned sections of their standards to committee members to research and then write descriptive summaries, self evaluations, and planning agenda. The standard chairs, ALO, document editor, institutional researcher, and the director of OCET met monthly to review progress of the standard committees.

In early January 2006, an online college climate survey prepared by the standard chairs, ALO, institutional researcher, and editor was emailed to members of the entire college community. Results were gathered at the end of the month, analyzed by the institutional researcher, and circulated and discussed with standard committee members for inclusion in the self-study report.

In February 2006, faculty and administrators who were experienced accreditation team members conducted an accreditation workshop for the college, which was videotaped for review by outreach staff.

As each section of a standard was completed, it was submitted to the standard chair for review. Eventually the entire document was passed on to the editor for final review and editing. After each part of the document was edited, it was resubmitted to the standard chairs for their review and suggestions.

In April 2006, a draft of the four standards was published online for access by faculty and staff only. Collegewide discussions, repeated four times so that everyone would have an opportunity to attend a session for each of the standards, were held over a period of two days.
Some of the discussion sessions were broadcast to outreach sites. Questions, comments, and suggestions were discussed and document content explained. Additional content gathered by the standard chairs during the meetings was integrated into the self study.

In May 2006, the updated standard reports were posted on the website for access by faculty and staff. Questions and comments were gathered and integrated into the document where appropriate.

The self study report was reviewed by the University of Hawai‘i (UH) community college system vice president for academic affairs and by the UH Board of Regents in July 2006. After the review, the document was printed and bound. It was submitted to ACCJC in early September in preparation for the October 2006 visit.
Steering Committee

Clyde Sakamoto, Chancellor
flo wiger, Vice Chancellor of Academic Affairs
Alvin Tagomori, Vice Chancellor of Student Affairs
David Tamanaha, Vice Chancellor of Administrative Affairs
Suzette Robinson, Interim Director of Continuing Ed & Training
Karen Muraoka, Director of University of Hawai`i Center, Maui
Patricia Adams, Faculty & Editor
Robert Burton, APT
William Jacintho, APT
Daniel Kruse, Academic Senate Chair
Vincent Linares, Faculty
Jeannie Pezzoli, Faculty & Institutional Researcher
Marilyn Umetsu, Civil Service
Jennifer Yoshioka, ASMCC Student Governance Council Chair
Diane Meyer, Faculty & ALO
# Standard Committees

## Standard I

**Mission & Effectiveness**

<table>
<thead>
<tr>
<th>Name</th>
<th>Affiliation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pat Adams</td>
<td>Chair (F)</td>
</tr>
<tr>
<td>Greenwood, Lois</td>
<td>F</td>
</tr>
<tr>
<td>Hasenpflug, Nancy</td>
<td>P</td>
</tr>
<tr>
<td>Holokai, Kerry</td>
<td>C</td>
</tr>
<tr>
<td>Johnson, Nancy</td>
<td>F</td>
</tr>
<tr>
<td>Lau, Patty</td>
<td>C</td>
</tr>
<tr>
<td>Raymond, Kiope</td>
<td>F</td>
</tr>
<tr>
<td>Sepa, Lisa</td>
<td>F</td>
</tr>
<tr>
<td>Solanzo-Peros, Lorelle</td>
<td>F</td>
</tr>
<tr>
<td>Sprinkle, Don</td>
<td>F</td>
</tr>
<tr>
<td>Tanga, Dennis</td>
<td>F</td>
</tr>
<tr>
<td>Thompson, Catherine</td>
<td>F</td>
</tr>
<tr>
<td>Umetsu, Marilyn</td>
<td>P</td>
</tr>
<tr>
<td>Yamanoha, Loki</td>
<td>P</td>
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## Standard II

**Student Programs & Services**

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Griesemer, BK</td>
<td>Chair (F)</td>
</tr>
<tr>
<td>Katsutani, Michele</td>
<td>Co-Chair (F)</td>
</tr>
<tr>
<td>Mangum, Lillian</td>
<td>Co-Chair (F)</td>
</tr>
<tr>
<td>Bio, Cathy</td>
<td>P</td>
</tr>
<tr>
<td>Coopersmith, Ann</td>
<td>F</td>
</tr>
<tr>
<td>Emmsley, Ann</td>
<td>F</td>
</tr>
<tr>
<td>Gima, Charlene</td>
<td>F</td>
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<tr>
<td>Gomes, Sharane</td>
<td>P</td>
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<tr>
<td>Grooms, David</td>
<td>F</td>
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<tr>
<td>Miller, Rick</td>
<td>F</td>
</tr>
<tr>
<td>Nagano, Carol</td>
<td>C</td>
</tr>
<tr>
<td>Pellegrino, Wallette</td>
<td>F</td>
</tr>
<tr>
<td>Shishido, Colleen</td>
<td>F</td>
</tr>
<tr>
<td>Stevenson, Mona</td>
<td>P</td>
</tr>
<tr>
<td>Swanson, Sandra</td>
<td>F</td>
</tr>
<tr>
<td>Tanaka, Georgette</td>
<td>C</td>
</tr>
<tr>
<td>Wehrman, Bob</td>
<td>F</td>
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<tr>
<td>Winkler, Debbie</td>
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## Standard III

**Resources**

<table>
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<tr>
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<tbody>
<tr>
<td>Foreman, Cindy</td>
<td>Chair (F)</td>
</tr>
<tr>
<td>Tamanaha, David</td>
<td>Co-Chair (A)</td>
</tr>
<tr>
<td>Albert, Mike</td>
<td>F</td>
</tr>
<tr>
<td>Brown, Debbi</td>
<td>P</td>
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<tr>
<td>Burton, Robert</td>
<td>P</td>
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<tr>
<td>Haytko-Poa, Donna</td>
<td>F</td>
</tr>
<tr>
<td>Jacintheo, William</td>
<td>P</td>
</tr>
<tr>
<td>Lashley, Beverly</td>
<td>C</td>
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<tr>
<td>Moore, Jan</td>
<td>F</td>
</tr>
<tr>
<td>Reece, Deanna</td>
<td>P</td>
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<tr>
<td>St. John, Ron</td>
<td>F</td>
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<tr>
<td>Tengan, Marvin</td>
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<tr>
<td>Yamamoto, Cindy</td>
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## Standard IV

**Leadership & Governance**

<table>
<thead>
<tr>
<th>Name</th>
<th>Affiliation</th>
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</thead>
<tbody>
<tr>
<td>Karen Muraoka</td>
<td>Chair (A)</td>
</tr>
<tr>
<td>Acks, Kate</td>
<td>F</td>
</tr>
<tr>
<td>Alexander, Elena</td>
<td>P</td>
</tr>
<tr>
<td>Clark, Bud</td>
<td>F</td>
</tr>
<tr>
<td>Engh, Eric</td>
<td>F</td>
</tr>
<tr>
<td>Kelm, Marge</td>
<td>F</td>
</tr>
<tr>
<td>Kruse, Daniel</td>
<td>F</td>
</tr>
<tr>
<td>Linares, Vinnie</td>
<td>F</td>
</tr>
<tr>
<td>Nakama, Debbie</td>
<td>F</td>
</tr>
<tr>
<td>Santos, Robert</td>
<td>F</td>
</tr>
<tr>
<td>Six, Janet</td>
<td>P</td>
</tr>
<tr>
<td>Stein, Lee</td>
<td>F</td>
</tr>
<tr>
<td>Teixeira, Colleen</td>
<td>C</td>
</tr>
</tbody>
</table>

*Note: A=Administration, C=Civil Service, F=Faculty, P=APT*
## Accreditation Calendar

<table>
<thead>
<tr>
<th>Deadline</th>
<th>Action</th>
<th>(Responsible Persons)</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 18, 2005</td>
<td>Editor, steering committee, and standard chairs recommended.</td>
<td>(implementation council)</td>
</tr>
<tr>
<td>April 25–29, 2005</td>
<td>Standard chairs and co-chairs selected and notified.</td>
<td>(implementation council)</td>
</tr>
<tr>
<td>May 5, 2005</td>
<td>Strategy session. (steering committee &amp; standard chairs)</td>
<td></td>
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<tr>
<td>Nov. 18, 2005</td>
<td>Standard descriptive summaries due to editor.</td>
<td>(standard chairs)</td>
</tr>
<tr>
<td>Nov.–Dec., 2005</td>
<td>Standard descriptive summaries edited and returned to chairs for revision.</td>
<td>(editor)</td>
</tr>
<tr>
<td>Dec. 16, 2005</td>
<td>Standard self evaluations due to editor.</td>
<td>(standard chairs)</td>
</tr>
<tr>
<td>Jan. 27, 2006</td>
<td>Standard planning agendas due to editor.</td>
<td>(standard chairs)</td>
</tr>
<tr>
<td>Jan. 28–Feb. 20, 2006</td>
<td>Standard planning agendas edited and returned to standard chairs for revision.</td>
<td>(editor)</td>
</tr>
<tr>
<td>Feb. 21, 2006</td>
<td>Accreditation workshop by faculty &amp; administrators with prior accreditation team experience.</td>
<td>(collegewide; videotaped for outreach)</td>
</tr>
<tr>
<td>Feb., 2006</td>
<td>First draft of report distributed online to college.</td>
<td>(editor, standard chairs, technical staff)</td>
</tr>
<tr>
<td>April 7 &amp; 10, 2006</td>
<td>Collegewide meetings on each standard.</td>
<td>(standard chairs)</td>
</tr>
<tr>
<td>April–May, 2006</td>
<td>Draft revised after collegewide input at meetings and online.</td>
<td>(editor, standard chairs)</td>
</tr>
<tr>
<td>May 21, 2006</td>
<td>Final draft returned to editor for revisions.</td>
<td>(editor)</td>
</tr>
<tr>
<td>June 21–27, 2006</td>
<td>Final draft reviewed by steering committee, admin.</td>
<td>(editor, ALO)</td>
</tr>
<tr>
<td>July 3–10, 2006</td>
<td>Final draft reviewed by college. Evidence gathered.</td>
<td>(editor, institutional researcher, head librarian, ALO)</td>
</tr>
<tr>
<td>Deadline</td>
<td>Action</td>
<td>Responsible Persons</td>
</tr>
<tr>
<td>-----------------------</td>
<td>------------------------------------------------------------------------</td>
<td>------------------------------</td>
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<tr>
<td>July 11–27, 2006</td>
<td>Final edits to document.</td>
<td>(editor, ALO)</td>
</tr>
<tr>
<td>July 28, 2006</td>
<td>Final draft submitted to community college system office.</td>
<td>(ALO)</td>
</tr>
<tr>
<td>July–August, 2006</td>
<td>BOR &amp; system offices review documents.</td>
<td>(system offices)</td>
</tr>
<tr>
<td>August, 2006</td>
<td>Signature page completed.</td>
<td>(ALO)</td>
</tr>
<tr>
<td>Aug.–Sept., 2006</td>
<td>Final report edited, printed, and bound for delivery.</td>
<td>(editor, ALO, technical staff)</td>
</tr>
<tr>
<td>September 5, 2006</td>
<td>Final report express mailed to WASC.</td>
<td>(ALO)</td>
</tr>
<tr>
<td>Oct. 23–26, 2006</td>
<td>WASC team visit to MCC.</td>
<td>(college)</td>
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INSTITUTIONAL ORGANIZATION

Maui County
Molokai
Maui
Lana'i
Maui Community College (MCC) is one of seven community colleges in the University of Hawai‘i (UH) system. The following organizational charts show the relationships of key MCC and UH leadership positions and the names of individuals holding those positions. As discussed fully in standard IVB, the UH community college system was recently reorganized. As part of the reorganization, the office of vice president of community colleges was added.

Standard IVB was developed by a committee composed of representatives of all seven community colleges who worked in close cooperation with representatives of the UH community college system office. The committee discussed and included in the standard the functions and responsibilities of each position, along with the areas of accountability.
College Organization
Maui Community College

Office of the Chancellor
Chancellor
C. Sakamoto

Instruction
V.C. Academic Affairs
f. wiger

Student Services
V.C. Student Affairs
A. Tagomori

Administrative Services
V.C. Admin Affairs
D. Tamanaha

Continuing Ed & Train
Interim Director
S. Robinson

UH Center, Maui
Director
K. Muraoka
ELIGIBILITY REQUIREMENTS for ACCREDITATION
Eligibility Requirements for Accreditation

**Authority:** Maui Community College is authorized by the State of Hawai`i to award degrees and certificates.

**Mission:** Maui Community College’s mission is appropriate, clearly defined, adopted, and published. It can be found in the college catalog (see evidence #A-2) and in the MCC Strategic Plan 2003-2010 (see evidence #A-4). The college mission statement, vision, and core values are appropriate to a degree-granting institution of higher education.

**Governing Board:** The Board of Regents (BOR), an appointed body, governs the University of Hawai`i system. Effective July 1, 1966, the BOR authorized the college to confer degrees and approved the name of Maui Community College.

**Chief Executive Officer:** The governing board appoints the chancellor of the college. His primary responsibility is ensuring that the college complies with all board policies and state and federal laws and regulations. The chancellor is responsible for the Kahului main campus and the five education centers located in Hana, Kihei, and west Maui and on the islands of Molokai and Lana`i.

**Administrative Capacity:** Maui Community College has a well-qualified staff to provide the administrative services necessary to support the college’s mission and purpose.

**Operational Status:** Maui Community College is currently operational, enrolling approximately 2,900 students per semester at the Kahului campus and its outreach education centers.

**Degrees:** Degree opportunities and transfer courses are clearly identified in the college catalog. Maui Community College offers over 400 courses each semester; approximately 72 percent of students are enrolled in degree programs.

**Educational Programs:** Maui Community College’s educational programs are consistent with its mission, are based on recognized fields of study, are of sufficient content and length, and maintain appropriate levels of quality and rigor for the degrees and programs offered. Maui Community College offers 17 two-year associate degree programs and, in provisional status, 1 upper division baccalaureate program.

**Academic Credit:** Maui Community College awards credit based on student achievement of the course’s stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect Carnegie unit standards, the generally accepted norm in higher education.

**Student Learning Achievement:** Student learning and achievement outcomes for each program of study are published on the web in each program review (see evidence #A-7). Student learning outcomes for courses are provided on course outlines which are available to prospective students via the college website (see evidence #A-1). A CD-Rom containing
course outlines with learning outcomes is available at the bookstore and through student services.

**General Education:** The purpose of the general education program is stated in the college catalog. At Maui Community College it is important that the general education curriculum provide a basic foundation that will make it possible for students to function successfully, both as citizens and lifelong learners. The general education curriculum will develop skills in communication, both written and oral; in numeric and symbolic reasoning; and in basic computer functions. The college believes it is equally important that students develop an appreciation of ethical principles, interpersonal skills, arts and humanities, and an awareness of civic and social responsibilities. Respect and appreciation of cultural diversity will be fostered through an understanding of historical, global, regional, and local perspectives.

**Academic Freedom:** Maui Community College faculty and staff recognize the importance of distinguishing between personal conviction and professionally accepted views in a discipline. Through critical evaluation in classroom teaching, faculty present data and information fairly and objectively. Issues about practicing academic freedom, while at the same time distinguishing between person conviction and professionally accepted views, can be found in the union contract negotiated with the UH Board of Regents (see evidence #F-24).

**Faculty:** The faculty at Maui Community College is highly qualified, professional, and experienced. The size of the faculty is sufficient to support the college’s educational programs. Faculty responsibilities are clearly defined in job descriptions and in the faculty contract.

**Student Services:** Students at Maui Community College receive services and development programs consistent with student characteristics and the institutional mission.

**Admissions:** Maui Community College maintains the open door policy of admissions. Any person 18 years of age and over may enroll in courses at the college. Students who are under 18 years of age may attend classes under special programs and circumstances.

**Information and Learning Resources:** The institution provides its students with access to learning resources and services that are sufficient to support its educational program and mission.

**Financial Resources:** Maui Community College has the funding base and financial resources to assure financial stability. Most of the financial resources come from State of Hawai‘i allocations. Additional funding is obtained from tuition and fees, grants, vocational funding sources, and revenue producing entities.

**Financial Accountability:** All funds are carefully monitored at the college and system level. The college is audited regularly, and the results of the audit are made public. The audits are conducted by an outside certified public accounting firm in accordance with the standards contained in government auditing standards issued by the comptroller general of the United States.
**Institutional Planning and Evaluation:** Maui Community College’s program review process is an integrated cycle of evaluation, goal setting, planning, and re-evaluation that leads to continuous improvement. The effort is guided by the strategic plan implementation council (see evidence #A-5), following strategic plan objectives. The college has completed two cycles of program reviews and is currently completing a third cycle. This program review process allows the college to assess achievement toward stated goals and guide decision-making. The institution makes public how well it is reaching its goals through collegewide convocations and community forums.

**Public Information:** The college catalog (see evidence #A-2) and website (see evidence #A-1) provide the information required by the Commission. The college catalog and class schedules (see evidence #A-3) provide the public with current information about degrees and curricular offerings, student fees, financial aid, refund policies, admission policies, transfer requirements, and academic credentials of faculty and administrators.

**Relations with the Accrediting Commission:** The Board of Regents for the University of Hawai‘i system assures that the colleges in the system adhere to the eligibility requirements, the accreditation standards, and the policies of the commission. The college complies with the commission requests, directives, decisions, and policies in a timely manner. It also makes complete, accurate and honest disclosure to the commission.

**Statement of Assurance**

We certify that Maui Community College continues to comply with the eligibility requirements for accreditation established by the Western Association of Schools and Colleges.

___________________________   _____________________________
Clyde M. Sakamoto           Kitty Lagareta
Chancellor, Maui Community College     Chairperson, Board of Regents

Date  _____________________________  Date  _____________________________

___________________________   ______________________________
David McClain               John Morton
President, University of Hawaii         Interim Vice President for
                                      Community Colleges

Date  _____________________________  Date  _____________________________

Maui Community College
RESPONSES TO RECOMMENDATIONS of the 2000 VISITING TEAM
Responses to Recommendations of the 2000 Visiting Team

The following are Maui Community College’s responses to the recommendations made by the ACCJC 2000 accreditation 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 segment 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; 9.A.1)

MCC Response
The college accomplished its goal of implementing a comprehensive planning and budgeting system in May 2003 with the academic senate’s approval of the new Maui Community College Strategic Plan 2003-2010 (see evidence #A-4). The document contains the mission and vision statements, 5 major goals, 13 objectives, and 102 action strategies that will guide the college through 2010, with annual revisions based upon changing college and community needs. Underscoring MCC’s role as part of a comprehensive, seamless University of Hawai`i system, the plan is “nested” in the University of Hawai`i System Strategic Plan 2002-2010 (see evidence #C-19).

The MCC strategic plan, which replaces the academic development plan, is the result of a year-long collaborative effort by faculty, staff, students, and community members. Planning began at a college retreat in May 2002, when the mission and vision statements, commitments, goals, and core values were defined. A preliminary draft of the strategic plan was developed during scores of open communication sessions held across the college and in the community.
This draft was discussed at department, discipline, student, and community meetings. Comments and suggestions received were used to revise the plan. The second draft of the plan was sent to the chancellor’s advisory council, posted on an interactive web site, displayed on reader boards across the college and at a college fair at Queen Ka`ahumanu Center shopping mall, and discussed on educational TV programs. Public service announcements invited college and public participation. The plan was again revised and the latest version posted on the web site.

At a May 2003 retreat, faculty, staff, and students discussed the plan and prioritized the action strategies. The following week, the plan was discussed and voted on in the academic senate; ballot boxes were provided at strategic locations across the college, giving everyone an opportunity to vote. The outreach centers were included via interactive TV and email communication. Community members gave input at a community forum. During the same time that work was proceeding on the strategic plan, a staffing plan was developed and prioritized, also with the participation of the entire college.

In summer 2003, the planning process moved from strategic to operational, when the implementation of the strategic plan action strategies (see evidence #A-4) designated by the college and community as first priorities began. The roles and responsibilities of responsible parties, team leaders, and team members were designated, and at a fall 2003 opening day meeting, faculty and staff members signed on as team leaders or team members for the action strategies that were of special interest to them. Administrators served as responsible parties. At each fall convocation since then, action strategies have been chosen and voted on by the college and community members, teams have been formed, and work has proceeded. A number of goals have been accomplished (see evidence #A-4).

This operational plan utilizes institutional research and links educational, financial, physical, and human resources to financial availability. It also makes the connection clear to the many faculty and staff members who are involved in the process, and it creates an environment of success for students.

A strategic plan implementation council meets weekly to monitor the progress of the processes used to link action strategy team recommendations with educational, financial, physical, and human resource planning. The council is composed of administrators, the academic senate chair, the faculty coordinator, and the faculty accreditation representative. Meeting notes are distributed to the college via college email (see evidence #A-5).

**Recommendation 2:** The college should develop, implement, and regularly monitor a comprehensive program 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,
MCC Response
During the past five years, Maui Community College has developed and implemented an annual and comprehensive program review and assessment process for its educational programs, student services programs, and administrative support services. Annual assessments for instructional programs began in academic year 2002-03, with reports submitted in May 2003. Comprehensive program reviews began in 2003-04, with three pilot programs submitting reports. That year, the date of submission for both annual and five-year comprehensive program review reports was changed to September in order to give the college ample time to analyze program review data and include it in college planning and budgeting procedures.

In academic year 2004-05, five instructional programs, the library, and the Molokai center completed comprehensive program reviews and submitted reports. The 2005-06 annual and comprehensive program review reports will be submitted in September 2006. Reviews of all instructional and non-instructional programs are based on analysis of data. Results are reviewed and integrated into the college’s planning, budgeting, and decision-making process.

Program assessment activities accomplished in workshops and in faculty and staff meetings during the past four years include the development of student learning outcomes in most career-technical and liberal arts classes and programs, the creation of curricular grids that will document and assess the learning outcomes in both courses and programs, and the establishment of processes for continuous assessment activities. Assessment committees are instrumental in integrating all aspects of collegewide assessment into the college’s planning, budgeting, and decision-making process.

Annual program reviews for all student services programs began in spring 2004. In 2004-05, the first year of the five-year comprehensive review cycle began with student housing and student life turning in comprehensive program reviews. Counseling and admissions and records followed in the second year of the comprehensive cycle.

Departments within administrative services began their annual program reviews in 2004. Comprehensive program reviews are scheduled on a four-year cycle. The business office conducted a comprehensive review in 2004, and computing services in 2005. Operations and maintenance is scheduled for a comprehensive review in 2006, and the personnel office in 2007.

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, 3.C. 3.).
MCC Response
The MCC strategic plan contains the mission and vision statements and sections entitled “Functioning as a System” and “Commitment and Core Values.” The plan contains five major goals: 1) educational effectiveness and student success; 2) a learning, applied research, and service network; 3) a model local, regional, and global college; 4) investment in faculty, staff, students, and their environment; and 5) the acquisition and stewardship of resources.

Strategic plan objectives are listed under each goal, followed by action strategies. In a May 2003 college retreat, the action strategies were discussed and prioritized for the coming year. Beginning in fall 2003, and continuing each year thereafter, college and community members have taken part in decision-making forums where they discuss what has been accomplished and what needs to be done, taking into consideration the changing educational needs at the college and in the community. Attendees vote on which of the strategic plan action strategies should be the top priorities for the coming year.

Faculty and staff serve voluntarily as members of teams for the action strategies designated as priorities for that year. They meet to expand, enhance, or refine the list of required actions for each sub-goal, researching, planning, and implementing necessary actions.

Team reports outline accomplishments, future actions that need to be taken, and what the cost (if any) will be. These reports, along with comprehensive and annual program reviews, are widely distributed and are available on the MCC website. Data from the action strategy teams and from the program reviews are used to make plans and set budget priorities for the coming year. In addition to serving their primary purpose, the action strategy teams have also served to integrate the college across disciplines and programs and create a more tightly knit community.

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)

MCC Response
Attendees at the spring 2003 shared governance retreat showed their support for the outreach centers by their choice of two top priority strategic plan action strategies.

- Goal 1, objective 1 specifically targets the centers: “Expand student support, including counseling and academic support services, at Hana, Molokai, and Lana`i Education Centers.”
- Goal 2, objective 2 targets needed technological support: “Support the request for increased staff in technology development and in academic support.”

Organizational teams worked on the implementation of these and other action strategies chosen as priorities. With the additional funding from the 2006 state legislature, including a counselor position to serve Molokai and Lana`i, these priorities are being realized. (See the self study document for details.)
In addition, MCC received a four-year award to establish and implement a Student Support Services Program (SSSP) that began on September 1, 2001. Project staff were hired and placed on Maui and Molokai. This successful project is continuing with a second round of funding from September 1, 2005 through August of 2009. The purpose of SSSP is to increase the college program completion, retention, graduation, and transfer rates in low-income, first generation, and disabled program participants. Specifically, the program provides a freshman year experience, basic skills instruction, group and individual tutoring, supplemental instruction, financial aid counseling, preferred registration, cultural and educational explorations, workshops and seminars, and assistance in transferring to an upper division four-year institution.

Other specific actions the college has taken also demonstrate its commitment to the outreach centers:

- Added one full-time, tenure track counselor position to serve Molokai and Lana`i students, funded by the 2006 state legislature appropriation.
- Added a 1.0 FTE permanent APT instructional technology position for distance education funded by the 2006 state legislature. This addresses the tremendous growth of distance education students on Molokai as well as the shortage of sufficient media, library, computer, and learning center support for all students in outreach.
- Supported semester visits to outreach centers from student services personnel, including the university center counselor, instructional faculty, and technology staff.
- Increased academic offerings of HITS, cable, and Internet-based courses to meet the increased interest and enrollment of distance learners, many of them at outreach centers.
- Increased use of email support for distance classes.
- Supported special assistance from a media center technician who has posted digital photos (numbered and labeled) of the equipment at each outreach center on his UH web site. This helps the viewer at the outreach center understand the equipment and allows both parties to know exactly what is being referred to when a problem arises.
- Offers web registration services for all students, including outreach sites. MyUH Portal hosts a variety of support services.
- Offers more readily available access to new library databases for both MCC and university center students.
- Increased communication between Lana`i and Hana students with college counselors and financial aid officers by phone, fax, email, and Polycom videoconferencing, as well as personal site visits.
- Committed fiscal year 2007 operating funds to purchase and install a Polycom videoconferencing system at the Hana center.
- Added .50 janitor and .50 general laborer positions to support Molokai education center facilities, funded by the 2006 state legislature.

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 the results of the review,
the college should adjust staffing levels or modify the range and level of programs and services that they provide. (Standards 6.4; 7.A.1)

MCC Response
A staffing plan was completed and is continually prioritized according to college and community needs. In 2002-03, lecturer funds were used to establish seven full-time temporary faculty positions. Because of budget limitations, however, a number of full-time faculty and staff positions remained unfilled until this year. The additional funds that became available for positions this year from the state legislature were filled based on the college staffing plan and on state initiatives. (See the self study document for details)

With the dissolution of the UH community college chancellor's office, much of the final authority to hire new employees was delegated to the chancellor. This has made it possible to shorten the hiring process timelines.

Several positive changes have been made in the systemwide staff evaluation process. The University of Hawai`i system APT evaluation process now gives employees and their supervisors the opportunity to establish individual job descriptions and to apply for upgrades when duties warrant them. The evaluation forms have been placed online to provide ease in implementation as well as tracking. The civil service evaluation process is also being revised and moved to a web-based environment. The new evaluation process makes it possible for supervisors to more effectively assess employee effectiveness and encourages improvement in performance.

A lecturer handbook provides information and guidelines for lecturer evaluation. The handbook is available in the library, in unit offices, and online. Faculty and students assisted in evaluating the over 30 teacher/course evaluation forms previously used, standardizing them so that no more than eight forms are in use by the college.

Workshops on promotion and tenure are held every year for both candidates and evaluators. The office of human resources conducts workshops to assist supervisors with the newly implemented APT and civil service evaluation process. The personnel office holds training on hiring procedures prior to each semester. In addition, the RCUH human resource office conducts monthly training sessions to assist extramural programs.

The college EEO representative handles the update of the affirmative action plan. In each administrator's annual review, he or she provides a report on minority hirings to the chancellor.

The personnel office has developed a disclosure permission form, as planned.

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 Systemwide Support. Both organizations must then design workflow and decision-making processes that allow the Community College Systemwide Support staff to provide support and delegated
authority in areas of academic planning, administrative (including personnel) and fiscal operations (Standards IV A.5, III A.3, 1B).

MCC Response
Maui Community College Chancellor Clyde Sakamoto led an MCC team that worked actively with system colleagues to design a reorganization of the community colleges that will meet ACCJC recommendations. Highlights of that reorganization follow:

- A new position within the University of Hawai`i system, vice president for community colleges, was created and delegated with the responsibility for system governance and advocacy for the community colleges.

- System support functions were realigned to ensure that the associate vice president for academic affairs and the associate vice president for administrative affairs and their staff members are totally committed to community college support. The two positions now report directly to the vice president for community colleges.

- The new structural design allows community college chancellors to retain their authority in their individual college-based operations and also to participate in system policy, planning, and resource allocation decisions. The chancellors participate in both the council of community college chancellors and the universitywide council of chancellors, reporting on community college matters to the vice president for community colleges and on universitywide matters to the president of the university. This structure is designed to assure policy and planning coherence and equitable resource allocation within the community college system.

- Along with their system colleagues, Maui Community College administrators are assisting the new vice president for community colleges to establish clear levels of authority, responsibility, and reporting lines for both the colleges and the system in areas of academic planning and administrative and fiscal operations (see evidence #F-26).

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

MCC Response
MCC has worked with the University of Hawai`i (UH) system and the Board of Regents (BOR) to ensure that the community college governance system meets ACCJC accreditation standards outlined in recommendation 7. At its September 19, 2005 meeting, the BOR officially enlarged its community college committee and clarified the committee’s duties. On the new six-person committee are members from four neighbor islands, ensuring representation for all of the community colleges. The new BOR committee meets quarterly; schedules allow sufficient time for in-depth explorations of issues, policies, and processes.
that will ensure the quality, integrity, and effectiveness of student learning programs and services. For additional details, see the self study document, standard IV.B.1.b.

**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. (Standards 8.1; 8.2; 8.3; 9.A.1)**

**MCC Response**

The MCC vice chancellor of administrative affairs has designed a college budgeting process that is tied directly to the MCC strategic plan and staffing plan. Given limited resource allocations, the process includes a rigorous review of college priorities and includes collegewide input. For instance, the Molokai center coordinator, representing all outreach sites, regularly joined the budget meetings via videoconferencing technology. When some state funds were recently restored to MCC, the executive committee, which includes broad college representation, was utilized to discuss how the funds would be expended. As a result, during the 2006 legislative session, a significant utilities budget shortfall was funded, along with several staff positions to support the newer facilities and maintenance. Also, the 2007-09 biennium budget proposal includes critical infrastructure support in the areas of facilities maintenance, student services, business office, computing services, media, personnel office, and core teaching faculty.

Student housing fees and campus facilities user fees have been updated to ensure recovery of all indirect costs, including utilities, maintenance, and staffing.

Beginning fiscal year 2007, a computer replacement fund of $100,000 per year has been established. It will be funded by anticipated increases in tuition revenues.

As new programs come online, coordinators are being asked to develop strategies for generating the revenue needed to support their services and ensure sustainability. The UH system and BOR have also directed colleges to develop a financial plan that explains how the costs for new programs and buildings will be supported. The council of chancellors will play an important role in this process.

**Recommendation 9: The college and the system budget processes should be clearly defined in writing and reviewed with the entire college staff. (Standard 9.A.4)**

**MCC Response**

Information and specific data about system and college budget processes is shared regularly with faculty and staff. Since MCC is a public institution, most, if not all, of that information is also available to the public.

For each biennium and supplemental budget period, the state governor defines the budget process and priorities. The UH president defines the UH process and priorities. The University of Hawai‘i Community College (UHCC) system coordinates the process for the seven community colleges. General timelines are outlined in the UHCC operating budget preparation timetable and the MCC planning and allocation resource timeline. The MCC
budget process is illustrated in document “MCC Budget Process/Relationships Overview” (see evidence #C-5).

Administrators, faculty, and staff members throughout the college have opportunities to participate in the development of financial plans and budgets. The MCC financial plan is segregated into three major divisions: academic affairs, student affairs, and administrative affairs. Each vice chancellor develops a financial plan for his or her unit by garnering input from all faculty and staff within the department. The major plans are compiled into the MCC overall plan. This first draft of the compiled MCC overall plan is presented to the executive committee, department chairs, department heads, and action strategy team leaders. This working group analyzes appropriate data, takes part in dialogues, and makes decisions about the college’s priorities and directions for the eight-year strategic plan and the biennium budget proposal. The final version of the overall plan is reviewed, refined, and approved by the executive committee and the chancellor. Faculty and staff are kept informed by meeting notes emailed to the entire college.

The program review process is another form of collegewide input into strategic and financial planning. All units within the college, instructional as well as non-instructional, are required to undergo annual and comprehensive program reviews. Program review data are used when determining financial priorities for immediate and long term plans.

In addition, other committees and representatives participate in financial planning. The academic senate budget committee meets regularly to review the college’s financial plan and provide recommendations to be sent via the academic senate to the executive committee; the strategic plan action strategy teams provide input regarding resources needed in order to effectuate the strategic plan; and the college technology committee provides recommendations regarding the college’s technology infrastructure and initiatives.

MCC budget reports are provided at various meetings of faculty, staff, students, and administrators throughout the college. These reports provide the data necessary for meaningful dialogue on the current financial status of the college and help with the planning process. In the past two years, information regarding the extreme electrical bills has been widely disseminated, and staff and faculty have become actively involved in finding ways to conserve energy in every area of the college.

Financial information is provided in detail for members of the academic senate budget and planning committee at monthly meetings. This information is presented by the vice chancellor of administrative affairs for dialogue within the committee, which is composed of administrators and faculty at the Kahului campus and the Molokai outreach site. To allow input from the Molokai center coordinator, who also represents Lana‘i and Hana, these meetings are videoconferenced. The department chairs, who are standing members of the senate budget and planning committee, are charged with taking information from the monthly meetings back to their departments. The budget committee chair also reports on outcomes of the budget meetings at monthly academic senate meetings.

The vice chancellor of administrative affairs presents similar financial reports to the members of the college executive committee. The executive committee includes representatives from
all areas of the college who are responsible for sharing the information discussed at the meetings with their constituencies.

**Recommendation 10:** The college should strengthen the governance structure and develop strategies for all staff members to assume broader and more meaningful responsibility 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; 10.B.10)

**MCC Response**

The processes by which the strategic plan and program review were developed demonstrate multi-level involvement in the decision-making process. In addition to meetings, the web allows effective and timely access to information and makes possible inter-island responses as decisions are being discussed. Faculty and staff members alike are now offered many options for involvement.

Also, faculty-staff teams continually work together, researching and collecting data that will provide evidence for implementation of specific strategic plan goals and action priorities. Training for team leaders ensures that all teams will follow a standard format for reporting their activities. Each MCC faculty and staff member is expected to volunteer for at least one team.

Changes made in a number of areas broaden opportunities for faculty and staff involvement in the decision-making processes: all areas of the college are represented on the executive committee; detailed planning and budget information is presented and discussed in department and budget meetings; and dialogues about important issues are held daily, both formally and informally. The academic senate has provided leadership in such issues as budgeting discussions, standardized student evaluations, a campus smoking plan, and contract renewal and tenure and promotion procedures.

**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; 10.B.9)

**MCC Response**

Expansion of participation and representation by the outreach centers has been considerable. Much of it is technology-driven: department chair and other campus meetings regularly include the outreach coordinators, either on campus or over the Hawai`i Interactive Television System (HITS); all required training (e.g., sexual harassment, contract renewal, tenure and promotion, and curriculum workshops) is made available via HITS, on-island, on tape, or videostreamed; and monthly meetings of the academic senate (open to all faculty and APTs) are conducted on HITS.
Also, monthly student support services meetings facilitated by the vice chancellor of student affairs are conducted via the Polycom videoconferencing system. Monthly systemwide HITS meetings are held, where HITS technicians from all statewide sites meet in a two-way televised setting.

College administrators are providing assistance, support, and encouragement to outreach center coordinators as they develop their own directions in areas that include hiring, budgeting, and writing grant applications. With increased personnel stability, the needs of the centers are now being articulated more clearly. Outreach coordinators, administrators, and department heads are discussing and defining when actions need campus input and when centers can take independent actions. As a result of this process, written procedures will be developed appropriate to each site.

For example, center coordinators are currently working on an "at-a-glance grid" to show the status of each center and what is needed in the way of support services. Additionally, as each outreach center completes its own program review—the first comprehensive outreach program review was submitted by Molokai in 2005 (see evidence #A-7)—the campus administrators will work with the outreach staff and larger campus community to address the needs and issues as identified.
Standard I

INSTITUTIONAL MISSION & EFFECTIVENESS

Maui County
Molokai
Maui
Lana`i
Standard IA: Mission

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

I.A. Mission

The institution has a statement of mission that defines the institution’s broad educational purposes, its intended student population, and its commitment to achieving student learning.

I.A.1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

Descriptive Summary--I.A. and I.A.1

The Maui Community College (MCC) mission statement (see evidence #A-2) defines the college’s educational purposes, its student population, and its commitment to student learning:

Mission

“Maui Community College is a learning-centered institution that provides affordable, high quality credit and non-credit educational opportunities to a diverse community of lifelong learners.”

The MCC vision statement is closely connected to the college mission; it reflects the foundation and values that will lead the college into the future:

Vision

“We envision a world-class college that meets current and emerging Maui county education and training needs through innovative, high quality programs offered in stimulating learning environments. The College mission, goals, and actions will be guided by the Native Hawaiian reverence for the ahupua`a, a practice of sustaining and sharing diverse but finite resources for the benefit of all.”

The Maui Community College mission defines the college’s identity as a learning centered institution, the college’s support of its diverse student population (see introduction Fig. 6, 7, 8ab, 11, and 12, pp. 15-20), and the college’s commitment to providing high quality educational opportunities for all of its learners. In addition, the mission describes the types of programs offered and the level of services provided to ensure excellence.
Together, the mission and vision statements speak to the interests and needs of the community. Information on these interests and needs is gained and updated through program community advisory committees, community needs surveys (see evidence #D-15), and community participation in focus meetings such as the one held annually to choose priority action strategies for each ensuing year (see evidence #A-4).

When developing new courses, the college uses the policies established through the academic senate curriculum committee and the chancellor for community colleges memo #6100 (see evidence #F-6). These policies are found in the Maui Community College Curriculum Handbook, 4th edition (see evidence #F-9). The handbook describes the process for new course approval, course revision, and updates; guidelines for community education, certificate and degree program development; and other curriculum regulations and procedures, including submittal deadlines.

The institution investigates the needs of its student population by conducting studies of student satisfaction, including the alternate-years community college survey of student engagement (CCSSE) (see evidence #D-4) and the annual graduate and leaver surveys (see evidence #D-10), as well as special surveys such as the recent one to non-resident students (see evidence #D-26). The institutional researcher assists with numerous requests from both faculty and staff for data that will assess needs and assist in making data-driven decisions. The institutional research agenda, in collaboration with the systemwide institutional research cadre, supports the annual cycle of evaluation, including systematic program review and self-studies, enrollment management data production, grant support, and other research projects.

**Self Evaluation—I.A. and I.A.1.**

The college meets this standard. Fully 96.2 percent of the faculty, lecturers, staff, and administrators who responded to item number 1a on the 2006 college climate survey (see evidence #D-3) concurred with the statement that MCC has a sound commitment to a mission that emphasizes achievement of student learning. Just 2.5 percent expressed any disagreement.

The college continually works to be more responsive to the needs of current students, prospective students, and the community. While the college has made great strides in defining course and program student learning outcomes, the college is still in the process of developing assessments of student learning outcomes and connecting assessment outcomes to the strategic planning process.

**Planning Agenda—I.A. and I.A.1.**

- Revisit the mission statement annually to ensure that it correctly defines the college’s educational purposes and commitment to student learning.

- Train the college community at both the administrative and work-unit level to develop a clearer understanding of how the planning processes tie into the mission of the college and to student learning outcomes.
I.A.2. The mission statement is approved by the governing board and published.

I.A.3. Using the institution’s governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.

Descriptive Summary—I.A.2. and I.A.3.

The Maui Community College mission and strategic plan were adopted by the University of Hawai‘i Board of Regents (BOR) in April 2004. The mission is printed in the MCC catalog (see evidence #A-2), posted in meeting rooms throughout the college, and is accessible to all on the MCC website (see evidence #A-1). The strategic plan is also posted on the website (see evidence #A-4).

In 2001, after a number of workshops and discussions, it became clear to the college that MCC needed to replace the 1996 mission statement with one that was more clearly focused on the true learning-centered values of the college.

At an all-college retreat in May 2002, the mission, vision, commitments, goals, and core values of the college were discussed and defined by faculty, staff, student leaders, and administrators working in groups and sharing results. The wording of the mission statement was edited and re-edited until the entire college agreed (by vote) that it represented MCC’s educational purposes, its student population, and its commitment to student learning.

With the mission completed, the college needed to create an MCC strategic plan that would align with the strategic plans of both the University of Hawai‘i community college (UHCC) system and the entire University of Hawai‘i system. Between August 2002 and January 2003, the MCC strategic plan was developed at college and community open communication sessions. In March 2003, the first draft of the strategic plan was completed. Unit, department, discipline, and student meetings were held to solicit comments and suggestions. The strategic plan was revised according to input.

April 7 through 18, 2003, the complete strategic plan was posted on an interactive website; discussed on TV appearances; broadcast in public service announcements; sent to the (then) provost’s advisory council; and displayed on reader boards on campus, at the college’s outreach sites at Molokai, Lana‘i, and Hana, and at the college fair at Queen Ka‘ahumanu Center shopping mall. Comments from the Kahului campus, the outreach centers, and the community were actively solicited. The strategic plan document was then put into its final form and adopted (by vote) by the academic senate and the entire college.

In addition to the mission and vision statements, the strategic plan includes sections entitled “Functioning as a System” and “Commitments and Core Values.” The plan contains five major goals: 1) educational effectiveness and student success; 2) a learning, applied research, and service network; 3) a model local, regional, and global college; 4) investment in faculty, staff, students, and their environment; 5) the acquisition and stewardship of resources.
Listed under each goal are strategic plan objectives, each followed by action strategies. In a May 3, 2003 college retreat, the strategic plan action strategies were discussed and prioritized for the coming year. Beginning in fall 2003, and continuing each year thereafter, college and community members have taken part in decision-making forums where they discuss changing educational needs at the college and in the community and vote on which of the strategic plan action strategies should be the top priorities for the coming year. As an example of how the college incorporates feedback into its planning, the results from the questionnaire distributed to participants at the community forum was dialoged at the subsequent meeting of the implementation council, where the decision was made to make numerous adjustments to next year’s forum, including balancing discussion tables with business and service leaders and mailing resource documents with the invitations.

Faculty and staff from all MCC sites serve voluntarily as members of teams for the action strategies designated as priorities for that year. They meet regularly to expand, enhance, or refine the list of required actions for each sub-goal, researching, planning, and implementing necessary actions.

Team reports outline accomplishments, changes that need to be made, and what the cost (if any) will be. These reports, along with comprehensive and annual program reviews, are used to make plans and set budget priorities for the coming year. In addition to serving their primary purpose, these teams have also served to integrate the college across programs and sites and created a more tightly knit community.


Even though the 2003-10 strategic plan, with its mission and vision statements, is meant to serve the college as a guide for four more years, it is revisited annually in order to satisfy recommendations made by the Accrediting Commission for Community and Junior Colleges (ACCJC) and to meet the changing needs of the college and the community.


- Revise the frequency of the identification of the action strategies that serve as priorities for the coming year. For the past three years, the college has been identifying priority action strategies annually; however, a two-year cycle may better ensure completion of the actions.

I.A.4.--The institution’s mission is central to institutional planning and decision-making.

Descriptive Summary--I.A.4.

The mission of MCC is central to both institutional planning and decision-making. For instance, one of the questions on the evaluations distributed at each executive committee meeting asks how well the meeting has met the objectives of the MCC mission. The numerical ratings and comments are considered, and any necessary changes in subsequent meetings are made accordingly. When justification is needed to fill positions or to take other
actions, the role that position or action will play in fulfilling the college mission is taken into consideration. Also, the mission is central to strategic plan action strategy team recommendations that are used in budget development and resource management. The mission was, and remains to be, a guiding influence as the college implements its practices of ongoing program review, student learning outcomes, and assessment. The mission and vision statements are posted on many of the walls of college classrooms and meeting rooms, along with D-D-D cycle posters reminding constituents that data lead to dialogues that lead to decisions for improving the college.

**Self Evaluation--I.A.4.**

Since its inception, the college mission has been effectively kept at the forefront of institutional planning and decision-making.

**Planning Agenda--I.A.4.**

- No action needed at this time. The college will continue to keep its mission as its guide.
Standard IB: Improving Institutional Effectiveness

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

I.B.1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

I.B.2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

I.B.3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

I.B.4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

I.B.5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

I.B.6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

I.B.7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.


Program review of instructional and non-instructional programs has been an integral part of program evaluation and planning for many years at MCC. The earliest known formal
program review was one in communications completed in February 1977 (see evidence #D-21). A nursing program review was submitted in August of that same year. Parameters for program review changed in academic year 1992-93 with implementation of the program health indicator (PHI) format, geared toward the continuation of Perkins funding for vocational programs.

During the past five years, Maui Community College has instituted an annual and comprehensive program review process with a strong collegewide assessment foundation for all of its programs, including liberal arts as well as career and technical, academic support, student services, and administrative support services. All programs are now on a well-publicized schedule for annual and cyclic five-year (four-year for administrative services) comprehensive program reviews with assessment components (see evidence #A-7). Annual program reviews for instructional programs began in academic year 2002-03; reports were completed in May 2003. Comprehensive program reviews began with three pilot programs: allied health, accounting, and the Office of Continuing Education and Training (OCET). All three submitted their comprehensive program review reports in September 2004; subsequent review team, executive committee, and administrative appraisals were conducted during academic year 2004-05. Annual and comprehensive program reviews have continued as scheduled, with reports due each September instead of May to ensure that results are available for the college planning and budgeting process.

Program assessment activities accomplished in workshops and in faculty and staff group meetings include the development of student learning outcomes for both liberal arts and career and technical courses and programs, the creation of curricular grids that document the learning outcomes in both courses and programs, and the establishment of processes for continuous assessment activities (see evidence #A-6).

A number of faculty, staff, administrators, and students served on two assessment committees: the assessment of student learning committee that measured instructional assessment, and the collegewide assessment of student learning committee that synthesized and integrated the various types of assessment, both in instruction and in administrative and student services. These two committees worked together, keeping the focus of the entire college on student learning outcomes and institutional effectiveness. They also worked to integrate all aspects of collegewide assessment into the college’s planning, budget, and decision-making process (see evidence #A-6).

**Instructional**

In 2001, Maui Community College started formal assessment procedures by concentrating on 16 career and technical programs (see synopsis in introduction Fig. 22-25). The next year liberal arts was added. To provide a strong foundation for evaluating each of these programs, the assessment activities focused on the updating of course outlines to include student learning outcomes (SLOs) tied to the five general education standards referred to as the COWIQs: critical thinking, oral communication, written communication, information retrieval and technology, and quantitative reasoning. Curricular grids were created to show the coverage of the five standards in each course (see evidence #A-6).
Program coordinators, working with faculty and staff, created program mission statements, program goals, SLOs for these goals, and curricular grids for each of their programs. The grids monitor the program and course curricula across the five broader standards (COWIQs). The grids also make it possible for advisory committee members and other stakeholders to assess the programs. In addition, the college has developed a super grid that shows the student learning outcomes for all courses and allows program coordinators and others to examine support courses to verify material and content taught (see evidence #A-6).

In May 2003, program coordinators submitted annual reports on the year’s assessment activities. This month turned out to be less than optimum for these reports, since time constraints hampered efforts to fully analyze the data so that it could be used in a meaningful way for college planning and budget allocation. It was decided that in the future the documents written in a particular academic year (e.g., 2004-05) would be due the following September (e.g., September 2005). This schedule allows program coordinators time to analyze the data and provide action plans on how to strengthen their programs, and it allows time after the document is due for assessment activities to be aligned with college processes. Reports are placed on a website so that everyone has access to all college assessment activities (see evidence #A-7).

The assessment coordinators and the institutional researcher worked closely with instructional leaders and administrators to develop and update criteria necessary for the annual and comprehensive program reviews. The assessment team developed a template that can be used for both program reviews. The annual report covers three of the sections on the template, while the comprehensive program review report covers all five. Data from both reports is used to improve and modify programs and for institutional planning and resource allocation. Beginning in academic year 2006-07, MCC will use the template for program reviews developed by the UHCC system office (see evidence #A-7).

To assure that assessment is a continuous process, the assessment team developed a series of processes that clarify what activities program coordinators and assessment coordinators will need to perform on a regular basis. Processes were also developed for other department leaders, e.g., student services, administrative services, UH center, and continuing education and training. The assessment processes are timed to align with college budgeting and planning processes (see evidence #A-6).

The institutional researcher provides extensive data and analyses that are used to make decisions that evaluate and improve student learning. For example, after survey results (see evidence #D-27) showed that students had requested a wider selection of evening classes, the research information was used to support the funding of more evening offerings in the fall 2003 and spring 2004 schedules. The classes were added to the schedule and enrolled well.

Also, when the researcher’s analysis of annual program health indicators (PHIs) indicated a need for programmatic changes in three major areas in order to improve student access and achievement, the changes were made, and the following year’s PHIs demonstrated substantial improvement in the health of all three programs.
After completing and analyzing the grad-leaver survey in spring 2004, the institutional researcher presented the results to the executive committee, to the student services staff, and to the department chairs. As a result, a plan of action on areas of concern was developed (see evidence #D-10).

The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies. For instance, CCSSE results were discussed at the chancellor’s community advisory committee; the MCC CCSSE success was covered in a major Honolulu newspaper; and the schedule of classes consistently publishes official persistence rates (see evidence #A-3).

**Molokai, Lana`i, and Hana** outreach centers have community advisory boards that work closely with the centers, discussing issues, offering solutions, and evaluating services. A suggestion box and clipboard are available in the Lana`i center. Periodic community curricular needs assessments are conducted by the outreach sites (see evidence #D-15). End-of-semester student evaluation forms (see evidence #D-28) are distributed to students in all outreach classes; the results are used to improve instruction. All data collected are tabulated and, when applicable, used for planning and resource allocation. Molokai was the first outreach program scheduled to complete a comprehensive program review. Submitted in fall 2005, the report recommended establishing state funded positions to reduce the center’s dependence on externally funded staff; in 2006 the legislature awarded a state-funded Molokai and Lana`i position.

**Office of Continuing Education and Training (OCET)** (see evidence #E-14) provides non-credit instruction and training through open enrollment classes (culture, computer, health, and business), apprenticeship, English-as-a-second-language, and customized training courses. Several course delivery methods are utilized within OCET: open-enrollment public courses offered through three cycles in the year (fall, spring, summer); contract training courses offered on demand by an organization; and six-week training cycles in the English-as-a-second language program.

In the past, OCET’s customary operating procedure was to identify learner goals and objectives for business and computer courses only. During the self-study year that prepared for the latest accreditation review, however, OCET standardized these procedures and now applies them systematically across all of its programs. OCET publicizes its student learning outcomes in its course brochure (published three times a year and sent to every household and business on Maui); in customized contract training proposals; and in course outlines given to students at the beginning of courses.

Because OCET classes are non-credit, success is generally measured by student and client satisfaction levels, enrollment levels, return student rates, revenue, and profit rates. These are monitored daily, weekly, monthly, cyclically, and annually. Qualitative information includes student evaluations of all classes, telephoned follow-ups with individual students and with contract training clients, and interviews with trainers. Certificate programs include pre and post assessments of student skills. Maui language institute students are tested on class learning outcomes and on their readiness for college entrance exams. All quantitative
and qualitative data are analyzed and used for planning and budgeting and to make improvements in the programs and services.

In academic year 2003-04, OCET became one of three MCC programs to undergo a pilot comprehensive program review. During the year, departments gathered evidence using the “Sources of Evidence for Accreditation Standards” as a guideline. This process identified some areas where improvements were needed; other areas were assessed during the finalization of the program review. In September 2004, OCET submitted its comprehensive program review report. In spring 2005, a team of college and community client representatives audited OCET’s program review. Findings were reported and integrated into the college’s planning, budgeting, and decision-making process (see OCET program review, evidence #A-7).

University of Hawai‘i Center, Maui supports bachelor, master, and certificate programs offered by the upper division UH campuses at Manoa, West Oahu, and Hilo. Since the center’s inception in 1997, enrollment, retention, and completion data for students has been regularly collected and reviewed in order to evaluate access and breadth of four-year programs available to students, student retention and completion, and enrollment trends.

Course scheduling grids document the results of ongoing negotiations and commitments between the center and the colleges offering the four-year degrees. Program offerings and operational activities are adjusted according to data collected (see evidence #D-31).

Following the ACCJC recommendation to develop a more comprehensive program review and assessment process, the center director, faculty, and staff took the additional actions described in Fig. I.B-1.

<table>
<thead>
<tr>
<th>Fig. I.B-1</th>
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<tbody>
<tr>
<td><strong>UH Center Program Review Actions</strong></td>
</tr>
<tr>
<td>Attended systemwide and college-based workshops and meetings to ensure the center’s participation in a coordinated and integrated approach toward MCC and UH systemwide program review and assessment.</td>
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<tr>
<td>Defined UH Center student success and student learning outcomes.</td>
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<tr>
<td>Scheduled and implemented annual and comprehensive program reviews with assessments.</td>
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<tr>
<td>Along with accreditation representatives from partner colleges and onsite faculty and staff, planned ways to clarify and delineate assessment and program review responsibilities between and across departments.</td>
</tr>
<tr>
<td>Collected evidence that shows that partner colleges review and assess the instructional programs that they deliver to Maui county students.</td>
</tr>
<tr>
<td>Developed qualitative and quantitative assessment methods to evaluate program availability and support services provided by the UH Center to students, e.g., interviews, focus groups, paper and online surveys.</td>
</tr>
<tr>
<td>Collected external criteria for evaluation criteria by researching mainland assessment and program review models and benchmarks (see evidence #D-31).</td>
</tr>
<tr>
<td>Established a foundation for a comprehensive program review in 2005-06.</td>
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</table>

**Academic Support**

**MCC Library** utilizes a student and faculty user satisfaction survey (see evidence #D-27), as well as a comment and suggestion book to evaluate the effectiveness of its services. In addition, library staff members discuss issues and proposals with members of the library advisory board, who offer solutions and suggestions. User data are tabulated every semester.
and used to evaluate and improve services. The head librarian serves on a systemwide committee of librarians, which reviews services on each campus. Committee findings are discussed at weekly staff meetings, and appropriate changes are initiated.

**Media Center** has drafted mission and vision statements to begin the comprehensive program review process. Each semester evaluation forms (see evidence #D-28) are administered to students in distance learning classes for feedback on delivery and instruction. Surveys (see evidence #D-24) are used to evaluate and improve the effectiveness of the media center's services in facility use by staff, faculty, student, and community members and in audiovisual support. A suggestion box is also located in the media service center; staff members review all comments in a timely manner. Bi-monthly staff meetings are held to gauge service support; to discuss comments and requests from students, staff, and faculty; and to share ideas and concerns among staff.

**Ka Lama Computer Center** monitors student use with a computerized check-in and check-out system. Student evaluations are passed out at the end of each semester (see evidence #D-26). The center coordinator has installed a suggestion box in the facility where comments may be deposited throughout the year. Acting in advisory roles, business instructors meet and offer suggestions to staff. Evaluations indicated that students would like the center to open additional hours during the week. Data have also shown a continuous increase in the number of students utilizing the center and the number of hours they spend there. All comments and data collected are used to evaluate and improve services.

**The Learning Center (TLC)** also monitors student use with a computerized check-in and check-out system and uses survey forms (see evidence #E-22) to evaluate the effectiveness of the facility, staff, and tutorial program. A suggestion box is located at TLC's reception counter; the professional staff reviews comments weekly, and appropriate actions are taken. Tutor and student assistant training is offered throughout the year to ensure that the staff is knowledgeable and effective in providing student support services. Professional staff meetings are held to share concerns, ideas, and future goals. The acting director meets with campus instructors regularly to discuss discipline and program needs.

The VC academic affairs compiles the instructional program reviews into a summary that is presented to the executive committee (see evidence #A-7).

**Student Services**

Each student services department undergoes annual program reviews and comprehensive program reviews that are scheduled over five-year cycles. Annual reviews are completed by each department and submitted to the vice chancellor (VC) of student affairs for validation (see evidence #A-7).

Comprehensive program reviews are grounded in the standards and guidelines of the nationally recognized Council for the Advancement of Standards in Higher Education (CAS). For its comprehensive review, each department develops a self-study according to CAS standards. An external program review team reviews the self-study and submits its findings and recommendations to the VC student affairs for validation. Program review results for
annual and comprehensive reviews are presented to the executive committee for review and consideration in making short and long-term recommendations to the administration.

The first cycle of annual student services program reviews began in spring 2004. Currently, departments submit their annual review by the end of September. The presentation to the executive committee consists of: 1) an organizational overview of student services staff positions and budget resources including general funds, external funds, and self-support; 2) an update of the comprehensive program review timetable and process; 3) a report of each student services unit, including mission statement, functions, quantifiable data, assessment results and plans, initiatives (past policies, practices, services, issues, resolutions, improvements, and dates of implementation) (see evidence #A-7).

The first five-year student services comprehensive program review timetable (covering 2005 to 2009) was developed in academic year 2003-04 and revised in 2005-06. This schedule represents the first cycle of comprehensive reviews; the results of these reviews will serve as a basis for determining, developing, implementing, and assessing the process of continual improvement for each department. The first departments scheduled for comprehensive program reviews were admissions & records, student housing, and student life (formerly student activities).

The program review for student housing showed that this self-support program was in deficit and short-staffed. To address these issues, the college obtained BOR approval to increase student-housing fees over a three-year period beginning in fall 2005. Additionally, the college decided to absorb all housing-related security costs within the college’s general fund budget until such time that additional funds are secured from the state legislature. The college also created a half-time position to provide transitional services for students, such as airport pick up and assistance with off-campus housing; thus relieving the housing coordinator of those responsibilities.

The program review for student life determined that the one-person program is also in need of additional staff. In developing its institutional strategic initiatives, the college identified the need for an additional student life specialist position scheduled for academic year 2007-08. Funding for this additional position is expected to come from anticipated tuition revenue generated by an increase in the enrollment of resident and non-resident students residing in the private 400-bed student housing facility currently under construction and scheduled for completion during 2006-07.

As the self-study for the admission and records program review was incomplete, the program review team recommended that this program review be re-scheduled for academic year 2005-06. This recommendation was agreed upon by the administration.

**Administrative Services**

Administrative Services consists of four major units: business office, computing center, personnel office, and operations and maintenance. The vice chancellor (VC) of administrative affairs provides support, coordination, and oversight for the four units. Over the past two consecutive years, each unit has completed either an annual program review or a
comprehensive program review. The UHCC system office has assisted the community colleges by creating a common program review template for all UHCC administrative services (see evidence #A-7). MCC administrative services has taken the actions listed in Fig. I.B-2 to implement its program review process.

**Fig. I.B-2**

**Administrative Services Program Review Actions**

<table>
<thead>
<tr>
<th>Action</th>
<th>Details</th>
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<tbody>
<tr>
<td>Developed a schedule of comprehensive and annual program reviews for all administrative services units.</td>
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<tr>
<td>Created a mission statement and functional statements for each individual unit that are aligned with the college mission statement. All staff members within the respective units worked collaboratively to develop the statements (see evidence #D-2).</td>
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<tr>
<td>Distributed the past three years an annual satisfaction survey to all MCC staff and faculty, including outreach. The survey was created to evaluate each unit’s progress toward its mission and functional statements. Also, a separate student survey was created and distributed last year (see evidence #D-2).</td>
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<tr>
<td>Compiled and shared survey results with administrative services staff (see evidence #D-2). Standards for the survey were discussed. A goal of a 4.0 average score is under consideration, with 95 percent positive responses on the question asking whether the unit’s service improved or declined over the past year.</td>
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<tr>
<td>Compiled annual quantitative data for each unit for use as part of the administrative services program review process to monitor workload demands, output, productivity, and timeliness of services. In addition, the UHCC system office obtains various comparable quantitative data for all colleges to support system program reviews (see evidence #D-2).</td>
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An analysis of the survey results and quantitative data (see evidence #D-24) identified many positive outcomes and also several areas that require attention. Some of the highlights follow: 1) despite staffing shortages, the units excelled in the area of providing service in a courteous manner; 2) services from certain areas such as mailroom, campus security, and personnel office had high overall ratings, but none of the units met the standards of 4.0 point average and 95 percent positive response on yearly improvement; 3) an often-expressed desire is that the units provide more training to college staff members; as a result, training sessions have been held for several issues, and more are scheduled; and 4) increasing workloads without adequate support affects service and lowers staff morale in all administrative services units, but certain units are affected even more than others.

Each unit uses its data to analyze its performance, workloads, trends, strengths, and weaknesses and to develop its program review report, which identify areas that require additional positions and financial resources. The VC administrative affairs compiles the program reviews into an overall report of resource priorities (see evidence #D-2). That report is presented to the executive committee and data findings are used for short term and long term planning, budgeting, and resource allocation.

The new positions described in Fig. I.B-3 are a direct result of the program review process. The positions are funded in fiscal year 2006-07 with new legislative appropriations or with other sources of funds.
In addition, the college has recently submitted its 2007–09 biennium budget proposal to the UHCC system office. This proposal includes requests for additional positions and funds for the business office, computing services, operations and maintenance, and personnel office.

The administrative services comprehensive program review process is still under construction. The following steps are planned to improve the current review system: 1) continue implementing the faculty-staff satisfaction survey and the student satisfaction survey; distribute the next survey at the beginning of spring 2007; 2) continue collecting and refining quantitative data to monitor workload, output, productivity, and related trends; 3) continue the schedule of annual and comprehensive program reviews for fall 2006; 4) continue implementing the improvement action plans identified in the program reviews.


MCC continues to improve its program review and assessment process. Criteria for program reviews have been updated, and information from the system is being incorporated into the review process. College climate survey responses (see evidence #D-3) give considerable evidence that MCC acts effectively in support of its mission. When asked if MCC makes a conscious effort to produce and support student learning (#1b), fully 96.2 percent of the faculty, lecturers, staff, and administration expressed agreement or strong agreement. When asked if MCC makes a conscious effort to assess how well learning is occurring (#1c), 89.9 percent replied in the affirmative. When asked if MCC makes a conscious effort to make changes to improve student learning (#1d), 90.6 percent replied in the affirmative. When asked if MCC assesses progress toward achieving its goals in an ongoing cycle of evaluation, planning, resources, allocation, implementation, and re-evaluation (#1e), 85.4 percent of the participants replied in the affirmative. When asked if MCC works collaboratively with its community, 96.2 percent of the respondents replied in the affirmative.


- Refine the program review report template to elicit results that are meaningful and useful to the planning and budgeting process.
Standard II

STUDENT LEARNING PROGRAMS & SERVICES
Standard IIA:
Instructional Programs

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

II.A. Instructional Programs
The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

II.A.1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

II.A.1.a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

Descriptive Summary – II.A., II.A.1., and II.A.1.a.

Maui Community College (MCC) is an open access, comprehensive, community-based college with one main campus in Kahului, Maui and five education centers, three located on Maui and one each on Molokai and Lana`i. MCC students represent a wide range of academic preparation, life experiences, geographic location, non-school obligations, and ethnic and racial backgrounds (see introduction Fig. 6, 7, 8ab, 11, and 12, pp. 15-20 for diversity and demographics).

MCC meets the diverse needs of its students by offering a wide variety and level of credit courses and programs at various times of the day and evening, and sometimes on Saturday. Approximately 400 technical and liberal arts courses at the developmental and collegiate level are offered each semester for general education leading to a choice of 89 certificates
and degrees (see evidence #A-2). To keep abreast of community needs, the college conducts community needs assessments, scheduling surveys, and student evaluations of instruction and continuously monitors low and over enrolled classes (see evidence #D-15).

The college offers programs consistent with student educational preparation. Pre-college level courses in English and math are dispersed throughout the day and evening schedules. Basic English and math non-credit courses are offered in partnership with the state Department of Education (DOE) and the MCC non-credit program to meet the needs of non-native speakers of English and others whose placement scores preclude college coursework. In addition to basic and developmental coursework, the college offers career and technical as well as liberal arts coursework that will transfer and meet degree requirements at other institutions within and outside of the system. The college has articulation agreements with the upper level University of Hawai`i (UH) institutions at Manoa, West Oahu, and Hilo. The agreements provide a foundation for educational planning, advising, and a transparent transition for students matriculating to those campuses.

In order to meet the varied educational needs and learning styles of students, MCC has implemented several new interactive delivery methods for math. The Interactive math program (IMP) curriculum helps students to develop an in-depth understanding of mathematical concepts and techniques and of ways to apply them. Students explore open-ended situations actively, in a way that resembles the inquiry method used by mathematicians and scientists in their work. They routinely experiment with examples, look for and articulate patterns, make, test, and prove conjectures, and make connections among mathematical ideas.

The new interactive computer-based math instruction allows students to put in class time 24/7 from multiple computer Internet sites. Learning activities are customized to each student’s needs, and accelerated calendars are available to allow students to complete multiple courses within the same semester (see evidence #E-13).

MCC serves the educational needs of its diverse and geographically dispersed learners through its five education centers within the County of Maui: one each on the islands of Molokai and Lana`i; one at the remote community of Hana on Maui's east side; one in Kihei in south Maui; and the newest one in west Maui, which commences programming in fall 2006. The college relies on formal research, analysis, and feedback from the community to identify student learning needs and to access progress at its different locations, including periodic needs assessments, regular meetings of community advisory councils, and continuous feedback from onsite student evaluations of instruction (see evidence #D-28).

Geographically dispersed learners are also served by the college's distance delivery scheduling. The interactive television system transmits 15-16 MCC courses per term to (or from) the outreach sites and statewide. An additional 8-9 courses are broadcast over the MCC cable channel, and another 9-16 courses via the Internet. Distance delivery greatly expands the selection of courses available in outreach, and has made it possible for outreach students to earn certificates and degrees in an array of programs, including liberal arts, accounting, business, electronics, hospitality, human services, nursing, fashion technology, building maintenance, and administration of justice. Distance courses are recommended
each semester by a collegewide ePlan committee composed of outreach coordinators, department chairs, counselors, and relevant academic support personnel, based on ongoing cycles and the analysis of data on student demand (see evidence #D-27). All distance classes are systematically evaluated by students each semester (see evidence #D-28).

The MCC Office of Continuing Education and Training (OCET) provides non-credit continuing education and training for Maui county in the primary areas of business and workforce development, computer technology, arts and culture, English-as-a-second-language, and apprenticeship. OCET meets the needs of the diverse community by utilizing several course delivery methods: open-enrollment public courses offered through fall, spring, and summer cycles; customized contract workplace training courses offered on demand by an organization; six-week training cycles in the English-as-a-second-language program; and annual ongoing apprenticeship training. OCET conducts ongoing community needs assessments for training services and evaluates courses and trainers on a continuous basis (see evidence #D-16).

MCC’s University of Hawai‘i Center, Maui makes it possible for the people of Maui county to pursue bachelor, master, and doctoral degrees without leaving their home island by offering upper division and graduate courses and programs from University of Hawai‘i campuses at Manoa, Hilo, and West Oahu. The center regularly conducts community surveys and maintains an intake database that indicates the demand for baccalaureate and graduate programs. These data, along with the retention and graduation data from past offerings, are used to plan future degree program offerings (see evidence #D-31).

The MCC bachelor of applied science in Applied Business and Information Technology (ABIT) was developed as a result of student and community interest in baccalaureate education. Before the degree was chosen, approximately 63,000 surveys were mailed to county households (see evidence #D-15). These surveys indicated a strong interest for a baccalaureate degree in the business and computer areas and validated interest in a bachelor-level business degree that employers on the business careers program advisory committee had for some time requested.

In addition to these five areas of the college—the community college credit courses and programs, the outreach centers, the OCET non-credit courses and programs, the programs of the UH Center, and the new ABIT program—a number of other programs enrich the educational opportunities of students and support the mission and vision of the college. These programs, synthesized in Fig. II.A-1 are considerable in number and reflect the broad range of ethnic, cultural, educational, and economic diversity in the MCC clientele.

To assure that programs are effective and efficient, Maui Community College has a long tradition of program review, beginning in the 1970s. In recent years, with the heightened interest in assessment, MCC developed and implemented a comprehensive program review and assessment procedure based on student learning outcomes. See Standards I.B, II.A.1.c, II.A.2.b., II.A.2.e., II.A.2.f., and II.A.2.i.
Fig. II.A-1
Diversified MCC Programs

<table>
<thead>
<tr>
<th>ECONOMIC</th>
<th>GEOGRAPHIC</th>
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<tr>
<td><strong>Cooperative Education:</strong> Flexible 93v-series in any alpha for work internships.</td>
<td><strong>Space Grant:</strong> NASA funded program providing fellowships for student projects in astronomy, engineering, computer science, electronics, and other disciplines involving the understanding, utilization, or exploration of space.</td>
</tr>
<tr>
<td><strong>Topics Courses:</strong> Flexible 90-series in any alpha to address current issues, special topics, or visiting experts.</td>
<td><strong>Marine Option Program:</strong> Students learn about the marine environment and work with marine scientists in many different areas of interest.</td>
</tr>
<tr>
<td><strong>Work Practicum:</strong> Flexible 151v-series in any alpha providing work experience with instructor.</td>
<td><strong>Sea Grant:</strong> Offers Native Hawaiian undergrads summer environmental internships.</td>
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<tr>
<td><strong>Directed Study:</strong> Flexible 99v-series in any alpha for research beyond scope of curricular offerings.</td>
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<tr>
<td><strong>Service Learning:</strong> Applies classroom knowledge by doing work beneficial to the community.</td>
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<tr>
<th>CULTURAL</th>
<th>VARIED NEEDS</th>
</tr>
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<tbody>
<tr>
<td><strong>Den-en Chofu Exchange:</strong> International cultural exchange homestay program 33 years running.</td>
<td><strong>Educational Opportunity Center:</strong> Provides access to post secondary education to county residents, esp. low income 1st generation. Kahului &amp; Molokai.</td>
</tr>
<tr>
<td><strong>Po`okela Project:</strong> Academic and cultural development for Hawaiian career-technical students. Kahului and Molokai.</td>
<td><strong>Student Support Services Program:</strong> Assists low-income, 1st generation, and disabled to develop skills to complete a baccalaureate degree.</td>
</tr>
<tr>
<td><strong>Liko A`e:</strong> Scholarship program with goal to increase enrollment of Native Hawaiians in higher education.</td>
<td><strong>Students with Disabilities:</strong> Academic support, auxiliary equipment, and counseling services as needed.</td>
</tr>
<tr>
<td><strong>Na Pua No`eau:</strong> K-12 enrichment program encouraging Native Hawaiians from an early age to prepare for college.</td>
<td><strong>MCC-MEO Head Start:</strong> Free preschool on Kahului campus; 1st priority to children of MCC students.</td>
</tr>
<tr>
<td><strong>Mohala Ka`ike:</strong> Programs &amp; activities that assist in sustaining Native Hawaiian language &amp; culture.</td>
<td><strong>Phi Theta Kappa:</strong> National honor society to promote scholarship and develop leadership.</td>
</tr>
<tr>
<td><strong>Safe Zone:</strong> Positive campus social, academic, employment environment for all regardless of sexual orientation.</td>
<td><strong>Dean’s List:</strong> Recognition of students earning GPA of 3.5 in 11 or more credits.</td>
</tr>
<tr>
<td><strong>Campus Clubs:</strong> Celtic, Hui Lei Ola, Kabatak (Filipino Club) Kiku No Kai (Japanese Club)</td>
<td><strong>Campus Clubs:</strong> Campus Crusade for Christ, Critical Mass, Human Rights, Human Services, Leaders in Future Technology, Nursing, Peace, Political Science, Twilight Cinema, Unity Bahai.</td>
</tr>
</tbody>
</table>


MCC takes seriously its mission to provide high quality post-secondary education to the County of Maui and beyond. The college expands or changes programs so that they are consistent with the educational preparation and the diversity, demographics, and economy of its communities. For example, in response to community and student interest, the food service program, now housed in the new state-of-the-art Pa`ina building, was expanded. The nursing career ladder, a highly respected and much-needed program, has, at the request of the Maui community, expanded into allied health and added certificates in dental technology, community health worker, personal care attendant, and medication assistant.

The hotel operations program has grown into the hospitality and tourism program, with new program objectives that meet the needs of the community and a new course numbering system that is consistent with that of the UH system. Business technology curriculum has been revamped to incorporate the extensive changes that have taken place in Maui offices with the advent of computers and other technologies. Also, new courses in a variety of
disciplines, including psychology, social services, information technology, digital media, and Hawaiian studies, have been added to further compliment the college mission to serve its diverse population of lifelong learners and to keep its curriculum abreast of the economy of its communities.

Quality teaching is supported through a continuous interchange of dialogue, both formal and informal, about best teaching practices. Workshops on teaching practices are presented by the teaching improvement committee (TIC) of the academic senate and by visiting experts who share inspiration and skills (see evidence #B-12). Also, peers who are knowledgeable about delivery methods such as WebCT continually teach and mentor less knowledgeable peers. The dialogue about teaching improvement is ongoing, as it should be in a college that prides itself on its teaching faculty.

In addition to the dialogue that takes place formally and informally about instructional matters, MCC uses surveys of faculty, staff, and students to provide input into its continuous dialogue and improvement cycle. In spring 2006, the college took part for the third time in the national Community College Survey of Student Engagement (CCSSE) (see evidence #D-4). The college also conducts annual graduate and leaver student surveys (see evidence #D-10), and in early 2006 conducted a college climate survey of faculty, lecturers, staff, and administrators (see evidence #D-3).

When asked in the 2006 college climate survey if MCC assesses progress toward achieving its goals in an ongoing cycle of evaluation, planning, resource allocation, implementation, and re-evaluation (#1e), fully 85.4 percent of the responding faculty, lecturers, staff, and administrators replied in the affirmative to this critical question. Several other questions on the college climate survey relate directly to Standard II.A.1 and A.1.a. For instance, 96.2 percent of respondents (#1a) concurred that “MCC has a strong commitment to a mission that emphasizes achievement of student learning.”

Of faculty and lecturers responding, 96.9 percent also expressed (#2a) that “MCC programs and services are high quality” and 95.8 percent indicated (#2e) that “MCC seeks to meet the varied educational needs of students through programs consistent with their educational preparation and community demographics.”

On the most recent graduate and leaver survey, 92.3 percent of students rated the overall quality of their academic experience at Maui Community College as “excellent” or “good.” In the 2004 CCSSE survey, 96 percent of the students agreed that they would recommend the college to a friend or family member, and over 89 percent evaluated their entire educational experience at this college as either “good” or “excellent.”

The community also perceives MCC degrees to be of quality and value. A 1998 community telephone survey found 87 percent of respondents affirming, by selecting 5 or 6 (on a 6-point scale), that they would strongly encourage their friends or family to attend MCC (see evidence #D-15).

In spring 2002, the college distributed a community survey, part of which sought input on the issue of MCC offering baccalaureate degrees. Of employers who responded, 97.7 percent described themselves as “highly likely” or “likely” to hire a Maui Community College
graduate with a baccalaureate degree. Fully 89.5 percent of respondents perceived that a baccalaureate degree from MCC would have the same importance to employers as a UH Manoa baccalaureate degree. Results of these surveys are available on the web (see evidence #D-15).

OCET’s program review team gave evidence of the effectiveness of the college’s continuing education program by saying that OCET “….understands its mission, knows its customers, has defined goals and objectives which guide its operations…” Additional examples of evidence to support the quality of MCC’s instructional programs and services are dispersed throughout the self study.

Planning Agenda—II.A., II.A.1., and II.A.1.a.

- Strengthen wherever possible the practice of assessing, dialoguing about, modifying, and continuously improving credit and non-credit programs, courses, and offerings in order to fulfill the college mission to provide high quality education to the people of Maui county. Involve faculty, staff, students, advisory committees, and community members.

II.A.1.b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

II.A.2.d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

Descriptive Summary—II.A.1.b. and II.A.2.d.

Maui Community College utilizes a variety of delivery systems and modes of instruction that are compatible with its curriculum objectives and appropriate for the diverse needs and learning styles of its geographically dispersed students. For the past 20 years, distance learning has been an integral part of the MCC delivery system. By using Channel 55, a cable channel, and the two-way interactive closed circuit Hawai`i Interactive Television System (HITS), the college delivers degree and certificate courses and programs to education centers on Molokai and Lana`i and in Hana and Kihei, and soon to west Maui. In recent years, Internet classes were added to the distance learning mix, as well as hybrid classes utilizing a combination of methodologies. Many of the cable and interactive courses are supported by the WebCT electronic network technology.

Additionally, students across the state have access to courses through the University of Hawai`i community college (UHCC) e-learn degree. Not only does MCC transmit out more than three dozen distance delivered MCC courses per term, but the Kahului campus also receives approximately 150 courses per term from the other UH campuses; the outreach centers receive as many courses as they can accommodate in their distance classrooms. These ITV, cable, and Internet delivery methods provide a wide range of classes for MCC students, regardless of where they are located.
Distance delivery addresses both the geographic need and the learning styles of students. For example, cable delivery of administration of justice (AJ) courses not only brought the AJ cycle to outreach sites within the county and throughout the state where no AJ program was available, but it also enabled students to tape class presentations off their home cable channel or view them in the college library. This feature of cable delivery opened access to the AJ program to its primary clientele—police officers, security guards, hotel workers, and many others with shift work or late night schedules.

Similarly, nursing general education requirements have been reliably offered over cable, including introduction and developmental psychology, microbiology and anatomy (with required campus science labs), anthropology, statistics, and English. Cable delivery of these courses renders them accessible to pre-nursing majors on shift work who are trying to finish their nursing entrance requirements. Additionally, the cable methodology allows students to review the tapes of complex subject matter over and over again.

A third example of cable delivery meeting specific needs of the community involves the successful nurse aid class, which has been offered every semester over cable TV since the prior decade. What makes this offering distinctive is that just a small number of students can be accommodated at an outreach site or at a community-based facility in a cost-effective manner. While the lecture component is broadcast over cable, the onsite lab costs the college the equivalent of one credit pay to hire an onsite lecturer, which is easily covered by the student tuition for the five-credit class. The cabled lectures ensure high quality standardized instruction and examinations by the campus instructor, while the lab enables students to learn from and model a successful nurse from their own community. Through the cable delivery format, the college has successfully met the small pocket of need for nurse aids at Molokai, Lana‘i, and Hana, and for the particularized needs for training at Hale Makua and other nursing care facilities.

The advantages of cable methodology for a diverse audience are also true of Internet classes. Like cable classes, Internet classes circumvent the regular classroom attendance requirement of classroom-based classes and benefit those with special illness, family, or work considerations, as well as those who have a long commute to campus or live on a different island. The written content of Internet classes, in lieu of the oral presentation of classroom lectures, enables frequent repetition and review of the subject matter. Not all courses are adaptable to web technology, or to cable and interactive television, and not all students are adaptable to the computer based, relatively independent learning style required of web classes. The college, however, successfully offers more than a dozen courses via the Internet in business, computer science, writing, literature, economics, advanced mathematics, pharmacology, food science, and nursing in-service courses. The college has also discussed preparing the entire AJ curriculum and its support courses for offering via the Internet so as to meet the needs of its work-shift clientele without usurping additional limited cable timeslots.

The quality of distance delivered classes is assured in multiple ways. All courses offered via distance learning technology are part of the regular college curriculum and are approved through MCC’s extensive curriculum process. These courses are the same ones offered in traditional class settings by faculty who teach and facilitate learning in a variety of ways.
Experienced producers provide technical and production expertise for the cable and interactive classes. Faculty members with extensive cable, interactive, Internet, or WebCT experience share their knowledge with faculty who are learning to use the technologies. MCC distance delivered classes are compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

Another alternative delivery of courses, the self-paced format, makes it possible to offer different levels of content concurrently in the same section. With concurrent scheduling, students gain access to a wider array of classes within the same time period, while the college's concerns about low enrollment are often circumvented because multiple levels of students are accommodated within the same concurrent class. The self-paced methodology has served very successfully, for example, in auto body repair and painting (ABRP), developmental math, and calculus, where 25 different ABRP courses, 4 developmental math courses, and 4 levels of calculus are presented in a single section. Too, the self-paced methodology serves the learning styles of many adults, consistent with MCC demographics, whose work or family needs preclude regular attendance in class, or who learn better in an independent study format. Students who miss a class are not missing a lecture and are able to make up the work from their self-paced written or computer-based materials.

In traditional classroom settings, instructors provide a rich educational experience for students by using effective and varied methods of delivery, including informational lectures, group work, individual and panel discussions, presentations, outside speakers, team projects, and field trips. The academic senate teaching improvement committee (TIC) provides an opportunity for faculty to share with other faculty successful methods and techniques that they have used. Also, workshops sponsored by a variety of college-related resources, e.g., Perkins or Wo scholarship funds and a strategic plan action strategy team, have brought nationally acclaimed practitioners to MCC to share their techniques and inspirational practices, including Skip Downing, Ruth Stiehl, Dolores Grayson, Gwen Fujie, Mary Allen, and Amy Driscoll.

**Outreach centers:** Off-campus instruction, away from the main campus in Kahului, is a fundamental delivery system the college uses to reach residents in outlying areas of the county. Programs, courses, and faculty requirements remain the same at these outreach sites as at the Kahului campus. All courses, both live and distance, are evaluated each semester, and the data are used to improve the services.

On Molokai, the college offers instruction at the MCC Molokai Education Center in downtown Kaunakakai and at the MCC Molokai Farm in Hoolehua in the central rural part of the island. The majority of students enroll in “live” onsite courses, and the remainder enroll in distance education (HITS, cable, Internet) courses to round out their program. Onsite courses are taught by the outreach coordinator, the farm manager, and a pool of lecturers who meet the same minimum qualifications as those teaching elsewhere across the UHCC system. The Molokai schedule of courses in fall 2005 included 15 lecturers with master degrees and 3 with Ph.D.s. In all, Molokai has six Ph.D. lecturers from which to choose.
Lana`i and Hana, both of which serve significantly smaller communities than Molokai in terms of community size, student population, and physical resources, nevertheless offer courses and programs appropriate to their communities. Most of the classes offered at the MCC Lana`i Education Center, located on the Lana`i City square, and the MCC Hana Education Center, located in central Hana, are via distance education, although each site offers onsite “live” classes as appropriate.

Both onsite credit and non-credit courses and distance classes from UH Manoa, Hilo and West Oahu are offered at the Kihei outreach facility. The newly opened MCC West Maui Education Center in Lahaina has scheduled onsite credit and non-credit classes commencing with the fall 2006 semester; a full range of distance courses will be offered in spring 2007.

In addition to a range of community college level courses, the outreach centers receive a limited number of baccalaureate and graduate level distance education programs from the UH institutions at Manoa, Hilo, and West Oahu brokered through the college’s UH Center. Selected master degrees can be earned in library science, special education, and interdisciplinary masters in education. Courses of study include elementary education, post baccalaureate certification in secondary education, business administration, and applied social sciences.

The college meets the need of its distance students by providing them with timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technological competence and skills, technical equipment requirements, availability of academic support services and financial aid resources, and costs and payment policies. Distance education students have reasonable and adequate access to the range of student services appropriate to support their learning. Much of this has been enhanced with the use of the Banner student information system, MyUH portal, WebCT and a systemwide email system.

An e-learn website (see evidence #E-5) provides a variety of support to distance learning students, including information about student resources, tips for success, and a self-assessment. The college is committed to ongoing support, both financial and technical, and to continuation of any program for a period of time sufficient to enable students to complete a degree or certificate. The college, in conjunction with the UH system, evaluates educational effectiveness of distance classes and programs, including assessments of student learning outcomes, student retention, and student and faculty satisfaction.

Self Evaluation--II.A.1.b. and II.A.2.d.

MCC’s history of delivering high quality instructional programs, both in the classroom and via alternative delivery, gives it a secure base for program and course delivery. Results of course evaluations, whether for “live” classroom instruction or for alternative delivery, are used by the faculty and lecturers involved to improve modes of instruction and methods of delivery. Student evaluations of distance classes consistently verify the benefits of alternative delivery systems (see evidence #D-28).
Outreach centers successfully serve the educational needs of geographically dispersed learners on the neighbor islands by identifying specific community needs and offering a variety of programs and delivery methods that are consistent with those needs, including live classes, computer labs for technology and web classes, and studios for television classes.

Results of surveys have corroborated that MCC offers high-quality instructional programs. Students responding to the 2004 Community College Survey of Student Engagement (CCSSE) rated instructors on a scale of 7 to 1, from available, helpful, sympathetic to unavailable, unhelpful, and unsympathetic. A total of 68 percent rated faculty as a 6 or 7. If the rating of 5 (which is above the mid-point) is added, the percentage becomes 86. In the 2006 college climate survey, 96.2 percent of collegewide respondents agreed or strongly agreed with the statement (#1b), “MCC makes a conscious effort to produce and support student learning.” When asked (#2f) if “MCC provides high quality instruction at its outreach locations,” 70.4 percent of faculty affirmed that it does. The fact that 24.7 percent said that they didn’t know is not surprising, considering the fact that not all instructors are involved in distance delivery or may not wish to comment. A total of 65.4 percent of respondents said (#2g) that they believe that “MCC maintains the same standards in its alternative delivery classes as in the regular classroom.” Again, a number (25.9%) said that they didn’t know. However, the fact that three-fourths of the faculty did have an opinion about the standards of alternative delivery is taken as a positive indication of the widespread involvement of faculty in these relatively new technologies.

Full-time faculty, who are evaluated by both students and peers, also address any suggestions and recommendations received in contract renewal and tenure documents and make changes according to recommendations.

Planning Agenda—II.A.1.b. and II.A.2.d.

- No action needed at this time.

II.A.1.c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

II.A.2.b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress toward achieving those outcomes.

II.A.2.e. The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

II.A.2.f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees.
vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

II.A.2.i. The institution awards degrees and certificates based on student achievement of a program’s stated learning outcomes.

Descriptive Summary—II.A.1.c, II.A.2.b., II.A.2.e., II.A.2.f., and II.A.2.i.

Historical perspective: Maui Community College engages in an ongoing, systematic evaluation and planning process. Program review and student learning outcomes are an integral part of this process. Since 1977, program reviews, mainly of career and technical programs but also including liberal arts and the library, have been completed and used for planning. Over the years, these program reviews have taken various forms. In effect since 1992-93 are program health indicators (PHIs), which compile data in four areas: 1) program demand/centrality (annual job openings, number of majors, number of sections taught); 2) program efficiency (average class size, class fit, number of small classes); 3) program outcomes, (student satisfaction, credits earned ratio, graduation rate); and 4) seven Perkins III Core Indicators (achievement, skills, diplomas, placement, retention, and nontraditional completion and retention). Each PHI also includes information on program strengths, weaknesses, and action plans, with a review of past plans and plans for the future (see evidence #D-21).

After receiving a recommendation from the visiting 2000 accreditation self-study team, Maui Community College developed and implemented an annual and a cyclic five-year comprehensive program review and evaluation process for all its educational programs, including those in academic support and student services. Administrative support is on a four-year comprehensive cycle. The comprehensive program review and evaluation integrated the traditional PHI information with the newer emphasis on student learning outcomes. Indirect evaluation indices include graduation and transfer rates; direct indices include assessment of student learning outcomes.

SLOs and grids in career and technical programs: Assessment coordinators were identified and given reassigned time to lead the effort of developing a comprehensive plan for incorporating SLOs into programs and courses starting with career and technical education (see synopsis in introduction Fig. 22-25). To accomplish this, the assessment coordinators held Saturday workshops for career and technical program coordinators and provided an extensive notebook filled with background information, examples, and forms to be used. To provide a strong foundation for evaluating each of these programs, initial assessment activities focused on the updating of course outlines. Faculty members made sure that course outlines included student learning outcomes (SLOs) based on the five MCC and UH system standards: critical thinking, oral communication, written communication, information retrieval and technology, and quantitative reasoning (COWIQs).

Faculty next created curricular grids to show the coverage of the five standards in each course, making sure that course outlines correspond with course syllabi. The grids track program goals and student learning outcomes and integrate the five COWIQ standards.
In addition, program coordinators created mission statements, goals, and SLOs for the goals. This process, where appropriate, involved consultation with other faculty, advisory committees, students, and/or systemwide program coordinating councils (PCCs). The administration of justice, sustainable technology, and nursing programs were among those that coordinated with the systemwide PCCs when developing program and course SLOs. A majority of the career-technical education programs used their PCCs and advisory committees to review and validate or shape the SLOs developed by faculty members.

In May 2003, career and technical program coordinators submitted annual reports on their 2002-03 assessment activities. The data from the reports were analyzed and recommendations made for changes that would improve program effectiveness.

Positive decisions and actions did result from the 2002-03 reports, but the timing of the reports proved to be less than optimal. After a dialogue among stakeholders, it was decided that the reports would be due in the September following the year of evaluation. This schedule not only allows program coordinators the time they need to analyze data and provide action plans on how to strengthen their programs, but also permits an opportunity for assessment activities to be aligned with college review processes, schedules, planning activities, and budget allocation. Since then, program review reports have been filed in September of each year.

After comprehensive program reviews are submitted, a review committee, made up of external and internal members, discusses and validates them. The reviews are then referred to the MCC executive committee and administration for final validation and action. Data and dialogue from both annual and comprehensive reports are used to improve and modify programs and for institutional planning and resource allocation.

During 2003-04, the assessment coordinators submitted one-year, biennium, and eight-year budgets for assessment activities. A new format for submitting annual assessment budgets was created that ties directly to the college mission, strategic plan, and prioritized action strategies. Action steps, indicators of past and present assessment activities, and budget allocations and funding sources are shown.

By 2005 the focus of the assessment and program activities moved from developing SLOs in career and technical programs and continuing the annual and comprehensive program reviews as scheduled, to developing methods of assessing the SLOs that are in place in courses and programs. At a spring 2006 workshop, nationally acclaimed educator Ruth Stiehl furnished clarity and direction for completing SLOs. On her workshop evaluation survey, 100 percent of respondents expressed a level of agreement to the statement that they have a clearer understanding of how to assess student learning.

**Program review template.** The assessment coordinators had worked closely with instructional department chairs and administrators to develop and update necessary criteria and develop a template that program coordinators could use for both the annual and comprehensive reports. In December 2004, the academic senate adopted the template, which consists of five sections of discussion and supporting data: 1) overview of the program; 2) curriculum and students; 3) staff and support facilities; 4) distance delivered off-campus
programs; and 5) analysis of program: tying it all together. Since sections one, two, and five measure critical aspects of the programs, the annual review covers these three sections. All five sections are covered in the five-year comprehensive reports. Each program review incorporates into it the SLOs for that program. When data are available from assessing student outcomes, the reviews will include discussion and recommendations based on the assessment of SLOs, along with currently available external data.

The UHCC system worked to develop a systemwide template for program reviews, which was released in fall 2005. Since that date was concurrent with the 2005 due date for the MCC submittals, some program coordinators used the MCC template for one more year, while others switched to the systemwide template. Starting with the fall 2006 submissions, the systemwide template will be used for all MCC program review reports.

**Liberal arts.** Following the lead of the career and technical programs, the liberal arts program, under the leadership of one of the two assessment coordinators, began undertaking a program review. For several semesters information was gathered, and then the review was begun. However, because of several factors, including the complexity of the liberal arts program and the dialogue and outcomes involved in planning a substantive change to the liberal arts program requirements (see Standard II.3), the completion of the review was delayed. In fall 2005, with facilitation provided by the humanities department chair, members of the liberal arts faculty began again to dialogue about the formation of program SLOs and completion of the program review document. Presently that work is ongoing. The present timetable calls for a liberal arts program review to be completed for the fall 2006 submission deadline.

**Resources:** To assure that assessment is continuous and collegewide, the assessment coordinator developed a series of processes that clarify what activities program coordinators and assessment coordinators will perform on a regular basis. These include the “Self-Study Guide for Annual Assessments and Comprehensive Program Reviews,” the “Timeline for Annual Assessments;” the “Timeline for Comprehensive Program Reviews,” the “Procedures and Timeline for Annual Assessment and Program Review Validation Teams,” and the “Guidelines for Program Review Validation Teams” (see evidence #A-7). The assessment processes are timed to align with college budgeting and planning schedules and are periodically reviewed for their vitality and effectiveness.

The institutional researcher facilitates the evaluation process by providing extensive data and analyses that are used in program reviews and for further scrutiny by subsequent reviewers and then to make decisions that evaluate, improve, and fund activities and initiatives that will improve student learning outcomes. To ensure that the UHCC system develops a consistent profile of the data needed to support ACCJC assessment requirements, the system institutional research cadre, with active MCC representation and participation, has created a UHCC data elements template.

Additional details about the MCC program review and assessment effort can be found in accreditation documents, progress reports, and program health indicators on the web (see evidence #A-1).
Office of Continuing Education & Training (OCET), which provides non-credit instruction, publicizes its student learning outcomes in its publication of classes and in its customized contract training proposals. Qualitative information includes student evaluations of all classes, telephone follow-ups with individual students who express dissatisfaction with their learning experience, telephone follow-ups with contract training clients after training delivery, and interviews with trainers. Quantitative information collected includes pre- and post-assessments of student skills in certificate programs and the testing of Maui Language Institute students on class learning outcomes and on their readiness for college entrance exams.

Also, in OCET’s certificate programs, students must demonstrate their abilities in order to successfully complete a class. Records are kept of student enrollment, retention, and completion. All quantitative and qualitative data are analyzed and used for planning, decision-making, and budgeting geared toward improving the effectiveness of OCET classes. Course outlines with course goals and learning outcomes are given to students at the beginning of each course. These levels of data are monitored daily, weekly, monthly, cyclically, and annually.

In 2003-04, OCET became one of three MCC programs to undergo a pilot comprehensive program review. During the year, departments gathered evidence, using “The Self Study Guide for Annual Assessments and Comprehensive Program Reviews” as a guideline. In addition, OCET completed an annual assessment report for the program review year of September 2004 to August 2005. Findings from the comprehensive and annual reports were reported, discussed, and integrated into the MCC decision-making and budgeting processes.

OCET students and clients evaluate each class and program offered. Students answer questions and provide comments and feedback as to their personal learning experience. Evaluations are deposited into a locked box located in the back of each classroom. Evaluations are collected by OCET staff and given to appropriate program coordinators for review and possible telephone follow-up. Evaluations are used to provide qualitative and quantifiable data to support new classes and programs and to assess student interests and student learning. OCET classes are generally measured by student and client satisfaction levels, enrollment levels, return student rates, revenue, and profit rates. These are monitored daily, weekly, monthly, cyclically, and annually. All quantitative and qualitative data are analyzed and used for planning, decision-making, and budgeting geared toward improving the effectiveness of OCET classes, programs and services.

The University of Hawai‘i Center, Maui. The UH center supports bachelor, master, and post-baccalaureate certificate programs offered by UH system campuses at Manoa, West Oahu, and Hilo. Since the center’s inception in 1997, student enrollment, retention, and completion data has been regularly collected and reviewed in order to evaluate and improve support services, as well as to expand the breadth of four-year programs available to students. Course scheduling grids document the results of ongoing negotiations and commitments between the UH Center and the campuses offering the four-year degrees. Program offerings and operational activities are adjusted according to data collected. In fall 2006, the UH center will complete its first comprehensive program review.
Outreach: The data, dialogue, decision cycle of evaluation, using various methodologies, is an integral part of programming and planning at the outreach centers. The Molokai center coordinator, in conjunction with staff and the advisory committee, evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, currency, and future needs for the island of Molokai. To renew interest in the agriculture program, one-credit high interest, “just-in-time” classes were offered, while the three-credit courses were cut back to a part-time basis. As a result, the Molokai agriculture program now has eight new majors enrolled in a certificate of completion. The business technology program was dropped after completion of the program cycle and replaced by business careers, a program more useful to students and more in line with the needs of the community. Currently, 20 Molokai students are majoring in business careers, 60 in liberal arts, 50 in human services, and 8 in agriculture. Other majors, such as nurse aide training, offer periodic courses to a small but important number of students.

The Molokai outreach program advisory committee convenes annually—or more frequently if needed. The Molokai center has strong ties to many community groups, allowing for constant input and exchange of ideas on curricula and program needs. Because of a limited budget, some suggestions, e.g., longer library hours, cannot always be implemented; however, they are prioritized and included in the planning and budgeting process for the future. In the fall of 2005, Molokai was the first outreach program on the schedule to complete its comprehensive program review. The overall process was valuable for Molokai, as the document included “mini” program reviews that were submitted by the seven federally funded programs that are housed at the Molokai center. These provided the community with a clear picture of the entire scope of services offered on Molokai.

The other education centers have completed annual assessments; every five years, they will complete comprehensive program reviews. The Lana‘i center community advisory committee and the Lana‘i Rural Development Project (a federal Department of Labor-funded grant) advisory committee schedule joint meetings. A clipboard and a suggestion box are available to students and community members in the Lana‘i center, and students fill out end-of-semester teacher and class evaluation forms. All data collected are analyzed, tabulated, and used to improve student access and support services. For instance, as a result of community input, compass placement testing for high school students was reinstated at the Lana‘i center in 2002. A Kellogg grant has made it possible for the Lana‘i center to prepare high school students to take the placement tests. Last year 26 percent of high school juniors participated in the program.

The Hana center program advisory committee convenes annually—or more frequently if needed—giving valuable advice and suggestions. For instance, as a result of community input, testing and counseling services were implemented in Hana for students who plan to attend classes in Kahului. During the academic year 2003-04, every Hana High School graduate took the MCC compass placement test at the Hana center, eliminating the need to travel the long distance to the Kahului campus. Also, the MCC counselor for the Hana area now assists both high school students and community members. At the fall 2005 advisory council meeting, advisory committee members offered feedback to the college on the direction that they see the center taking, while the administrators shared information.
regarding the direction that MCC as a whole was taking. As a result of the meeting, the possibility of having food service courses offered in East Maui will be explored.

**Self Evaluation—II.A.1.c, II.A.2.b., II.A.2.e., II.A.2.f., and II.A.2.i.**

Since the last self study and team visit, MCC, building on its long-standing foundation of program review, has made great strides in both program review and in institutionalizing student learning outcomes into courses and programs. A program review schedule is in place for all programs (see evidence #A-7). Program coordinators or lead staff members, with help from their constituents, complete an annual review; and once every five years (four years for administrative affairs), they complete a comprehensive program review. This schedule includes instructional programs (including liberal arts), and has been expanded to include programs in academic affairs, student affairs, and administrative affairs.

MCC reported a 93.5 percent compliance rate on completing the past year’s (2005-06) annual and comprehensive program reviews. After comprehensive program reviews are submitted, review teams analyze and comment on them before sending them on to the college executive committee and administrators for review. The chancellor’s executive summary is prepared and posted on the web (see evidence #A-7), and results of the reports are used in planning, budgeting, and resource allocation.

Student learning outcomes have been completed for all except two instructional programs. The next step, scheduled to begin during the upcoming academic year, is development of assessment indices and collection of data. These will be analyzed and discussed with recommendations made in the program reviews. The course and program grids with the five general education competencies make it possible for advisory committee members and other stakeholders to assess the courses and programs.

All of this took a great amount of time and energy for assessment coordinators and for program coordinators, who are often in single person or very small programs; who ordinarily teach a large number of preparations per semester and year; and who, for the most part, receive no release time for program coordination.

According to the college implementation timetable, non-instructional programs are next in line for the development of program SLOs. While many of these programs have developed mission and vision statements and goals, their next step is to prepare outcomes in terms of internal measures of student learning, along the lines of the template presented by Dr. Cheryl Amadore at a recent AACJC-sponsored workshop (see evidence #A-6).

As stated, SLOs have been introduced and are continuing to be introduced into MCC courses, including new and modified courses, courses on the review cycle, and those specific to programs. When they have been approved through the curriculum process, SLOs are clearly established in course outlines. Assessment coordinators and curriculum committee chairs estimate that over 80 percent of MCC courses presently have SLOs and that this number will increase as courses are introduced, modified, or up for review. Course outlines are available on the curriculum committee website (see evidence #B-6) and on file in the office of the VC academic affairs. They are also housed in individual departments. Each semester, instructors
develop a syllabus for each course that includes scope and sequence, student learning outcomes, evaluations methods, grading policies, schedule, and essential class procedures. As course delivery may vary with individual instructors, each instructional department requires an up-to-date syllabus for each course to be on file with the department secretary.

Although SLOs are in a very large percentage of course outlines, it is unclear if they appear in the syllabi for all of those courses. Making sure that they do is one of the tasks that the faculty and the interim assessment coordinator will have to undertake during the coming semesters. Also, program and course SLOs are not presently listed in the print catalog or on the catalog website. Because of the number of SLOs and the prohibitive cost to include them in the print catalog, the college has included all that are available in the CD version of the college catalog.

By fall 2005, when the college was visited by the ACCJC president and chair, MCC was able to provide evidence of the extent that program reviews had been completed and integrated into planning and budgeting cycles—and the extent that SLOs had been integrated into courses collegewide and into career and technical programs. About the same time, it became apparent that the tremendous effort it took to accomplish all this in such a short time period and with limited resources had taken a toll on many of the participants. Both assessment coordinators stepped down, and program coordinators and faculty were clearly in need of time to consolidate the work done so far and to make reasoned plans for tackling the next stage of the project: defining assessment measures, collecting data, and integrating assessment practices into additional courses and programs. An interim assessment coordinator has been appointed to lead the effort.

As for the systemwide template, it is now evident that official data are unavailable for 9 of 33 (27.3%) required elements. Also, the management and planning support (MAPS) reports are released by the central institutional research office too late for data for the required elements to be included and discussed in the program reviews (see evidence #D-13). Further work is needed on defining the systemwide data elements that CCs must use.

The extent to which the idea and practice of SLOs, assessment, and program review has been institutionalized at MCC is evidenced by responses to statements in the college climate survey. When faculty and lecturers were asked (#2c) if MCC has identified student learning outcomes, a full 95.9 percent responded in the affirmative, giving evidence of how pervasive the importance of SLOs is understood throughout the MCC academia.

Other college climate answers corroborate this evidence. A total of 89.9 percent of respondents agreed or strongly agreed to the statement (#1c) that “MCC makes a conscious effort to assess how well learning is occurring”; 90.6 percent agreed (#1d) that “MCC makes a conscious effort to make changes to improve student learning”; and 88.8 percent agreed (#2e) that “MCC evaluates courses/programs in an ongoing systematic review of their relevance, appropriateness, and future need.”
Planning Agenda—II.A.1.c, II.A.2.b., II.A.2.e., II.A.2.f., and II.A.2.i.

- Add additional effective SLOs and assessment tools to courses and programs, especially those in the liberal arts area, and ensure that SLOs are explicit in course syllabi and in the college catalog. This activity will include assisting faculty members as they redefine both course and program SLOs and assessment.

- Complete the development of appropriate assessment practices for all courses and programs.

- Work with the interim assessment coordinator to develop and implement strategies to integrate the assessment work completed thus far with the new UH system program review template and assessment model.

- Expand faculty use of assessment methods; assess student outcomes; and move toward the institutionalization of a continuous improvement model of assessment.

- Develop a process whereby the matriculation, graduation, employment, and other pertinent student data can be gathered on a timely basis.

- OCET: Expand exploration of rubrics that could be applied to continuing education classes and programs.

II.A.2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

II.A.2.a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

Descriptive Summary—II.A.2., II.A.2.a.
Maui Community College (MCC) uses established procedures to design, identify student learning outcomes for, approve, administer, deliver, and evaluate courses and programs. Appropriate advisory committees assist in identifying appropriate competency levels and measurable student learning outcomes. The specifics are covered in depth in Standard II.A.1.

The institution recognizes the central role that its faculty plays in establishing quality and improving instructional courses and programs. A rigorous and detailed curriculum review process is established at MCC to adopt new courses and evaluate existing ones. Faculty members who propose new courses, including any from outreach, follow a regular procedure outlined in the curriculum handbook. The college’s process for design, approval, implementation, revision, and review of its curriculum is clearly defined in the charter of the
MCC academic senate.

The composition of the curriculum committee gives faculty the major responsibility for carrying out the process. With limited approved modifications, the curriculum handbook on policies and procedures has been institutionalized. A curriculum flow chart has been developed to make the entire process and its evaluation component a user-friendly document. Curriculum approval request (CAR) forms, articulation forms, checklists, academic standards grids, and examples are available on the curriculum committee website (see evidence #B-6). All credit courses are subject to a system of periodic review and evaluation. The review period for courses is currently five years.

After the development or modification of a course, the faculty member submits it to the department for review, comment, and approval. From the department level, courses are sent to the curriculum committee for a rigorous evaluation. The recommendation of this committee is then forwarded to the academic senate, which holds meetings over a telecommunication network to involve outreach coordinators while reviewing the proposal. With passage, the senate forwards it for administrative approval. At any level, the proposal may be returned for further revisions. The vice chancellor (VC) academic affairs is an ex-officio member of the curriculum committee.

The MCC curriculum committee, in conjunction with the assessment coordinator, sponsored workshops to assist faculty in developing appropriate student learning outcomes for their courses and programs and in identifying the academic standards met by each course. Standards grids and SLOs must be included in all newly proposed courses and linked to the course timeline before approval by the curriculum committee and recommendation to the academic senate. Course outlines for existing courses have been revised to include SLOs and standards grids. Course outlines are on file with the VC academic affairs. The student learning outcomes are to be posted in the course outlines on the curriculum committee webpage.

Initiating a new program or making a change in a program or its requirements begins with a faculty member preparing the necessary documents, including the course outline and curriculum forms, and sharing the documents with the specific department. Initiation of a new program also requires analysis and consensus from a community needs assessment. Once department approval is given, the documents are taken to the curriculum committee for review and approval. Once approved, the curriculum material is shared with the academic senate and acted upon.

Course syllabi, handed out to students at the beginning of each course, contain course requirements, policies related to attendance and grading, and SLOs linked to the instructional timeline in each syllabus. From the information contained in syllabi, students understand course and program expectations. Through successful completion of course requirements, students demonstrate that they have achieved the learning outcomes for each course.

Student learning outcomes have been developed and submitted for approval for courses that are taught in the traditional classroom setting. Since many MCC courses are taught using distance delivery modalities, however, a sub-committee on distance education was formed.
under the curriculum committee in fall 2004 to determine whether or not a distance delivered course should consider establishing new or additional SLOs based on the modality of course delivery. The conclusion reached after investigation and dialogue between the committee and faculty consultants was that delivery modality does not directly affect the SLOs of any given course. The student learning outcomes, content, and assessment standards are the same for distance or alternative delivery courses; only the modes of instruction and the methods of delivery may vary. This reinforces the position long taken by faculty and the college in general that distance delivered courses have the same content, outcomes, and rigor of traditionally taught courses.

The UH Board of Regents and MCC place major emphasis on quality instruction. Established guidelines for tenure and promotion procedures based on quality instruction are clearly outlined by the UH system. Student and faculty evaluations are regularly used as effective methods to improve the quality of instruction. Evaluation of tenure-track faculty involves established contract renewal procedures with extensive feedback from department personnel committee members, department chairs, VC academic affairs, and the chancellor. Faculty members are encouraged to discuss their contract renewal or related evaluation materials with any or all of the above to clarify expectations for improving instruction.

It is expected that a faculty member will address recommendations for improvement within the next year of service or the next appointment period. Instruments used in faculty evaluations for contract renewal, tenure, promotion, and post-tenure review address the issues of teaching effectiveness, expertise in subject area, professional development, leadership abilities, and both college and community service. Lecturer evaluations relate directly to teaching effectiveness and knowledge of subject.

Faculty members further develop competencies in their respective fields by taking part in courses, seminars, conferences, and workshops and reviewing national studies on education. The MCC staff development committee funds various individual or group staff development activities (covered in greater detail in standard on personnel). Faculty and staff alike are encouraged to take classes for professional development. Most OCET trainers allow one complimentary registration per class for an MCC faculty or staff member.

Faculty members are also encouraged to write grant proposals to governmental and non-governmental agencies that support educational initiatives requesting program innovation and/or equipment upgrades. The MCC-based Rural Development Project (RDP) accepts applications for funds to develop programs that will ultimately be self-sustaining. RDP funds have been procured by a number of MCC programs, including music for a recording studio that can be rented to community members and the library for a server that allows public access to library services for a fee. Programs may also use their UH foundation funds to upgrade the quality of their teaching or instructional programs.

Educational improvement at MCC is incorporated in the strategic plan. This document, created with collegewide participation, was established to develop and implement institutional priorities that meet the objectives of the college. The plan and its action strategies can be viewed on the web (see evidence #A-4).
At the system level, academic senate chairs from all community colleges meet at least once each month. Several of the academic support groups hold daylong conferences to discuss innovations and skills in leadership abilities. Program coordinating councils (PCCs), which include faculty members throughout the UHCC system, meet at various times to discuss innovations, development, and modifications of programs. Program advisory committees also play an important role in course development. For example, the advisory council took an active role in the reorganization of hotel operations into hospitality hotel and tourism, a program that better meets the needs of the community.

Self Evaluation—II.A.2., II.A.2.a.

MCC has a well-established procedure that is used to design, approve, administer, deliver, evaluate, and identify learning outcomes for courses and programs. The process is faculty based. The curriculum committee is a permanent committee of the academic senate, has representatives from all constituencies, and actively maintains the process of curriculum development and revitalization. Although the procedures are long-standing, they are flexible enough to allow for changes, such as the inclusion of SLOs tied to content timeline.

Since all courses and programs must pass through the curriculum committee, that committee has been and continues to be the most important influence on updating and changing curriculum “standards.” This is borne out by the fact that it is the only committee of the academic senate whose chair is guaranteed some reassigned time. Since curriculum committee chairs and members do leave their individual stamps on the process during the time they serve, the emphasis and style of the committee may change, but its core mission and procedures do not.

One project that does need to be addressed, however, is the editing and updating of the curriculum handbook. With all the changes and additions in conforming to SLOs and assessment requirements, there has been a reluctance to take on this project.

In developing curriculum, faculty members, particularly those in career and technical programs, made consistent use of input especially from advisory committees and PCCs. In the college climate survey, 88.8 percent of faculty and lecturers concurred (#2d) that “MCC recognizes the central role of its faculty for establishing quality and improving instructional courses and programs” while 96 percent of respondents agreed or strongly agreed with the statement (#1f) that “MCC works collaboratively with its community.” Curriculum chairs speak strongly about the importance of the faculty role and the importance of having curriculum development and curriculum processes be firmly rooted in the domain of the faculty.

Planning Agenda—II.A.2., II.A.2.a.

- Update and re-publish the curriculum handbook when the present and future changes regarding template and expectations are institutionalized.

II.A.2.b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable
student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress toward achieving those outcomes.

Standard II.A.2.b is discussed along with II.A.1.c under Standard II.A.1.

II.A.2.c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

Descriptive Summary--II.A.2.c.

High quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all MCC programs. MCC supports the integrity of the teaching-learning process through a highly competent faculty who understand classroom independence as well as their responsibility to the university’s policy on educational ethics. The college is not only committed to quality educational programming, but it is also committed to workforce development. It has responded to the needs of an emerging high-technology business environment by creating such programs as the Electronic & Computer Engineering Technology Program (ECET) and the new baccalaureate degree in Applied Business & Informational Technology (ABIT).

All degree programs provide students with a rigorous introduction to broad areas of knowledge and methods of inquiry by requiring significant credit hours for general education courses. The degree programs also provide opportunity for focused study in one area of inquiry. Curriculum requirements for development and revision of programs ensure that curricula are tied to the mission of MCC. The minimum requirements for all certificates and degrees awarded by MCC are those that have been set through the chancellor for the community colleges memo (CCCM) #6004 (see evidence #F-6).

The use of program advisory committees made up of members from the employer community and a rigorous curriculum approval process contribute to a coherent program design. Appropriate length, breadth, and depth of programs are delineated in the college catalog in the "Certificate and Degree" section, and the suggested sequencing of requirements across fall and spring (sometimes called the program map) is delineated there as well. Sequencing of courses is also addressed during the advisement process.

Associate in Arts (A.A.) degree establishes a broad foundation for transfer to baccalaureate degree granting institutions and has been articulated with all other UH campuses since the fall of 1994. In cooperation with a UHCC consortium, MCC supports a systemwide A.A. degree through the UHCC.e-1earn distance education website.

Academic subject certificates (A.S.C.) are additional college credentials for students who have successfully completed specific sequences of credit courses from the A.A. curriculum.

Three Associate in Science (A.S.) degree programs—human services, nursing career ladder, and electronic and computer engineering technology—consist of courses approved for the baccalaureate level and, at the same time, provide skills and competencies for gainful
employment.

Twelve Associate in Applied Science (A.A.S.) degree programs also include some baccalaureate level course offerings. These programs but are intended to provide students with skills and competencies for gainful employment. Some programs have articulation agreements with UH system four-year institutions, e.g. accounting, business careers, and hospitality and tourism.

The Associate in Technical Studies (A.T.S.) degree, which provides students with technical-occupational skills and competencies for employment, is customized by using courses from two or more existing approved programs. This degree is intended to target emerging career areas that cross traditional boundaries.

MCC also offers certificates of completion, competence, or achievement in specific career and technical areas. The MCC catalog contains a complete listing of all program degree and certificate programs.

Initiation or modification of program requirements may emerge as a result of a comprehensive program review; a program coordinator’s determination that a change needs to be made; an advisory committee’s recommendation; a specific request from industry; or possibly a change in either a state or a federal mandate.

The University of Hawai‘i Center, Maui brokers the delivery of courses and programs from other UH campuses to residents of Maui county. After earning an associate degree at MCC, students can continue to live and work on Maui, Molokai, and Lana‘i and enroll in an expanding selection of baccalaureate and master degree programs or earn advanced certification.

The Office of Continuing Education and Training (OCET) offers a significant number of non-credit courses and career pathways in the following major program areas: visitor and innovative training and economic development center; computer technology training; personal and community enrichment; business and computer technology contract training; apprenticeship, and English-as-a-second-language instruction through the Maui Language Institute.

Class scheduling for credit courses is driven by student demand and program requirements. Counselors and faculty help students identify educational goals and develop academic schedules that will allow them to achieve their goals. Advising worksheets are used for each program to ensure that students are informed of required courses; prerequisites are also clearly stated in the catalog. Counselors, who regularly dialogue with faculty, hold a permanent seat on the department chair committee where they bring their expertise to discussions of such issues as scheduling, e.g., they ensure that a particular course needed for students to complete program requirements is scheduled. In the preparation of class schedules, the college follows the fall/spring designators on the program maps.

The college strives to give all students an equal opportunity for success. To ensure that they will have access to the classes they need to complete their programs, graduating seniors are
given registration priority. Also, counselors make special efforts to urge students who need particular courses to complete their degree or program requirements to register promptly. Because of the demands of employment and families, many Maui county students need to attend college on a part-time basis. Others attend classes full-time and also work full-time. To meet the needs of both full-time and part-time students, classes are scheduled during the day, afternoon, and evening.

On the main campus in Kahului, courses are offered in a sequential cycle so that it is possible to complete an associate degree in two years, provided no developmental or remedial work is needed, and courses are offered regularly. To facilitate a timely process for outreach students, MCC offers courses taught by onsite instructors; by Kahului-based instructors who fly to the education centers; on cable television; through computer-based learning programs such as WebCT; and via interactive television. Outreach coordinators develop program cycles based on cyclic community needs assessment results and in consultation with counselors, students, and faculty and publish the cycles in descriptive brochures so that students will understand the sequencing of requirements.

Distance courses are available from other UH system campuses by way of cable, interactive TV, and computer-based learning programs. Program-student grids have been created to give program coordinators and instructors overall and individual views of their students and their academic progress within the discipline. The grid structure reflects the specific sequence of courses to be taken for the program, as seen in the MCC general catalog. Information on the grid also allows the coordinator and instructor to forecast the need for future courses.

**Self Evaluation--II.A.2.c.**

MCC’s programs include those elements usually seen in similar programs at the collegiate level, including general education courses and program-specific courses. To keep them current and meaningful to the surrounding communities, programs are constantly under evaluation and review. Needs assessments are used to gain feedback from the community regarding program requirements (see evidence #D-15). Employer satisfaction surveys have been used to judge outcomes of instruction from the viewpoint of professionals who hire MCC students (see evidence #D-23). Sequencing of courses is often agonized over by faculty, program coordinating councils, and advisory committees to provide, at least ideally, the best flow and building of skills and knowledge for students.

Students at the Kahului campus who take a full load of classes can complete their degrees in the stated time. This varies by degree, since some degrees, such as agriculture, spread out the requirements beyond a two-year cycle to merge with the needs of its part-time clientele. While faculty and counselors, through advising and course planning, try to have all required courses available in the appropriate timeframe, at times substitutions have to be made. Many programs, such as business technology, ECET, human services, nursing, and the new ABIT, require capstone courses to help students integrate knowledge and skills. Cooperative education experiences also provide opportunities for students to practice and demonstrate the knowledge and skills they acquire. As effective assessment practices become more
institutionalized into MCC programs, more integration of learning in capstone, portfolios, final projects, and internships will occur.

The annual grad-leaver survey substantiates the quality of MCC instruction: A full 95 percent of the respondents in the latest 2005 survey rated the overall quality of the academic experience at MCC as “excellent” or “good.”

The Community College Survey of Student Engagement (CCSSE) renders evidence that MCC courses provide high quality instruction. Four items in particular received scores significantly above the national comparison group: #4b, made a class presentation; #4c, prepared two or more drafts of a paper or assignment before turning it in; #6b, number of books read on your own (not assigned) for personal enjoyment or academic enrichment; and #6c, number of written papers or reports of any length. The MCC overall benchmark score on the student effort and the academic challenge dimensions, as with the other three CCSSE dimensions, were significantly above the national norm, attesting to the rigor and quality of MCC instruction.

Fifty-nine percent of the students responding to CCSSE indicated that they have done or plan to do an internship, field experience, co-op experience, or clinical assignment. Seventy-three percent answered “very much” or “quite a bit” when asked “How much has your experience at this college contributed to your knowledge, skills, and personal development in the following area: acquiring a broad general education?”

Fifty-three percent also answered “very much” or “quite a bit” when asked how much their experience at MCC contributed to their knowledge, skills, and personal development in acquiring job or work-related knowledge or skills. Another 24 percent answered “some.”

Planning Agenda--II.A.2.c.

- Develop and share additional assessment practices that will allow for the integration and demonstration of students’ knowledge and skills

II.A.2.d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

Standard II.A.2.d is discussed along with II.A.1.b. under Standard II.A.1.

II.A.2.e. The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

II.A.2.f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.
Standards II.A.2.e. and II.A.2.f were discussed along with Standard II.A.1.c previously.

II.A.2.g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

Descriptive Summary—II.A.2.g.

Some programs at the college use departmental course and/or program examinations or other universal methods of student assessment. The allied health department uses tests developed by a national company that assesses student readiness for the National Council of State Boards of Nursing (NCLEX) exams after each course area, e.g., fundamentals, pediatrics, pharmacology, management, medical surgical nursing, and community health. Students applying to the allied health programs also need to retake the compass placement test in math and English as one of the admission requirements. Additionally, the nursing career ladder and dental assisting graduates take national certification exams upon completion of their programs. Students in the ECET program have to complete either an internship or a capstone course that includes some pre- and post-testing, and may take industry certificates for PC and networking. Students in the hospitality and tourism program take exams to earn certification from the American Hotel and Lodging Association.

The compass test used for placement into English and math classes throughout the UHCC system has undergone several tests of the validity of cut-off scores. The most recent (see evidence #D-32) involved the American College Testing (ACT) program, creators of compass, and UHCC institutional researchers. In addition, compass test validity is evaluated through feedback on student placement in respective courses.

Self Evaluation—II.A.2.g.

It is expected that as course and program SLOs and assessment tools become more widely used throughout the college, additional departments, courses, and/or programs may investigate or develop, assess, and then institute departmental course and/or program exams or universal requirements.

Planning Agenda—II.A.2.g.

- Develop and implement capstone experiences to ensure attainment of course and program SLOs. These capstone experiences may take different forms, offering student assessment options that validate their achievements and minimize test bias.

II.A.2.h. The institution awards credit based on student achievement of the course’s stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.
Descriptive Summary—II.A.2.h.

The institution awards credit based on student achievement of the course’s stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect Carnegie unit standards, the generally accepted norm in higher education.

Information pertaining to the awarding of credits is available to students and faculty through various online and hardcopy publications, including the class syllabi, college catalog, and schedules of classes. These policies include explanations of academic regulations for grades, award of credits, appeals process, withdrawal policies and deadlines, incomplete grades, computation of grade point averages, academic dishonesty, special program requirements, and assessment procedures for mathematics and English. Policies pertaining to prior college credits and credit by exam are stated in the college catalog and online, and are available at the admission and records office and distributed upon request.

Self Evaluation—II.A.2.h.

The college awards credit based on students satisfying course requirements and meeting the state learning objectives of a course. When evaluating their courses, many faculty members, whether teaching career-technical or general education courses, continue to use traditional types of assessments. In the upcoming phase in the process of developing and implementing program SLOs, these faculty members will be occupied with the development and integration of new and more effective assessment methods based on internal assessment techniques.

Planning Agenda—II.A.2.h.

• Complete the development of appropriate assessment practices for all courses and programs.

II.A.3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course. General education has comprehensive learning outcomes for the students who complete it, including the following:

II.A.3.a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

Descriptive Summary—II.A.3., II.A.3.a.

MCC began as a vocational and then a technical school. When it was incorporated into the state community college system in 1965, the faculty developed a wide-ranging curriculum to support general education and the granting of the A.A. degree.
Since that time, the faculty has regularly re-evaluated the general education component of the curriculum, which embraces the required major areas of knowledge for this standard: humanities/fine arts, social sciences, natural/biological sciences, and mathematics. General education is a component of all liberal arts and career and technical education programs at the college, as published in the college catalog. Changes in philosophy and requirements to meet the needs of other degree-granting institutions, the student population at MCC, and the wider Maui county community, reflect wide-ranging dialogue among faculty members and input from the community.

Beginning in fall 2000, the most recent, philosophical review of the general education requirements and the college’s A.A. degree was undertaken by a sub-committee of the curriculum committee. Since both UH Manoa and UH Hilo had substantially altered their core requirements, the MCC faculty took this opportunity to study, re-evaluate, and recommend substantial changes to the college’s A.A. degree structure and requirements. The sub-committee, made up of teaching faculty and counselors, met regularly for over a year.

Two basic A.A. philosophies surfaced at the committee meetings. First, an A.A. degree must reflect a strong commitment to general education core requirements and be structured to meld these competencies throughout the curriculum. Second, 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.

These two philosophies drove the development of an A.A. model with three basic elements: 1) skills or foundations; 2) breadth of knowledge or diversity; 3) specialization or focus. All three elements can be either degree-specific or for lifelong learning. Also, recognizing the uniqueness and diversity of the cultural heritage and natural environment of Maui and Hawai`i, the committee added general requirements in the A.A. centering on Hawaiian and Asian/Pacific studies.

After lengthy and broad dialogue in committees and at the academic senate, the college adopted the UH systemwide learning outcomes for general education, including five general academic skill standards: critical thinking, oral communication, written communication, information retrieval and technology, and quantitative reasoning (COWIQs).

Several drafts of the revised A.A. plan were submitted to the entire liberal arts faculty for review and revision. Faculty members were encouraged to analyze their courses to see where the courses might fit in the new A.A. The drafts were discussed at academic senate meetings and with individual administrators to gauge impact on resources and other programs. After a year-long pause to await results of the UH system reorganization, in spring 2004 the final draft of the revised A.A., including course hallmarks for all A.A. requirement categories, was passed by the academic senate. The UH systemwide learning outcomes for the five academic standards were also incorporated into the new A.A. degree. The proposed new A.A. degree will be submitted to the Council of Chief Academic Officers for consultation and information, possibly in fall of 2006 (see evidence #C-3).

A description of the general education program is stated in the college catalog. Maui Community College believes it is important that the general education curriculum provide a
basic foundation that makes it possible for students to function successfully, both as citizens and lifelong learners. The general education curriculum develops skill in communication, both written and oral; in numeric and symbolic reasoning; and in basic computer functions. The college believes it is equally important that students develop an appreciation of ethical principles, interpersonal skills, arts and humanities, and an awareness of civic and social responsibilities. Respect and appreciation of cultural diversity is fostered through an understanding of historical, global, regional, and local perspectives.

**Self Evaluation—II.A.3., II.A.3.a.**

MCC, through its faculty and lecturers, via the curriculum committee and departments—including humanities; social science; science, technology, and math; career and technical/vocational technical; and English—has maintained and revised a general education curriculum based on a carefully considered philosophy that includes the major areas of content for all its academic programs. The college has clearly relied on the expertise of its faculty toward this end.

Verifying that MCC has achieved this goal of general education are results from the 2004 CCSSE survey. When asked how their MCC experience has developed skills and knowledge in acquiring a broad general education, 73 percent answered “very much” or “quite a bit.” When the “some” response was added, the percentage rose to 97 percent.

**Planning Agenda—II.A.3., II.A.3.a.**

- Develop an implementation strategy for offering the revised A.A. degree.

**II.A.3.b. A capability to be a productive individual and lifelong learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.**

**Descriptive summary—II.A.3.b.**

The college adopted the UH systemwide learning outcomes for general education, which incorporates five general academic skill standards: critical thinking, oral communication, written communication, information retrieval and technology, and quantitative reasoning (COWIQs). The COWIQs were adopted in 1997, after lengthy and broad dialogue in committees and at the academic senate. These five academic standards have also been incorporated into the new proposed A.A. degree that will be submitted to the Council of Chief Academic Officers for consultation and information, possibly in fall of 2006.

Through the efforts of the college curriculum committee from 2000 to the present, the faculty has successfully adopted appropriate student learning outcomes for a majority of courses that include these five general education standards.
Self Evaluation—II.A.3.b.

MCC, relying on the expertise of its faculty and lecturers and via the curriculum committee and departments, has maintained and improved a general education curriculum that meets the goal of educating students broadly to become responsible citizens who can think critically and engage in life-long learning.

When the CCSSE survey asked about the five general education goals adopted by the college, more than 50 percent of students reported that their experience at MCC had contributed to their skills or knowledge in general education requirements: critical thinking, oral communication, written communication, information retrieval and technology, and quantitative reasoning “very much” or “quite a bit.” When the response “some” was included, the percentages rose to above 80 percent.

Planning Agenda—II.A.3.b.

- No action needed at this time.

II.A.3.c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

Maui Community College provides an environment that encourages students to be ethical human beings and effective citizens who are willing to assume civic, political, and social responsibilities by giving them opportunities to practice these skills in the classrooms, to take part in service learning projects, and to volunteer in a wide range of student life activities, including opportunities to serve as leaders in Maui Community College student governance.

Service learning is an integrated approach that combines teaching and learning in the classroom with meaningful community service activities. Students taking part in this program demonstrate and develop newly acquired skills and knowledge from their course or discipline by volunteering their services for local businesses and organizations. As a result of this service learning, students gain a deeper understanding of their individual relationships with local, regional, national, and global communities. Approximately 125 MCC students participated in service learning activities in 2004-05. Activities included helping to build Habitat for Humanity homes; providing English instruction to members of Maui’s Hispanic community, who in turn provided instruction in Spanish; volunteering at the Maui Arts and Cultural Center; participating in high school literature circles; and laboring at the Maui Nui Botanical Gardens in order to learn more about native Hawaiian plants, mapping, and coding.

Student life supports a wide spectrum of activities that promote student involvement and provide opportunities to enhance personal, cultural, social, recreational, time-management, and leadership skills. These include student governance, new student orientations, commencement ceremonies, student publications, social and cultural events, recreational and intramural sports activities, clubs, special seminars, and personal and educational growth.
workshops. Students become ethical, caring human beings as they wash cars to raise money for charitable causes, collect food for the local food bank, tutor students, and sponsor cancer runs.

Committee members who took part in the creation of the proposed new A.A. degree agreed that general education is a primary vehicle for developing good and ethical citizenship qualities in students. Recognizing the uniqueness and diversity of the cultural heritage and natural environment of Maui and Hawai`i, the committee added general requirements in the A.A. centering on Hawaiian and Asian/Pacific studies.

Self Evaluation—II.A.3.c.

The strongest evidence that the college has achieved this standard comes from direct questioning on the CCSSE survey. Students responded that they are aware that they have grown in the areas related to being an ethical human being and effective citizen, including qualities such as appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally. A total of 93 percent reported that they had gained at least “some” skills in working effectively with others, while 90 percent reported that their understanding of people of other racial and ethnic groups had increased at least “some.”

Additionally, fifty percent reported that they “very often” or “often” had serious conversations with students of a different race or ethnicity other than their own. That number increased to 79 percent when “sometimes” was added. Seventy-seven percent said they had serious conversations with students who differ from them in terms of their religious beliefs, political opinions, or personal values at least “sometimes.”

The CCSSE survey also found that 76 percent reported at least ”some” increase in skills, knowledge, and personal development when it came to contributing to the welfare of their community. Even though MCC has an active and successful service learning program, 65 percent of the students reported that they had “never” participated in a community-based project as part of a regular course. In an attempt to decrease this number, service learning has stepped up its recruitment of students and has worked to involve more faculty with its project. In spring 2006, for example, service learning students engaged in a successful campuswide food bank drive that offered awards and creative ways to become involved in service to the community.

Planning Agenda—II.A.3.c.

- Offer additional service learning opportunities for a greater number of students; engage additional community members.

II.A.4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.
Descriptive Summary--II.A.4.

All career and technical degree programs provide students with a focused study in at least one area of inquiry, as well as a significant introduction to broad areas of knowledge and methods of inquiry by requiring a significant number (18-21) of credits from specified general education courses.

The interdisciplinary A.T.S. degree, designed to target emerging career areas that cross traditional boundaries, may be customized by using courses from two or more existing approved programs, with a required general education component that must include three credits each of mathematics and English, and nine credits of social science, humanities, and science.

The A.A. degree requires a minimum of 60 credits in college level courses from the liberal arts, along with a general education component involving English and communication, quantitative reasoning, world history, applied studies (career-technical), humanities, natural science, and social science. The degrees and their certificate options are listed in Maui Community College 2005-06 catalog and are available on the web (see evidence #A-1).


The college’s programs, including certificates and degrees, include focused study in at least one area of inquiry or, as is the case for the A.A. degree and A.T.S. degree, in an interdisciplinary core. Career and technical education programs are annually assessed by program reviews, which include student learning outcomes at both the course and program level. Since the development of the proposed new A.A. degree, the A.A. program has been a focus of collegewide dialogue. (See the combined standards II.A.3.a, II.A.3.b and II.A.3.c above.)

Planning Agenda–II.A.4.

- No action needed at this time.

II.A.5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

Descriptive Summary--II.A.5.

For many years the college has depended upon data to assure that students completing certificates and degrees obtain the competencies that meet community employment requirements. Since 1992, the college has conducted 15 community needs assessments. The results were used as a springboard to discussions that led to program changes in order to meet the employment expectations found in the surveys (see evidence #D-15).

Examples of changes made to the MCC curriculum as a result of needs assessments include: 1) initiation of programs in dental assisting, health unit coordinator, and electronics patterned
to workforce needs; 2) introduction of new program cycles and course offerings at Molokai, Lana`i, and Hana outreach centers; 3) rearrangement in time and content of agriculture offerings both at Kahului and the Molokai farm; 4) recognition of various employment patterns in automotive and fashion technology fields; and 5) reconfiguration of carpentry and welding programs that resulted in the reallocation of an instructional position to a newly instituted program in sustainable technology.

The career and technical programs use the annual program reviews, which will now include data from SLOs, the program health indicators (PHIs), and Perkins to document the technical and professional competence of students completing programs. Measures include placement and retention in jobs related to the core focus of the programs (see evidence #D-20). Several research projects, including the college’s annual graduate and leaver survey (see evidence #D-10) and cyclic employer satisfaction surveys verify student and employer satisfaction with job preparation.

Each of the career and technical programs, as well as the outreach sites, has an advisory committee that provides input into the skills and knowledge that graduates need for satisfactory job performance. Additionally, some programs have external accreditation and/or licensure. The nursing career ladder is accredited by the National League for Nursing Accrediting Commission, Inc. and the Hawai`i State Board of Nursing. The American Culinary Federation Accrediting Commission credits both the A.A.S in culinary arts and in baking. Students in the hospitality and tourism program may earn certification provided by the American Hotel and Lodging Association.

The allied health program prepares students in the nursing career ladder to take examinations that lead to nursing licenses at three levels, nurse aid, practical nurse, and registered nurse, and those in dental assisting are eligible to take the national Dental Assisting Certification exam. MCC nursing graduates consistently pass the NCLEX licensure exam at an exceptionally high pass rate of over 95-97 percent (see evidence #D-20). (The dental program is too new for this follow-up data.)

The human services program has a written agreement with state Department of Health that an A.S. degree, along with the two substance abuse certificates, meets 2,000 of the required 6,000 hours in education and experience for state certification as a certified substance abuse counselor. Some programs, such as the nursing career ladder, accounting, and business careers, prepare students to directly enter baccalaureate degree programs. Analyses of transfer rates are applicable.

**Self Evaluation--II.A.5.**

The number of links to external accreditation, certifications, exams, and advanced degrees has increased since the last accreditation self-study. As student learning outcomes are further developed for programs, other programs will look toward external accreditation, certification, exams, baccalaureate degrees, or links as ways to validate student learning. One such program is automotive technology, which has developed a plan to upgrade to conform to National Automotive Technicians Education Foundation (NATEF) standards. Another such
program is human services, which, along with similar programs in other UH community colleges, is working with the UH West Oahu to develop an articulated baccalaureate degree.

A total of 64.4 percent of students responding to the latest graduate and leavers survey replied that their job was “closely related” to the education that they received at MCC. Another 14.3 percent said that it was “indirectly related.” When asked how well the education and training they received prepared them for their current job, 51 percent answered “well prepared” or “moderately well prepared.” Those who were in career and technical education programs were even more satisfied. A total of 75 percent of graduates believed they were either well or moderately well prepared. Program leavers were even more positive, with 88.9 percent believing they were well or moderately well prepared.

One hundred percent of liberal arts graduates responded that they were “very satisfied” or “satisfied” when asked about their satisfaction with the academic preparation they received.

Planning Agenda—II.A.5.

- Investigate external accreditation, certifications, exams, and advanced degrees, as well as other linkages that could be used to validate student learning outcomes, as appropriate.

II.A.6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institutions officially approved course outline.

II.A.6.a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.


Maui Community College employs a number of methodologies to ensure that students and prospective students receive clear and accurate information about transfer of credit policies, program stop out status, and other essential information about its educational courses and programs.

For specific information regarding transfer policies, students are encouraged to access the UH systemwide transfer website (see evidence #F-23). This website is currently one of the most complete and up-to-date external sources of information to students regarding transfer possibilities within the UH system.
Individualized information is primarily provided by college counselors. Outreach sites are served by a resident counselor, as in the case of Molokai, or by Kahului campus counselors paying visits to outreach sites.

A degree audit program known as Star is in the process of being built under the guidance of a UH systemwide board. A member of the MCC counseling department serves on this board. The Star computerized program is designed to help students successfully maneuver through the graduation and transfer process. The electronic audit feature of Star is not yet available, but implementation is expected to be complete sometime in 2006. Counselors currently use Star to help advise students by viewing students’ academic history at MCC and at any other campus attended in the UH system. Once fully implemented, students, faculty, and staff will have the ability to explore various program options and receive immediate feedback on completed and missing course requirements.

The UH articulation and transfer policies emphasize a commitment to a simple and predictable process that facilitates smooth transfer of students between the UH campuses. The university has demonstrated a commitment to this process by developing the transfer website. The UH system has also established several committees to oversee the two basic principles of functioning as a transparent university system and maintaining individual college authority and responsibility. MCC demonstrates commitment to this process by actively participating on the various committees.

The systemwide transfer website houses information on articulated courses, articulation policies and procedures, and memos and initiatives. Specific information on credits transferring to and from MCC can be found directly on the MCC webpage.

A synopsis of the committees established to oversee the articulation and transfer process and resolve issues that impede the smooth transfer of students is presented in Fig. II.A-2.

Fig. II.A-2
Systemwide Articulation and Transfer Committees

<table>
<thead>
<tr>
<th>Committee</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>System Academic Affairs Council (SAAC)</td>
<td>Has the broad responsibility for discussing and resolving systemwide academic issues. The council assists university senior executives with the development, interpretation, and modification of overall policies and oversees the implementation of articulation and transfer policies.</td>
</tr>
<tr>
<td>University Council of Articulation (UCA)</td>
<td>Is the university’s official forum for reviewing and determining mechanisms for resolving operational issues related to articulation and transfer policy. This council maintains and disseminates an inventory of articulated UH courses and hears appeals. UCA is also responsible for coordinating and carrying out course-by-course articulation of general education courses through nine systemwide articulation standing committees, each comprising faculty representatives from each UH campus. The UCA was fundamental in developing E5.209, the Executive Policy on Student Transfer and Inter-Campus Articulation.</td>
</tr>
<tr>
<td>Systemwide Advisors/Counselors and Transfer Specialists</td>
<td>Group is comprised of faculty and staff engaged in academic advising from all campuses in the UH system. The group meets regularly to share information, develop and refine common UH practices and standards, and to review operational problems.</td>
</tr>
</tbody>
</table>
The university also has articulation agreements with institutions outside of its system; however, the pattern of student enrollment and transfer has indicated a need to focus on transfer and articulation between campuses within the UH system.

MCC provides transfer and articulation information to students by various other means in addition to maintaining websites to keep students informed: 1) MCC hosts regular workshops where representatives from the four-year UH campuses present information on their programs and offerings; 2) Each year, Rainbow Bridge, a program sponsored by UH Manoa, escorts a group of community college students to the Manoa campus to meet with program coordinators and academic advisors; 3) MCC also supports the UH center, which gives students access to four-year UH programs at Manoa, Hilo, and West Oahu through distance technology and onsite classes.


The college continues to view transfer and articulation as a priority in the strategic planning process. In 2004-05, “Providing students with access to a seamless UH system with full articulation between all campuses” was chosen by faculty and staff as a top priority action strategy. The team members responsible for this action strategy made important strides toward their goal: 1) clarified what documents were needed at the MCC level and the processes involved in articulating courses within the UH system; 2) familiarized team members and others with pertinent weblinks and forms for articulating courses; 3) worked closely with UH liaisons to articulate specific courses, in particular symbolic reasoning and diversification courses for UH Manoa and the quantitative reasoning courses for UH Hilo; 4) worked closely with UH Hilo records specialist to update and revise the Banner student information database course equivalencies between MCC and UH Hilo courses.

As transfer and articulation are a priority concern at the college, MCC must make a firm commitment to full articulation between all UH campuses. Because of a lack of staffing and resources, MCC has yet to make a strong commitment to the full implementation of the Star degree audit program, originally targeted for implementation in March 2006. When Star is fully implemented, faculty and counselors will be able to more quickly, readily, and accurately advise students in the transfer process, and students will have the ability to explore options and help chart their way through degree progression and completion.


- Pursue articulation discussions of Applied Business and Information Technology (ABIT) courses with other university campuses, in particular UH West Oahu; articulation of Hawaiian, Asian, & Pacific Issues courses with UH Manoa; and submission of new or revised MCC courses for articulation within the UH System.

- Complete the implementation of the Star degree audit program.

II.A.6.b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled
students may complete their education in a timely manner with a minimum of disruption.

Descriptive Summary--II.A.6.b.

Since the last accreditation, only one program, welding, has been discontinued at MCC. The process occurred over a relatively long period of time, during which lack of student demand and community interest resulted in fewer and fewer course offerings in the major. Welding classes are still available, however, for automotive or building maintenance students who need them for their degrees or certificates. As a result of community workforce needs, the college is currently designing a construction technology program that will consist of welding, carpentry, sustainable technology, drafting, and building maintenance courses.

Several programs were significantly changed in curriculum and course content. Many of the changes were initiated by student and community demand. In fall 2004, in order to keep pace with the growing computer technology industry, the office administration and technology program was changed to business technology. In response to student interest, two additional specialties, medical office and legal office, were added. Program coordinators met with current students to provide one-on-one advising, and counselors conducted both group and individual advising sessions. For students close to graduation, program coordinators and counselors used flexibility in reviewing student petitions pertaining to course substitutions.

Another instance involves the administration of justice (AJ) program. Upon the vacancy of the coordinator/instructor position, the program was downsized, due to data showing variable fill rates. The college continued offering two courses per term on a revolving cycle that was based on data from tracking student progress and on feedback from counselors and students. As a result, the fill rate improved, and the sequence of courses enabled majors to graduate (see evidence #D-27).


Since the beginning of the institution, very few programs at Maui Community College have been discontinued. Several programs have, however, been significantly changed or re-directed in response to student and community input. Faculty members involved in those programs worked closely with counselor liaisons to inform and advise students about possible repercussions of the changes. When necessary, program coordinators have made viable substitutions or have arranged for courses to be offered even when the enrollments were low. The same substitution or continuance of low enrolled classes has been practiced for programs that have occasionally had a smaller number of students than usual.

Planning Agenda--II.A.6.b.

- No action needed at this time.
II.A.6.c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

Descriptive Summary--II.A.6.c.

Maui Community College presents itself clearly, accurately, and consistently in all of its publications. These publications include the catalog, credit and non-credit schedules of classes for fall, spring, and summer sessions, outreach schedules of classes, program brochures, website, cable television station, advertising, press releases, and news publications.

The MCC catalog and schedules of classes are prepared with every effort at presenting clear, accurate, and current information for all students and faculty. The catalog contains the college’s mission and vision statements, which describe the educational purpose of the college and its vision for the future. In addition to listing individual course offerings, the catalog also contains information regarding degrees, curricular offerings, and educational resources. The catalog is reviewed, updated, and published annually to reflect changes in courses, programs, and policies. The catalog is also available electronically and as a CD available to students upon request (see evidence #A-2).

The MCC catalog also lists all administrators, faculty, and governing board members. In addition, it contains information regarding student fees and other financial obligations, student financial aid, and fee refund policies. Requirements for admission and for achievement of degrees, including the academic calendar and information regarding program length, are also specified in the catalog.

Every attempt is made to ensure that the credit and the non-credit schedules of classes, published three times annually, are accurate at the time they are prepared. A disclaimer statement is included to cover any changes made to certain fees, faculty assignments, policies, time schedules, and/or classes cancelled when necessary. Schedules are available on the web (see evidence #A-3).

The institution’s website (see evidence #A-1) provides a central repository for information of interest to prospective and current students, the public, and college personnel. The website was redesigned in November 2004 by the college’s first dedicated webmaster. The site provides accurate college information in a consistent, easy-to-navigate, timely manner. The site is continually evolving and has been expanded to include internal planning documents, i.e., policies, procedures, and committee minutes that were not formerly readily available to the college community.

The college catalog, with its wealth of current information about curricular offerings, educational resources, admission requirements, academic calendar, student fees, financial aid, and fee refund policies is posted on the web.
The MCC representative to the UH system communicators council informally oversees the content of advertising, press releases, catalogs, brochures, and website to ensure accuracy and consistency, as well as compliance with system communicators council guidelines. If the representative is not available, qualified faculty and staff are asked to provide content and editing assistance.

The MCC website contains a link to the MyUH portal, a direct feed from the Banner student information system, containing up-to-date information, not only about MCC scheduled classes but also about other UHCC classes that may be delivered by distance. Information includes class availability, instructor, time, location, seats available, and comments. The portal also displays other vital information on registration, university documents, and links.

MCC’s marketing, graphics, and communications professionals have adopted UH system guidelines for the use of the college name and logo on stationary, business cards, and media representations. The guidelines were shared with the UH system communicators council, which meets each semester and is comprised of public information officers and marketing and communications professionals from each UH campus. All print, web, and broadcast content reflects the MCC non-discriminatory, open enrollment mission statement.

The content of the catalog and schedule of classes is reviewed and updated annually by the institutional researcher and the faculty coordinator working as an assistant to the VC academic affairs. The coordinator, an instructor on reassigned time, receives revised Board of Regents and U.S. Department of Education regulations and policies from the VC student affairs and updated information from the UH system. This information is given to the graphic artist creating these pieces. Up to date program brochures for fifteen career and technical education programs have been completed and are being used for recruiting and marketing.

Currently, there are no established policies and practices regarding other publications. Instead, their creators, with the oversight of the system council representative, review institutional representations to ensure accuracy, integrity, and relevance.

Maui Community College also produces news features on student success by recognizing individual achievements. These achievements are publicized through press releases, newspaper or magazine features, the chancellor’s monthly newspaper column in the local newspaper, on the MCC website, and on the college’s educational cable television channel. The creators of the public relations materials, many of them trained journalists or communicators, ensure factual accuracy, timeliness, and relevance.

**Self Evaluation--II.A.6.c.**

MCC represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats.
MCC regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services. MCC provides accurate, current information on student achievement to the public.

With the emphasis on non-resident and international recruitment, there is a renewed interest in formalizing communication processes. The current workload issues faced by those who handle marketing and advertising in all of its forms may be alleviated by the marketing position to be funded this year.

**Planning Agenda--II.A.6.c.**

- Create a repository of frequently used images and policies.
- Ensure that MCC faculty and staff are aware of the UH system style guide that is posted on the web by periodically reminding them of its existence.

**II.A.7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge.**

**II.A.7.a. Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.**

**Descriptive Summary—II.A.7. and II.A.7.a.**

Through its mission and vision statements, Board of Regents policies, systemwide administrative regulations, and union contract, the college addresses conduct codes and related policies. Through the policy and procedures committee of the academic senate, faculty members take a leading role in the development of policies that impact the learning environment.

MCC faculty and staff recognize the importance of distinguishing between personal conviction and professionally accepted views in a discipline. Since the MCC students come from diverse cultures and several nations, faculty members understand the increased importance of carefully analyzing both facts and ideas. Through critical evaluation in classroom teaching, faculty present data and information fairly and objectively. Issues about practicing academic freedom, while at the same time distinguishing between personal conviction and professionally accepted views, can be found in the union contract negotiated with the UH Board of Regents and online (see evidence #F-24).

**Self Evaluation—II.A.7. and II.A.7.a.**

Although all the policies regarding such things as academic freedom, faculty and staff conduct, and the differentiation of personal conviction from professionally accepted views
can be found in publications and online, the college does not presently have a central publication where policies on academic freedom, conduct, and expectations are published. The existing faculty handbook needs to be expanded and re-issued in either print or electronic format or both.

Planning Agenda—II.A.7. and II.A.7.a.

- Develop and distribute a publication for faculty and staff covering appropriate and needed information.

II.A.7.b. The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.

Descriptive Summary--II.A.7.b.

A clear statement of the college’s expectations concerning academic honesty and the consequences for dishonesty appears in the MCC catalog and on the web. The information gives detailed descriptions of dishonesty, including types and forms of cheating and plagiarism, and the consequences. Faculty members also include information about academic dishonesty in course syllabi.

Self Evaluation--II.A.7.b.

The college does establish and publish clear expectations concerning student academic honesty and the consequences for dishonesty.

Planning Agenda--II.A.7.b.

- No action needed at this time.

II.A.7.c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.

Descriptive Summary--II.A.7.c

Students

The college regulations section of the college catalog provides information about the existence of a student conduct code that defines expected conduct for students and specifies those acts subject to university sanctions. Upon enrollment at the college, students are informed that they have placed themselves under the policies and regulations of the university and its duly constituted bodies and advised to familiarize themselves with the student conduct code. The code is also enclosed in application packets given to new students and posted on the web. Copies of the student conduct code may be obtained at the office of the vice chancellor of student affairs (see evidence #F-21).
Faculty, staff, and administrators
Faculty, staff, and administrators come under the statutes of the state ethics codes. Important information is sent regularly to all state employees pertaining to gifts, oncampus political activities, and conflicts of interest. For instance, each year all personnel are required to complete a conflict of interest form disclosing any work outside of their college and university commitment. A copy of the state ethics code is available from the VC administrative affairs and is also on the web (see evidence #F-18). The system chancellors have issued a policy, #5.211, entitled Statement on Professional Ethics (Faculty) (see evidence #F-18).

Self Evaluation—III.A.7.c.

Students
The complete version of the student conduct code, available through the VC student affairs and on the web, suggests both informal and formal procedures that may be followed in the event of a possible student violation of the standards of academic honesty; specific sanctions are described in section III of the conduct code.

Faculty, staff, and administrators
The written document on codes of professional ethics is comprehensive and applies to all personnel. The chancellors’ UHCCP #5.211 is distributed to all faculty members.

Planning Agenda—III.A.7.c.

- No action needed at this time.

II.A.8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.

Descriptive Summary--II.A.8.
Maui Community College does not offer curricula in foreign locations.

Self Evaluation--II.A.8.
Not applicable

Planning Agenda--II.A.8.

- Not applicable.
Standard IIB

STUDENT SUPPORT SERVICES

Maui County
Molokai
Maui
Lana'i
Standard IIB:
Student Support Services

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

II.B.1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

Descriptive Summary–II.B.1.

Maui Community College (MCC) offers a wide variety of student support services (see evidence #A-2) that support student learning and enhance achievement of the college mission to provide credit and non-credit educational opportunities to a diverse community of lifelong learners (see evidence #E-21 for program publications).

Admission and Records office is responsible for admission, registration, and record-keeping of students. The office is also responsible for making sure that the college is in compliance with federal, state, university, and college policies; it recommends revisions to policies when a change is in the best interest of students.

Counseling department provides students with academic counseling, personal counseling, graduation application assistance, transcript evaluation, and college transfer information. This department also offers special needs counseling services for students with disabilities.

Financial Aid office processes, awards, and disburses federal financial aid to MCC students. The office also processes paperwork for student employment and administers UH Foundation scholarships to MCC and to UH Center, Maui students.

Educational Opportunity Center (EOC) is a federally funded program that provides access to post-secondary educational information, financial aid resources, and career exploration to any Maui county adult interested in college at MCC or elsewhere (see evidence #E-4). The center’s emphasis is on assisting people from low-income families and those whose parents did not graduate from college. EOC has a presence at both the Maui and Molokai sites.

Student Support Services Program is a federally funded program that empowers students who are low income, first generation at college, and/or have a disability to successfully transfer to a four-year, post-secondary education. This program was added since the last
accreditation visit at Maui and on Molokai. The program is designed to foster an institutional climate supportive of the success of these targeted students.

**Upward Bound** is a federally funded program that prepares low-income, first generation high school students for post-secondary education. In addition to receiving counseling and tutoring, students take part in a range of educational activities, including science explorations, cultural field trips, and community service. For six weeks each summer, students live in the college student housing and attend either upward bound or MCC classes.

**Student Life** supports a wide spectrum of activities that promote student involvement in college governance and provide opportunities for students to enhance their personal, cultural, social, recreational, and leadership skills. The office works with the student governance council, sponsoring a variety of campus activities, including personal and educational growth workshops and recreational events.

**Ku`ïna** program assists at-risk youth between the ages of 14 to 21 to develop and achieve educational and employment career goals. Services include career guidance and counseling; tutoring; employability skill development and job placement assistance; paid and unpaid work experience, including a four- to six-week summer work experience program; college and financial aid application assistance; college tuition assistance; life skills and leadership development training; information and referral; and other services.

**Halau A`o** offers students enhanced curriculum through technology, mentoring relationships with Kupuna and master teachers, career preparation classes, summer employment activities, and bridge classes at MCC where they can receive college credits while still in high school. Halau A`o is a native Hawaiian curriculum grant for students who participate in the Comprehensive School Alienation Program (CSAP) at public high schools in Maui county.

**Po`okela** project, funded through Alu Like, Inc., works to promote Native Hawaiian student academic, career, and cultural development through a retention model that complements the Native Hawaiian adult learner’s value and responsibilities. On Maui, the project works directly with a cohort of 30 Hawaiian students in career and technical education majors each semester. Student cohort activities include internships, student stipends, Chalk and Wire eportfolio (personal/career development), Hawaiian studies, and cultural enrichment. On Molokai, the project may serve between 30 and 40 students each academic year with similar activities.

**Hale Haumana student housing** makes it possible for students from Lana`i, Molokai, and outlying areas of Maui to attend classes on the Kahului campus. Mainland and international students are also welcome to apply. Hale Haumana is an alcohol-free facility with space for 44 students. Each apartment is fully furnished with a kitchen, living room, and two bedrooms. Utilities, except for telephone, are included in the rent. Central laundry and recreational facilities are available. A 400-bed privately funded student housing project is currently under construction, with occupancy scheduled for 2007.
Na Pua No`eau is an innovative enrichment program that encourages Native Hawaiian children in grades K through 12 to prepare for college. The program is based on both the Kahului and the Molokai campuses.

Molokai, Hana, and Lana`i outreach centers utilize many of the main campus support services, such as admissions and records and financial aid, while also providing as much onsite student support as possible with a limited number of staff positions. The Kihei and new West Maui outreach centers will follow a similar model, which combines home campus support with onsite support as staffing allows.

Student services faculty and staff actively participate in academic senate meetings, bringing their special insights to dialogues about such subjects as student needs, scheduling issues, and curricular changes.

To assure the quality of student support services, most departments, programs, and activities, e.g., new student orientations, regularly administer and assess student satisfaction surveys (see evidence #D-26). The UH Center, Maui has incorporated an online survey to enable outreach students to provide feedback on its new student orientation (see evidence #D-31). Every other year, the college participates in the national Community College Survey on Student Engagement (CCSSE), which renders ratings of student satisfaction with advising, career, and other student support services. Also, prior to each commencement ceremony, graduating students complete a survey with questions about their satisfaction with the MCC experience and about their future plans (see evidence #D-4).

To assure the quality of student support services at all locations, including outreach, monthly general student services meetings are held over interactive television. Also, the counseling department meets via Polycom videoconferencing with the counselors at the Molokai center. Other communication is carried out with outreach centers via telephone, email, and dissemination of meeting minutes.

All student services departments undergo an annual program review (see evidence #A-7); some departments also undergo state and federal reviews, audits, or site visits. For instance, financial aid undergoes an annual audit, and the federally funded TRIO programs must submit annual performance reports. Outreach centers also submit annual program reviews.

Every five years, student services departments go through comprehensive program reviews, using a template from the Council for the Advancement of Standards in Higher Education (CAS) standards. Information from the review is used for planning and budgeting purposes. Outreach centers are also on a comprehensive review five-year cycle. Molokai completed its comprehensive review in fall 2005 and included components on all student services under its rubric (see evidence #A-7).

Several years ago, the UH system implemented Banner, a systemwide student information database that provides consistency of student information and makes it possible for students to register for classes online and to access real-time information about the availability of classes.
Star, a systemwide report generation system, provides the ability to assess a student’s academic history at any campus in the UH system. This capability will make it possible for counselors to more accurately advise students for graduation and/or transfer. Work is currently progressing on a degree audit system that will assist counselors, faculty advisors, and students to check progress for degree or certificate completion.

Each semester, an orientation for new students is coordinated by student life. Strategies for success sessions are coordinated by the counseling department. In order to enhance student success in college, College Orientation I and II have been added to the curriculum.

The MCC and the Molokai websites contain information helpful to students, including online transcript request forms, department and program websites, support programs, counseling department answers to the questions most often asked (FAQs), MCC Help emails, financial aid forms, UH outreach, and local bookstore links. The websites are updated regularly (see evidence #A-1, C-16).

In order to meet the special needs of all students, and to provide stability for its special needs population, the college has converted the special needs counselor position from federal funds to general state funds.

Student education management teams were established as part of a college strategic plan action strategy to provide full student support services, including advising, tutoring, counseling, and library services that increase student retention and success in a learning-centered environment.

**Self Evaluation–II.B.1.**

Student services programs, including those in outreach, are reviewed annually via the program review process. Systematically each department, as well as the student services component of each outreach center, undergoes a comprehensive program review in lieu of an annual review. Results of both the annual and the comprehensive reviews are used for planning and improving programs and services. The Perkins and TRIO federally funded programs regularly analyze and assess data that link to student success.

Since the last accreditation, student support services has made significant strides in utilizing technology to impart information to students. The college’s website was revised, and webmaster was hired to maintain its viability. The transcript request form, the UH system application, and the college academic calendar are now readily accessible for students to download regardless of their location.

The schedule of classes, an online registration system with a class availability site including Kahului and outreach classes, and links to financial aid and scholarships are examples of how the college utilizes technology to provide information and access to students. Additionally, the counseling department has developed a FAQ page that answers the most frequently asked questions of that department. To better serve the needs of the tri-isle community as well as international students, the counseling department has also instituted an email advisor assistance that is rotated among the Kahului campus counselors (see evidence #C-20).
Adequate staffing in student services has been an ongoing issue. For a number of years, severe statewide budget constraints have negatively impacted any plans for growth in general funded positions. As welcome as they are, externally funded positions are restrictive and lack the flexibility needed to serve the college’s growing student population, both at the main campus and the outreach centers. More state general funded positions, such as those funded by the 2006 legislature, will make it possible for the college to maintain a high level of services to students.

On the 2006 college climate survey (see evidence #D-3), 96.2 percent of the respondents agreed or strongly agreed that MCC is making a conscious effort to produce and support student learning. No respondent rated this particular global statement in the “strongly disagree” or “don’t know” field, supporting a conclusion that the college has made strides to successfully support student learning. Questions specific to student support services, however, produced more spread in response. On item 3a, that student services address student needs and enhance a supportive learning environment regardless of location, 10.2 percent selected “don’t know.” This could portray an unawareness of either student support services in general or in outreach—or both. Expressing positive responses to this item were 83.7 percent. On item 3b, that overall student experience is characterized by a concern for student success, 89.8 percent expressed affirmation. These results are evidence that the college’s student services are successful at promoting a student-centered environment.

While student services personnel strive to ensure student satisfaction, decreased funding of the past several years has impacted the quality and provision of services at many levels. For example, reduced funding has cut the number of student assistants who can be hired. Having students work in the counseling department provides an atmosphere that is student-oriented. Students who come to the counseling department with questions regarding services and accessibility appreciate an opportunity to dialogue with students similar to themselves. Also, the clerical duties that students perform allow faculty and staff more time to spend counseling students.

In addition to seeking funds for adequate student help, the counseling department is engaged in dialogue about creating an advisory board.

**Planning Agenda–II.B.1.**

- Expand access to counseling services to all students, wherever they are, by increased use of technology to deliver services.
- Use the program review process to expand the number of state-funded positions vis-à-vis federally funded ones.
- Create and institutionalize a counseling department advisory board that will serve as a vital link with the community and other stakeholders.
II.B.2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

a. General Information
   • Official Name, Address(es), Telephone Number(s), and Web Site Address of the Institution
   • Educational Mission
   • Course, Program, and Degree Offerings
   • Academic Calendar and Program Length
   • Academic Freedom Statement
   • Available Student Financial Aid
   • Available Learning Resources
   • Names and Degrees of Administrators and Faculty
   • Names of Governing Board Members

b. Requirements
   • Admissions
   • Student Fees and Other Financial Obligations
   • Degree, Certificates, Graduation and Transfer

c. Majors Policies Affecting Students
   • Academic Regulations, including Academic Honesty
   • Nondiscrimination
   • Acceptance of Transfer Credits
   • Grievance and Complaint Procedures
   • Sexual Harassment
   • Refund of Fees

d. Location or publication where other policies may be found.

Descriptive Summary--II.B.2.a., II.B.2.b., II.B.2.c., and II.B.2.d

The current MCC catalog contains accurate and current information about the college and its requirements, programs, and policies. Included in the catalog are the college’s official name, address, telephone number, and website address as well as the mission statement, course and degree offerings, academic calendar, financial aid information, and other educational support information. The catalog also identifies the Board of Regents and lists college administrators and faculty by name and degrees earned. Advisory board members and their affiliations are also identified. The catalog is also available on the college website (see evidence #A-1) and on a widely distributed CD.

Detailed information on admissions, student fees and other financial obligations, degrees, certificates, graduation, and transfer is included in the general catalog. Specific details are found in the schedule of classes published three times a year. Course requirements are listed under each program for both certificates and degrees. The counseling department provides students with additional graduation and transfer information. Each year’s catalog is updated to include curriculum actions approved by the college during the previous academic year.
The catalog contains comprehensive and current information and serves as a legal contract regarding policies and procedures for students. Detailed information on major policies, which include addressing grievance issues, enforcing student rights, and instructing students on initiating the process to rectify or enforce their rights is provided in the college regulations section of the catalog. The catalog is reviewed annually for accuracy, legal requirements, and changes to policies and procedures. The major policies are also addressed in the credit schedule of classes printed each semester and are accessible on the website. The office of the vice chancellor of student affairs also maintains information related to the student conduct code and the academic grievance procedure.

Departments and outreach sites are provided with updated catalogs on an annual basis. Catalogs are also distributed to local high school counseling departments, to all Maui County public libraries, to the UHCC system, and to WASC. As part of the matriculation process, new students are provided with catalogs during orientation sessions. The college webmaster uploads the catalog to the website, giving the public an opportunity to view it from any location where the Internet may be accessed. The college library maintains a copy of the catalog for students to view in the library. The UH Bookstore located on the Kahului campus also has catalogs available for purchase.

Each year when the catalog is updated, appropriate sections are sent to all areas of the college to be edited for accurate, current information. Designated faculty and staff review and proofread the catalog before it is sent to the publisher.

A new feature of the Banner registration system implemented for the fall 2006 term allows interested students to download an admission application, print it, and submit it to the admissions office by mail, fax, or in person. Currently enrolled students are able to go online to view and print their unofficial academic transcripts. Since spring 2006, students have had the ability to register online. This has allowed the staff more time to concentrate on problem cases and assist students individually.

**Self Evaluation—II.B.2.a., II.B.2.b., II.B.2.c., and II. B.2.d.**

A review of the college’s current catalog and website shows that the general information, requirements, major policies affecting students, and locations of information are clear and easily located. The college should, however, discuss adding more information about the outreach education centers.

**Planning Agenda—II.B.2.a., II.B.2.b., II.B.2.c., and II.B.2.d**

- Offer additional space in the college catalog to the outreach centers to expand upon information that could assist outreach students to meet their learning objectives.

**II.B.3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.**
II.B.3.a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

Descriptive Summary--II.B.3. and II.B.3.a.

Maui Community Colleges offers a spectrum of services designed to provide appropriate, comprehensive, reliable, and equitable access to all of its students, regardless of service location or delivery method. For many students, initial access is gained through the offices and programs of student services, where both general and specialized services are available. Access for students needing general services is usually through admission and records, counseling department, EOC, and financial aid. Access for students requiring specialized services is based on an individual’s needs. When these are determined, the student is referred to the appropriate office or program. For students with disabilities, access to needed services is available through the special needs coordinator located in the counseling department. Information regarding general and specialized services may be found on the college’s website and in the catalog and various brochures and handouts.

In addition to the main Kahului campus, MCC outreach education centers are located in Hana, Kihei, and west Maui and on the islands of Molokai and Lana`i. Credit classes, self-paced labs, and eClasses taught through cable, interactive TV, and the Internet provide educational access to all the people of Maui county, regardless of their location.

The Molokai outreach education center provides the same types of services that are available on the Kahului campus. The onsite services and programs are accessible, however, on a more limited basis. For example, the Molokai center is staffed by a full-time, tenured faculty coordinator who works along with three federally funded support positions to provide direct services to students. The federal positions include a 1.0 FTE education opportunity center position; a .75 FTE student support services position; and a .50 FTE Perkins counselor position. The Perkins position ends June 30, 2006 as a result of the Molokai center obtaining a 1.0 state general fund tenure track counselor position.

The Lana`i center is staffed with a full-time, tenure track coordinator who oversees the daily operations and assists students with advising and course selection. A counselor from the Kahului campus travels to Lana`i each semester to provide academic and educational planning services. The Hana center has a full-time non-tenure track coordinator who oversees the daily operations and assists students with course selection. A counselor from the Kahului campus provides academic and educational planning services to Hana students during the semester.

Beginning with summer 2006, a full-time coordinator is being hired to oversee the newly opened West Maui outreach center. Credit and non-credit onsite classes are scheduled for the fall 2006 semester. The delivery of interactive TV, cable, and Internet classes is expected to begin in spring 2007.
A new administrative professional technical (APT) position has recently been hired to handle the distance technology at the Kihei center, where associate, baccalaureate, and master’s classes are received via distance education technology.

The 2006 legislative funds are providing additional positions to support the outreach centers: a full-time APT position at Hana, two .5 APT positions at Lana‘i, and a .75 position at west Maui.

During the 2004-05 academic year, MCC conducted campus and community forums to determine the college’s priorities for the subsequent academic year. Among the top 2005-06 priority order action strategies was to “Provide full student support services, including advising, tutoring, and library services, that increase student retention and success in a learning-centered environment” (see evidence #A-4). This is the goal of student services.

MCC is currently in the midst of expansion. A new, privately funded and managed, 400-bed student housing facility is under construction, and the college is actively recruiting international students, who will be housed in the new facility. This rapid growth will have a major impact on all student support services.

**Self Evaluation–II.B.3. and II.B.3.a.**

The college climate survey assessed whether MCC assures equitable access to its students through comprehensive and reliable services regardless of delivery method or location (item 3d). The 85.6 percent responding in the affirmative lend support to the college’s success in this regard. Pulling down these numbers was the 7.2 percent who responded they “didn’t know” – a pattern seen on items that asked respondents to evaluate services “regardless of location.”

With the increased use of technology, more and more students will have access to services from locations off-campus. Plans will need to be discussed and formulated that will assure that equitable access will continue to be available for all students, whether they are taking classes onsite, online, or over TV.

Currently outreach education centers provide onsite and distance credit and non-credit classes, self-paced labs, and eClasses. Information about the centers is limited to a brief paragraph in the catalog. Dialogues should be engaged in with center coordinators to discuss the expansion of catalog descriptions to include all of the services provided.

With the anticipated expansion in the college’s student housing and with its recruitment activities, an increase in student services personnel will be needed in order to continue to provide equitable services for all of its students. Positions will be needed in admission and records, counseling, and financial aid, as well as in student life and student housing.

The necessary infrastructure should be in place prior to the opening of the new student housing facility so that the college will be able to continue to provide comprehensive services for all students. Non-resident students often need extra help with special problems that
include language barriers, acculturation, personal adjustment issues, and the lack of adequate public transportation.

For the first time since their establishment, the outreach centers are receiving additional general-funded support positions.

**Planning Agenda–II.B.3. and II.B.3.a.**

- Determine the amount of time that is spent in addressing access-related inquiries; develop strategies to ensure equitable access for all and determine personnel needs in this area.

- Review outreach center catalog information with outreach coordinators and expand as appropriate.

- Determine priorities for hiring additional personnel before the opening of the new student housing facility so that the needs of resident, non-resident, and international students are met.

**II.B.3.b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.**

**Descriptive Summary--II.B.3.b.**

Maui Community College provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students by giving them opportunities to take part in a wide range of activities, including service learning, internships, and activities coordinated by the student life program.

Service learning is an integrated approach that combines teaching and learning in the classroom with meaningful community service activities. Students taking part in this program demonstrate and develop newly acquired skills and knowledge from their course or discipline by volunteering their services for local businesses and organizations. As a result of this service learning, students gain a deeper understanding of their individual relationships with local, regional, national, and global communities. Approximately 125 MCC students participated in service learning activities in 2004-05. Activities included helping to build Habitat for Humanity homes; providing English instruction to members of Maui’s Hispanic community, who in turn provided instruction in Spanish; volunteering at the Maui Arts and Cultural Center; participating in high school literature circles; and laboring at the Maui Nui Botanical Gardens in order to learn more about native Hawaiian plants, mapping, and coding.

Cooperative education also offers students opportunities to integrate classroom theory with related work experiences. Both paid and volunteer internships allow students to develop skills, competencies, and interests in specific career fields while earning academic credits. Students serve internships in a wide range of programs, including accounting, auto body and painting, administration of justice, automotive technology, building maintenance, fashion...
technology, sustainable technology, and computer engineering technology. Cooperative education students develop learning outcomes, are evaluated on work performance, participate in weekly seminars, and develop career portfolios.

The UH Sea Grant program at MCC is part of a nationwide network of the NOAA national sea grant college program. It promotes the improved management, understanding, and wise use of marine resources of Hawai`i and the Pacific region. Students take part in research that provides scientific data to scientists, resource managers, policy makers, legislators, and the public in Hawai`i and the Western Pacific.

The MCC Space Grant program is part of the NASA-funded UH Space Grant College. The program provides paid traineeships and internships for students working on approved projects in astronomy, oceanography, geology, meteorology, computer science, or biological sciences. Students work with faculty advisors and mentors and with research scientists on Maui and throughout the UH system.

For the past 33 years, the Den-en Chofu college in Japan and MCC have cooperated on an international cultural exchange program that encourages mutual understanding of the people and cultures of the two countries. Each March students and chaperones visit Maui; in May students and chaperones from Maui visit Japan. As a direct result of this successful program, a number of MCC students have spent semesters in Japan learning even more about the country and culture.

The MCC student life program also supports a wide spectrum of activities that promote student involvement and provide opportunities to enhance personal, cultural, social, recreational, time-management, and leadership skills. These include student governance, new student orientations, commencement ceremonies, student publications, social and cultural events, recreational and intramural sports activities, clubs, special seminars, and personal and educational growth workshops. Student life’s program review for assessment period 2002-05 quantifies the number and types of activities and funding sources; identifies goals and objectives and how they are measured; and assesses outcomes.

**Self Evaluation--II.B.3.b.**

In general, the college provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students. Results from the college climate survey support this conclusion, with 85.7 percent of the respondents replying in the affirmative to this query (item 3e).

Student life’s 2002-05 program review report provides quantifiable and descriptive data about every major event handled, including number of participants, outcomes, and how the event or activity relates to the mission of student life. A standard student life assessment worksheet is utilized for all events and activities. The information collected from the assessments is used effectively in planning future events. Examples may be found in the program review report for assessment period 2002-05 (see evidence #A-7).
Service learning is well on its way to becoming institutionalized. In a program survey conducted in 2005, approximately 125 service learners and 30 faculty and staff were involved at some level in the activities and courses. At least 60 community members supported service learning activities.

The 2004 Community College Survey of Student Engagement (CCSSE) provides evidence that the college imparts an environment that encourages civic responsibility. On the item (#4i) asking whether students participated in a community-based project as a part of a regular course, the number of MCC students replying in the affirmative brought the MCC score significantly above the national comparison group.

On the item (#8a) querying involvement with internship, field experience, cooperative education, or clinical assignment, 24 percent of MCC students in the sample said that they have done one of these activities, and another 35 percent said that they plan to do so. On the item (#12l) about developing a personal code of values and ethics, 57 percent replied “very much” or “quite a bit.”

Item (#12m) on contributing to the welfare of their community is particularly noteworthy, with both MCC full-time and part-time students scoring significantly above the national comparison group on this item.

More needs to be done to measure the affective results, e.g., student retention, student success, and personal goal clarification for students who participate in different components of student life on campus.

Planning Agenda–II.B.3.b.

- Expand the collection and use of assessment data as an essential element in the planning and improvement of student life events, activities, and services.

- Determine whether the learning outcomes (that also reflect CAS guidelines) for student life events, activities, and services are met. Work with institutional researcher to gain statistics.

- Emphasize and support leadership development for student governance leaders through opportunities for participation in co-curricular programs.

- Use the program review process and other means to seek funding for ways to increase the number of student, faculty, and staff participants in service learning and the number of sites where students volunteer in the community.

- Expand and integrate service learning across the curriculum by working with the civic engagement committee of the academic senate.

II.B.3.c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.
Descriptive Summary–II.B.3.c.

The counseling department consists of 6.5 counselors. At the Kahului campus, three general-funded tenured positions serve liberal arts students working toward an Associate of Arts degree and/or transferring to a four-year baccalaureate program. Two are federally funded (Perkins) positions that work with vocational, career, and technical students. One is a non-tenured, special needs coordinator position assigned to work with students with disabilities and with two vocational programs. A 0.5 Molokai center federally-funded position works specifically with vocational, career, and technical education students. A newly legislature-funded 1.0 counselor position to work with construction academy students is being hired by fall 2006.

As a result of the 2005-06 state legislative session, the college’s outreach initiative will provide the Molokai center with a new full-time state general funded counseling position effective July 2006. This position will provide academic advising and related services to prospective and currently enrolled students of both the Molokai and Lana`i outreach centers. Since the college is institutionalizing the counseling position and is also demonstrating a commitment to the outreach services provided by the Molokai center, the funds for the 0.5 Molokai center federally funded counselor position will be returned to the UHCC system and used elsewhere. The Hana center will continue to receive academic advising and related services on an outreach basis by one of the general funded counselors located at the Kahului campus.

UH Center, Maui has one general-funded tenured counselor position that works specifically with students who have completed a minimum of 55 lower division credits or completed the Associate of Arts degree.

Applied Business and Information Technology (ABIT) has one federally-funded counselor position responsible for working with students in the college’s first four-year degree program. This is a newly created position, assigned to work primarily with ABIT students. Since rural development project (RDP) funds are considered “seed monies” and the college is committed to the ABIT program, the federally funded ABIT counselor position will be transitioned to state general funds, effective July 2006.

As a further demonstration of its commitment to institutionalize the counseling positions, the college will, in its 2007-09 biennium budget, request funds to transition the three federally funded counselor positions to state general funds. If the funds are allocated to the college, the counseling department will be able to re-examine its current structure, address supplanting issues, explore workload issues, and develop additional student retention and success strategies.

Since one of the greatest shortages of employees in Hawai`i is in the construction industry, the 2005-06 state legislature funded a Construction Academy initiative as a way to expand training and educational programs in the field, beginning at the high school level. This initiative gave MCC six new faculty positions and one new clerk position designated solely for the construction academy program. One of these is a counselor position whose primary...
duties include identifying, planning, developing, implementing, evaluating, and modifying strategies to provide comprehensive student support services for prospective and currently enrolled construction academy students who will, for the most part, be located in the high schools.

Currently, counselors funded through federal Perkins funds provide services solely to students enrolled in vocational, career, and technical education courses and programs. The advantage to students is that counselors become familiar with program requirements and course sequencing and establish partnerships with program coordinators. Students are advised not only by their counselors, but also by program coordinators and teaching faculty. This strategy, also referred to as the student case management system, is designed to meet the needs of the students, even when the student-to-counselor ratio is high. Liberal arts students, on the other hand, receive academic advising services in a centralized manner and may meet with any one of the three general funded counselors.

The counselor-to-student ratio was appraised during the 2004-05 academic year, when the counseling department began reviewing the Council for the Advancement of Standards in Higher Education (CAS) as a means of self-reflection. A subsequent self-study showed that in 1974, the student-to-advisor ratio was 321 students to 1 counselor/advisor (see evidence #E-21). In 2004, the ratio was approximately 461 to 1, bringing MCC below the national average. If the college is to effectively respond to the current and emerging Maui county education and training needs, this limitation will need to be addressed.

In addition to the general counseling and advising services provided by the MCC counseling department, the college provides a variety of focused support programs to specific target populations for the purpose of enhancing student retention and success. These programs include the federally funded student support services, po’okela, and ku‘ina programs. Services for students with disabilities assists qualified individuals with a disability to receive special services, depending on their disability. A general funded MCC counselor provides program coordination and support services. These and other programs are described more fully in Standard II.B.1.

Externally or federally funded programs have an evaluation component as a part of their program that provides a means of gathering data and measuring program and student learning outcomes.

The design of the MCC counseling/academic advising programs is compatible with the institution’s organizational structure and its students’ needs. The counselors serve as liaisons to the various departments; the student educational management project that focuses on partnering with instructional faculty and staff for student retention purposes is progressing; and the department is in alignment with the college’s strategic plan.

The MCC counseling/advising program is structured so that both new and continuing students have access to needed services. This is accomplished through individual counseling and advising; strategies for success group advising; information on the MCC counseling department website and related links; information sessions on transfer to four-year
institutions within or outside the UH system; materials describing program requirements; sequencing of courses; and other support programs on campus and in the community.

Standard procedures are in place for staff selection, training, evaluation, supervision, and professional development. Training for new counselors consists of a variety of activities, including shadowing other counselors as they meet with students; becoming familiar with the academic program worksheets; attending department and campus meetings; attending transfer sessions; and participating in the weekly counseling department meetings. These activities provide new counselors with a foundation of knowledge about students’ needs and the diverse approaches to meeting them.

Currently each member of the MCC counseling department holds a relevant degree or possesses a combination of education and experience. Counselors average 21.7 years in the profession. The department strongly believes in and encourages participation in ongoing training and professional development activities. Budgetary restraints in the past few years, however, have limited the resources available for counselors to take advantage of professional development opportunities.

The MCC counseling department participates in an ongoing evaluation process. A counselor evaluation form, disseminated to students prior to their individual appointments or group advising sessions, assesses student satisfaction and student learning outcomes (see evidence #D-26). The contract renewal and tenure-promotion process requires a description of the individual counselor’s philosophy, goals, activities, and accomplishments and includes student and peer evaluations and recommendations.

Data compiled in annual and comprehensive program review reports (see evidence #A-7) are shared with the executive committee and college administration. The department uses the Council for the Advancement of Standards in Higher Education (CAS) as the basis to conduct in-depth self studies.

The counseling department uses information from these evaluation activities to assess individual and department strengths and weaknesses and to request any resources or training that may be needed to improve existing services. The information is shared with faculty and staff through the program review process.

As mentioned, during the 2004-05 academic year, MCC conducted campus and community forums to determine the institution’s action strategy priorities for the subsequent year. Since a top priority action strategy for 2005-06, to “Provide full student support services, including advising, tutoring, and library services, that increase student retention and success in a learning-centered environment,” had also been selected as a top priority for the previous year as well, educational management teams were created to address student retention and success. The team leader and team members serve in a voluntary capacity.

The initial focus of the teams is to provide a partnering approach for the delivery of academic advising and support services to a limited number of vocational, career, and technical education students. The vision is to have students receiving advising services from an educational management team or from an advisor from the time that they prepare to enroll in
courses until they transfer or complete their educational goals. The goal is to develop this pro-active approach for student retention and success with career and technical education students and to expand it to include liberal arts students as well.

**Self Evaluation–II.B.3.c.**

The counseling department’s heavy reliance on federal funds and the restrictive nature of those funds presents challenges for the department. One result is that federally funded counselors are not able to address emerging needs outside of the designated scope of those funds. The conversion of the federally funded counseling positions to general state funded positions provides a solution to some of the challenges of federal funding.

The counseling department designs, maintains, and evaluates counseling programs to support student development and success. The department also trains and mentors faculty and other personnel responsible for advising functions.

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<td>17%</td>
<td>Transcript evaluation</td>
<td>4%</td>
</tr>
<tr>
<td>Admission/readmission</td>
<td>13%</td>
<td>Financial aid/scholarship</td>
<td>3%</td>
</tr>
<tr>
<td>Program requirements</td>
<td>10%</td>
<td>Personal counseling</td>
<td>3%</td>
</tr>
<tr>
<td>College transfer information</td>
<td>9%</td>
<td>Other</td>
<td>3%</td>
</tr>
<tr>
<td>Graduation application</td>
<td>5%</td>
<td>Drop/Withdrawal</td>
<td>1%</td>
</tr>
</tbody>
</table>

Student reasons for requesting counseling services are monitored through the counselor evaluation form administered after individual or group appointments with a counselor. As Fig. II.B-1 shows, the primary reason that MCC students seek a counselor is for assistance with their educational plans (27%).

The counselor evaluation form is also used to assess the level of student satisfaction after individual or group appointments with a counselor. These ratings, which are summarized in Fig. II.B-2, are positive and range from 3.68 to 3.85 on a 4-point scale.
Further evidence of the value of student services comes from the 2004 CCSSE survey when 96 percent of the MCC students surveyed rated academic advising and planning (#13.a3) to be of significant value, a level of satisfaction that was found significantly above that of the national comparison group.

With the college planning not only to expand its existing programs, but also to offer additional two and possibly four-year programs and to recruit international and non-resident students, it is clear that additional counselors and academic advisors are needed to maintain the level of support necessary for equitable access, student retention, and success.

As a result of the work of the educational management teams, structured advising sessions with the counselors/academic advisors include coursework articulation, course sequencing, and transfer information that provide an understanding of the educational framework that is necessary for student retention and success. In order to ensure the continuation of these activities, a stipend should be offered to those participating.

Planning Agenda–II.B.3.c.

- Use the program review process to obtain legislative funding for additional general funded advisor/counselor positions and convert the current Perkins funded counselors to general funds.

- Provide the educational management team members with advising information sessions so that as they work with students they will be able compose individualized
educational plans, explain the proper sequencing of courses, monitor the students’ academic progress, and assist with matriculation.

• Use the program review process or obtain Perkins funds to hire an educational management team coordinator who would, among other duties, initiate a stipend process, oversee the work currently being done by the teams, and plan strategies for possible expansion to liberal arts students.

II.B.3.d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

Descriptive Summary—II.B.3.d.

Maui Community College maintains a high degree of diversity in its student population (see introduction Fig. 6, 7, 8ab, 11, 12). In addition to the range of credit and non-credit courses that support an understanding and appreciation of diversity, MCC encourages the development of and participation in a variety of organizations that represent a range of ethnic groups as well as philosophical, social, religious, and political interests.

A diversity of clubs, listed in Fig. II.B-3, are currently active at MCC.

| Celtic Nursing Campus Crusade for Christ |
| Critical Mass Peace Kabatak (Filipino Club) |
| Hui Lei Ola Political Science Kiku No Kai (Japanese Club) |
| Human Rights Twilight Cinema Leaders in Future Technology (LIFT) |
| Human Services Unity Bahai Phi Theta Kappa (Student Honor Society) |

In addition, international students from the Maui Language Institute (MLI) share the use of campus resources and participate in various student life events.

A number of programs and services also meet specific student needs, including Po`okela, Liko A´e, and Na Pua No´eau for native Hawaiian students; services for students with disabilities and hearing impaired; student support services program and upward bound for low-income, first generation, and disabled students; and safe zone program for gay and lesbian students.

Self Evaluation—II.B.3.d.

The needs of the college’s diverse student population are being met in various ways, ranging from clubs and activities to special curricula and services. Awareness about the clubs and services is increasing on campus and in the community, as a result of interactive websites as well as clearly articulated statements in the college’s mission and vision statements and strategic plan. For example, both the peace club and leaders in future technology have active websites that include their mission statements (see evidence #E-15, E-9).
This awareness has increased interest as well as attendance at events. For example, the Peace Club averages 45 participants for its various events, with larger audiences for special events such as the Hiroshima/Nagasaki day and Dennis Kucinich town meeting. A student life website is currently under construction.

Clear evidence that the college supports student understanding and appreciation of diversity comes from CCSSE results. MCC scored significantly above the national comparison group on item number 4s asking if the student had serious conversations with students of a different race or ethnicity other than their own. Also significantly above the national average was item number 12k that asked if the students’ experience at MCC had contributed to their knowledge, skills, and personal development in understanding people of other racial and ethnic groups.

Planning Agenda–II.B.3.d.

- Publicize even more widely programs, practices, events, activities, and services that support student understanding and appreciation of diversity.

II.B.3.e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Descriptive Summary–II.B.3.e.

Students are required to take the University of Hawai‘i Community College (UHCC) Computer-Adaptive Placement Assessment and Support System (compass) tests for appropriate placement into courses requiring specific levels of competency in reading, writing, and math. Management and oversight of the placement process at MCC resides with the learning center (TLC), which has the primary responsibility for testing Kahului-based students. Students and new applicants are tested on a walk-in basis during TLC regular hours of operation, and results are given to students immediately upon test completion.

Outreach students are tested by the outreach coordinators at Lana‘i and Hana and by the agriculture faculty member at Molokai as part of his regular load. Test scores are uploaded twice a day into Banner, the UH student information database system, allowing students to register for courses with compass prerequisites.

TLC staff members and those who handle outreach testing are trained to administer the compass tests and ensure that professional and ethical standards and practices for testing are adhered to. Because compass is administered at all of the UH community colleges, systemwide testing policies have been created and agreed upon by each campus. Furthermore, testing coordinators meet twice a year via Polycom videoconferencing to discuss current compass issues and to ensure that testing practices are consistent across the system.

The American College Testing (ACT) program, creators of compass, and UHCC institutional researchers provide the system with placement testing data to assess the validity of cut-off
scores. In addition, compass test validity is evaluated through feedback on student placement in respective courses.

The only MCC programs with admission requirements are those in allied health. Since the department has a waitlist for entry to its associate degree and practical nursing programs, it regularly assesses the validity of its admission requirements relative to data from student outcomes, feedback from instructors, and input from its advisory committee. For example, the department recently conducted an analysis on which prerequisite courses offered the greatest prediction of success and made a corresponding adjustment to the weighting of the various admission requirements.

Self Evaluation–II.B.3.e.

According to the learning center’s 2004-05 annual assessment, evaluations completed by students for fall 2004 show that 98 percent found the compass placement services to be satisfactory (using satisfactory or unsatisfactory as the options). In spring 2005, 98 percent of the students surveyed found the compass placement services to be good to excellent. Data from the surveys indicate that those taking compass are comfortable with the testing environment, the staff is receptive to their questions, and assistance is provided as they work through the tests (see evidence #D-26).

Although compass testing policies are in place systemwide, the policies are not written in one cohesive document, making it time-consuming and difficult for new staff to learn approved testing procedures. In the past year, a testing manual for the community colleges has been discussed.

With compass placement testing data regularly provided by ACT as well as by UHCC institutional researchers, math cut-off scores were evaluated and modified for spring 2006. In addition, reading cut-off scores are currently being evaluated.

Planning Agenda–II.B.3.e.

- Create a procedures manual that will be placed at each location where MCC classes are delivered. The contents of the manual will include all agreed-upon testing policies and procedures and any other information that would assist the testing staff to expedite the placement testing process.

- Implement and evaluate for effectiveness modified compass cut-off scores in math and reading.

II.B.3.f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.
Descriptive Summary--II.B.3.f.

The admission and records office maintains student records in accordance with the Family Educational Right and Privacy Act (FERPA). Transcripts prior to 1990 are available on hardcopy, microfiche, and film format. These records are kept in a secured, fireproof vault room. Transcripts from 1990 to present are on the MCC server. All records are kept permanent and confidential.

Those with access to student records include the vice chancellor of student affairs, admission and records personnel, financial aid personnel, the counseling department, outreach coordinators and designated staff, and institutional researchers. All faculty and staff members of these offices and programs are aware of FERPA and the importance of maintaining confidentiality. Student assistants are also informed of the college FERPA policy as they access student information in preparing for registration, sending transcripts, etc. Faculty, staff, and administrators are trained at least once a year on the FERPA laws, usually during the opening weeks of each semester.

The college publishes its established policy in its catalog. If a request is made to view a student record from someone other than the student, the student must complete a FERPA release of information form, and the form is attached the student’s permanent record.

Self Evaluation--II.B.3.f.

The college adheres to FERPA and considers the maintenance and security of records to be of the utmost importance. Information pertaining to FERPA may be found in the college catalog as well as on its website.

Planning Agenda--II.B.3.f.

- No action needed at this time.

II.B.4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Descriptive Summary--II.B.4.

Student support services are evaluated in various ways. Evaluation of program services for externally funded programs is based on a specific criterion for each grant proposal. For example, for the annual Perkins proposal, the specific criterion is the systemwide accountability indicators, while other federal programs are evaluated based on a combination of nationally established and locally developed program goals.

Evaluation of services or programs supported by general funds is based on data included in annual reports and program reviews and in comprehensive program reviews. All student services reports and program reviews include quantifiable data about student contact, as well
as information pertaining to the program’s mission statement, functional statements, and any assessments or modifications needed to better contribute to the achievement of student learning outcomes.

Student services uses CAS as the framework for conducting its program reviews. The reviews are conducted on a rotational basis, whereby departments prepare self-study reports each year and comprehensive program reviews every five years. This process provides faculty and staff an opportunity to assess the particular service or program extensively. A team of college and community representatives reviews the report and subsequently shares their thoughts and recommendations with the college administration. Data from the reports are used in the college planning and budgeting process.

In addition to the institution’s internal evaluations, MCC participates every other year in the national College Survey of Student Engagement (CCSSE), a student survey that focuses on student levels of satisfaction with the college’s course offerings and student support services. In 2002, the sponsoring MetLife Foundation recognized the college for its best practices in student retention that included career counseling, job placement assistance, and accessibility to the computer labs and skill labs on campus (see evidence #D-4). In the subsequent 2004 CCSSE results, MCC scored significantly above the national benchmark scores on all five student engagement dimensions (see introduction Fig. 21).

Each year after participating in the CCSSE survey, the results are posted on the college webpage and distributed to relevant departments where they are discussed and analyzed in meetings and conferences. Data are used to make any necessary changes.


The process of conducting annual and comprehensive program reviews, though time-consuming, is beneficial for the offices and programs of student services, in that it provides a framework for evaluation and validation of services. The report from each office or program is reviewed, not only by the vice chancellor of student affairs, but also by a team of internal and external members, who analyze the report and make recommendations. The information is then shared with the college executive committee. Data in both annual and comprehensive program reviews are used as a basis for making needed improvements in the program, establishing college priorities, and allocating resources.

The following findings are the result of the program review process for the counseling department and for the office of student housing:

Counseling Department
Counselors/advisors empowered themselves to select a director of counseling. The position needs to be recognized as officially representing the department and needs a more clearly defined job description. Funds are needed to support the position.

The counseling department is transitioning more into counseling and is therefore providing a combination of educational planning, academic advising, career advising, and personal
counseling, as well as other related services. A need exists for more stable state general funded staffing.

**Office of Student Housing**
The college should support the housing staff, including the resident manager, resident assistants, security, and other related personnel, with state general funds. This plan will ensure an adequate level of staffing that is not dependent upon residents’ housing fees, which in turn, are limited by the number of currently available beds in the Hale Haumana housing facility.

Monies for residents’ fees should be used to support an expanded co-curricular programming and housing governance structure (including staff training) to address CAS standards.

Policies and procedures for all phases of housing and residential life programs should be developed collaboratively, written clearly, and disseminated broadly to ensure that all institutional and legal requirements are being met.

Developing appropriate student learning and development outcomes and strategies to achieve them will establish the tone for overall program planning, which includes staffing, budgeting, assessment, and evaluation.

Training of the staff should be intensive and cover all aspects of the student life program. Staff should be evaluated on a regular basis.

**Planning Agenda–II.B.4.**

- Evaluate the comprehensive program review process presently in use by student services and determine if adjustments need to be made, keeping in mind the goal of assessing and improving services to students.
Standard IIC

LIBRARY & LEARNING SUPPORT SERVICES

Maui County
Molokai
Maui
Lana'i
Standard IIC:  
Library & Learning Support Services

Library and other learning support services for students are sufficient to support the institution’s instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

II.C.1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

Descriptive Summary--II.C.1.

Maui Community College (MCC) supports the quality of its instructional programs by providing library, computing, and other learning resource support services to classes and programs delivered both onsite and via distance technology at the main Kahului campus and at outreach centers located in Hana, Kihei, and West Maui and on the islands of Molokai and Lana`i (see evidence #A-2). These include classes delivered through the UH Center, Maui from the UH campuses at Manoa, Hilo, and West Oahu.

Library
The mission of the MCC library is to be “a key partner in the learning process” and to provide access “to a variety of resources and services that promote the development of critical thinking, information literacy skills, student and citizen success, and independent lifelong learning skills for Hawai`i’s diverse community of learners.”

In carrying out this mission, the library provides resources that serve students, faculty, and staff located at remote sites as well as those on the Kahului campus. The library collection, including materials at the main campus and the outreach centers, consists of over 57,408 volumes, 403 print periodical subscriptions, and 1,670 videotapes, DVDs, and CDs (see evidence #E-10).

In January 2001, the MCC library, along with the entire UH library system, converted to Hawai`i Voyager, an online automated catalog that provides access to the holdings of the entire UH system libraries. Twelve public Internet terminals are housed in the MCC library. Hawai`i Voyager can be accessed by anyone with an Internet connection (see evidence #E-6). In addition to online access to the book catalog via Hawai`i Voyager, the library provides access to online indexes such as EBSCO, Literature Resource Center, CQ Researcher,
Most of the increase in electronic databases came as a result of the collaboration of the head librarians of the UH system, who formed a consortia to negotiate with vendors and proportionally allocate the total costs based on FTEs. As a result, the library provides access to 39 databases and over 6,000 periodicals, many with full-text articles.

The library also provides a variety of audio-visual equipment, including microform reader/printers, TV/VCR/DVD players, photocopy machines, a printer connected to Internet workstations, CD and audio players, a piano keyboard, and typewriters.

The library received one wireless hub through funds received from the UH system administration and managed through the UH Library Council. In order to make all three floors of the library wireless, the MCC library purchased two additional wireless hubs.

The library staff consists of the head librarian and three full-time librarians, three full-time classified staff, one 0.5 Applied Business and Information Technology (ABIT) program classified staff, and two student assistants who work a total of 40 hours a week. Due to budget constraints, the staff decreased by 3.0 classified positions in the past year. The evening/Saturday library assistant IV position was frozen in July 2005. With the recent increased funding from the state legislature, however, the position has been unfrozen and will now be filled. Another library assistant IV position, vacated in mid-December 2005, is to be restored by fall 2006.

During the library’s open hours, the reference desk is staffed by faculty librarians, who answer reference questions, provide instruction in the use of library materials and resources, facilitate intrasystem loans, schedule library instruction classes and tours, coordinate faculty reserves, and handle whatever else is needed. In fiscal year 2004-05, the librarians answered 4,396 reference questions.

Because of its two vacant classified positions, the library reduced its hours from 65 to 52.5 hours per week in fall semester 2005. In February 2006, after the loss of one casual-hire staff, library hours were further reduced to 42.5 hours. With the recent increased funding, however, the positions are being filled and scheduling will be increased, making it possible for the library to again serve students who need to use the facility evenings and weekends.

The library’s budget for collections for academic year 2005-06 is $99,267. This amount includes periodicals, electronic resources, books, DVDs, and microfilm for the main campus as well as for the education centers on Molokai and Lana`i.

### Computing Resources

The MCC computer classrooms support institutional technological needs; some also serve as computer laboratories. These resources serve disciplines that include computer science, business education, English, and mathematics. The computers are often used for tasks such as word processing and elementary spreadsheets; however, many of them have advanced applications and software capable of performing complex mathematic functions, graphing, computer-aided design, and computer programming. The machines in Ka`a`ike building 218...
and 219 are configured as dual-boot machines, capable of running multiple operating systems (Linux/Windows and multiple versions of Windows).

A summary is provided in the evidence section of the resources that students and faculty can access in the seven computer classrooms and laboratories in the Ka Lama building and in the ten in other classroom locations, including those in outreach (see evidence #C-7).

Additionally, the Ka Lama building houses seven computer classrooms and labs. The Ka Lama computer center, an open computer lab in room 203, contains 36 Pentium II and III systems and is available to all MCC and UH students. Two HP LaserJet 4M Plus printers and a HP ScanJet 3c scanner are also available. All systems are networked and provide access to college email, Internet, and UH Information Services. In the labs, printing is available to students through the Pharos pay-for-print system at ten cents per printed page.

Software loaded on Ka Lama computer lab computers consists of the Windows 2000 operating system and applications used in any and all programs, disciplines, or curricula taught at MCC. The lab is staffed by a full-time coordinator with trained student assistants.

**Learning Resources**

**The Learning Center (TLC)** provides students at all levels with academic support services to help them become successful, independent learners and reach their educational goals.

TLC provides tutorial assistance; one-on-one, group, and online writing assistance; study skills instruction; testing services; computer laboratories; email and Internet access; and computer-assisted instructional programs. TLC serves students and faculty in four basic areas: tutorial support, study skills presentations, computer services, and testing services. According to sign-in data, 1,630 students (unduplicated count) utilized TLC from fall 2004 through spring 2005.

**Tutorial support** is a major activity. The learning center’s professional staff and peer tutors assist students to improve their skills in reading, writing, math, proofreading, and study skills. When staff is available, content area and foreign language tutoring are also offered. Tutors assess students’ skills and create programs that meet individual needs. Tutoring can be either one-on-one or in small groups, depending upon the subject and the needs of the student. Tutors monitor the progress of the students and administer post-tests to determine if students achieved the learning outcomes.

The Online Writing Lab (OWL) tutorial service (see evidence #E-22) is also available in the learning center. Papers may be submitted online at any time, and a response will be posted within 24 hours, except when submitted on a Saturday evening.

In the past year, 304 papers were submitted. According to TLC evaluations in spring 2005, 98 percent of respondents rated the online writing lab as good to excellent. Individual feedback in TLC annual assessment 2004-05 and student comment sheets indicate that students, especially those enrolled in distance learning courses, appreciated tutor suggestions and valued the convenience of the service.
**TLC study skill presentations** cover learning styles; time-management, test-taking and note-taking skills; how to read a textbook and study more effectively; how to write a research paper; how to write a summary; and more. In the past year, 21 MCC faculty and staff have requested and received study skills presentations for their students.

**Two computer labs** are maintained by TLC. Student assistants and professional staff assist students with word processing, email, Internet searches, WebCT, MyUH Portal, and CAI programs, including SkillsBank, Word Attack, Spell It, and Ultimate Speed Reader. A scanner, CD burner, and zip drive are available. A special needs computer, printer, and scanner allow students to read text on the screen, enlarge text, read from the scanner, and type from oral speech. In anticipation of increased usage of laptops in TLC, a wireless access point was purchased and installed. A webpage on how to configure a laptop for wireless connection has been linked to the TLC website.

**Testing services** include compass placement testing, high school group testing, compass study guide and text resources, distance learning testing, make-up exams, and community proctoring services. In each of the three areas of the compass placement test--reading, writing, and math--over 2,000 tests were administered from September 2004 to August 2005. University of Hawai`i community college (UHCC) applicants can take the compass tests whenever TLC is open, as long as a testing computer is available. During the past year, TLC staff administered 305 permission tests for students challenging their placement level in English. This number is up from 255 tests in 2003-04.

The demand for distance learning, campus make-up, and community proctoring services has increased tremendously over the past few years. TLC administered 357 distance learning tests from across the UHCC system in spring 2004. The number increased to 433 in fall 2004 and to 612 in spring 2005. This surge represents an increase of 71.4 percent within one year.

TLC provides make-up testing services for MCC students who miss an in-class exam and are given permission by their instructors to take the exam in the learning center. In the last academic year, the center administered 749 make-up exams.

Community proctoring is a testing service for students who are enrolled at universities and colleges not in the UH system and who need to take their exams at a college testing facility. A UH systemwide proctoring fee of $25 per hour is charged by TLC. During the 2004-05 academic year, TLC staff administered 125 tests to community members.

**Self Evaluation--II.C.1.**

**Library**

Unlike the campus computer labs, the library’s 12 Internet workstations are not fully equipped computers. They can be used to access Hawai`i Voyager, the library’s electronic databases, the Internet, and MyUH; however, they cannot be used to do word processing, access non-Hawaii.edu email, download, or save to CDs or DVDs. Only one station reliably accesses WebCT classes.
Current electronic resources in use by the library are continually monitored to assess their usefulness to students. Additional online databases are evaluated for possible inclusion. Companies with databases already on subscription assist in this evaluation. The library has responded to the changes in technology and is limited only in funding.

When the 2006 college climate survey asked whether library resources are sufficient to support MCC faculty, students, and instructional programs regardless of location (item 4a), 46.9 percent agreed or strongly agreed, and 15.3 percent did not know.

On the item asking if library resources are sufficient to support MCC intellectual, aesthetic & cultural activities (Item 4d), 49 percent of the responding faculty and lecturers agreed or strongly agreed, while 16.3 percent indicated that they did not know.

**Computing Resources**

In the past, computer replacement at MCC has been funded through a combination of grant writing, a percentage of tuition, and hand-me-downs from non-credit programs updating their equipment. This approach is no longer sufficient to fill the growing gap between the fast-paced evolution of technology and heavy demands for computing resources, and the ability of the institution to find and obtain funding.

Despite the best efforts of computing services and the MCC administration, the computing resources are not keeping up with technology. Much of the hardware is not state-of-the-art, and in many cases, is inadequate. Similarly, software is often a release or two older than that being used in industry. Because of years of budgetary constraints, funds for upgrading computers and software have not been available.

To address this, the technical support committee (TSC) has proposed the adoption of a per-credit student technology fee with proceeds dedicated to upgrading and maintaining the computers and infrastructure. Adoption of the fee is uncertain, and other sources of funding are being explored. In fiscal year 2007, the college established a $100,000 annual computer replacement fund. The college has also recently received a $387,000 USDA rural development grant to enhance the outreach distance education sites and provide additional laptop computers to students in the rural communities.

With the recent additional funding from the state legislature, computing services will add two full-time technicians in fall 2006. The past shortages have, however, adversely affected the ability of computing services to achieve its mission, both on campus and in all of the outreach areas.

The MCC computer infrastructure is in need of upgrading. Several years ago UH system repair and maintenance funds supported the installation of a campuswide fiber optic network. Ongoing budget shortages, however, have precluded the full implementation of that network in many areas of the campus, resulting in several buildings functioning at 1990's network speeds. With increased funding from the latest state legislative session, however, the college will be able to upgrade all campus buildings to a minimum of fast ethernet.
The national Community College Survey of Student Engagement (CCSSE) gave evidence that while MCC students attached a high level of importance to computer usage, they judge the facilities only somewhat satisfactory. Most respondents (59%) said that computer labs were a very important component of services offered, 24 percent said that they used the labs often, and 33 percent said that they used them at least sometimes. On the other hand, 31 percent found the existing facilities to be satisfactory, while 35 percent found them only somewhat satisfactory.

In the college climate survey, when asked if computer labs and services are sufficient to support MCC faculty, students, and instructional programs, less than half (49.0%) of the faculty and lecturer respondents agreed, while 41.8 percent disagreed. A 9.2 percent did not know.

**Learning Resources**
Assessment of program goals indicates that the learning center was successful in meeting the majority of its goals during the 2004-05 academic year. Although TLC staff was limited, students made 825 appointments each semester with peer tutors and professional staff. In the TLC annual assessment for 2004-05, students indicated that more tutors are needed. This is especially true if TLC is to meet its goal to provide tutorial services in the content areas. Currently, students must make appointments two weeks ahead of time to meet with a tutor.

On the college climate survey, when asked if tutorial services are sufficient to support faculty, students, and instructional programs (Item 4b), 46.9 percent of faculty and lecturers who responded agreed, while 33.7 percent disagreed. A 19.4 percent did not know.

With one full-time professional staff member acting as both TLC director and assistant director and three casual hire part-time staff members, study skills presentations in classrooms were limited. The college has recently added a full-time APT position, which will help to alleviate the staff shortage.

As supported by the earlier reported CCSSE survey, computer services have become an essential part of a student’s education, especially with the increase of technology in the classroom and the growth of distance learning classes. This reliance is apparent in TLC. With 29 working computers to serve over 1,600 students (spring 2005), students waited in line to use TLC computers to complete their coursework and to take WebCt tests for distance learning classes, especially during midterms and at the end of the semester.

In addition to a need for more computers, more computer assistants are needed to assist students with basic computer skills and increasingly complex course software. Currently, the student receptionist, tutor, or professional staff member on duty provides assistance to students in both computer rooms.

TLC testing statistics show that the demand for testing services has increased on the campus in the past year. Staffing has been a problem, especially with the increase of distance learning testing, since this activity involves receiving, processing, copying, administering, proctoring, collecting, recording, faxing or mailing, and filing the tests. On the positive side,
TLC staff members have honed their multi-task skills, but the college must ensure that testing integrity is not breached when there are too few people to serve the many students who need testing.

As of spring 2006, the new TLC remedial support position was filled and is currently assisting with tutorial assistance and study skills presentations. This position has put TLC back up to the 2.0 full-time staffing level of four years ago.

Since testing requests are increasing, MCC needs a full-time testing position to coordinate all of the testing needs of the campus and the UH system. With one part-time casual hire staff member handling some of the testing duties, and with the acting director handling the rest, it is possible for testing services to become fragmented. In addition, basic testing statistics need to be analyzed and responded to in a more timely manner than is sometimes possible with the present staff.

With additional professional staff and student assistants, TLC would be able to expand its hours of operation to meet the growing needs of students. Presently, the week before final exams, TLC professional staff members volunteer several hours of their time to extend TLC hours of operation in the early morning and in the evening to give students extra time to study for their exams and finish their final papers.

Planning Agenda--II.C.1.

Library
- Use the program review process to request that the evening and Saturday library assistant IV position be moved from temporary to permanent.

- Use the program review process to request a 0.5 ABIT library assistant IV position to provide additional support to undergraduate students in the baccalaureate program.

- Explore the possibility of purchasing wireless laptops equipped with word processing and other software and lending them to students. In order to offset costs, the library could charge rental fees for their use.

- Use expected increases in budgeted funds to purchase computers with full processing capabilities for students to use in the library.

- Add more full-text electronic databases so that MCC distance education students will have remote access to full-text e-books and articles not now available in the outreach centers.

- Use the program review process to obtain a clerk-typist to provide clerical and fiscal support to the library so that library personnel will have more time to spend assisting students and faculty.
Computing Resources

- Move with diligence to secure funding for computer and software upgrades and maintenance. If the proposed technology fee does not materialize, follow up on other funding sources that have been identified to upgrade and add computers to the campus.

- Follow up on the completion of the campuswide fiber optic network that will provide broadband networking to the entire campus. Funds have been received, and work is scheduled for completion during fall 2006 semester.

Learning Resources

- Re-assess goals for the coming year; reduce services if necessary to maintain quality of services to students and faculty.

- Engage TLC staff in developing student learning outcomes and assessment devices that can be analyzed to improve TLC services.

- Use the program review process to obtain an increase in tutors so that the tutoring needs of students will be met on a timely basis.

- Work with computing services to find funding to replace TLC computer monitors so that students and college programs will be effectively served.

- Use the program review process to obtain a testing coordinator to handle the growing numbers of tests given at TLC. In addition to serving student test-takers quickly and efficiently, the coordinator would produce up-to-date testing statistics that could be used in a timely manner to improve TLC services or as evidence for future grants.

- Use the program review process to obtain a half-time clerk position so professional staff members will have more time to work with students, present study skills workshops and TLC orientations, serve on college committees, and complete administrative duties, such as program reviews.

- Coordinate hours with the Ka Lama computer center and the library so that students have access to support services in as wide a period of time as possible.

II.C.1.a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

Descriptive Summary--II.C.1.a.

Maui Community College relies on the expertise of faculty and other learning support professionals to select and maintain equipment and materials to support student learning and enhance the mission of the college.
Library
All librarians are responsible for selecting materials in their respective subject areas. Selections are made based on standard review sources such as library and book review journals and upon the learning needs of students and faculty. In addition, librarians consult with instructional faculty for book and media recommendations.

Most, but not all, of the library materials for the outreach centers are purchased from the main campus library book budget. Thanks also to grants and donations, the Molokai center library is stocked with over 10,000 volumes. Basic reference materials were purchased with the Ifuku Family Foundation grant of $1,800. Reference books were purchased with a $5,000 Molokai Community Service Hoikaika Youth Opportunity grant. Additional reference materials were purchased with a personal gift of $2,000 from a couple in the Molokai community. The Molokai center includes a library room with book shelving, study tables, computers, librarian desk, storage cabinets, and other equipment. Locking glass shelves hold a Hawaiian collection. Beginning in 2001, a coin-operated photocopy machine was leased for student use.

Because of a lack of support staff and space, the reference and circulating library collections at the Lana`i and Hana centers are on a smaller scale. The Lana`i center has no area to house the books or anyone to oversee the collection. The Hana collection is housed in a small locked room with limited access. Both sites have Internet access, enabling both faculty and students to search the various online library resources and databases. Students at the Kihei center have access to a state business research library that is located in the same building as the center. When it opens in the fall of 2006, the West Maui outreach center will have a limited collection of library materials onsite and will have, as all of the education centers do, Internet access to the library offerings and services at the Kahului campus.

Librarians keep current on new courses and programs that need resources by attending the monthly academic senate meetings, serving on academic senate committees, and communicating with faculty and staff on a regular basis. The head librarian also attends all department chair meetings.

Computing Resources
Computing services plans, obtains funding for, acquires, installs, and supports the appropriate and necessary equipment, software, and communications for the education, training, and use of suitable computer applications for instructional, academic, administrative, and student support for the college’s tri-island community.

Each semester computing services staff members contact all faculty members who teach in an MCC computer classroom and/or laboratory and obtain a list of software that will be needed to support student learning. During semester breaks, computing services staff members install this software, along with appropriate software and operating system upgrades. The only exception to this is the Linux computers in Ka`a`ike 219, which are
maintained by the faculty member. Staff members also travel to the outreach centers as their schedules allow.

**Learning Resources**

TLC staff regularly evaluates hardware, educational software, textbooks, skill-building books, and audiovisual materials to ensure that resources are current and support student learning. An outcome of this evaluation process was the installation of an access point to create a wireless environment in TLC that allows students to utilize their laptops in the facility. In addition, TLC uses a comment box as well as student evaluations for suggestions on new equipment and materials. In response to student comments, new study skills tapes were purchased and fiction and non-fiction books were donated to augment current TLC materials. Daily dialogues with faculty permit an interchange of ideas on acquisitions and services. As a result, many faculty members regularly donate textbooks, journals, and magazines to TLC so that their students have access to the learning materials whenever the center is open.

**Self Evaluation--II.C.1.a.**

**Library**

The library has built its print collection in the areas of computer technology, allied health, cookery and food services, business, and reference. Adding databases and e-books has helped maintain the currency of collections. Electronic resources have proved to be a good supplement to print resources; however, the majority of students still prefer a print copy to use for research and study.

Despite the lack of an adequate budget, the book collection has grown significantly. Through generous donations from other libraries, faculty, and the public, the library has been able to infuse new and classic works into its collection. A disadvantage to depending upon book donations is the lack of control in the type of material being offered and the inability to get books truly needed by the library.

**Computing Resources**

Funding shortages for staffing preclude computing services from undertaking instructional support, but this support should be an integral part of future goals. Also, a need exists for computing services to increase its level of training and establish a help desk. A need also exists for a clearinghouse for suggestions of alternative software and hardware for faculty and staff.

Often hardware purchases are made on the basis of cost rather than need. In an educational institution, where there are multiple uses for computers, a “one size fits all” approach is not realistic. Faculty must be an integral part of the planning and purchase decisions for computer hardware and software.

An increasing amount of open source software is now available that provides virtually identical functionality at a fraction of the cost of commercial software. Several MCC faculty members are using these alternatives, at no cost to the state and little, if any, loss of usability. Even though the use of open source software in business computing and digital media is
attractive, the widespread use of Microsoft operating systems, office suites, and other proprietary software in the business community will make it necessary to continue to purchase, install, and provide instruction on those products.

**Learning Resources**

Limited funding sources have not allowed TLC to regularly purchase or upgrade computers, software, and other learning materials to keep abreast of the increase in classroom technology and the growth of distance learning classes. This limitation is affecting the ability of TLC to meet the learning needs of the students it serves.

**Planning Agenda--II.C.1.a.**

**Library**

- Replace three to five percent of the library’s collection every year. Each librarian will purchase for appropriate subject areas, plus Hawaiian, reference, outreach centers, new curriculum and programs, and replacement of dated and lost or stolen materials.

- Purchase needed books, materials, and shelving for the outreach sites of Molokai, Lana’i, Hana, Kihei, and West Maui.

- Research possible funding sources for a 24-bay mobile wireless lab for classroom and library use. When not in use in the library classroom, computers will be available for individual student use in the library.

- Purchase microfilm digital reader/printer, which converts microfilm to digital images for email, integration into a word document, or printing of the images. This enhancement will make it possible to send Microfilm digital images to students at the outreach sites.

- Provide a public color photocopier with coin box. Students have requested color copies for their assignments in art, geography, science, nursing, agriculture, and marine science, as well as other classes, and many of the color plates they need to copy are in reference or reserve books that do not circulate. Users could be charged a dollar each copy; this could be a revenue source for the library.

**Computing Resources**

- Establish a computer user help desk.

- Actively explore open source alternatives to expensive and proprietary software. Create a clearinghouse for suggesting alternative software and hardware for faculty and staff.

- Develop increased levels of training for students, faculty, and staff that will support student learning.
• Include faculty in computer planning and purchasing decisions to be based upon how well the new equipment enhances student learning and supports the mission of the college.

Learning Resources
• Use the program review process to establish a way to fund the replacement of computer hardware on a regular basis.
• Purchase innovative software and learning materials to enhance student learning.
• Provide DVD players and color TVs for students to view taped cable and Hawai`i Interactive Television System (HITS) classes as well as educational DVDs.
• Purchase a magnetic stripe reader to implement a sign-in card reader system.
• Explore funding sources to purchase laptops for students to use in TLC’s wireless environment.

II.C.1.b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

Descriptive Summary--II.C.1.b.

Library
Reference librarians at the information desk provide individualized instruction on the library’s databases and resources. Public services librarians provide class instruction tailored to the research requirements of the particular class.

A room on the ground floor of the library was renovated during the spring 2005 semester to accommodate classes for library instruction and also for use as a multi-purpose meeting room.

Library instruction for students, regardless of their location, in interactive television (ITV) classes is conducted through the HITS system each semester. Librarian contact information is emphasized. At the current time, only students at outreach sites who are enrolled in ITV courses receive HITS or onsite instruction.

In addition, several library guides, including step-by-step instructions on how to use Hawai`i Voyager, EBSCO, and CQ Researcher, and how to evaluate websites were developed over the past year. New library guides are continuing to be developed by the public services librarian. These guides and other information are available at a website (see evidence #C-14).

A UH system information literacy committee composed of instructional librarians meets once a month. The MCC public services librarian attends these meetings. The focus of this committee is to integrate information literacy into general education. One outcome is the
Learning Information Literacy Online (LILO) website, which is still under development. LILO is designed for college-level writing courses with input from teaching faculty (see evidence #E-11).

**Computing Resources**

Computer classrooms and laboratories are used for both credit and non-credit classes. Instruction in various subjects is a part of the class curriculum, and computer instruction is an integral part of the course. In most classes, one-on-one assistance is provided by the faculty.

The Ka Lama computer center at the main campus is a supervised study area where students use computers and business machines to complete their assignments. Personal assistance is available at all times in the center. The staff includes a faculty lab coordinator and trained student lab assistants who provide essential support for a wide range of computer programs.

**Learning Resources**

The learning center helps students to become independent learners by providing tutorial assistance, study skills instruction, testing services, and computer lab services. During the past year, students on the main campus made approximately 825 appointments each semester with peer tutors and professional staff. Tutors are trained every two weeks to update them on tutoring techniques, learning styles, essay assignments, and research papers.

The TLC online writing lab has become a highly utilized service for MCC students. In the past year, 304 papers were submitted online. Individual feedback indicates that students appreciated tutor suggestions and valued the convenience of the service, especially those enrolled in distance learning courses. In the past year, MCC faculty and staff have requested and received 21 study skills presentations. In addition, professional staff members have conducted 87 learning center orientations and tours for classes across the campus that provide students and instructors with information about TLC services.

**Self Evaluation--II.C.1.b.**

**Library**

On its own, library instruction does not necessarily achieve the five student learning outcomes currently in place: critical thinking, oral communication, written communication, information retrieval and technology, and quantitative reasoning. Instead, library instruction achieves them by working with the various programs and faculty and helping them to accomplish their individual program goals. The focus of the library program primarily addresses two of the five standards: critical thinking and information retrieval and technology.

The true measure of the student learning outcome becomes the final product produced by the student, e.g., a paper, oral presentation, or other project. If the student’s bibliography reflects the use of a variety of resources including magazine or journal articles, books, or other media found exclusively at the library or through the library databases, it is generally understood that the student achieved a measure of success in learning the library instruction.
A primary goal of the library for the future is to develop a more concrete way of measuring the student learning outcomes in the library classroom. Presently, a short survey instrument asks students their opinion about the library instruction class and library use in general. As formal instruction grows, it will become mandatory for all classes and instructors to fill out these surveys. In the past, time and labor constraints have made it exceedingly difficult to develop, compile, and study the outcomes of these surveys. As the culture of assessment becomes more prevalent, these surveys will constitute a larger part of measuring student learning outcomes.

**Computing Resources**
The computer classrooms, especially in Ka`a`ike, could become supervised laboratories. This action will enhance the student learning experience by providing a more structured and secure environment. Laboratory assistants could, if properly trained, also assist students with their work.

**Learning Resources**
During the past year, students made 825 appointments each semester with peer tutors and professional staff in reading, writing, math, study skills, Hawaiian, Spanish, Japanese, and content area courses, as well as the online writing lab. Because of a shortage of staff, there are times in the semester when professional staff cannot respond in a 24-hour turnaround period to papers submitted online. Student evaluations and instructor feedback indicate that more tutors are needed, especially since a TLC goal is to provide tutorial services in the content areas. Study skills presentations in classrooms and for various programs are also determined by staff availability.

**Planning Agenda--II.C.1.b.**

**Library**
- Develop a collaborative program of information literacy instruction, involving teachers and library faculty and including outreach sites.

- Use the program review process to obtain a full-time information literacy instruction librarian who would provide both classroom and individual instruction for students, faculty, and staff. Since the library instructional program has grown, this position is needed to supervise and develop the program as well as to provide instruction, instructional materials, and curriculum development.

- Provide laptops for the library classroom. When not in use there, they could be made available at the circulation desk for student use in the library. Rental of the laptops to community users in the library would provide a small source of income for maintenance and repair.

- Use the library classroom for credit and non-credit library skills and research classes. Income would be generated by the non-credit class fees in addition to regular tuition. These classes could be marketed to other schools and colleges in the area that do not have adequate library services.
• Equip the library classroom with a Smart Board and ELMO and a laptop for the instructor.

Computing Resources
• Explore funding sources for student help in all laboratories, including those in outreach sites.

Learning Resources
• Fill the TLC director position that has been vacant for four and one-half years.
• Seek funds to increase student assistant help in tutorial and computer services, including the outreach sites.
• Use the program review process or other means to replace computer hardware on a regular basis so that students develop current skills in information competency.
• Explore funding sources to purchase laptops for students to use in TLC’s wireless environment.

II.C.1.c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

Descriptive Summary--II.C.1.c.

Library
Maui Community College is comprised of several campuses, including the main campus in Kahului, Maui and the outreach education centers in Hana, Kihei, and West Maui and on Molokai and Lana‘i. In order to support the mission of the college and meet the learning needs of all students, regardless of their location, it is imperative that the library provides adequate access to support services.

Over the past five years, distance learning courses have increased, especially online classes and classes going to statewide receive sites. At the same time, library access has been expanded because of electronic resources available through the Internet. All of the MCC library electronic databases are offered via remote access to MCC students, faculty, and staff. These resources can be accessed at the outreach centers, as well as in student and faculty homes and offices. Users, no matter where they are, are able to access a variety of resources by connecting to the library website (see evidence #E-10).

Hawai‘i Voyager allows users to look for books and audio-visual materials, including videotapes, DVDs, and CDs, at MCC or other UH libraries; MCC electronic databases and e-books include full-text periodical articles; and the MCC library information literacy webpage gives assistance in research, writing, critical thinking, and test preparation.
Users can also access style guides for research papers; renew books online; check their library account for fines, overdues, or holds; access library policies and procedures; contact library staff; check on library hours; and get a UH email account.

Since the MCC library collection is only a small part of the library resources of the UH system, IntraSystem Loan (ISL) is an important component of library services. ISL makes it possible for students, faculty, and staff to request and receive books and periodical articles not available at the MCC library or through online resources. This linkage gives users, wherever they are located, access to the resources of the entire UH library system.

**Computing Resources**
MCC computing services is a service-oriented department that provides high quality technical support, computing systems, and network infrastructure for credit, non-credit, and extramural programs on the islands of Maui, Molokai, and Lana‘i.

Students taking classes in the Ka‘a‘ike building on the main Kahului campus use the classrooms during scheduled classes, since the primary function of these facilities is for classroom instruction. Several classrooms, most notably the three located in Ka‘a‘ike, are also available for use as laboratories during specific times.

Any MCC faculty or staff member or credit or non-credit student enrolled at MCC may use the Ka Lama computer center. The Ka Lama 201 computer classroom is also available as an overflow room and for teachers who wish to use it for class testing on an appointment basis.

**Learning Resources**
The Ka Lama computer center, library, and TLC coordinate hours of operation before each semester, summer session, and interim to ensure that students in Kahului have access to an academic support facility from morning until early evening during weekdays and on Saturdays.

TLC online writing lab (OWL) has become a highly utilized service for MCC students, including those enrolled in distance learning classes. In the past year, 304 papers were submitted to the OWL for writing suggestions and feedback.

TLC provides testing services to support distance learning students across the UHCC system. The number of tests administered in TLC has increased dramatically over the past few years. While TLC administered 357 distance learning tests in spring 2004, the number increased to 433 in fall 2004, and to 612 in spring 2005, representing an increase of 71 percent in one year.

**Self Evaluation--II.C.1.c.**

**Library**
Although many resources and services are available online, students still need to physically enter the library for other services, including borrowing books, using reserve materials, reviewing televised classes, photocopying, and finding a quiet place to study. Because of unfilled staff vacancies, library hours decreased from 65 hours per week last year to 52.5
hours per week in fall 2005 and to 42.5 hours per week in spring 2006. This reduction of open hours had a tremendous impact on the students and other academic support departments. With increased funding, however, more staff is now being hired to restore the library hours to 65 per week.

Students need a quiet, safe environment to study and prepare for their classes and to view class DVDs and use reserve materials. During the shortened hours in the library, TLC made accommodations for students by providing them with television and VHS equipment to view class tapes when the library was closed. To make this possible, the media center provided TLC with VHS masters.

With no additional funds allocated in its budget for library service to the MCC outreach centers, the library has purchased all books, materials, and equipment for the outreach centers, including glass-enclosed, lockable book shelves and a photocopier for the Molokai center. On Molokai, however, students must review all books and materials onsite because there is currently no circulation system in operation.

Even though limited in budget and staffing, the library has provided students, faculty, and staff with adequate access to library services, no matter their location. Even the students and personnel who do not have onsite access to a large book collection do have access through Hawai`i Voyager to the vast holdings of the UH system libraries. To keep students informed of resources available to them, the distance education librarian mails informational letters and brochures at the beginning of each semester to distance education students located at outreach sites.

Missing in outreach locations, however, are the qualified staff members who could assist students in their initial access to online materials, answer questions, and provide additional information and support. With adequate funding to support it, staffing, even on a part-time basis, would enhance academic support services for outreach students. Also, the lack of funding for travel has precluded onsite visits by the distance education librarian to the islands of Molokai and Lana`i; however, it is hoped that the improved budget climate will allow for these important face-to-face contacts in the upcoming year.

In addition to the brochures and library guides sent each semester, library books and photocopies of articles are provided without postal or other charges to distance education students. This service will be expanded to outreach sites at Kihei and West Maui. Also, the Kihei outreach center is located in close proximity to the state business research library.

**Computing Resources**
The library, Ka Lama computer center, and the learning center on the Kahului campus coordinate their schedules so that one or more of those facilities is open from early morning until late evening most week days, as well as most of Saturday. Specialized laboratories in the Ka`a`ike building have more restrictive hours due to class schedules and unavailability of student help. One full-time computer technician is being hired to serve the education centers.
Learning Resources
Coordinating hours of operation with the library and the Ka Lama computer center has been successful in meeting the growing needs of students while at the same time dealing with college budgetary constraints.

Individual feedback of TLC’s online writing lab indicates that students appreciate the suggestions of tutors and value the convenience of the service. Limited staffing, however, has affected the 24-hour turn-around time for papers.

As testing requests will only increase, MCC needs a full-time testing position to coordinate distance learning, placement, and make-up testing as well as community proctoring. Testing services are now coordinated by a part-time casual hire TLC staff member and the TLC acting director.

Planning Agenda--II.C.1.c.

Library
• Partner with TLC and the Ka Lama computer center to coordinate hours and services so that students have the broadest possible access to services.

• Work closely with the outreach coordinators to more accurately determine their staffing, library resource, and research needs and how to meet them.

• Use the program review process to add funds to the library budget to expand outreach center library holdings.

Computing Resources
• Coordinate with the library, Ka Lama computer center, and TLC to maximize the availability of computing resources to students.

• Use program review process to add funds to hire student assistants for the Ka`a`ike computer laboratories and those at the outreach sites so that they can be made accessible to all students when not in use for classes.

• Work closely with the outreach coordinators to more accurately assess and determine computing resource needs and how to meet them. This process will include establishing a schedule for the new computer technician to service all the education centers on a rotating basis.

Learning Resources
• Coordinate hours of operation and services with the library and the Ka Lama computer center so that students have access to as broad a range of services as possible throughout the day, evening, and Saturdays.

• Support funding to increase the number of peer tutors trained to read online writing lab papers so feedback is given in a timely manner.
• Use the program review process to obtain a testing coordinator to organize and support testing services for the campus.

II.C.1.d. The institution provides effective maintenance and security for its library and other learning support services.

Descriptive Summary--II.C.1.d.

Library
The library has service agreements for its public copy machines, the microform reader/printer machines, and the staff copier. Because of a shortage of funding, the library had to cancel two microfilm reader/printer service contracts. Those machines are now stored in the depository. The public Internet workstations are maintained and updated by the technical services librarian, the public services librarian, and computing services. Computing services is also responsible for office computers and the Pharos pay-for-print system. Two security gates are located at the exits to the library. All books, periodicals, and audio/visual materials are security taped to prevent loss.

Through a Rural Development Project (RDP) grant, the technical services librarian was able to obtain a server that will hold the library electronic databases, Pharos print system, library webpage and online instruction, and the Internet workstations software. This server will eliminate the need to go through the UH Manoa Hamilton Library server and will provide the library with more security and ease of user operation.

Computing Resources
Computing services is responsible for the maintenance of the computer facilities, including not only the classrooms and laboratories but also faculty and staff computers and the computers installed at the MCC outreach centers. The mission of computing services also includes planning, installation, and maintenance of the networking and other technological infrastructures at the main campus in Kahului and the outreach centers.

Security of computing resources takes two forms, physical and network. The supervised classrooms and laboratories are physically secured by means of key and access card readers. Network security is the responsibility of both UH Information Technical Services (ITS) and MCC computing services. Through firewalls, access controls, malware detection, and other means, these facilities are kept relatively free of infection, despite their use of Windows software.

Learning Resources
TLC’s computers, peripherals, and software are maintained by two casual part-time TLC staff members as well as by computing services. Computer passwords are kept secure so software and settings remain intact. In addition, Deep Freeze has been installed on all TLC and Ka Lama computer center computers to protect and preserve baseline computer configurations. TLC has a service agreement for its staff copier, and the Pharos print system is maintained by computing services.
Testing materials are located in locked file cabinets with access available only to TLC staff members. Distance learning tests are picked up by or sent to instructors after completion. Extra copies are shredded after the due date. Other testing materials are archived in TLC’s storage room in locked file cabinets.

Since the Ka Lama computer center and TLC are academic support facilities for UH system students, a computer check-in system has been established. Students must sign in using their student IDs before accessing services in the Ka Lama center or TLC.

Self Evaluation--II.C.1.d.

Library
Even though the library’s 3M checkpoint security system at both exits is functional, it is 25 years old. Replacement parts are no longer available, and the manufacturer will not accept a maintenance contract. Also, the system is not wheelchair accessible and cannot be used to protect new media such as DVDs, videotapes, audio CDs, and computer discs.

As the library increases its technology and equipment, an administrative, professional, technical (APT) library systems services position will be needed to provide the library with a consistent and reliable library database and with electronic equipment help and maintenance. This position would be responsible for installation, configuration, maintenance, and troubleshooting of all the library computers and other electronic devices, both software and hardware. The position would also assist in maintaining and configuring the library server and computer network, both wired and wireless.

Computing Resources
Computing services has been operating with significant personnel shortages because of reassignment, illness, and budgetary and hiring constraints. These shortages have forced computing services to prioritize its tasks and eschew other functions such as training for staff and users. Viruses and other malware have caused several crises that required immediate emergency responses. Though understaffed, computing services personnel have handled these crises expertly and professionally.

Shortages of equipment, parts, and supplies, as well as staffing, are noted in the computing services program review. Despite these shortcomings, the MCC computers, networks, and other infrastructure for which computing services is responsible are kept functioning adequately; outages are minimal, and classroom and office computers are kept repaired.

Learning Resources
TLC acting director meets with staff members weekly to prioritize maintenance tasks. With significant personnel shortages in computing services, much of the computer maintenance in TLC has fallen to two casual hire part-time staff members who graduated from the MCC electronic and computer engineering technology program. Each of them works five to seven hours per week.
As stated previously, a full-time position is needed to coordinate the hundreds of tests TLC administers annually, to provide consistency in testing policies and procedures, and to train TLC staff.

Planning Agenda--II.C.1.d.

Library
- Use the program review process to obtain an APT housed in the computing center to provide service to the Pharos pay-for-print system.
- Use the program review process to obtain an APT library systems services position to maintain the library’s specialized databases and the Hawai‘i Voyager operating system, along with electronic equipment.
- Use the program review process and research other possible funding sources to replace and upgrade the current 3-M checkpoint security system so that library materials will be secure.
- Replace aging main entrance and exit doors with handicapped accessible doors. At present, handicapped students have difficulty opening the doors or cannot open them without assistance.

Computing Resources
- Use the program review process to obtain adequate funding for computing services staffing, equipment, and maintenance needs to support student learning.
- Use the program review process to obtain funds for student laboratory assistants for the Ka`a`ike laboratories and possibly for the outreach areas.
- Pursue the adoption of alternatives to Windows software with its inherent security flaws. In many cases, open source software has been much more robust, resilient, and resistant to security breaches.

Learning Resources
- Support funding requests to adequately staff computing services.
- Use the program review process to obtain a testing coordinator to organize and support testing services for the campus.

II.C.1.e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution’s intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.
Descriptive Summary--II.C.1.e.

Library
The UH Library Council consists of libraries of the UH system. The council was re-formed in 2001 and is composed of head librarians of the UH community college libraries, and library directors of the UH Manoa, Hilo, and West Oahu, the John A. Burns School of Medicine, and the William S. Richardson School of Law. Through monthly meetings the council has formalized by-laws to guide its governance and activities. Science Direct, CQ Researcher, and Literature Resource Center online databases are leased through the library council. The following uniform policies have been developed: Libraries of the UH System Circulation Policy; Libraries of the UH System Standard Loan Periods, Fines, and Fees; Interlibrary Loan Policy (for books and materials to and from a non-UH library); IntraSystem Loan Policy (for books and materials to/from a UH library); Libraries of the UH System Community Borrower Cards; and UH Library Council By-Laws (see evidence #E-10 for library documents).

Hawai`i Voyager library management system, which controls circulation services, cataloging, and the public Internet workstations, is a partnership among the UH libraries.

Online Computer Library Center (OCLC) and Bibliographic Center for Research (BCR): OCLC is a national computer library service and research organization dedicated to furthering access to information and reducing information costs. The library uses OCLC for cataloging and for leasing databases at consortium pricing through BCR. As an OCLC user, the library is automatically a BCR member.

Hawai`i Library Consortium (HLC) is composed of public, school, special, and academic libraries. Since 2003, the UH system libraries, which includes MCC, have gone into an expanded consortia agreement purchase of EBSCO with the Hawai`i State Public Library System and various schools in the state via the HLC. HLC bylaws state that “the purpose of HLC shall be to increase, enhance, and facilitate cooperation among libraries in the State of Hawai`i through consortia purchasing of resources, and encouraging partnerships between and among libraries.”

Hawai`i Medical Library Consortium (HMLC) is composed of hospital, medical, and academic libraries. The library receives discounts on medical databases and is able to access Hawai`i medical library collections.

Maui Memorial Medical Center (MMMC) Library: The MCC library has a longstanding agreement with the MMMC library for assistance to MCC allied health students and faculty with books, materials, database access, and reference services. This agreement was the result of joint membership in the Maui County Library Association and the Hawai`i Medical Library Consortium.
Vi Tasler Library, City University, Bellevue, Washington. A memorandum of understanding (MOU) was signed in 2004 to provide library services to Maui students and faculty taking City University distance education courses leading toward a Bachelor of Education in Special Education. The MOU covers two years. During this time, the Vi Tasler library provides library support to their students; the MCC library provides back-up services.

Computing Resources
Maui’s computing environment functions under the umbrella of the UH Information Technical Services (ITS). That group provides high level networking and domain name services, and establishes general policies for the UH system.

Working with ITS, Maui’s computing services department interconnects with the Manoa system, and is responsible for configuring Maui’s local area network to comply with system policies. These functions rely on continual interaction and collaboration. The ongoing functionality of the network is evaluated on a regular basis to ensure adequate performance and adherence to standards.

Learning Resources
UH Community College (UHCC) testing coordinators meet twice a year via Polycom (a UH videoconferencing network) to discuss current compass testing issues and to ensure that testing practices are consistent across the system.

The learning center is part of a UHCC systemwide group that offers proctoring services to community members who need to take distance learning tests from other colleges and universities. This service allows students to test in a quiet, secure environment and meet the testing requirements of their college. A systemwide fee is charged for this service.

TLC staff members have frequent interactions with state Department of Education (DOE) personnel regarding compass testing information and scheduling. On Friday mornings, group testing of high school seniors, early admission, and running start participants takes place in the learning center. Students are given their placement results immediately after testing to make them more aware of the relationship of their career pathways, academic skills, and compass test scores. TLC orientations and campus tours usually follow the testing sessions.

TLC also works with Kamehameha Schools Maui Campus. TLC staff members have visited the Pukalani campus to inform students and staff about the compass test and to discuss test-taking strategies. Group compass testing of running start students have been scheduled in TLC, and the English permission test was administered at Kamehameha Schools in spring 2005.

TLC acting director and Hui Malama Learning Center staff meet periodically to discuss program services and materials utilized in each facility. This relationship has been helpful with obtaining student referrals and in keeping abreast of what’s going on in other educational programs.
TLC offers tours of its facility to various groups including Hui Malama Learning Center, DOE alternative program, DOE special needs, and DOE career pathway students to familiarize them with TLC services and resources.

Self Evaluation--II.C.1.e.

Library
For the most part, the Hawai‘i library consortium is working very well. There are no administrative costs because the university provides free assistance. The uniform by-laws and policies created by the UH system have streamlined services to all students, faculty, and staff. Cost savings have been realized by consortial agreements. Without them, the MCC library would have been unable to purchase many of its online resources.

Unique needs at MCC, however, sometimes must be met outside the consortium. For example, the library has subscribed to the print version of CQ Researcher for many years. When the online version became available, the library purchased a subscription that would allow all students on Maui, Molokai, and Lana‘i equal access. The Hawai‘i library consortium did not agree to a systemwide subscription of this database.

Also, online databases are regularly reviewed; but because of a lack of funding, the library has been unable to participate in purchasing some subscriptions that other community colleges have been able to buy.

Computing Resources
The current collaboration between UH information technical services (ITS) and MCC computing services appears to be working well. Network system reliability is satisfactory, as is bandwidth and low levels of system latency.

Learning Resources
Collaboration between TLC and UHCC colleagues has been effective and productive, ensuring that policies and procedures are consistent across the system.

Networking with DOE and community organizations has given TLC staff members the opportunity to share services and resource information and to learn more about student needs.

Planning Agenda--II.C.1.e.

Library
- Use the program review process to secure funding to purchase needed future electronic databases through consortial agreements.
- Network with the consortium and explore new areas for sharing resources in addition to electronic databases, such as books, periodical subscriptions, software, and equipment.
Computing Resources

- Strengthen the collaboration between ITS and MCC that is working well to meet student computing needs.

Learning Resources

- Strengthen the collaboration with UHCC colleagues, ensuring that policies and procedures are consistent across the UH system.

- Strengthen the sharing of services and resource information with DOE and community partners.

II.C.2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis of improvement.

Descriptive Summary--II.C.2.

Library

Both internal and external methods are in place to review library services and operations. Internal mechanisms include collection, reference, and bibliographic instruction analysis studies. External methods include online patron surveys, the complaint/complement book, and liaisons with instructional departments. A discussion of evaluation and assessment of library services is contained in the library program review.

The library and its services are constantly being evaluated at the administrative level. The head librarian meets frequently with the vice chancellor of academic affairs, attends the monthly budget meetings, chairs the monthly academic support services meeting, and attends the department chair meeting every two weeks. The library completed its comprehensive program review in October 2005. Information was used to improve library services and was a part of the college planning and budgeting process.

Computing Resources

MCC has an active, involved, and valuable resource in its technical support committee (TSC). Created in 2002, the TSC is a chartered campuswide committee consisting of 11 members drawn from a cross-section of campus technical, administrative, and student support functions. Its purpose is to assess, evaluate, and coordinate the technical aspects of the college. The TSC meets twice a month during the academic year, and its meetings are open to the entire college community (see evidence #B-13).

The TSC has been responsible for researching, recommending, and reviewing the installation of a Pharos print system, the campus wireless network, classroom and office computer replacement prioritization, establishment of a work order system, and formulation of a classroom technology preventative maintenance program.
The Ka Lama computer center conducts a comprehensive student survey each semester to evaluate its performance and garner suggestions for improvements that may be considered (see evidence #D-26). In October 2005, the center completed its first annual program review.

In spring 2006, computing services underwent a comprehensive program review. The program review validation team’s report was quite favorable, especially given the resource limitations under which the group has been functioning.

**Learning Resources**
The learning center services are constantly evaluated through several means. A comprehensive TLC evaluation is available throughout the year at the facility's reception counter. By making this survey available year round, TLC professional staff members can review suggestions and/or complaints and act upon them immediately rather than waiting until the end of the semester. This evaluation form is also available at TLC’s website, giving distance learning students and students at remote sites the opportunity to assess TLC services.

In addition, the acting director's daily contact with faculty and administrators presents many opportunities for discussion and feedback on TLC services.

In October 2005, TLC completed an annual program review. Results were used to make improvements in services. As a result of the program review, needed positions and equipments were placed in the planning and budgeting process.

**Self Evaluation--II.C.2.**

**Library**
Surveys of students and faculty are the primary methods used in assessing satisfaction with library services. The library surveys students every semester. Print surveys have been replaced with an online survey on the library home page. Students, faculty, and staff are encouraged to take advantage of these surveys to voice their opinions regarding library services. Results are summarized in the library program review and acted upon as appropriate. Also, library users are invited to write anonymous comments and questions in a library complaint/complement book. The librarians reply regularly to the comments and questions in the book.

Library statistics are also used to assess library usage (see evidence #D-34). Statistics are kept on entrances/exits, circulation services, collection development, reference services, and library instruction. These are used to improve and adjust services to student needs. For example, when hours needed to be reduced, the staff looked at reference, gate, and circulation statistics to determine which evenings and days had the least usage.

The library has regularly reviewed its services and operations. While much of the library’s review of its program is internally generated, including the annual and comprehensive program reviews, external outlets also exist to assess the library in a review process. One such reviewing document is the Standards for Libraries in Higher Education developed by
the Association of College & Research Libraries of the American Library Association. This
document provides guidelines for a comprehensive assessment of the library’s resources and
services.

Computing Resources
Computing services conducts an annual user survey. Results are analyzed, and any needed
changes or adjustments in services are implemented (see evidence #D-24).

The technical support committee meets twice monthly and addresses issues brought to its
attention. All meeting minutes are posted on the web. The computing services director, a
member of the committee, acts upon computing matters needing attention.

The Ka Lama computer center conducts a student evaluation of its services each semester
and responds to student concerns or suggestions.

Learning Resources
TLC staff regularly reviews all suggestions and comments to ensure that services are meeting
student needs. Evaluation results are used to modify and improve services.

Planning Agenda--II.C.2.

Library
• Analyze and use results in the annual program review of the library to improve
  services.

• Purchase the Survey Monkey license so that online surveys can be expanded and
  made available to students in all locations.

• Elicit feedback from focus groups on ways to improve library services.

Computing Resources
• Include questions about software and hardware preferences in the annual computing
  services survey.

• Ensure that the head of computing services continues to serve as a member of the
  technical support committee so that information about ways to improve services is
  immediately available to be acted upon.

• Include a student survey and evaluation of the Ka Lama computer center on the
  website; use results of the annual program review to improve services.

Learning Resources
• Submit the TLC annual program review and the comprehensive program review as
  scheduled. Use results to improve services and to obtain needed staff and equipment.

• Review suggestions and comments from TLC’s evaluation form and online survey in
  a timely fashion, and use them to improve services.
Standard III

RESOURCES

Maui County
Molokai
Maui
Lana'i
Standard IIIA: Human Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

III.A. Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development.

Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

III.A.1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

III.A.1.a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Descriptive Summary—III.A., III.A.1., and III.A.1.a.

Five categories of personnel provide and support Maui Community College (MCC) programs and services: administrator, faculty, administrative professional technical (APT), civil service, and blue collar. Each category has specific rules and regulations governing selection and employment, and each position must be justified in terms of institutional objectives and needs. Procedures for the selection must conform to University of Hawai‘i (UH) Board of Regents (BOR) policies, UH administrative procedures, executive procedures and policies, Hawai‘i revised statutes, and union contracts.

In 2003, the University of Hawai‘i Community College (UHCC) system was reorganized. Under the new structure, the system position of chancellor of the community colleges was
eliminated, and the title of each college provost was changed to chancellor. Certain responsibilities formerly held at the level of the UHCC system were delegated to the individual chancellors, who then reported directly to the UH president.

Over time, the former UHCC system had developed a series of policies and procedures known as Chancellor for the Community College Memoranda (CCCM) that were applicable to all seven community colleges. After the reorganization, the community colleges were given the autonomy to replace the CCCMs with their own individual policies. While in the process of developing its own policies, MCC is continuing to use many of the CCCMs.

Certain policies and principles apply to all categories of employees. Job descriptions are the basis for classifying positions and determining their respective pay scale. Position descriptions are available for all positions and are adhered to in selection procedures.

Criteria and qualifications for approved vacant positions are published internally in the University of Hawai‘i Bulletin, the MCC webpage, the university system website, and publicly via advertisements in local newspapers of mass circulation, and in certain instances, nationally in professional journals. Prior to publication, all advertisements must be approved as to equal employment opportunity guidelines.

The college catalog lists all faculty, administrators, and professional staff indicating the degree received, the granting institution, and the position held (see evidence #A-2). Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies.

**Executive and Managerial (E/M):** MCC has a total of seven positions under this category: chancellor, vice chancellor (VC) of academic affairs, vice chancellor of student affairs, vice chancellor of administrative affairs, director of the office of continuing education and training (OCET), director of the University of Hawai‘i center, Maui, and assistant dean of instruction. The chancellor and the three vice chancellors are categorized as executive positions; the assistant dean of instruction and the UH Center and OCET directors are managerial positions. All appointment and personnel actions involving executive positions require BOR approval. The UH president has delegated authority to the community college chancellors to approve appointment and personnel actions for managerial positions. UH BOR Policy chapter 9 provides the policies and procedures governing the selection and employment of E/M positions.

**Faculty:** Procedures for hiring credit program faculty are consistent with university requirements and are set forth in detail in university publications. The college maintains, updates, and makes available hiring committee packets containing information, including federal, state, UH system, and union guidelines and legal requirements for hiring at the community college level. A standard application form is used for faculty and lecturer positions.

Job descriptions for faculty positions contain systemwide minimum qualifications. CCCMs provide guidelines regarding the required type and level of educational preparation and
related work experience. Job descriptions for filled positions are maintained and made available in college records in the personnel office.

Faculty members are hired based on teaching ability, educational degrees, and experience and knowledge in the subject area. The search/screening committees review candidates to ensure that they meet the minimum qualifications and have the ability to teach. A teaching demonstration may be required as part of the interview process. In addition, letters of recommendations and previous student and faculty evaluations may also be requested to determine teaching effectiveness and ability to contribute to the mission of the institution. Faculty who receive degrees from non-U.S. institutions are considered only if they meet equivalence standards determined by the UHCC system personnel office.

**Administrative Professional Technical (APT):** The CCCMs and administrative procedures describe the procedures for hiring APT staff. The preliminary paperwork to establish a position and/or fill an APT position is accomplished online.

**Civil Service:** The state department of personnel services has established a systemwide procedure and application for the employment of classified staff under civil service hiring procedures.

**Non-Credit Trainers:** A different procedure is used to select trainers for the Office of Continuing Education and Training (OCET) non-credit programs. For OCET, community members may propose to teach courses based upon their field of experience and expertise. These courses may reflect a current need in business and industry. In addition, OCET staff may invite a community resource to offer a course that has been requested by the public or which may appear to have potential community interest. In both cases, a potential trainer must complete an application form, submit a course proposal, and be reviewed by OCET staff to determine if that person is appropriate and qualified to teach the specific course. Trainers participate in individual and/or group orientation meetings where policies and procedures are explained.

**Self Evaluation—III.A, III.A.1., and III.A.1.a.**

The current procedures are consistent with the university CCCMs, administrative procedures, executive procedures and policies, Hawai‘i revised statutes, union contracts, and legal requirements. They generally function effectively. Since delegation of the hiring process to the college chancellor, length of the process has been greatly reduced, and the process is much more efficient.

Educational credentials of applicants are researched by contacting the degree granting institution, reviewing catalogs, and talking with appropriate personnel. Since no clear written guidelines exist for determining the equivalence of the credits or degrees of applicants who attended non-U.S. institutions, the UHCC system personnel office determines equivalence.

Central to this standard is whether the college treats its employees equitably. In the 2006 college climate survey question on this subject (#5a), more than two-thirds (68.6%) of the...
responding faculty, lecturers, staff, and administrators replied in the affirmative (see evidence #D-3). However, 26.9 percent expressed a level of disagreement. The disagreement was found across all categories of employment (including administrators), except for lecturers. These results support a conclusion that there is concern in some quarters over non-equitable treatment, although for the most part the standard is met (see evidence #D-3).


- Research the possible types of non-equitable treatment for which 26.9 percent of the college climate survey respondents indicated concern.

III.A.1.b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Descriptive Summary—III.A.1.b.

All MCC personnel are evaluated systematically and at stated intervals. Procedures for evaluating each category of personnel are specific to that category; contracts spell out the details of each category.

Probationary faculty members are required to submit requests for contract renewal until they are granted tenure, generally after a five-year probation. Each fall semester, the UHCC system office provides a workshop for tenure-track faculty explaining the contract renewal and tenure procedures and timeline. If tenure is not granted, specific guidelines exist for whatever steps need to be taken. Timelines for the submission of contract renewal documents are contained in the union contract.

Full-time tenure track and non-tenure track faculty as well as lecturers must be evaluated regularly by students and by peers. Guidelines and timelines exist for both types of evaluations. It is expected that faculty members will address in their contract renewal document any recommendations for improvement received the previous year. Evaluation forms may vary by department and by faculty member, as appropriate to the discipline, but all forms used to evaluate full-time teachers cover similar information about teaching effectiveness, expertise in subject area, and both college and community service. Lecturer evaluations relate directly to teaching effectiveness and knowledge of subject. Faculty applying for promotion must also be evaluated.

The student evaluation policy and procedures is posted on the college website (see evidence #F-20). Faculty and lecturers of eClasses (cable, HITS, web, hybrid) are evaluated each semester by students at all sites, including Kahului, Molokai, Lana‘i, Hana, and statewide. Instructors teaching “live” outreach classes are also evaluated by their students each semester.
Classified personnel are evaluated by an immediate supervisor utilizing the state performance appraisal summary. An annual evaluation is required after the completion of a six-month probationary period for permanent employment. APT personnel are evaluated by their immediate supervisor utilizing an online performance appraisal system. This evaluation occurs annually from November 1 through October 31. The summary form used by classified staff and APTs provides for the establishment of performance objectives at the beginning of the rating period and through the evaluation period and then a final review with the supervisor at the end of the rating period.

Administrators are evaluated by the college chancellor, faculty, and staff using a formal evaluation instrument. Administrators may also be evaluated every other year in a rotation system using an instrument distributed by the academic senate. Administrator evaluations have recently been completed through random online questionnaires. OCET utilizes in-house evaluations of trainers based on student input and on information gathered by the program coordinator during class observations.

All evaluation methods focus on assessing effectiveness in the performance of position responsibilities and provide information where improvement is needed. Policies and procedures for student evaluations, department personnel committees, and contract renewal are posted on the college website (see evidence #F-8, #F-10).

Self Evaluation--III.A.1.b.

The evaluation of faculty, APT, civil service staff, and administrators is systematic and conducted at stated intervals. Follow-ups of these evaluations are generally formal, systematic, and timely. These are spelled out in the various union contracts.

The college climate survey gave evidence about the perceptions of employees on whether lecturers, faculty, staff, and administrators are evaluated regularly and systematically. About one-fourth of the respondents expressed no opinion (25.3%, 21.7%, 29.9%, 31.0%) on these items (#5b-e). However, only a small share of this don’t-know response came from within a respective staffing category (e.g., few lecturers replied with don't know on the item regarding lecturers), which suggests that MCC employees are knowledgeable of the evaluation procedures within their respective areas. Few (16.5%, 8.9%, 12.7%, 12.3%) were at variance when asked whether the evaluation is regarded as regular and systematic.

Guidelines and procedures to assist teaching faculty in the evaluation process have been well developed. OCET conducts its own evaluations and student evaluations and has implemented a systematic trainer evaluation process that effectively assures quality training.

Teaching effectiveness remains the paramount concern in the evaluation of faculty and lecturers. It is an important part of both the peer and student evaluations and is of utmost importance in contract renewal, tenure, and promotion. The University of Hawai’i Professional Assembly (UHPA) faculty contract also identifies a five-year post tenure review, which is monitored by the chancellor’s office.
An orientation program held for new faculty and lecturers (and any others who are interested) assists them to become effective teachers. Evening orientation sessions are also held at the beginning of each semester. Evaluations of these sessions have been positive; survey results are used to improve and expand the presentations at future sessions (see evidence #D-25).

Planning Agenda--III.A.1.b.

- Dialogue about ways to implement a collegewide evaluation of administrators on an annual or bi-annual basis. In recent years evaluations have been conducted online through the UHCC system office.

- Ensure that the college follows through on the post-tenure evaluation of faculty, as addressed in the UHPA contract.

- Explore the consolidation of the types of evaluation forms that students complete each semester in their classes. Look into the possibility of using online surveys similar to the ones currently used for the evaluation of administrators.

- Refine and improve collegewide effectiveness in evaluations. Expand workshops that teach skills in conducting evaluations that lead to improvement in performance.

III.A.1.c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

Descriptive Summary—III.A.1.c.

During the past few years, Maui Community College faculty members have been required to create specific student learning outcomes (SLOs) for all courses and to tie assessment methods to the SLOs. Teachers are evaluated on how effectively they do this. Department personnel committees (DPCs), department chairs, and the VC academic affairs look for specific evidence of faculty members’ progress in this endeavor when they evaluate contract renewal and tenure and promotion documents. The course syllabi submitted with the documents are evaluated for the quality and effectiveness of SLOs and the assessment methods used to evaluate those outcomes.

In fall 2003 and spring 2004 a series of hands-on workshops were conducted to assist faculty in updating their course outlines and course syllabi and completing the general learning grids for all courses. Faculty used the grids to assign specific weight in each of their courses to the five general learning outcomes dubbed the COWIQs: critical thinking, oral communication, written communication, information retrieval and technology, and quantitative reasoning. Workshops and instruction have continued for new faculty and for those who need assistance.

Self Evaluation--III.A.1.c.

The majority of MCC faculty members have succeeded in incorporating effective SLOs in
their courses. Many instructors already have new assessment methods tied to the SLOs; others are making progress in this area.

Instructors submitting contract renewals and applications for tenure and promotion are evaluated by reviewers on their syllabi, which contain student learning outcomes and the five-standard grid for each course the instructor teaches. This procedure has been in place for the past three years, and instructors are aware of this evaluation piece. The assessment of this process is a catalyst in encouraging instructors to complete and post SLOs and assessment methods.

An interim assessment coordinator is in place and will be leading the faculty in assessment workshops throughout the coming year. Faculty members who have not yet done so have been encouraged to begin adapting new assessment methods for at least one of their courses before the fall 2006 semester.

In February 2006, assessment expert Ruth Stiehl conducted a workshop for MCC career-technical and liberal arts faculty and program coordinators. This workshop was well attended and well received (see evidence #D-25) and gave the college increased momentum to enter into the next phase of assessment.

Planning Agenda—III.A.1.c.

- Ensure that the SLO and assessment process is completed in the remaining courses.
- Offer regularly scheduled workshops and presentations from experts in the creation of effective SLOs and assessment practices.

III.A.1.d. The institution upholds a written code of professional ethics for all of its personnel.

Descriptive Summary—III.A.1.d.

Each year all personnel are required to complete a conflict of interest form disclosing any work outside of their college and university commitment. A copy of the state ethics code is available from the VC administrative affairs and is also on the web (see evidence #F-18). The chancellors have issued a policy, #5.211, entitled Statement on Professional Ethics (Faculty) (see evidence #F-18).

Self Evaluation—III.A.1.d.

The written code of professional ethics is comprehensive and applies to all personnel. Efforts must be made to have this document more readily available to all. The chancellors’ UHCCP #5.211 is distributed to all faculty members.

Planning Agenda—III.A.1.d.

- Ensure that the professional ethics code is readily available to all.
III.A.2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution’s mission and purposes.

Descriptive Summary—III.A.2.

Fig. 9 in the introduction of this self study displays the statistics on the number, gender, and ethnicity of administrators, APT, civil service, instructional faculty, and non-instructional faculty. The instructional faculty group is largest, comprising 41.3 percent of the hires. Sequentially fewer in number are the civil service, APT, non-instructional, and administrative groups, each respectively contributing 30.1, 20.9, 4.4, and 3.4 percent. Ethnic diversity is prevalent, with nine different non-Caucasian minority groups represented among the MCC faculty and staff. Females comprise two-thirds (64.6%) of the hires.

Fig. 10, also in the introduction, displays the distribution of faculty by rank, along with their ethnicity and gender. Eleven hold the rank of Professor CC (12.8%), while the most populated rank is Instructor (n=35, 40.1%). Female faculty members (49) outnumber the males (37).

The state biennium budget process, along with annual and comprehensive assessments and program reviews, provide the opportunity to identify, project, and prioritize staffing needs. It is the mission of the college to provide educational opportunities to a “diverse community of lifelong learners.” The rich diversity of faculty and staff help to create a college culture of diversity. Goal 1, objective 2 of the MCC Strategic Plan 2003-2010 (see evidence #A-4) states the college’s desire to “Achieve a shared institutional culture that treasures diversity and inclusion, honors collegiality, and continuously strives for exceptional performance.” The college’s demographic distribution speaks to its success in meeting this objective.

The earlier MCC academic development plan (ADP) 1996-2002 (see evidence #C-2) pointed out that additional positions are required to meet workload increases and the objectives of the ADP. The current strategic plan also points out that additional positions are required to meet workload increases and objectives.

At the present time, MCC is able to support its mission and meet the objectives of its strategic plan because of the assistance of a number of well-qualified employees categorized as “temporary” or “emergency hire.” A number of permanent positions that do exist were kept vacant due to a temporary reallocation of funds to support rapidly increasing utility funding shortfalls. Since it is especially difficult to create and fill the necessary number of full-time clerical positions, the college has come to rely heavily on casual hires and emergency hires in this area. Specifically, the college currently has 62 casual hires and 6 emergency hires dispersed throughout the various offices. The unwieldy civil service hiring process, coupled with low salaries, make it difficult to recruit and hire clerical staff. For several years, MCC has been working with the state legislature to establish additional permanent positions; a number were provided this year by the 2006 legislature.
Self Evaluation--III.A.2.

In July 2003, when the provost positions were converted to chancellor positions, many of the human resource functions were delegated to the campus level. Despite efforts to obtain and fill needed clerical staff positions, a need still exists for secretarial and clerk assistance in some departments and offices. Three instructor positions were funded for MCC’s new upper division Applied Business and Information Technology (ABIT) program.

The college is attempting to reduce the high number of lecturers in some disciplines by using lecturer funds to establish non-tenure track faculty positions.

Budget constraints have made this standard difficult to achieve. As faculty retire, positions have tended to remain unfilled for longer than they should. Staff shortages have long plagued the college, and employees at all levels are feeling overworked trying to accomplish the tasks normally assigned to other positions that are vacant.

With the recent state legislative initiative, however, these shortages will be lessened, beginning fall 2006. The college has received funding from the legislature to recruit and fill 12 faculty, 6.75 APT, and 2 counselor positions that had been requested in the 2005 supplemental budget. An infusion of funds to cover escalating electricity costs has made it possible to unfreeze several positions that had been held vacant when employees left.

Planning Agenda—III.A.2.

- Upgrade lecturers to faculty positions in various disciplines and fill vacancies in both the teaching and classified staff as funds are appropriated and released.

- Address the issue of relying on casual and emergency hires to meet current workload. A convincing argument must be put forth to the state legislature to increase the number of permanent clerical, counseling, library, classified, and operations and maintenance positions, a number of which are in the biennium budget 2007-09.

III.A.3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

III.A.3.a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

III.A.3.b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Descriptive Summary—III.A.3., III.A.3.a., and III.A.3.b.

The hiring procedure for faculty, APT, and managerial positions falls under the UH administrative procedures, executive procedures, and the CCCMs. The hiring procedure for
classified staff falls under the state Department of Personnel Services. The written policies and forms are available either in hard copy at the personnel office or on websites (see evidence #F-7, #F-14, #F-16).

Procedures for hiring credit program faculty are consistent with university requirements and are set forth in detail in university publications. These procedures are compiled from the administrative procedures, statewide policies and procedures, CCCMs, and union contracts. A hiring packet is given to screening committees with a copy of hiring procedures, and all screening committees are trained by the EEO officer. A standard application form can be found on the human resources office website noted above. For faculty positions, job descriptions containing systemwide minimum qualifications have been developed.

CCCMs regarding the required type and level of educational preparation and related work experience are utilized in developing position descriptions. Job descriptions for filled positions are available and maintained in college records in the personnel office.

The state personnel services office has established a systemwide procedure and application for the employment of classified staff under civil service hiring procedures. Systemwide policies and procedures are described in administrative procedures, union contracts, and CCCMs for hiring APT staff. A standard application form can be found on the human resources web site.

**Self Evaluation—II.A.3., III.A.3.a., and III.A.3.b.**

The current procedures are consistent with CCCMs, union contracts, and legal requirements and generally function effectively. However, start dates of new hires have been delayed because of insufficient staff within the departments to expeditiously process the required paperwork. The delayed start dates adversely affect programs and instruction.

With the shortage of personnel employees, much of the paperwork establishing and filling positions falls on the department chairs and secretaries and on other unit secretaries. All screening committees are trained in the area of confidentiality; the EEO officer and the personnel officer monitor the hiring process to assure procedures are followed correctly. Due to the increased workload and complexity of the process, all personnel records are kept in the personnel office in a locked file in a locked office. Employees have access to their own files by requesting them from the personnel officer. Files may not be removed from the personnel office.

Personnel department employees hold training for department chairs and secretaries on an annual basis.

**Planning Agenda—III.A.3., III.A.3.a., and III.A.3.b.**

- Use the program review process to validate requests for faculty and staff positions across the college.
- Expand screening committee training.
III.A.4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

III.A.4.a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

III.A.4.b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

III.A.4.c. The institution subscribes to, advocates, and demonstrates integrity in treatment of its administration, faculty, staff, and students.


Affirmative action data are gathered on Form 17 for each new hire. Since the UHCC system has established a new online form 17 for BOR employees, applicants can now self-disclose online. The affirmative action officer accesses the online information. The college’s assessment of its employment equity objectives is regularly reviewed at meetings of the EEO/AA coordinators. The affirmative action plan has been updated and is available in the library, in the offices of the VC administrative affairs and other administrators, and on the web (see evidence #F-3).


MCC faculty and staff are characterized by wide-ranging diversity, as seen from the ethnicity and gender charts in the introduction (Fig. 9 and 10, pp. 18 and 19). Women comprise two-thirds (64.6%) of the workforce, and more than ten different ethnicities are represented. Equal employment opportunity and affirmative action procedures are closely followed. The affirmative action plan, updated annually, states clear goals and guidelines, as does the EEO/AA plan that is distributed to vice chancellors and department chairs. The personnel officer, department chairs, and the EEO/AA coordinator monitor procedures with final review by the director of affirmative action at the UHCC system office. Since online applicant self-disclosure is optional for new hires, statistics may or may not reflect the true minority demographics.


- Monitor and update the affirmative action plan on a regular schedule.
- Expand efforts to hire under-represented minority groups.

III.A.5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

III.A.5.a. The institution plans professional development activities to meet the needs of
Descriptive Summary—III.A.5. and II.A.5.a.

The MCC staff development guidelines (see evidence #B-9) are designed to develop the knowledge and skills of faculty and staff members. This goal aligns with the college mission to serve the community as a learning-centered institution.

Staff development fund requests are granted on the basis of equitable access to training and development opportunities for all faculty and staff members, regardless of their age, gender, ethnicity, status, or contractual employment terms. Those activities most closely related to the goals of the discipline, department, or department of the faculty or staff member receive priority.

Professional development activities eligible for funding include, but are not limited to, local and out-of-state professional conferences, online conferences, workshops in distance learning and instructional technologies, educational seminars, computer skills enhancement training, and establishment of partnerships with industries. Also included are travel expenses, including airfare, ground transportation, lodging, and airport parking. Travel expenses may also be funded for outside experts who are invited to be guest speakers or to conduct collegewide workshops.

Currently, the college receives state general funds earmarked for professional development. These funds are supplemented by external funding sources from the UH Foundation for Maui Community College that includes donors from the community and the college (administrators, faculty, and staff). External grant funds (Title II, III, and VII) continually provide opportunities for professional development.

Professional growth funding is available through the staff development funding committee. The committee encourages all interested faculty and staff to access funding. It is the goal of this committee to award $2,500 over three due dates within the academic year. Application forms and procedures for completion are readily available. The committee meets to collaboratively award requests. Once every two years, faculty can apply to the fund for a $500 grant to apply toward the cost of attending a conference or workshop of their choice. The professional development committee was formed as part of a process to provide cost-effective ways to offer all faculty and staff professional development activities throughout the year. The committee has arranged an array of professional development activities for the second Friday of each month. Also, the Wo Learning Champions and the Perkins specialist have been providing onsite opportunities for staff development.

New faculty and lecturer orientation sessions are held at the onset of every semester and include presentations on widespread college services. When warranted, a semester-long series of monthly faculty orientation sessions covering all aspects of the college’s operations are scheduled (see evidence #E-25). With the addition of the new positions from the 2006 legislature, the semester-long orientation is scheduled for 2006-07. For the past several years, new full-time faculty members have been assigned mentors.
The teaching improvement committee conducts regularly scheduled workshops and presentations that facilitate faculty learning from one another. Over the past year, these workshops have focused on teaching critical thinking skills.

Workshops on the use of the Banner registration system, WebCT, email, word processing, spreadsheets, and database programs have been offered regularly. Additionally, workshops on the WebCT course management and content delivery system are available during the summers through the UH technical support group. Sexual harassment training is held each semester for the entire college; attendance is mandatory at least once a year. This includes personnel from outreach sites.

Professional development activities held at the college are evaluated and adjustments are made when a similar activity is held again. The use of an online evaluation method provides timely feedback on the activity. Faculty attending off-island and mainland conferences are encouraged to share their experiences with the college.

**Self Evaluation—III.A.5. and II.A.5.a.**

On the college climate survey, 70.5 percent of respondents agreed or strongly agreed with the statement (#5f) that MCC faculty members are provided opportunities for professional development. In the same survey (#5g), 52.5 percent agreed that MCC staff members are provided with opportunities for professional development. Also, 43.9 percent agreed that administrators (#5h) are provided opportunities for professional development. The data shows the highest level of awareness is among the faculty. It is also the faculty who are the most likely to take advantage of available professional development. Many staff members are aware of professional development opportunities but voice concern that their current workload prevents or discourages them from taking advantage of the training. They feel that their work will stack up in their absence, making it difficult to catch up.

**Planning Agenda—III.A.5. and III.A.5.a.**

- Encourage faculty, staff, and administrators even more strongly to take advantage of professional development opportunities. The considerable cost in time and money traveling to workshops and conferences on the mainland means more professional development activities need to be provided closer to home.

- Expand the partnership with the Maui Writers Conference, an annual world-class event attended by top writers, editors, agents, and publishers. For the past several years, MCC students, faculty, and staff have had access to videotaped sessions of the conference. The tapes are made available for classroom use. Also, a number of students and faculty who volunteer their services at the conference receive free admission to conference presentations.

- Set up a website where faculty, staff, and administrators can share their educational experiences; make it a condition for receiving professional development funding.

**III.A.5.b. With the assistance of the participants, the institution systematically evaluates**
professional development programs and uses the results of these evaluations as the basis for improvement.

Descriptive Summary—III.A.5.b.

As part of college’s strategy for institutional advancement, its strategic plan plays a major role in guiding the planning and evaluation of professional development activities.

Historically, professional development was largely controlled by the departments, with funding allocation based on the number of faculty and staff. However, under the revised strategic plan, a college staff development system was established. It is comprised of workgroup sub-committees who work with appropriate vice chancellors to plan and execute staff development activities.

For example, one year the VC academic affairs worked with department chairs and their respective members to identify priorities for professional development. These priorities were given to a work group sub-committee, the professional development committee, to further coordinate activities for every second Friday of the month. Faculty, administration, and staff were encouraged to participate in various professional development activities. Evaluations of these activities are completed on an individual basis and results used in future planning (see evidence #D-25). One example involves the annual sexual harassment training, which is now presented in two back-to-back sessions: the first is for new employees; and the second, which covers just updated information, is for all employees. This revised presentation arose from feedback on evaluation forms that queried why continuing employees at their annual required session needed to sit through a repeat of the basic information.

The current evaluation pattern is to place an online survey on the web with links to the results sent to workshop participants within a few days of the workshop they attended. The data collected give timely feedback to presenters and is used in future planning.

Self Evaluation—III.A.5.b.

Revisions to professional development procedures have resulted in an increase of no-cost or low-cost workshops, seminars, and related events being offered on campus. Evaluations indicate that participants find these activities worthwhile.

Planning Agenda—III.A.5.b.

- Increase the number of professional development activities on campus. Review evaluations of these activities to make sure that the activities are relevant and worthwhile. Make changes as indicated.

III.A.6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.
Descriptive Summary—III.A.6.

Human resource planning is firmly integrated into institutional planning, which is driven by the process of annual and comprehensive program reviews. These program reviews involve both instructional and non-instructional programs or departments collegewide. Staffing needs and the evaluation of current faculty and staff become part of the program review. These staffing needs are then brought forward through both the executive committee and the individual department meetings. The staffing needs then become a part of the biennium budget that moves forward to become part of the overall university budget presented to the state legislature for funding.


Although it was partially implemented in 2004-05, the academic year 2005-06 was the first year that the program review process was fully implemented and fully integrated into the overall planning and budgeting process. This mechanism has proven to be a very effective process for identifying ongoing staffing needs and critically analyzing the effectiveness of current staffing throughout the college.


- Expand and assess the program review process collegewide.
Standard IIIB

PHYSICAL RESOURCES

Maui County
Molokai
Maui
Lana'i
Standard IIIB: Physical Resources

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

III.B.1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

III.B.1.a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

Descriptive Summary–III.B., III.B.1., and III.B.1.a.

Maui Community College (MCC) supports its mission by providing access to higher education to residents on the islands of Maui, Molokai, and Lana`i. The college is comprised of the main campus in Kahului, Maui and outreach centers in Hana, Kihei, and West Maui and on the islands of Molokai and Lana`i.

Kahului Campus
The main campus is comprised of 40 buildings spread over seventy-eight acres in Kahului, Maui. The campus consists of a mixture of buildings, the earliest built in the 1940s and the latest built in 2003. The buildings, ranging from traditional Hawaiian hales to state-of-the-art media and culinary facilities, contain approximately 400,000 gross square feet of interior space.

MCC is the only community college in the University of Hawai`i (UH) system with a mission to serve the population of more than one island. To make housing available for Maui county students who are not within commuting distance of the Kahului campus, a two-story apartment style-housing complex was constructed in 1981. These units can accommodate up to 44 students and have been renovated to upgrade exteriors and interiors and to comply with fire codes.

Molokai Education Center
The Molokai Education Center is located in Kaunakakai, Molokai. Built in 1999, the facility contains 11,000 gross square feet and sits on two acres of land. The center contains general and distance learning classrooms, a computer lab, offices, and a library resource center. The college also operates the Molokai Farm on 28 acres of land leased from the state department of agriculture. The farm program uses a classroom building with offices, a greenhouse, and various storage buildings. The federal Department of Housing and Urban Development (HUD) granted the college $394,000 to build a new classroom facility at the farm program.
site. This project has completed its design phase and is currently out to bid, with an estimated completion date of December 2006.

**Lana`i Education Center**
The Lana`i Education Center operates out of an older building, which is leased to the college by the Lana`i Company. Since the lease fee is $1.00 per year, all maintenance and facility upkeep is the responsibility of the college. The facility houses two distance learning classrooms, an individualized television viewing space, a computer lab, and offices.

**Hana Education Center**
The Hana Education Center is located in the old state Department of Education (DOE) Hana school building. The college occupies a portion of the building and uses it primarily for distance learning, computer, and “live” classes. The college leases the space at $1.00 per year.

**Kihei Education Center (South Maui)**
The college offers computer and distance learning classes out of classroom space in the Maui Research and Technology Center facility. Since the building is currently managed by the University of Hawai`i, MCC is not charged for use of the space.

**West Maui Education Center (Lahaina)**
West Maui, the newest of the college’s education centers, is housed in a facility previously used as a children’s daycare center. The college renovated the building with extensive input from faculty and staff. The college pays nothing for the lease of the building until the facility is in operation; then the college will pay $14,400 per year. Credit and non-credit classes are scheduled in the facility for fall 2006. Distance classes will be offered in spring 2007.

**Student housing expansion (private, state, and county)**
In order to add needed student housing for students who are not within commuting distance of the Kahului campus, the college is partnering with private organizations and with the County of Maui.

A private contractor is currently building new private student housing in Kahului, a few blocks from the college. The facility will serve MCC students, but will be managed and financed by a private developer and will be independent from the college. Construction has begun, with a projected completion date of spring 2007. The student housing will have the capacity to accommodate 400 beds in comfortable apartment style residences. Students will have access to high speed Internet service and study and recreational areas. Advisors will reside on the premises.

The college is also meeting with a second private developer who is negotiating with landowners interested in purchasing property adjacent to the college campus to construct commercial buildings with student apartment units above them. At present that development is still in its early land acquisition and planning stages.

The college has also been negotiating with the Maui county mayor, who has offered to transfer the county land on which the current MCC student housing sits and the land next to
it to provide an opportunity for student housing expansion. The college has examined the land (terrain, drainage, and archaeological sensitivities) and has determined that the land is feasible for student housing construction.

Physical Plant Resources
The college receives resources to construct and maintain its physical plant in three primary categories: Capital Improvement Project (CIP) funds; UH system repairs and maintenance funds; and MCC annual operating funds.

Capital Improvement Project (CIP) Funds
MCC has done well over the past decade in CIP funding. These funds are legislated separately from the UH operations and have neither personnel nor maintenance funds allocated with them. CIP funds are normally used to construct new facilities or large-scale building renovations and are generated via state general obligation bonds on which the state pays principal and interest. MCC has no obligation. CIP funds are appropriated to support projects that have a long capitalization period. New CIP additions to the campus are shown Fig. III.B-1.

<table>
<thead>
<tr>
<th>New CIP Additions</th>
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<tr>
<td><strong>Laulima</strong> (Bldg. 2251), home to the Office of Continuing Education and the UH Center, Maui. Completed in 2000.</td>
</tr>
<tr>
<td><strong>Ho`okipa</strong> (Bldg. 2208). Completely renovated for the student services and administrative services departments in 1999.</td>
</tr>
<tr>
<td><strong>Pa`ina</strong> (Bldg. 2253), houses the culinary arts program; includes a cafeteria with a food court style dining area, fine dining restaurant, classrooms, and demonstration kitchens. Completed in 2003.</td>
</tr>
<tr>
<td><strong>Ka<code>a</code>ike</strong>, Information Technology (Bldg. 2252), houses the media center, computing services, distance learning classrooms, computer classrooms, production studios, and faculty offices. Completed in 2001.</td>
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CIP Projects in Progress
The Student Center (Bldg. 2232) is currently undergoing a major renovation. The current student lounge, bookstore, and cafeteria/dining areas are being renovated in order to restore the building’s purpose as a student life facility. The renovation will address health and safety, Americans with Disabilities Act (ADA), and other code issues within the existing facility. The building will house administrative offices, student government, and other student activities staff.

A new science building is currently in the project development phase. The 2005 legislative session appropriated $3,448,000 in CIP funds to design the new science facility. Formal design is expected to begin in 2006. The college intends to request construction funds during the biennium budget 2007-09 and anticipates construction in 2007 with completion toward the latter portion of 2008. In addition to the science programs, the new building will allow for expansion in the allied health program and will house classrooms, faculty offices, a large lecture hall, and laboratories.
**UH System Repairs and Maintenance (R&M) Funds**
The UH system annually receives R&M funds appropriated from the legislature. These funds are generated primarily via state general obligation bonds and therefore are used to fund large-scale R&M projects with long capitalization periods. Again, the principal and interest for the bonds are paid by the state and are not an MCC obligation. The UH community college (UHCC) system manages these funds for the seven community colleges. Each community college submits its deferred maintenance projects in priority order. Generally, the appropriated R&M funds accommodate only a fraction of each college’s deferred maintenance list of projects. In the last biennium 2005–07, the UHCC system received approximately $6,800,000 of R&M funds to support all seven community colleges. The 23 scheduled and 8 recently completed projects are listed in the Evidence List section at the end of the self study document (see evidence #C-6).

**MCC Annual Operating Funds**
The college also uses a portion of its operating general funds to support an R&M budget. This budget is managed by the operations and maintenance (O&M) department and is used to fund small-scale repairs such as minor plumbing, lights, and doors, as well as maintenance contracts with air conditioning, fire system, elevator, and other contractors. The college has endured ten years of budget reductions and restrictions that have coincided with rising fixed costs. The college R&M budget has borne the brunt of the reductions. In fiscal year 2003, the R&M budget was approximately $209,000; in fiscal year 2006, this amount was $176,000.

In order to mitigate reductions to the R&M budget, the O&M department has incorporated into college maintenance projects some of the classroom instruction from vocational technology programs, including building maintenance, sustainable technology, welding, apprenticeship, auto body repair and painting, and automotive technology. The outreach centers have also been upgraded with the assistance of student projects. MCC student interns refurbished the Hana center, which now has better lighting and wiring for computers. The Lana’i center, also upgraded with the help of student interns, now has a second interactive television/general classroom, a small interactive television viewing space, and storage.

In addition, the college has pursued extramural funds to support facilities improvements. HUD has funded $394,000 to build a classroom at the Molokai farm and more recently has granted the college $800,000 to build a Hawaiian studies building on the Kahului campus.

**Self Evaluation–III.B., III.B.1., and III.B.1.a.**

When asked in the 2006 college climate survey if student learning needs are central to the planning, development, and design of new facilities (#6c), fully 61.4 percent of the faculty, lecturers, staff, and administrators responding agreed or strongly agreed. In disagreement were 23.4 percent (see evidence #D-3).

The new buildings have increased classroom and office space and greatly increased the number of computer labs. While the increase in space is necessary to support programs and services, it adds to the workload of the O&M department. Budgetary constraints over the past few years have limited funding for maintenance and for any additional positions to go
along with the additional square footage. Despite this mismatch between increasing space and decreasing funds and personnel, college climate survey (#6e) found that 70.4 percent of those surveyed expressed agreement that the classroom and offices are adequately maintained, while 28.9 percent expressed disagreement. This finding may reflect the perception that certain parts of campus are maintained better than others. When surveyed about the grounds and exterior features (#6d), 76.7 percent of those surveyed agreed or strongly agreed that they were well maintained. These survey results are much improved over a similar survey conducted some years back when 48 percent of staff and faculty felt that classrooms were not adequately maintained (see evidence #D-3).

Certain older classrooms, such as the hale classrooms and science lecture halls and laboratories, need maintenance and upgrading to keep them on par with the newer classrooms. The campus buildings occupied by vocational programs are the oldest on campus, dating back to 1949. The nursing annex has been demolished.

The college climate survey (#6a) asked the opinion of employees as to whether the college plans, builds, maintains, upgrades, and replaces physical resources to support its programs and services, regardless of location (see evidence #D-3). A rather large percentage, 44.3 percent of respondents, disagreed or strongly disagreed with this statement. Part of the disagreement may stem from a consideration of the many veteran buildings at the Kahului campus that date back to the old vocational school; and part may stem from an awareness of the dilapidated condition of the leased outreach centers at Hana and on Lana`i. In recent years, the college has been the fortunate beneficiary of five new high-tech buildings. However, the master plan is not complete, and many programs are still housed in old buildings on the campus.

Because of a lack of resources and limited personnel, it has not been possible to follow a comprehensive preventive maintenance schedule, even though it is needed with the corrosive environment and the presence of subterranean and above ground termites on the Kahului campus and at outreach sites. With the addition of new buildings, and no corresponding increase in janitorial or repair staff, O&M could be as many as six positions short. Morale among grounds staff has been affected.

This year has brought some relief, and more is being requested. In the 2006 legislative session, the college received one general laborer for Molokai and two janitors for the Kahului campus as well as maintenance funds. In the biennium budget 2007-09, MCC is requesting two building maintenance worker I positions, two janitor II positions, and one O&M clerk civil service position to begin in fiscal year 2009. These staff additions are necessary to address increasing workloads associated with new college development. The positions are critical in order to address health and safety requirements and standards, and to provide for a minimum level of custodial, building maintenance, and operating support.

Planning Agenda—III.B., III.B.1., and III.B.1.a.

- Fill two new janitor positions for the Kahului campus and one general laborer for the Molokai center funded by recent legislative action. Handle repairs and maintenance also funded.
• Begin new CIP construction on Molokai agriculture facility with HUD funding in 2006. Complete planning phase of new CIP construction on science building. Estimated construction phase to begin in 2011 at the earliest.

III.B.1.b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Descriptive Summary—III.B.1.b.

All new buildings and renovations comply with ADA regulations. Virtually all the buildings on the Kahului campus are accessible to the handicapped. Handicapped parking is available at all parking lots, and is enforced. Handicapped persons who need more assistance are able to call security to drive them to a building. Bathrooms are fitted for handicapped use.

The Kahului campus has contracted with Freeman guards for 24-hour security. One person has been assigned per shift. The college has acquired an additional general fund appropriation of $75,000 in fiscal year 2007 to expand its contract security with another 12-hour security guard, seven days a week. Security personnel can be contacted via phone or radio. They patrol grounds via foot, bicycle, or golf cart and secure rooms in the evenings after classes. A Maui police department mini-substation located on the Kahului campus maintains a police presence at the college.

Lighting, particularly in the parking lots, has been improved. The college has funded a large scale R&M project to replace exterior pole lights campuswide, with anticipated completion in 2007. Alarm systems maintained and monitored by the Security Tech Alarm Company guard rooms with valuable equipment; alarms are armed by faculty or staff at the end of each day. The college will be upgrading its fire alarm system throughout the Kahului campus during summer 2007.

The campus safety and security committee meets quarterly and has initiated a number of crime prevention projects including "Campus Crime Watch," alcohol and drug-free signage, and an "Operation Identification" engraving of valuable equipment such as computers, laser printers, TVs, and VCRs (see evidence #B-10). Vocational shops teach safety measures and require the use of safety equipment. First aid kits are located at strategic areas. Vocational shops, the chemistry lab, and the agriculture greenhouse have emergency showers and eyewash stations. Culinary arts students all take a safety and sanitation course in their first semester of the program.

With assistance from the UH Manoa environmental health and safety officer, the college has made great strides in removing and disposing of accumulated hazardous waste and unknown and potentially hazardous chemicals from the Kahului campus and the Molokai farm. A college hazardous chemical and hazardous waste management plan (see evidence #C-13) was implemented in May 2000 to prevent accumulation of waste products and ensure compliance with environmental protection agency laws. Wastes generated by the auto shops are removed and recycled on a regular basis by a certified vendor (Unitech). All chemicals in labs and shops are labeled and stored properly. As of spring 2005, the college employed a science lab...
technician to properly maintain materials and handle disposals in the science labs.

**Self Evaluation–III.B.1.b.**

In general, budget restraints have slowed completion of annual repair and maintenance projects, with more projects going into the “deferred” column. Health and safety projects have been given the highest priority.

In the 2006 college climate survey (#6b), 58.9 percent of those surveyed agreed or strongly agreed with the statement that MCC assures that physical resources are constructed and maintained to assure access, safety, security, and a healthful learning and working environment. The fact that 24.7 percent of survey respondents disagreed and 9.5 percent disagree strongly may again be a matter of perspective with some areas of the college perceived as better maintained and safer than others.

MCC is actively addressing problems that have arisen with mold in some of the classroom buildings. In spring 2006, O&M workers, faculty, staff, and administrators attended a presentation by the UH environmental health and safety officer, who addressed this issue. One step that is already being taken to mitigate the mold problem is to insulate the air conditioning piping.

Emergency telephone call boxes are being placed throughout the Kahului campus, including parking areas. These phones will contact campus security directly.

During the 2006 legislative session, the college submitted a request for $155,000 to boost the Kahului campus security staff from a single guard 24 hours per day, 7 days a week to two guards. This request was partially funded at $75,000; therefore, the college currently has 1.5 guard positions 24 hours per day, 7 days a week. Additional security services for outreach sites has not surfaced as a concern in program reviews.

**Planning Agenda–III.B.1.b.**

- Re-submit a request in the biennium budget 2007-09 for full funding to provide a complete second security guard for the Kahului campus, as well as additional security coverage at the college’s student housing site for eight hours per night, seven days per week. The added security coverage will improve surveillance over the 78-acre campus.

**III.B.2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.**

**III.B.2.a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.**
Descriptive Summary—III.B.2. and III.B.2.a.

The college has updated its long range development plan (LRDP) (see evidence #C-15). The updated LRDP is pending Board of Regents (BOR) approval. All instructional, academic support, student services, public service, and institutional support departments participated and contributed to the development of the LRDP. The college identified high priority areas that require capital expansion such as health, science, baccalaureate, and student housing facilities.

The overall expansion and projected growth of the college is significant. Since the Kahului campus is confined to an area of approximately 78 acres, the administration began negotiations with the County of Maui to convert the zoning of the college campus to a “Special Project District.” This zoning change would allow the college flexibility to construct much taller facilities. Therefore, the LRDP update incorporates the construction of new facilities with a height of up to four stories.

One of the highlights of the LRDP is the expansion of student housing on campus. In accordance with the philosophy of the LRDP to integrate student housing within the Kahului campus, space is allocated on the southeast end of the campus to support the expansion of student housing. The existing housing site on the southwest end is currently on county property, and the county has been negotiating a no-cost transfer of the property to the university for expansion of future student housing. The LRDP update places health, physical education, and recreation facilities such as tennis courts, a gymnasium, and a swimming pool in close proximity to the housing site to support student life.

The LRDP proposes that the current unused land on the south side of the Kahului campus house the vocational technology, agriculture, and O&M programs, as well as provide a footprint for a new science and health facility to support the immediate need to expand these critical programs. General instruction, student services, and administration activities would be focused in the center of the campus.

Long-range capital plans are also included in the UH president’s stocktaking meetings as well as in the MCC campus eight-year plans. These eight-year plans originate in the individual programs and departments and are forwarded to the executive committee for further dialogue before they are prioritized and lined up with current budget projections. Most long range capital improvements ultimately come through the legislative process and are lumped in with the requests from all other UH colleges.

The college’s current direction has been to continue the majority of its physical plant build out with state CIP funds. These funds are generated with state 30-year general obligation bonds and therefore the college is not obligated to contribute to debt service.

In accordance with the LRDP, the college is researching the feasibility of expanding its on-campus student housing capacity by financing through the construction via the UH bond system. If the college pursues this avenue, then the college will be obligated to contribute to debt service. Therefore, the administration is carefully reviewing the proforma financial plan to assure its feasibility.
On a smaller scale, the college has obtained extramural funds, primarily from HUD, to construct classroom facilities on its Kahului campus and at outreach sites.

The Molokai outreach program lists in its comprehensive program review the community’s wish for the college to acquire 13 additional acres for the future expansion of the Molokai center (see evidence #A-7). The current two-acre site is fully utilized, and the Molokai community plan (2001) specifically suggests that the optimum size of the center should be 15 acres at the Kaunakakai location. A separate master plan for facility build-out for Molokai will be completed to address this issue.

Similarly, the education centers on Lana`i and in Hana will eventually need to follow suit. The DOE Lana`i High and Elementary School has proposed that MCC join them in a K-20 plan that brings together in one location all educational services from kindergarten through the first two years of college. The proposal is for the Lana`i schools to gain new expanded facilities from the DOE for their growing population, and to offer a vacated classroom and the administration building to the MCC Lana`i program. The DOE has secured design funds for the K-20 master plan.

**Self Evaluation–III.B.2. and III.B.2.a.**

The college community has an opportunity to participate in long-range development plans through committee meetings and other venues. Input from all departments is invited.

**Planning Agenda–III.B.2. and III.B.2.a.**

- Publish the long range development plan, either graphically on the MCC website or through large diagrams placed in the new cafeteria building or administrative offices. This would provide awareness and encourage increased input from all departments. (This will occur when the document is approved by the UH Board of Regents.)

**III.B.2.b. Physical resource planning is integrated with institutional planning.** The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for planning.

**Descriptive Summary–III.B.2.b.**

In accordance with BOR policy, three major documents help guide the physical resource planning at MCC. The first is the long range development plan (LRDP), or master plan. The master plan was prepared for the Kahului campus in 1966, updated in 1971 and again in 1990. In 2005, teams of staff and faculty participated in updating the 1990 plan. This updated plan has been completed, but is pending final BOR approval. The plan is a long-range vision of the Kahului campus and includes educational specifications of all potential future buildings. The updated LRDP is a 10-15 year plan with an estimated total 3,000-5,000 student full-time equivalent (FTE). The plan also incorporates the possible introduction of baccalaureate programs and is essentially geared toward improvements on the main campus at Kahului (see evidence #C-15).
The LRDP provides a build-out plan over two phases. Phase one addresses critical needs such as student housing, science, and health. Phase two will address all future requirements, to include general instruction, student services, administration, social science, humanities, vocational technology, performing arts, and additional student housing on the southwest end of the Kahului campus.

The LRDP has guided the recent expansion of the Kahului campus and has allowed the expansion to proceed smoothly as buildings or other infrastructure are added. Funding for new construction is built into the CIP portion of the college biennium budget proposal. Comprehensive justifications are required for all CIP requests, which include the programs served, projected enrollments, critical needs, health and safety aspects, and operating costs. The college CIP requests are incorporated into the UH system biennium budget package.

Physical resource development planning is tied into the institutional goals stated in the strategic plan, Goal 4 in particular: “Investment in faculty, staff, students, and their environment,” which calls for an inspiring work environment. One objective is to create positive, healthful, resource efficient, and sustainable physical environments on the campuses of the college.

Faculty, staff, and community members are all given opportunities to share in the dialogue and become part of the plan to bring about these objectives. The initial thrust of the new science facility is a direct result of the MCC strategic plan. The strategic plan action strategy team was a major driver in guiding the college to develop its proposals to obtain the new science facility project development funds ($300,000) and the design funds ($3,448,000) via legislative appropriations.

The vice chancellor of administrative affairs and the O&M supervisor initiate the update of college’s large-scale deferred R&M projects (see evidence #C-10). These large-scale projects are beyond the funding capacity of the college O&M department and therefore require support from the UHCC system R&M funds. This list of deferred R&M projects are prioritized and updated annually. Individual justification sheets required for each R&M project outline the programs that are served, their enrollments, health and safety impacts, age of facility, etc. Requests are distributed to the MCC executive committee and collegewide for review. Upon approval by the MCC executive committee, the prioritized list of projects is the basis for requesting UHCC system R&M funds.

The primary data sources used to develop the deferred R&M list are the college work order system, collegewide input, and the program reviews. The list is prioritized based on health and safety risks, code violations, critical impact to programs and student learner outcomes, and energy efficiency. The growing unfunded deferred maintenance list has prevented the college from funding preventative maintenance projects.

**Self Evaluation–III.B.2.b.**

Overall, the college has made great strides in improving its physical resources and has worked hard to provide the physical environment needed to meet its goals of academic excellence, technical advancement, excellent programs, and economic development.
However, a number of unmet needs exist in the outreach areas. These must be dealt with via separate master plans, since an LRDP can speak to only one island at a time.

**Planning Agenda–III.B.2.b.**

- No action needed at this time.
Standard IIIC:
Technology Resources

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

III.C.1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, collegewide communications, research and operational systems.

III.C.1.a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

Descriptive Summary—III.C., III.C.1., and III.C.1.a.

Multi-Media Technology Resources
The college multi-media technology resources are coordinated and administered through the MCC media center. The center assists faculty, staff, administrators, and student organizations with multi-media requirements in support of student learning, teaching, collegewide communications, research, and operational systems.

In 2002, media services moved into Ka`a`ike building, a 12 million dollar, 25,000 square foot information technology facility that houses the latest in digital content production tools, distance education technology resources, and computing technology. Designed to enhance the effectiveness of the institution, the building accommodates present and future technologies by housing satellite downlink and uplink capabilities and utilizing advanced fiber optic cabling infrastructure, below ceiling cable trays, raised flooring in technical areas, and battery and generator powered back-up systems.

The building brings together computing services, media services, and the electronic and computer engineering (ECET) program and houses facilities for expanded courses in television production, digital media, and high-performance computing applications. It is the state’s only fully digital training facility.

The building houses a dual network carrier system operating at signal levels between OC-3 and 1.244 gigabit fiber-optic/fast Ethernet, connecting a campuswide network of computers. Seven classroom studios are used for video teleconferencing and distant distributive learning. Home to MCC-TV Cable 55 and a 24/7/365 cable television operation, the facility also includes three computer laboratories dedicated to digital media creation, hardware design and configuration, computer programming, software application, and quantum computing.

Media Center
The media center duplication center, located in Ka`a`ike 203 and 204, is a self-service operation with staff assistance as needed. The media center also offers a wide range of
Xeroxing, laminating, velo-binding, color printing, PDF documentation and graphic arts services, including the design and production of college brochures, schedules, and catalogs. PCs with Windows XP and Mac G-4s (OS 10.4) are available for faculty and staff use. These workstations include the most popular software programs, such as Microsoft Office and Adobe Acrobat.

**Multi-Media Support**
Campuswide multi-media operations and support is provided through media services, where slide projectors, overhead projectors, VCR/DVD/TV units, and video projectors are available for faculty to use in their courses. Video cameras and computers with editing software are also available for faculty and staff use.

**Campuswide Media/Electronics Services**
Media supports 40 technology-rich classrooms throughout the campus that contain large screen televisions and/or video projectors with VCR/DVD combo units, Elmo visual presenters, and PC computer workstations. The equipment is serviced and maintained by media services. For ease of use, operational instructions are posted on each workstation. Technical assistance is available on request by calling the media service A/V department.

**HITS and Cable Classrooms**
Ka`a`ike building houses seven distance education (DE) classrooms designed for interactive television courses via the Hawai`i Interactive Television System (HITS), and cable TV. Each classroom is equipped with computers with Internet access, an Elmo overhead visual camera system, VCR/DVD unit, video projectors, and smart board technologies. When not supporting distance education courses, these DE classrooms are available for general campus use. Program producers are available for technical assistance for distance education programs and classes.

**Conference Rooms**
Ka`a`ike contains two conference rooms, 103 and 210, designed to accommodate 15 to 25 people. Each is equipped with a PC with Internet access and configured for H.232 videoconferencing. Ka`a`ike 103 is used primarily for interactive conferencing, while 210 is configured as a meeting room with a video projector for PowerPoint/keynote presentations. Any site worldwide with a compatible videoconferencing unit and a broadband Internet connection can be linked to either conference room for live two-way interactive meetings. Interactive technology in classrooms and conference rooms make it possible for outreach and UH system personnel to take part in meetings held on the Kahului campus or for MCC faculty and staff to attend meetings held elsewhere.

**Videostreaming**
Rural Development Project (RDP) funding is being used to develop and support videostreaming. Several nursing courses are currently being hosted on the RDP videostreaming server, with technical support and equipment for the courses provided by RDP. Recently efforts have been made to provide a live videostream of the programming from MCC-TV Cable 55. The media center also provides streaming video of specific course content when it is requested by the instructor; registration information; and special television projects on the local media server.
The media center is responsible for the maintenance of multi-media support services that include not only those in the onsite classrooms, but also those installed at MCC outreach centers located in Hana, Kihei, and West Maui, and on the islands of Lana`i and Molokai.

The media center’s mission statement defines its core responsibility to the college:

*The mission of the media center is to assist faculty, staff, and students in the advancement of knowledge through the use of technology, to make available such technological tools that serve to promote the mission of the college, and to support other areas of scholarship that will serve our state, nation and the world in the 21st century.*

The media center utilizes this mission statement to navigate its current and future path.

**Computing Resources**

MCC’s high technology computer labs, microcomputer classrooms, and computer specialty laboratories, support the college vision:

*“We envision a world-class college that meets current and emerging Maui county education and training needs through innovative, high quality programs offered in stimulating learning environments.”*

Students use the 750 available computers to study a wide variety of disciplines, including electronics technology, computer science, business computing information systems, accounting, business technology, science, nursing, English, Japanese, and mathematics. The computers are also used for a wide variety of purposes, including word processing, web searching, computer programming; solving complex math functions, creating graphic arts and animation, designing websites, and constructing high performance clusters of computers. The machines in Ka`a`ike 218 and 219 and some in the learning center (TLC) open lab are configured as dual-boot machines, capable of running multiple operating systems (Linux/Windows, and multiple versions of Windows).

A complete listing of the 17 computer classrooms and laboratories, along with a tally of computer types and installed software, presented in the evidence section (see evidence #C-7) details the seven computer classrooms in the Ka Lama building, seven dispersed about the main campus, and three in outreach.

Classroom instruction is the primary function of the computer classroom facilities. Several of them, most notably the three located in Ka`a`ike, are also available for use as laboratories during specific times. Ka`a`ike classroom laboratories are also available by arrangement. A need for additional laboratory time exists, but scheduling conflicts and lack of funding for laboratory assistants limit the college’s ability to meet this demand.

The computing services department has the overall responsibility for the maintenance of these facilities, as well as the faculty and staff computers and the computers installed at MCC outreach centers located in Hana, Kihei, and West Maui, and on the islands of Lana`i and Molokai. The computing services also handles planning, installation, and maintenance of the networking and other technological infrastructures at the main campus in Kahului and at the outreach centers.

In the 2006 college climate survey, 86.1 percent of the faculty, lecturers, staff, and administrators agreed or strongly agreed with the statement (#7a) that technology resources are used to support student learning programs and services and to improve institutional effectiveness (see evidence #D-3).

Computing Services
Computing services has performed its responsibilities well despite significant personnel shortages caused by reassignment, illness, and budgetary hiring constraints. These shortages have forced computing services to prioritize its tasks and eschew other functions, such as training for both staff and users. The computing services personnel deserve credit for the professional manner with which they have handled viruses and other malware “crisis” that required immediate emergency response.

Media Resources
Media services and support have also been handled well in the past several years, despite the fact that as the physical structure has expanded and technology has become more advanced, the number of positions has not kept pace. The same number of media personnel has monitored and delivered an ever-expanding number of televised courses. The staff has also been responsible for developing and maintaining the increasing number of technologically upgraded classrooms that are needed in order to serve the diverse learning styles of students.

As classrooms are upgraded to include such technology as digital projectors, computers with audio and videostreaming capabilities, and DVD/VHS players, repair and maintenance requirements expand. Budgetary limits in the past several years have kept the college from meeting the needs for staffing, supplies, equipment upgrades, and maintenance. For instance, the money that has been budgeted for classroom technology upgrades for fall 2007 will purchase approximately two video projectors. It is possible that an increase in funding for classroom technology upgrades will be allocated in Fall 2008.

Computing Resources
In the past, computer replacement at MCC has been funded through a combination of grant writing and recycling from the non-credit areas. This strategy will no longer fill the widening gaps between the growing demands for computing resources, the evolution of technology, and the ability of the institution to find and obtain funding.

Despite the best efforts of computing services and the MCC administration, the computing resources have not kept up with technology. Some of the classroom and faculty office hardware is not only less than state-of-the-art, but it is also inadequate. Similarly, software is often an outdated version, or older than that being used in industry.

Because of budgetary constraints, funds for upgrading computers and software have in the past few years been unavailable. This led the technical support committee (TSC) to propose the adoption of a per-credit student technology fee, with proceeds dedicated to upgrading and maintaining the computers and infrastructure. Adoption of the fee is currently uncertain, and
other sources of funding are being explored. To address this need, the college has established an annual computer replacement fund of $100,000. In addition, the college recently acquired a $387,000 USDA Rural Development grant to purchase distance learning equipment, computers, and laptops to support distance learning delivery to students living in the rural areas of Maui county.

The MCC computer infrastructure is in need of upgrading. Several years ago UH system repair and maintenance (R&M) funds supported the installation of a campuswide fiber optic network. Ongoing budget shortages, however, have until now precluded the full implementation of that network in many areas of the campus, resulting in several buildings functioning at 1990's network speeds. The necessary switches and routers are being purchased with fiscal year 2007 operating funds.

MCC has requested three IT specialists along with necessary operating and equipment funds in the general funds portion of the 2007-09 biennium budget. This request will be justified with two types of quantitative data: the increase in computing activity in the past seven and one-half years since the last IT specialist was hired; and the results of the recent computing services comprehensive program review. During the 2006 session, the state legislature appropriated two new IT specialist positions for MCC.

In the 2006 college climate survey, 54.1 percent of faculty, lecturers, staff, and administrators agreed or strongly agreed with the statement (#7c) that there is sufficient support of technology to enable them to use it adequately in their jobs; 42.7 percent differed with the statement. This is definitely an area to be addressed

Planning Agenda–III.C., III.C.1., and III.C.1.a.

Computing Resources

- Use the program review process to address staffing issues. The current shortages are adversely affecting the ability of computing services to achieve its mission.

- Use the program review process to obtain funding of a computing services electronics technician position. Funding from the 2006 legislative session made it possible to hire 2.0 information technology specialists during the fall of 2006.

- Use the program review process or other means to obtain funding for computer and software upgrades and maintenance. The immediate needs for faculty office computers will be met using computer replacement funds established by the college. This funding may also allow for the addition of updated presentation equipment to more classrooms on campus to better meet the education needs of students.

- Use newly available funds to complete the campuswide fiber optic network and provide broadband networking to the entire campus.

- Hire the full-time non-tenure track faculty position in instruction design that was requested in the biennium budget 2007-09. This position could be filled on a temporary, non-tenure track basis as soon as fall 2006.
Media Resources

- Fill the vacant APT media specialist position, using the 2006 state legislature appropriations for electricity costs.

- Hire APT media and/or information technology specialists to staff the education centers in Kihei, West Maui, Lana‘i, and Molokai.

III.C.1.b. The institution provides quality training in the effective application of its information technology to students and personnel.

Descriptive Summary–III.C.1.b.

Media services has recently developed a number of steps to help ensure quality of service, training in effective application of multi-media technologies, and evaluation of services provided. Some of the steps taken are described in Fig. III.C-1.

Fig. III.C-1
Steps Taken to Ensure Quality Media Services

| Developed a media center mission/vision statement. |
| Created a media center website with information regarding operations and contact numbers. |
| Developed student evaluation forms related to distance education classes and services offered. |
| Developed additional surveys that include feedback for staff and faculty use, audio-visual support services, student facility use, and community facility use. (Completed surveys are available onsite and via media website). |
| Offered an informational presentation on available media services at the beginning of each semester to faculty and staff. |
| Located a suggestion box in the media center. |
| Provided faculty orientation and training for distance learning each semester in the television classrooms. |
| Provided training on media equipment located in the classroom where instructors teach. These are individual training sessions are provided by media staff or faculty familiar with the equipment. |
| Conducted monthly staff meetings to gauge service support; discuss requests from students, staff, and faculty; and share among staff workload, staff well being, ideas, and input. |
| Kept service request forms on file as a resource to measure use and client satisfaction. |

Computer Services department has provided computer hardware and software training in the past and continues support for faculty and staff computing needs. Over the past several years, technical training has been provided by several faculty members given released time through small grants.

Specific details about faculty technical training workshops and one-on-one faculty mentoring projects during 2002 and 2003 can be found on the web (see evidence #D-25).
Fig. III.C-2

Steps Taken to Ensure Quality Computing Services

| Offered computer technology workshops in the Cyber Café faculty computing facility. Provided faculty with tutoring and mentoring on computer and Internet uses, e.g., Lei Aloha grant. Facilitated Tech Friday computer technology workshops by the Tech Training Committee. | Provided Banner student information system training for faculty, lecturers, staff, and administrators each semester. Delivered WebCT training by MCC faculty or computer specialists from UH Manoa. |

Computer training for faculty and staff has also been provided by the UH office of computing services. Specific workshops have been held annually in the use of WebCT. Workshops have also been offered in the use of Banner and the MyUH portal. Summer online courses are available to MCC faculty in beginning and advanced WebCT. These summer courses culminate in a hands-on lab offered on the MCC campus, usually in mid-July. Ongoing workshops can be made available to MCC via interactive television, a part of the Talent series. A summary of steps taken to maintain quality in computing services is described in Fig. III.C-2.


In the college climate survey, 66.7 percent of those responding agreed or strongly agreed that the training or help they receive for the technology that they use in their jobs meets their needs (#7d). That leaves over 30 percent who feel they do not have adequate training or help. Relying upon full-time faculty members to conduct technical training was effective, but not a workable long-term solution. The 2006 legislative session has made funding available to hire one IT position and one media specialist position before fall semester. Additional staffing will make it possible to restore the successful series of Tech Friday workshops and expand opportunities for one-on-one technical training.

Students need technical training in numerous areas outside of the basic computer courses. They need simple workshops on an ongoing basis in topics such as WebCT, Banner, and establishing a wireless connection on campus. This need could be addressed by an IT or computer help desk.

Planning Agenda–III.C.1.b.

Media Services

- Assist with improving student learning by expanding faculty and staff access to new technology.

- Offer additional training sessions to improve faculty and staff use of the technological tools and resources the media center offers. This would include workshops and individual training sessions.
• Improve communications to faculty and staff via email announcements, media website updates, and media center blog to keep faculty and staff informed of equipment and technology improvements or changes in the center’s operations.

Computing Resources
• Establish a computer user help desk to address needs of students, faculty, staff, and administrators. This request is in the current biennium budget to be implemented summer 2007.

• Create a clearinghouse for suggesting alternative software and hardware for faculty and staff. The technical support committee is addressing this need.

• Develop increased levels of training. This need will be addressed with the hiring of an instructional designer in fall 2006.

III.C.1.c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

Descriptive Summary—III.C.1.c.

Equipment for educational programs is generally inadequate because years of budget cuts have made equipment extremely difficult to acquire and almost impossible to maintain and/or upgrade. Funds for equipment needs are very limited and generally consist of any surplus of community college funds at the end of the year. Funds for equipment have been generated from grants, fundraising activities, and user fees. They have sometimes been included in capital improvement project (CIP) funds with new buildings.

Instructional equipment needs are generated at the program level and/or department level. The administration divides any surplus supply money among departments to decide how the supply money should be allocated. Programs needing equipment must find a source of funds either from money generating activities, grants, or donations. Additional science lab materials and computers have been purchased through Title III, Perkins Vocational Education, and National Science Foundation grants.

Pacific Center for Advanced Technology Training (PCATT) funding has been used to purchase equipment and pay for technical support within the non-credit programs of MCC. This funding has included purchase of wireless laptop computers, software, online registration support, other technical support, and computer simulators. PCATT has provided over $100,000 worth of technological infrastructure and support.

The media center staff must maintain all audio-visual equipment. The computing center staff is responsible for maintaining all computer equipment. As a result of the limited number of technical staff in both departments, maintenance on a continual preventive basis is nonexistent. Budget cuts and restrictions have thwarted MCC efforts to add additional technicians. Computer maintenance, repair, and software requests are made via an electronic
work order found at the MCC web page. If expertise is not found at the college, outside vendors are contracted to do maintenance and repair.

An inventory of all equipment over $500 or theft sensitive equipment is conducted annually. The inventory list is generated at UH Manoa and distributed to the appropriate personnel. The personnel responsible for the item perform the inventory and may be assisted by classified staff within the department or program. Any item that is missing, extra, disposable, transferred, or deleted is categorized during this time. Inventory lists are maintained and tracked via a computerized system. The completed inventory lists are checked, updated, and filed by administrative services.

Self Evaluation–III.C.1.c.

Purchase of new and replacement equipment is prioritized by 1) health and safety, 2) mandatory need, and 3) need to upgrade to meet industry standards. Programs that get grants, donations, or raise their own funds determine their own equipment purchases. Funds for new and replacement equipment have been inadequate for a number of years

Despite the huge increase in the number of computers at the college, the computing center staff last received approval for an additional computer specialist in late spring 2000. Funds for repair and maintenance are severely limited and when available, come from instructional supply budgets. Because of funding shortages, audio-visual equipment is not maintained and/or repaired in a satisfactory manner.

In the college climate survey (7b), the response was split almost exactly in half with 45.6 percent at variance and 47.5 percent in agreement with the following statement: “MCC systematically plans, acquires, maintains, and upgrades/replaces technology infrastructure and equipment to meet institutional needs.” On this particular question, the staff tended to agree with the statement and the faculty tended to disagree. While the college appears to have adequate technological equipment, the faculty seems to be facing frustrations in terms of the maintenance and upgrading of this equipment.

Planning Agenda–III.C.1.c.

• Seek extramural equipment funds and donations. Investigate increasing user-based fund generation in the form of lab fees, user fees, and tuition increases. A number of request for equipment are in both the general funds and tuition & fees fund of the biennium budget 2007-09. Some immediate equipment upgrades and purchases may be made during summer and fall of 2006 using 2006 legislative session appropriations.

III.C.1.d. The distribution and utilization of technology resources support the development, maintenance and enhancement of its programs and services.
Descriptive Summary–III.C.1.d.

**Distance Learning**

One of the media center’s main responsibilities is support for distance/distributed education throughout the college’s distance education network. Using distance education allows students on neighbor islands and on rural Maui to achieve high-quality, affordable credit courses without relocating to Kahului. The majority of these students are seeking a certificate or an associate degree through MCC. Upper division students seeking master’s and bachelor degrees are also enrolled at various MCC campuses. Their degrees are brokered through the UH Center, Maui and offered via the HITS network, with courses originating from the Manoa, Hilo, or West Oahu campuses.

Distance learning has experienced a tremendous growth at MCC and continues to do so. In 1983, MCC offered four distance education classes via MCC-TV. Today, MCC-TV is a 24 hour, 7 days a week, 365 days a year operation broadcasting 26 credit class sessions originated by MCC and other UH colleges via cable TV weekly. In addition, the college produces a number of local originated programs designed to support other areas of scholarship that serve the community. Some programs include “Lau`ulu TV” (a Hawaiian issues program), “Preserving Our Recollections” (an oral history video series) and “MCC Today,” an informational series about credit and non-credit programs offered at MCC.

Classes held “closed-circuit” via the HITS network make up a second portion of distance education offerings. Courses are either originated from MCC or are received via the HITS network from other campuses in the UH system. A total of 47 closed circuit credit courses were received and transmitted during spring semester 2006. In total, the telecommunication network offered over 70 credit courses by cable and closed circuit television to Maui residents during the spring 2006 semester.

MCC is in the process of expanding its web instruction offerings. Each semester, instructors are offering more of their courses online. This innovation is a growing part of the college’s distance education program; media services provides digital content creation services to instructors requiring assistance. Media services also provides a videotstream of MCC-TV programming and makes available streaming media of classroom instruction for web-based instructional support. Streaming media content also includes pre-taped video programming, live and archived teleconferences, and archival MCC-TV productions. This technology allows the college to reach beyond Maui shores and offer educational and other programming to a worldwide audience.

Computing services staff members travel to outreach sites each semester to upgrade and maintain equipment. This travel requires air or boat travel to Molokai and Lana`i and can involve overnight stays to complete all necessary work. Sometimes this travel is left until summer when the needs on the main campus are fewer; however, this practice does not ensure that the outreach sites are adequately served. That situation will be solved when a new position is filled by fall 2006 with responsibilities for regularly scheduled visits.

MCC strives to maintain and enhance the educational opportunities for all citizens of the County of Maui, which includes the residents of Molokai and Lanaʻi. This distribution of courses via cable TV, interactive TV, and the Internet has grown markedly in the past several years. Supporting the technology needed at all receive sites has been a challenge. With limited IT and media staff on the main Kahului campus, travel to outreach sites for necessary technical support has been limited, but much appreciated.

The development and distribution of new programs will not be possible without the expansion of staff in the areas of media and computer services.

Two new technologies are available that create a video-interactive “mirror campus,” that would make available many MCC classes and programs that are currently available only on campus. These are BitTorrent and the new iPod encode. BitTorrent is a protocol and peer-to-peer application that enables large files to be quickly downloaded over the Internet. Very soon, media services will begin to support a new video file standard, MPEG-4 H.264. This technology uses an iPod or similar mobile video device to download content as a “video-on-demand” service. In the future, these devices may well replace the VCR, DVD player, and the current TiVo/DVP playout systems. In any case, distance education will remain a core role of media services. The need for infrastructure necessary for continued growth of distance education will continue, and, as is the case with most technology, these technologies should become less expensive as time passes.

Planning Agenda–III.C.1.d.

Media Services

- Work through the program review process to fund new technologies, including BitTorrent and iPod encode.

III. C.2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

Descriptive Summary–III.C.2.

Maui Community College has an active, involved, and valuable resource in its technical support committee (TSC). Created in 2002, the TSC is a chartered campuswide committee consisting of eleven members drawn from a cross-section of campus technical, administrative, and student support functions. Its purpose is to assess, evaluate, and coordinate the technical aspects of the college. The TSC meets twice a month during the academic year, and its meetings are open to the college community. Meeting notes are regularly posted on the web (see evidence #B-13). The TSC has been responsible for researching, recommending, and reviewing the installation of a Pharos pay-per-use printing system, the campus wireless network, classroom and office computer replacement prioritization, establishment of a work order system, and the formulation of a classroom technology preventative maintenance program. The committee is currently exploring an
ordered computer replacement and upgrade program and investigating potential sources of funding.

The coordinator of media services attends department chair meetings and is actively involved in the budget and planning process. Media and computing services programs are also subject to the comprehensive and annual program review process and assessment with student learning outcomes. This process has been an effective way to identify and articulate specific program needs. The program review process is a driving force in the biennium budget 2007-09 for Maui Community College.

**Self Evaluation–III.C.2.**

The technical support committee ensures that technology planning is integrated with institutional planning. The effective use of technology resources are regularly and systematically assessed, and the assessment results are used as the basis for requests.

**Planning Agenda–III.C.2.**

- Ensure that technology planning is kept at the forefront in the overall institutional planning and budgeting process.
Standard IIID

FINANCIAL RESOURCES

Maui County
Molokai
Maui
Lana'i
Standard IIID: Financial Resources

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resource planning is integrated with institutional planning.

III.D.1. The institution relies upon its mission and goals as the foundation for financial planning.

III.D.1.a. Financial planning is integrated with and supports all institutional planning.


Maui Community College’s mission statement, its strategic plan goals, and its annual and comprehensive program reviews are the foundation of its financial planning. Data comes from the annual reports of strategic plan action strategy priority teams and from annual and comprehensive program reviews accomplished by all areas of the college. The mission statement is kept at the forefront of all college planning (see evidence #A-2, #A-4, #A-7).

The University of Hawai`i (UH) system functions within the State of Hawai`i program planning and budgeting system implemented in 1967 and made a legal requirement with the passage of Act 185 by the 1970 state legislature. This biennial budget process is incremental, with segregation of five functional areas (instruction, public service, academic support, student service, and institutional support) and breakdown of expenditures by detailed object categories. The current budget base is the starting point of the budget preparation process, the established level of funding for general and non-general fund expenditure ceilings.

The college submits biennium budget requests for additional general funds beyond the current budget base to support workload increases or to establish new programs. The governor and the state legislature review and analyze these budget requests, with consideration to the projected revenues of the state. In developing the final state biennium budget, the legislature initiates additions, reductions, and transfers to the current budget base.

In order to ensure that the UH financial planning and biennium budget priorities address current and long-term educational needs and challenges of each institution, the state, and the respective county and society at large, the university has established Executive Planning Policy E4.201 (see evidence #F-11). This policy integrates planning and budgeting, is responsive to its environment and diverse campus missions, involves collaborative processes, and is informed by relevant data and information. Maui Community College is bound to E4.201.
The planning process involves a hierarchy of strategic plans, each with its own vision, mission, and goals: the UH system strategic plan, the University of Hawai‘i Community College (UHCC) strategic plan (see evidence #C-19), and the MCC strategic plan. At each level, the strategic plans are developed to be cohesive with the overarching UH strategic plan, but to allow for diversity to accommodate various factors, including regional demographic and geographic characteristics of areas served by individual campuses.

A primary driver of the college budget process, the MCC strategic plan contains goals, objectives, and action strategies that are central to the college. At annual meetings of the entire college and focus meetings for community representatives, the action strategies are prioritized (see evidence #A-4). Teams made up of faculty and staff from across the college work together on the action strategies chosen as priorities, determining what financial resources may be required to implement the strategy. The requests for resources are then discussed and prioritized by department chairs and administrators for inclusion into the college operating budget or biennium budget proposal.

The Long Range Development Plan (LRDP) is the major planning document guiding MCC facilities development (see evidence #C-15). The current LRDP was approved by the UH Board of Regents (BOR) on December 15, 1989. During 2004-05, the college took part in campuswide sessions with consultants who prepared and updated the LRDP. This revised document, currently pending final approval by the BOR, is the basis for the Kahului campus facilities master planning. It specifies the detailed physical plant requirements needed to accommodate future academic program development and recommends the phases of the physical plant build-out. Physical plant build-out is aligned with long-term strategic and programmatic direction. Capital Improvement Project (CIP) budget requests to develop or renovate new facilities are created in accordance with the LRDP. The college will address long range planning for Molokai and Lana‘i separately.

After the college biennium operating budget and CIP proposals are reviewed by the UHCC vice president, the UH president, and the BOR, they are incorporated into the overall UH budget proposal to the governor and state legislature. The higher-level review is necessary to ensure a cohesive strategic budget and financial plan that maximizes the use of resources supporting campuses that carry out different missions while functioning as one system. The governor’s budget and finance department and the state legislature independently review the UH budget proposal.

**Self Evaluation–III.D., III.D.1., and III.D.1.a.**

In the 2006 college climate survey (#8a), 55.1 percent of the respondents agreed or strongly agreed that MCC ties financial planning to its mission and goals (see evidence #D-3). This response is high in light of the fact that so much of the financial planning process is dictated by forces outside of the college’s control, including the state legislature, the governor, the UH system, and the board of regents. There is a general sense at the college that the college has made great progress in integrating financial planning into institutional planning.

The current level of dialogue, communication, and involvement in the planning process has been a positive experience for many members of the MCC faculty. In the college climate
survey (#8c), 65.8 percent of the respondents expressed awareness of the budget planning process. Credit must be given to the current vice chancellor (VC) of administrative affairs for his part in raising awareness of the budget process to that level on a survey that included staff, faculty, administrators, and part-time lecturers.

The level of dialogue surrounding financial planning within the departments and programs at the college has increased greatly in the past few years. College and communitywide involvements in strategic planning retreats and forums (see evidence) have allowed for even greater participation in the development of institutional planning and budgeting. The college climate survey (#8d) also showed that 55.8 percent of the faculty, lecturers, staff, and administrators agree or strongly agree that they have opportunities to participate in the planning and budgeting process.


- Broaden the successful strategies that have resulted in widespread college involvement in the budget process.
- Codify the financial planning process in order to clarify the issues for the college community.

III.D.1.b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Descriptive Summary--III.D.1.b.

In 2004, under the leadership of the UH president, all ten campuses developed what was titled a “stocktaking” financial plan. The concept of stocktaking is to realistically assess the resources that are currently available, weigh them against the current expenditure requirements, and then look for creative ways to develop additional resources as needed. The stocktaking financial plan is a seven-year plan (fiscal years 2005-11) that projects new programs, program consolidation and/or stop outs, new facilities, inflation, tuition rate increases, new revenue streams, and increasing fixed costs and their impact on revenues and expenditures for all sources of funds: general, special, revolving, and federal. The stocktaking financial plan is developed with campuswide dialogue and presented to the BOR by each college chancellor (see evidence #C-5 and #C-11).

Based on the results of the stocktaking financial plan, the MCC developed its long-term strategic financial plan. The plan, which was created with collegewide dialogue and input at all levels, aligns financial resources with the MCC strategic plan goals and objectives, as well as programmatic direction. When developing the financial plan, many factors are considered, including population growth in the region, economic outlook, changing demographics, community needs, federal, state, county and UH system objectives, projected new facilities, consumer price index, tuition rate increases, additional non-resident enrollments, and program review data.
The financial plan also considers financial resources that may be re-purposed due to program closures or reductions. Each of the college’s three major divisions, academic affairs, student affairs, and administrative affairs, develops its respective financial plan. These plans are then carefully compiled into the MCC strategic financial plan (see evidence #C-5 and #C-11). All faculty and staff members within a department or program are invited to participate in this planning process. Data gathered in the program review process has proven to be very useful in identifying the priorities that go forward to the MCC executive committee for review and then to the MCC chancellor for approval and inclusion in the final MCC strategic financial plan.

The UHCC system office also manages the CIP repair and maintenance (R&M) funds for all of the seven UH community colleges. Each individual college maintains a priority list of large-scale facilities maintenance projects. Each year the UHCC system administrators and the respective vice chancellors from each campus meet to discuss their R&M priorities. As a result of this meeting, projects are then funded or kept on the deferred list. Projects that address health and safety, American Disabilities Act (ADA), or code violations are considered top priorities. A lack of sufficient R&M funds is the primary cause of a large backlog of deferred projects for MCC. The deferred list includes preventative maintenance projects, energy efficiency projects, and health and safety-related projects. The R&M list is submitted to the MCC executive committee for review prior to its submission at the annual meeting with the UHCC system administrators (see evidence #C-10).

The college annual operating budget is normally based on level student enrollment projections and increasing infrastructure costs. Inflation of utilities and other infrastructure costs are based on historical rate trends and current consumer price indexes. In addition, the college plans to begin the fiscal year with an operating reserve to accommodate revenue fluctuations and/or emergency expenditures as well as budget increases or reductions that may occur during the budget period. In recent years, the rapidly increasing electricity costs have required mid-year revisions to the college utility budget.


Rapidly rising energy costs and a lack of adequate state-level funding have presented an enormous challenge for MCC in recent years. In response to this challenge, the college has been working to develop financial resources and creative partnerships that will allow it to continue to meet its institutional mission to provide high quality, affordable credit and non-credit education to a community of life-long learners.

Major relief has come from the 2006 legislative session, thanks to the improved economic climate throughout the state. The college will be receiving emergency relief funds to address energy bills paid out in fall 2005 and spring 2006 and will receive much higher budgetary support for future energy costs. Having these additional funds to address energy costs will allow the college to regain a much firmer financial standing.

Also, the UH system will be instituting a tuition rate increase in fall 2006. Since the college now retains tuition revenues instead of returning them to the state general fund, this rate increase will bring in additional tuition and fees money that can be used to fund various
programs and activities essential to the college mission.

**Planning Agenda—III.D.1.b.**

- Pursue creative partnerships and major grants to provide external funding for academic programs and student support. Some examples are public-private partnerships with Maui Electric Company to address areas of alternative energy and energy efficiency and with Agora Reality to construct a new student-housing complex. A federal Housing and Urban Development (HUD) grant will fund the construction of a native Hawaiian center building.

- Recruit non-resident students, both internationally and on the U.S. mainland. These students will help to fill the new student-housing complex and will pay higher non-resident tuition rates. The money can be used to fund essential programs and activities for all MCC students.

**III.D.1.c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.**

**Descriptive Summary—III.D.1.c.**

The MCC short-range financial plans include the biennium budget proposal and the annual operating budget. The college’s long-term strategic financial plan is the primary driver for development of the biennium budget proposal. The annual program review process allows for continual updating and shifting of priorities where needed. State general fund budget requests can also be based on new programs that were considered high priority during the strategic planning process. Funding can also be sought to address areas identified as needing additional resources because of increased workloads or overall impact on the college and its ability to meet its mission, function, and goals.

The MCC annual operating budget tends to be responsive to immediate fiscal realities, including increasing utility rates, infrastructure requirements, and inflationary increases. Because of the state’s weak economic condition over the past ten years the university, and subsequently MCC, has endured continuous general fund budget reductions and/or restrictions. Despite this decreasing level of state general fund support, MCC has enjoyed tremendous capital improvement support. Six new buildings have been added or renovated on the Kahului campus and one on Molokai, amounting to an addition of more than 200,000 gross square feet of building space. On the downside, since the state budget process does not automatically appropriate operating funds to support new facilities, MCC has not received sufficient operating support for the new buildings, further exacerbating its annual operating budget problems.

In addition, the college has experienced a steady increase in student enrollments, from 1,963 students in 1986 to 2,996 in 2004. Since the mission of Maui Community College is to provide high quality, affordable higher learning opportunities to the community, the actual tuitions do not cover the cost of education. As a result, increasing resident enrollments could
actually weaken the financial status of the college. In order to create a balanced operating budget, the college has held numerous permanent positions vacant, reduced its own R&M budgets, minimized staff development funds, eliminated out of state travel funds, and reduced its lecturer budgets. The college has been and is continuing to submit budget requests for electricity shortfall and operating support for new facilities as high priority items in its biennium budget proposals to the legislature. This year, for the first time, the legislature has appropriated extra funds to be used for the electricity shortfall.

Currently, the college has several long-term financial liabilities. The university purchased a new Banner student database system to be used by all ten UH campuses and financed it with a loan of approximately $10,000,000. Each campus is required to contribute to the repayment of the Banner loan. Loan repayment began in fiscal year 2004 and will end in fiscal 2011. MCC’s current mandatory Banner contribution is $168,978 per year; the amount is scheduled to decrease to $119,014 in fiscal year 2010 and to $76,869 in fiscal year 2011. At the beginning of each fiscal year, the loan repayment is incorporated into the college operating budget.

In fiscal 1998, the governor imposed a payroll lag on all state employees, delaying their pay date by approximately five days. This action was imposed to generate a one time cost reduction in fiscal year 1998 for the state general fund. Since the UH faculty union, the University of Hawai‘i Professional Assembly (UHPA), filed a lawsuit against the state, the payroll lag was not imposed on unit 07, UH faculty. Despite that fact, the governor via the state B&F office reduced the UH general fund budget by the full payroll lag amount for all employees, including UH faculty. This cutback resulted in a funding shortfall for the UH system. While other UH campuses absorbed the shortfall within their operating budgets, the UH community colleges were not able to do so.

For several years thereafter, the community colleges were forced to cover salary costs by borrowing necessary operating funds from the UH system and repaying the loans the subsequent fiscal year. Eventually, after requests to the legislature for restoration of the funding were not successful, each individual community college began financing its own payroll lag deficit by accessing its deferred tuition and fee revenues. The MCC faculty payroll lag deficit was initially $165,180. At the end of fiscal year 2004, the college was able to contribute $30,000, reducing the deficit to $135,180. At the end of fiscal year 2006, the college cleared the entire remaining payroll shortfall.

The MCC student housing was constructed with UH system revenue bonds, but because of their smaller operating scale (44 beds), the college is not required to contribute to the bond system repayment. Other larger bond system operations, including the UH bookstore or UH student housing that can manage the loan repayment above and beyond their operating costs, absorb the college’s portion. Even so, the MCC student housing has not been able to cover its own operating costs and therefore has been operating in deficit. As of June 30, 2005, the cash deficit for the student housing revolving fund was $95,459. In 2005, MCC obtained BOR approval to increase student housing rental rates. The new rates went into effect during fall 2005. The approved rate increases of 40 percent, 15 percent, and 15 percent will occur over three consecutive years. As of January 31, 2006, the student housing cash deficit had
decreased to $67,460. The current MCC student housing business plan projects total recovery from its deficit cash status by the end of fiscal year 2010.

At the end of fiscal year 2005, MCC also ended with a deficit cash balance of $120,731 in its community college special fund (CCSF) appropriation. Non-credit programs, campus food service, career-technical programs that charge service fees, and the MCC health center are a few of the types of revenue-generating programs that operate within the CCSF. As a result of this cash deficit, the college obtained a short-term loan of $250,000 from the UHCC system office. The agreed upon loan repayment schedule was $50,000 December 31, 2005; $50,000 March 31, 2006; and $150,000 May 31, 2006. The college was able to make all three required payments on time. These payments were met by keeping several positions vacant throughout the 2005-06 school year, restructuring the specific special funded programs that were operating in deficit to become self-sustaining, and utilizing additional credit tuition revenues generated by increased non-resident enrollments. As of June 30, 2006, the college’s CCSF appropriation ended with a positive cash balance of approximately $80,000.

On occasion, individual MCC departments have obtained and repaid smaller financial loans through an approved financial institution (academic capital) to purchase equipment items, including computers and the Pharos pay-for-print debit card system.

**Self Evaluation–III.D.1.c.**

Given the budgetary constraints of the last several years, it is not surprising that the college climate survey (#8b) recorded little agreement to the statement that financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. Only 20.9 percent expressed any agreement to this sentiment. Disagreement was prevalent among the ranks of faculty, lecturers, and staff, and administrators alike.

MCC has clearly identified and planned for payment of liabilities and future obligations. Funds approved by the 2006 legislative session will begin to arrive during the summer of 2006. The emergency relief funds for MCC are set to be $742,636. The electric costs were already paid during the year with funds diverted from other areas of the budget. The college will now be able to retire most, if not all, of its outstanding debt beginning with the repayment of the payroll lag deficit. Mounting liabilities seem to be the reality in academia throughout the United States, and Hawai‘i is by no means an exception. The college now feels hopeful that the economic tide has turned for the state and that the next several years will bring about a period of financial stability.

MCC is committed to careful financial planning. It hopes to avoid commitment to any type of short-range financial plan that will jeopardize its long-range financial stability.

**Planning Agenda–III.D.1.c.**

- Use the current long-term strategic plan deficit reversal plan and process for rebuilding a three percent (3%) reserve. Current economic prosperity within the State of Hawai‘i and the generous support of the state legislature will allow the college to
move forward with this plan immediately.

III.D.1.d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Descriptive Summary–III.D.1.d.

For each biennium and supplemental budget period, the governor defines the budget process and priorities. The UH president defines the UH process and priorities. The UHCC system coordinates the process for the seven community colleges. General timelines are outlined in the UHCC operating budget preparation timetable and the MCC planning and allocation resource timeline. However, the actual dates may differ to a degree from year to year. The MCC budget process is illustrated in the document budget process/relationships overview (see evidence #C-5).

In order to involve collegewide participation, MCC begins the budget preparation process during the spring semester. The process begins by updating the college strategic plan via collegewide meetings. During the biennium years, the college also updates its long-term strategic financial plan and develops the stocktaking presentation. These plans provide the major impetus for the biennium and supplemental budget proposals.

Administrators, faculty, student government leaders, and staff members throughout the college have opportunities to participate in the development of financial plans and budgets. The MCC financial plan is segregated into three major divisions: academic affairs, student affairs, and administrative affairs. Each vice chancellor develops a financial plan for his or her division by garnering input from all faculty and staff within the division. The major divisional plans are compiled into the MCC overall plan. This first draft of the compiled MCC overall plan is presented to all of the department chairs, department heads, and action strategy team leaders and to the MCC executive committee. Representatives from all areas of the college serve on the executive committee, including representatives of department chairs, bargaining units, students, and Hawaiian organizations, as well as the administrators. Committee members have the responsibility to share the information they receive at the meetings with their constituencies.

During this presentation, this working group analyzes appropriate data, takes part in dialogues, and makes decisions about the college’s priorities and directions for the eight-year strategic plan and the biennium budget proposal. The final version of the overall plan is reviewed and approved by the executive committee and the chancellor. The college is kept informed by weekly meeting notes emailed to the entire college.

Another form of collegewide input into the college’s strategic and financial planning is the college program review process. All programs within the college, instructional as well as non-instructional, are required to undergo annual and cyclic four or five-year comprehensive program reviews. This process involves participation of all staff and faculty. Program
review data are used when determining financial priorities for immediate and long term plans.

In addition, other committees and representatives participate in financial planning. The academic senate budget committee meets regularly to review the college financial plan and provide recommendations to be sent via the academic senate to the executive committee. The strategic plan action strategy teams provide input regarding resources needed in order to effectuate the strategic plan. The MCC technology committee provides recommendations regarding the college’s technology infrastructure and initiatives. The MCC safety and security committee provide recommendations regarding resource needs to address health, safety, and security concerns.

The priorities for CIP proposals are driven by the academic direction as determined in the college strategic plan and are built in accordance with the college physical plant long-range development plan. CIP projects are also reviewed and approved by the MCC executive committee and chancellor. These projects are included in the college’s biennium or supplemental budget proposal but are separate from its operating budget. The need to address the islands of Molokai and Lana‘i separately still exists, as it must be done separately from the Kahului plan.

Large-scale repairs and maintenance (R&M) projects are initially prioritized by the VC administrative affairs and the O&M supervisor. The R&M list is prioritized based primarily on health and safety issues. Before funding is pursued, the MCC executive committee reviews the R&M list.

**Self Evaluation–III.D.1.d.**

MCC has clearly defined a process for financial planning and budget development. Not only is the process better known than ever before, but there is also more dialogue at all levels. The college has progressed in promoting knowledge of the budget process and gaining widespread participation in setting budget priorities. While all constituencies have opportunities to participate in the development of institutional plans and budgets, some groups and individuals have not yet taken advantage of these opportunities.

**Planning Agenda–III.D.1.d.**

- Build on the progress already made in this area; continue to invite all constituencies to participate in the development of institutional plans and budgets.

**III.D.2.** To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.

**III.D.2.a.** Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are
comprehensive, timely, and communicated appropriately.

Descriptive Summary—III.D.2. and III.D.2.a.

All financial budget documents and statements, including biennium and supplemental budget proposals and resulting legislative appropriations; college operating budgets and allocations; and income/expenditure and asset/liability statements, are on file at either the office of the VC administrative affairs or at the business office. These documents can be reviewed and evaluated by various budget committees and any other interested parties. These documents are public and are therefore subject to periodic external and internal audits.

To assist the BOR, the president, vice presidents, and the chancellors in carrying out their responsibilities, periodic audits and reviews are conducted of the organization, management controls, and internal accounting controls by qualified professional staff of external and/or internal auditors, consultants, and specialists, procured or assigned, and directed by the president or his designee. External audits include UH system A-133, annual federal financial aid, annual bond system, and MCC student housing.

In addition, the state legislature can request the state legislative auditor to review the UH system or individual UH units. The UH internal auditor periodically reviews MCC, but because the UH auditor’s office has been understaffed, only specific areas with potential weaknesses have been reviewed. The UH office of procurement, property, and risk management routinely conducts site audits to review the college’s procurement transactions. The UH disbursing office conducts site audits to review the college’s payment and check disbursement files. The Research Corporation of the University of Hawai‘i (RCUH) also conducts site visits to review both fiscal and personnel transactions that were processed via RCUH.

The MCC business office periodically conducts random unscheduled site visits of the various MCC departments and reviews fiscal files as well as cash controls. On occasion, MCC has hired external consultants to review the files and internal controls of various revenue-generating programs, including the office of continuing education and training (OCET), health center, and culinary arts program.


The UH consolidated financial statements are prepared in accordance with Government Accounting Standards Board (GASB) principles, which establish standards for external financial reporting for public colleges and universities. This financial audit is part of the annual A-133 audit required by the federal government. Historically, as part of the UH system, there has not been a separate audit of the community colleges. Beginning with the fiscal year ending June 30, 2005, however, the UH audit contract has been modified to include a presentation of a combined balance sheet and income statement of the UHCC system as supplemental information to the university’s consolidated financial statements. This includes an opinion on the supplemental information in relation to the UH consolidated financial statements taken as a whole. These audited financial statements will be submitted as soon as they are received.
While MCC has made great strides in tying current budget priorities to student learning outcomes, it is difficult to establish a clear link between the audit process and the student learning programs. This is perhaps a new direction that can be discussed with the financial authorities that complete both the internal and external audits.


- Discuss with financial authorities who complete internal and external audits the possibility of establishing a clear link between the audit process and student learning outcomes.

III.D.2.b. Appropriate financial information is provided throughout the institution.

Descriptive Summary—III.D.2.b.

The system financial management office is responsible for oversight for all of the colleges within the UH system, including Maui Community College. The UH currently utilizes the financial management information system (FMIS) that records all of its financial transactions occurring systemwide. An online information system, FMIS produces financial reports for external as well as internal usage, providing daily up-to-date information to its users. The FMIS system is accessible by all levels of staff and faculty who request real-time inquiry of financial data. FMIS was developed and implemented at the UH to address findings cited in a 1991 federal audit (defense contract audit agency) that appropriate financial controls were deficient. Up to 2004, the UH system general accounting office printed and distributed monthly financial reports generated by FMIS to all the campuses for each program level. Since FMIS allows report printing at the local level, the general accounting office has discontinued printing the monthly reports for the entire system.

Since then, the MCC business office has provided budget status reports for all general funded programs and detailed cash reports for special and revolving funded programs. The business office has also prepared income statements for specific special and revolving funded programs on a need basis. The business office is in the process of purchasing a high-speed printer to facilitate the printing of FMIS-generated reports for MCC programs. In addition, the UH system is in the process of developing a new budgeting system, which will assist programs to project payroll costs and monitor ongoing available allocations for operating costs. This database project, entitled “U-Bud,” is nearly complete and will be tested with selected programs within the UH before it is rolled out systemwide.

In 2004, the UH system developed the Budget Level Summary (BLS) report. This is a financial report for all funds—general, special, revolving, and federal. This report was designed to provide a management tool so that higher-level administrators and department heads could monitor and track budget allocations versus actual expenditures as well as revenues versus actual expenditures on a quarterly basis. Problem areas are identified and corrective action is implemented on a quarterly basis.
The RCUH also has its own fiscal and personnel system separate from the UH FMIS system. The RCUH system allows for online inquiry of financial and human resource data. Additionally, the University of Hawai‘i Foundation generates financial reports on a separate system and distributes them on a monthly basis.

Budget reports are provided at various meetings of faculty, staff, students, and administrators throughout the college. These reports provide the data necessary for meaningful dialogue on the current financial status of the college and help with the planning process. In the past two years, information regarding the extreme electrical bills has been widely disseminated and staff and faculty have become actively involved in finding ways to conserve energy in every area of the college.

**Self Evaluation—III.D.2.b.**

There is perhaps more financial information available to a wider audience now than at any other time in MCC history. Since MCC is a public institution, most, if not all, information is public.

Financial information is provided in detail for members of the academic senate budget and planning committee at monthly meetings. This information is presented by the VC administrative affairs for dialogue within the committee, which is composed of administrators and faculty on the Kahului campus and the coordinator of the Molokai Education Center. To allow input from outreach sites, these meetings are held using videoconferencing technology. The department chairs, who are standing members of the senate budget and planning committee, take information from the monthly meetings back to the various departments. At monthly meetings, the committee chair also reports on the committee meeting to the full academic senate. The VC administrative affairs presents similar financial reports to the members of the college executive committee.

**Planning Agenda—III.D.2.b.**

- Ensure that financial information is available throughout the college. Discuss using the website that has been established for administrative services to disseminate budget information even further.

**III.D.2.c. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.**

**Descriptive Summary—III.D.2.c.**

**Operating Reserves**

In accordance with the UHCC system office, MCC adopted the three percent (3%) operating reserve requirement policy for all unrestricted funds. This requirement includes general funds, tuition and fee special funds, community college special funds, revolving funds, commercial enterprise revolving funds, and research and training revolving funds. In general, this policy states that the institution must maintain a cash reserve, which amounts to
at least three percent of its annual expenditures for all funds excluding extramural funds. Cash reserve is defined as ending cash balance, less encumbrances, less deferred revenues. At the end of fiscal year 2005, MCC’s target reserve requirement was $478,581. In actuality MCC had an overall deficit of $723,979. MCC did not meet its aggregate three percent reserve requirement for all funds and was, in fact, short of its reserve requirement by $1,202,580.

The MCC reserve deficit in its credit tuition and fee special fund was $75,322. Part of the current deficit position may be linked back to the payroll lag implemented in fiscal year 1998 by the governor for all state employees. This lag was initiated in order to generate a one-time cash savings by reducing the aggregate payroll costs for fiscal year 1998, by deferring the last payroll into fiscal year 1999. This payroll lag was to apply to all state employees and all bargaining units. The UH faculty, represented by UHPA bargaining unit 07, filed a lawsuit against the state; and therefore the payroll lag was not applied to the employees within bargaining unit 07. Despite the fact that the payroll lag was not implemented for the UH faculty, B&F reduced the UH general fund allocation by the full amount of the payroll lag. Therefore, the university was short-funded in fiscal year 2001 by the amount of the last payroll for the UH faculty. MCC did not have sufficient funds to absorb the payroll lag deficit and has used deferred tuition revenues to finance the June 30th payroll for faculty. Initially the payroll lag deficit was $165,180. During fiscal year 2004, the college reduced the payroll lag deficit to $135,180, its present amount. With funds recently received from the 2006 legislature, the college plans to completely retire this debt.

At the end of fiscal year 2005, the college’s aggregate CCSF appropriation had an accumulated reserve deficit of $632,053, with a total cash deficit of $120,231. The majority of the college’s revenue-generating programs, including OCET, health center, culinary arts, automotive technology, and ceramics, operate within the CCSF appropriation. As of June 30, 2005, approximately 33 percent of the accounts within CCSF reflected a deficit cash balance. As a result of the cash deficit, the college obtained a $250,000 short term (11-month) loan from the UHCC system office. This cash loan was necessary to provide working capital for the college’s CCSF programs and initiate deficit reversal strategies. The college has been able to repay the loan on schedule.

At the end of fiscal year 2005, the MCC aggregate revolving fund appropriations had an accumulated cash deficit of $42,328. On June 30, 2005, just one of MCC’s revolving funded programs had a deficit cash balance: the MCC student housing with a cash deficit of $95,459. Due to this large deficit amount, the overall revolving fund balance was in deficit as well. MCC obtained BOR approval in 2005 to increase the rental fees for the student housing in order to offset its operating costs and to restore a positive cash balance. The new rental fee schedule began in fall 2005. As of January 31, 2006, the student housing cash deficit has decreased to $67,460, giving the MCC aggregate revolving fund a positive cash balance of $14,975.

The UHCC system office maintains an emergency reserve for unforeseen large-scale repairs. In addition, assistance may be sought from the UH president’s office should large-scale financial emergencies occur.
The university also falls within the provisions of the state self-insurance plan. In order to review risks associated with activities that fall outside of state self-insurance, the UH primarily utilizes a systemwide office to provide risk management for all of its colleges. The Office of Risk Management reviews liability and authorizes procurement of insurance when deemed necessary. This office also manages a risk management fund, a pool of funds that each college, including MCC, contributes to on an annual basis. The office uses this fund to issue payments for settlement claims involving accidents or suits against the university.

Act 115, "Autonomy Act," which was passed in 1998, granted the university the right to hire its own legal counsel; therefore, the UH office of legal counsel reviews contractual agreements that include indemnification clauses and handles legal action against the university. Large settlements are paid only after the funds are appropriated by the state legislature.

On a smaller scale, the college has purchased liability insurance for specific areas where additional coverage is necessary beyond the provisions of the state’s self-insurance plan. Two MCC-based policies include malpractice insurance for the MCC nursing faculty, nurse practitioner at the MCC student health center, and student interns, as well as insurance for culinary products being wholesaled to the public.

Self Evaluation—III.D.2.c.

The description above was written prior to the completion of the 2006 legislative session. It is still true that MCC has had to borrow funds to maintain a sufficient cash flow during the 2005-06 school year. The college, however, is pleased to report that borrowing will not be necessary in the coming year because the state legislature has appropriated funds for electricity relief and increased the base level electricity funding for MCC in the years to come. Unofficially, the college ended fiscal year 2006 with a positive cash balance of $48,000 in credit and tuition and fees, $80,000 in CCSF appropriation, and a $513,540 carryover balance in its research and training revolving fund account.

MCC is adequately insured against risks and has plans in place meet financial emergencies and unforeseen occurrences. The state’s improved economic condition has made it possible for legislators to provide the funding necessary to maintain the institutional integrity of the state’s higher education system.

Planning Agenda—III.D.2.c.

- Move ahead with the MCC long-term strategic plan’s established deficit reversal plan and process for rebuilding a three percent reserve. Current economic prosperity within the State of Hawai`i and the generous support of the state legislature will allow the college to move forward with this plan immediately.

III.D.2.d. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.
Descriptive Summary–III.D.2.d.

The BOR and the UH president have ultimate financial responsibility for the university system. The respective chancellors are responsible for the finances of their respective colleges. Thus, the MCC chancellor is responsible for the finances of Maui Community College.

The chancellor has in turn delegated purchasing authority within budgeted allocations to the VPs academic affairs, student affairs, and administrative affairs. Many of these decisions are still made in collaboration with the chancellor within the executive committee. The VC academic affairs has delegated purchasing authority to the instructional department chairs and department heads. The VC student affairs and the VC administrative affairs have withheld delegating purchasing and hiring authority. The MCC financial aid office is responsible for the oversight of its financial aid programs.

The university, and subsequently the college, uses a two-tier approval process for procurement and personnel actions. The program approves all procurement and personnel documents and certifies that the action comports to the activity of the program. The MCC fiscal officer then approves all procurement and personnel documents and certifies that the action complies with applicable policies and procedures and that sufficient funds are available. In addition to internal college oversight of its finances, the UH utilizes several systemwide offices to provide management support and oversight of the college’s finances, financial aid, extramural funds, contractual relationships, auxiliary foundations, and institutional investments.

The UHCC system office provides financial and budgetary support for all seven community colleges. The UH financial management office provides overall financial reporting responsibilities for the university. Generally accepted accounting practices are interpreted and implemented by this office.

The UH office of research services (ORS) is responsible for the proper management of all extramurally funded programs for the university. ORS also reviews and approves contractual relationships that have revenue-generating aspects. Contracts that may involve patents and intellectual property rights also require review from the RCUH, which also provides financial management and fiscal support. The policies and procedures regarding the use of RCUH is outlined in the UH systemwide administrative procedures manual (APM), section a 8.930, Research Corporation of the University of Hawai‘i (see evidence #F-2).

The UH Office of procurement and real property management (OPRPM) is responsible for reviewing and approving contractual relationships that involve procurement of goods and services of $25,000 or over. Contracts up to $24,999 may be approved by the college fiscal officers.

The UH foundation office provides accounting and financial oversight for all private gifts, donations, private scholarships, and various endowments for the university system.
MCC does not have an auxiliary services department that generates revenues. The MCC campus bookstore is managed by the UH system bookstores, and MCC has no financial or managerial responsibilities involving the bookstore. The college has a very modest fleet of vehicles and does not charge departments for use of the vehicles. The college telephone system and mailroom is centrally funded; charges are not assessed to the individual programs. The MCC culinary arts program provides campus food services and operates under the purview of the culinary arts program coordinator with overall guidance from the VC academic affairs. An outside contractor provides vending services. The commissions are deposited into a special fund that is used to support student activities.


An extensive system of financial oversight is in place for all aspects of the institution. The effectiveness of this financial oversight may be compromised at times, however, due to lack of adequate staffing in the agencies and departments charged with the oversight tasks. The UH system is continually updating procedures and programs. This creates a need for continual training, which is difficult to manage when departments are short on staff.

Individual programs are encouraged to be more entrepreneurial. These expectations must be balanced with existing policies and procedures, and kept in line with the college mission to provide high quality affordable credit and non-credit educational opportunities to a community of life-long learners. Culinary arts is one of these entrepreneurial programs. Data show that in order for it to succeed as a financially feasible foodservice operation as well as a quality instructional program, three APT positions will be need to be added, two for institutional support and one for fiscal support.

In spring semester 2006, the VC administrative affairs instituted new procedures for the management of special and revolving funds. The goal of this new policy is to prevent funds that are currently in a deficit position from going further into debt. Funds that experience growing deficits will be frozen until plans are in place to improve their financial position. New special and revolving funds will no longer be established with zero balances.

Planning Agenda–III.D.2.d.

- Pursue biennium budget 2007-09 requests for two administrative professional technical (APT) positions of institutional support specialist and one fiscal support specialist APT position to support the food service component of the culinary arts program.
- Pursue the biennium budget request for a half-time fiscal support specialist APT position to assist with procurement, personnel and fiscal matters directly related to the nursing program.

III.D.2.e. All financial resources, including those from auxiliary activities, fundraising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.
Descriptive Summary–III.D.2.e.

The University of Hawai`i foundation conducts campaigns to raise funds, manages assets, and administers gift accounts for the university. It’s primary purpose is to “advance the mission of the university by raising and stewarding gifts.” The foundation has a Maui regional office with a development officer at MCC.

Foundation campaign objectives are related to academic development priorities identified in program reviews and strategic plan action strategy team reports and are driven by student learning outcomes. The fundraising goals, process, and budget are approved by the chancellor’s advisory council, which is comprised of community leaders and MCC faculty and staff. Resources from individual or group fundraising efforts and other auxiliary activities are used to implement the goals and priorities of the department or program that raised the funds.

Between July 2000 and August 2006, over 55.4 million dollars from 146 grants were awarded to MCC. These grants have been used to support goals consistent with the mission of the institution, including initiatives in culinary arts, sustainable technology, dental assisting, music, and the ABIT baccalaureate program; they have also supported the acquisition of equipment and professional development activities (see evidence #D-33).

Self Evaluation–III.D.2.e.

Funds from auxiliary activities, fundraising efforts, and grants are used in a manner consistent with the mission and goals of the institution. This is done in accordance with the policies and procedures established for the UH system.

Planning Agenda–III.D.2.e.

- Build upon the successful fund raising efforts being used by the foundation, programs and departments, and grant writers; ensure that funds continue to be used with integrity.

III.D.2.f. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.

Descriptive Summary–III.D.2.f.

MCC has a variety of contractual agreements, including purchase orders, service contracts, lease agreements, and extramural funded contracts. All contracts undergo the two-tier approval process as described in III.D.2.d. In addition, all extramural fund contracts are routed for review and approval by MCC personnel office, fiscal officer, VC administrative affairs, the relevant vice chancellor, and chancellor prior to being submitted to the UH system office for processing. Contractual agreements are entered into and monitored following specified processes in order to ensure they are consistent with the mission and goals of the institution.
In addition, the university utilizes two systemwide offices to review and approve contractual agreements, and maintain the integrity of the institution. These two agencies follow the policies and procedures outlined in the systemwide Administrative Procedures Manual (APM), which governs execution and management of contractual agreements.

The office of research services (ORS) reviews and approves all extramurally sponsored project agreements for the university. In addition, ORS reviews and approves contractual agreements that have revenue-generating aspects (see evidence #F-2).

The office of procurement and real property management reviews contractual agreements that involve procurement of services or property for amounts $25,000 and greater. Procurement type contractual agreements that are less than $25,000 are reviewed and approved by the college fiscal officers. APM section a8.230, "contracting for services," outlines the procedures for these types of contractual agreements.

The office of legal counsel reviews contractual agreements that have legal concerns. The technology transfer and economic development office reviews any contractual agreements involving patents or intellectual property rights.

**Self Evaluation–III.D.2.f.**

Careful adherence to UH system policies and procedures ensures that Maui Community College maintains the integrity of the institution. The MCC business office ensures that contractual agreements with external entities are honored.

**Planning Agenda–III.D.2.f.**

- Expand current success in this area under the careful oversight of the VC academic affairs.

- Ensure that business office personnel receive ongoing training in policies and procedures established by the UH system.

**III.D.2.g. The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.**

**Descriptive Summary–III.D.2.g.**

Regular evaluations of the college financial management are conducted through external and internal audits, as well as through the administrative services program review process. Several different units within the university and within the college conduct internal audits periodically.

Fig. III.D-1 describes these auditing agencies.
The internal auditor’s office conducts periodic audits of college finances to ensure the integrity of the college financial statements and its policies and procedures. The disbursing office conducts field evaluations of the MCC departmental checking system—the college’s payment system for utilities and goods & services primarily below $100. The disbursing office also pre-audits all payments for goods and services greater than $100. The OPRPM conducts periodic audits of MCC purchases for goods and services to ensure compliance with procurement laws, as cited in the Hawai’i revised statutes and the APM. The ORS conducts periodic field evaluations of the college’s extramurally sponsored projects and agreements to ensure compliance with the appropriate laws, policies, and procedures that may apply to the individual projects. The MCC business office conducts periodic internal audits of MCC departments and programs to evaluate and ensure proper financial management. The college’s special and revolving funded programs are continually reviewed for proper cash handling procedures, management of accounts receivables, and any other areas of concern.

In addition to these internal audits, the college is subject to audits by the legislative auditor. An upcoming review is scheduled at the end of fiscal year 2006. The college also undergoes periodic external audits. Feedback from the internal and external auditors is implemented unless it is determined to be immaterial and non-feasible.

The MCC administrative affairs program review process gathers collegewide assessment of the units within administrative affairs (business office, personnel office, O&M, and computing services). Each unit engages in its own program review, which includes a comprehensive review once every five years. The program review involves a vast array of data, ranging from college satisfaction surveys, workload data, historical trends, staffing, physical resources, financial resources, and comparisons with peer institutions, to assess and evaluate the performance and effectiveness of the departments in meeting its mission, functions, and goals. The results of the program review are used to develop action plans in order to effectuate continuous improvement of the service and processes of the college’s administrative services programs.

Self Evaluation–III.D.2.g.

MCC has made great strides in the area of program review. This collegewide effort has been applied to instructional and non-instructional departments and programs. As the individual programs are reviewed, overall financial management processes are subject to evaluation, and suggestions arise on how to improve financial management systems.

Planning Agenda–III.D.2.g.

- Expand efforts in this area, using annual and comprehensive program reviews from all academic and non-academic programs and departments.

III.D.3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.
The MCC program review process involves all units within the institution, including academic programs (credit and non-credit), academic support programs, student services programs, and administrative services units. All programs and departments are on a scheduled cycle. Each program and department undergoes either a comprehensive program review or an annual program review, depending on which year of the cycle the unit is on. The program review involves a wide array of data, workload, trends, and comparisons, which are analyzed by the respective program or department as well as external review committees. Recommendations on program improvements are developed through careful review of the data, reports, and dialogue between the program review team, staff, and/or faculty persons within the program. These recommendations then go forward as critical action plans that may require additional funding or new positions. In some cases, program reductions or terminations could result. Program review results are primary drivers in the development of the MCC long term strategic financial plan, biennium and supplemental budget proposals, and the annual operating budget.

Up until the 2005 legislative session, the college had experienced ten continuous years of budget reductions, exacerbated by rising fixed infrastructure operating costs. Therefore, the program reviews have primarily been used to identify core services and critical areas for which budget reductions should be avoided. Program review results have also identified areas where funds could be repurposed from non-essential programs to high priority programs (see evidence #A-7).

Self Evaluation–III.D.3

Efforts are currently under way to secure assigned time for program coordinators so that the program review process becomes a recognized and compensated part of the workload. Each year, the link between program review recommendations and current budget priorities are becoming more widely recognized. The ties between program reviews completed in the past year and the priority ranking of budget items including new positions, recruitment, and equipment in the biennium budget 2007-09 are clear.

Planning Agenda–III.D.3.

- Enhance the process of annual and comprehensive program reviews by awarding assigned time during the academic year or summer compensation for program coordinators. A request for 2.25 positions for program review and program improvement was funded during the 2006 legislative session.
Standard IV

LEADERSHIP & GOVERNANCE
Standard IVA: 
Decision-Making Roles and Processes

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

IV.A. Decision-Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

Descriptive Summary—IV.A.

Since the last regular accreditation visit in 2000, the MCC academic development plan (ADP) has evolved into the comprehensive, publicly posted MCC strategic plan (see evidence #A-4). The strategic planning process is the major mechanism for: 1) reaffirming the college mission, 2) defining college goals and objectives, 3) aligning budgeting priorities with goals and objectives, and 4) implementing assessment-based change over time.

The strategic planning process is used to integrate college planning, budgeting, and assessment activities. The intent of the process is to incorporate program review recommendations and other forms of college and community feedback into a continuous, student learning outcomes driven decision-making process.

Fig. IVA-1 illustrates the breadth and the flow of feedback from formalized constituent groups back into the college’s planning process. Multiple entry points exist, both formal and informal, at which any college community member can engage in the strategic planning process.

Self Evaluation—IV.A.

MCC leadership and constituents have worked diligently to develop new assessment and program review structures and processes. The college has made substantial progress in developing a comprehensive strategic planning process.
The college has extended assessment and program review activity beyond the instructional programs. Annual and comprehensive program reviews are also being completed on a regular schedule for student services, administrative services, and continuing education and training (see evidence #A-7). All programs are defining and refining student learning outcomes, developing internal measures, and implementing ongoing assessment activities.

Although MCC institutional communications structures are well-established and multiple formal and informal pathways for dialogue exist, not all data have been fully integrated into the decision-making and resource allocation process. The college, however, is actively working on integrating assessment and planning feedback into the budgeting and resource allocation process.

Planning Agenda—IV.A.

- No action needed at this time.

IV.A.1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and
students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

IV.A.2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

IV.A.2.a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

IV.A.2.b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

Descriptive Summary—IV.A.1., IV.A.2., IV.A.2.a., and IV.A.2.b.
College governance responsibilities are defined through UH system policies, college functional and organizational statements, the academic senate and Associated Students of Maui Community College (ASMCC) charters, collective bargaining agreements, and the job descriptions for the chancellor and other administrators. The governance processes at MCC enhance student learning by encouraging ongoing discussions on institutional improvement based on student learning outcomes. To this end, individuals and groups are free to bring forth ideas and concerns through multiple communication channels. These pathways provide a means for raising issues and initiating dialog. All of these groups in Fig. IVA-2 meet to discuss issues. Their deliberations are incorporated into the strategic planning process.

Fig. IVA-2

| Organizational, Collective Bargaining Unit, and Constituent Group Structures |
|---------------------------------|----------------------------------------------------------|
| -A-                             | -D-                                                      |
| Chancellor and administrators    | Academic senate                                         |
| College executive committee      | Academic senate curriculum committee                     |
| Strategic plan implementation council | Academic senate budget committee                       |
| -B-                             | -E-                                                      |
| Academic department chairs       | Associated Students of MCC                              |
| Administrative services unit heads | -F-                                               |
| Student services unit heads      | Administrative professional technical (APT)             |
| -C-                             | -G-                                                      |
| Technology support committee     | United public workers (UPW)                             |
|                                 | Chancellor’s advisory council                           |
Administrators meetings are convened weekly by the chancellor. The meetings include the vice chancellor of academic affairs, the assistant dean of instruction, the vice chancellor of administrative affairs, and the vice chancellor of student affairs. A broad range of college matters are discussed regarding oversight and coordination of activities and personnel in the instruction, continuing education and training, academic support, student services, administrative services, and University of Hawai‘i Center, Maui programs.

Executive committee is convened by the chancellor to engage in dialogue with college representatives regarding college priority setting, resource allocation, operational strategies, and planning. The committee’s deliberations are advisory to the chancellor and represent the terminal end of budget consolidation and decision-making processes that flow from departmental units up through the three major college divisions: academic affairs, student affairs, and administrative affairs (see Fig. IVA-1 above). Committee members represent administrative units, college departments and units, and collective bargaining groups. The following Fig. IVA-3 describes executive committee membership:

<table>
<thead>
<tr>
<th>Committee Member</th>
<th>Position and Representation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adams, Patricia</td>
<td>Associate Professor, Accreditation Self Study</td>
</tr>
<tr>
<td>Hoopii, Pamela</td>
<td>Custodian, UPW (Bargaining Unit 01)</td>
</tr>
<tr>
<td>Kruse, Daniel</td>
<td>Chair, Academic Senate (Bargaining Unit 07)</td>
</tr>
<tr>
<td>Meyer, Diane</td>
<td>Professor, Faculty Coordinator</td>
</tr>
<tr>
<td>Muraoka, Karen</td>
<td>Director, University of Hawai‘i Center, Maui</td>
</tr>
<tr>
<td>Raymond, Kiope</td>
<td>Associate Professor, Lau‘ulu Native Hawaiian Students Advocacy Council</td>
</tr>
<tr>
<td>Robinson, Suzette</td>
<td>Assistant Dean of Instruction &amp; Interim Director, Office of Continuing Education and Training</td>
</tr>
<tr>
<td>Sakamoto, Clyde</td>
<td>Chancellor</td>
</tr>
<tr>
<td>Segundo, Frances</td>
<td>Clerk Typist, Civil Service (Bargaining Unit 03)</td>
</tr>
<tr>
<td>Stevenson, Mona</td>
<td>APT (Bargaining Unit 08)</td>
</tr>
<tr>
<td>Tagomori, Alvin</td>
<td>Vice Chancellor of Student Affairs</td>
</tr>
<tr>
<td>Tamanaha, David</td>
<td>Vice Chancellor of Administrative Affairs</td>
</tr>
<tr>
<td>Wiger, Florence</td>
<td>Vice Chancellor of Academic Affairs</td>
</tr>
<tr>
<td>Yoshioka, Jennifer</td>
<td>Chair, Associated Students of Maui Community College</td>
</tr>
</tbody>
</table>

The executive committee meets on the second and fourth Friday of each month. Discussion points and recommendations resulting from committee deliberations are communicated back to the college-at-large via committee member communications to their colleagues and the public posting of meeting minutes via the web (see evidence #B-8).

Strategic plan implementation council meets weekly to facilitate the implementation of the action strategies identified in the Maui Community College Strategic Plan 2003-2010. The strategic plan is an evolving planning document that is revised as student and community needs dictate. It is the result of continuing collaborative input and discussion from strategic plan focus groups consisting of faculty, staff, students, and community members. The group meetings focus on identification of college priorities and the development of action strategy teams to implement the priorities. Implementation council meeting minutes are disseminated collegewide via email (see evidence #A-5).
**Academic department chairs** are convened by the vice chancellor (VC) of academic affairs semi-monthly. One meeting each month is held in the Hawai`i interactive television system (HITS) studio to include the outreach coordinators. The meeting agendas are compiled by the faculty coordinator and consist of discussion points related to policy, instructional and academic support services, personnel, budget, and course scheduling. The faculty coordinator regularly solicits input on discussion items from the department chairs, who bring issues raised by their colleagues and communicate meeting deliberations back to their departments. Meeting minutes are disseminated collegewide via email and are located on the MCC website (see evidence #B-7).

**Administrative services unit heads** are convened by the VC administrative affairs every other week. The VC coordinates the meeting agendas. A broad range of topics are discussed, including but not limited to policy development and interpretation, personnel hiring, scheduling and delivery of services, budgeting, executive committee topics, University of Hawai`i community college (UHCC) system office director’s meetings, capital improvement projects status, repair and maintenance projects status, and the evaluation and coordination of support services. Minutes are kept on file for each meeting. Each unit head meets with his or her staff to make sure that the information is transmitted to all employees in the unit. Unit heads also bring feedback from their colleagues to the unit heads meetings for further discussion.

**Student services department heads** are convened by the VC student affairs every Thursday morning. The agenda is compiled by the VC student affairs and reflects issues and priorities brought forth by student service departments via email, phone calls, informal meetings, or formal requests. The student services department also convenes monthly open departmentwide general meetings. Notices are sent out to all student services employees inviting attendance at those meetings. Minutes for the weekly and monthly meetings are distributed to the staff and are kept on file with the secretary to the VC student affairs and are located on the MCC website (see evidence #B-11).

**Technical support committee (TSC)** is charged by the VC academic affairs with assessing, evaluating, and coordinating the technical aspects of the college. The committee's eleven members represent faculty and staff in a cross section of areas, including computing services, technical and business, learning center, media center, library, and the Ka Lama computer center. Members include department chairs and the VC academic affairs. During academic year 2005-06, the committee has met on the second and fourth Wednesdays of each month. Committee meetings are open to the college community. The agenda and meeting notes are posted on the web (see evidence #B-13).

**Academic senate** is the policy recommending body of MCC's academic community. It has the responsibility of advising the administration on all proposed changes in the policies of the college. In recommending policy for consideration by the BOR, it has the exclusive responsibility to speak on behalf of the academic community. The membership of the academic senate consists of all MCC teaching or non-teaching faculty who hold BOR appointed positions; all administrative professional technical personnel (Bargaining Unit 08); and all other faculty (i.e., lecturers) teaching credit courses.
The academic senate chair and the senate executive committee provide overall senate leadership. The senate meets monthly to discuss issues and to provide input as outlined in its charter (see evidence #F-1). The standing committees of the academic senate include planning and budget, curriculum, elections, procedures and policy, mediation and hearing, and teaching improvement. Current senate ad hoc committees include baccalaureate concerns, writing intensive, international students, resident students, and civic engagement. Minutes of the academic senate meetings are posted on the MCC website (see evidence #B-1).

**Academic senate curriculum committee** is a standing senate committee consisting of seven to ten senate members with voting representation from math and science, social sciences/humanities, language arts, business, vocational/technical, nursing, counseling, academic support, and student government. The committee’s charge is to study, evaluate, and make recommendations concerning the nature and scope of the college’s academic programs, and to consider all changes, deletions, and additions of new courses and programs that have been proposed. The chairperson of the curriculum committee also consults with the vice chancellor of academic affairs and the chancellor (see evidence #B-6).

**Academic senate budget committee** consists of seven to twelve senate members, including the chair of each academic department, the outreach coordinator from Molokai, and other representatives of various college constituencies. The chair of the committee convenes a monthly meeting that includes the outreach sites on the neighbor islands via videoconferencing technology. All members of the administrative team are welcome to attend. The VC administrative affairs attends regularly and serves as the liaison between this committee and the college executive committee by informing both groups on budgetary matters. The VC administrative affairs shares relevant information on the projected annual, biennial, and long-term budgets. The committee reviews the material, asks questions for clarification, assesses the current financial situation, discusses possible scenarios and action plans for areas which may need improvement, and helps to prioritize needs. The committee members are also provided information on tuition and fee revenues and on the percentage of budget spent per program at various times throughout the year, and are made aware of expenses for ongoing institutional infrastructure such as electricity, security, facility repairs and maintenance. The committee also reviews personnel budgeting and expenses and has had discussion and input on staffing priorities.

**Associated students of Maui Community College (ASMCC)** consists of fifteen elected student leaders. ASMCC represents the MCC student body on various college and systemwide planning and decision-making committees. The chair serves as a member on the MCC safety and security committee and the MCC executive committee, serves as vice chair on the UHCC student caucus, and is a member of the UHCC strategic planning committee. The council has actively engaged in the political process on several issues, including public education and government (PEG) cable television access funding for MCC and increased state funding for MCC.

The ASMCC activities and deliberations are governed by its bylaws, the ASMCC student governance charter, and BOR policy on student affairs (see evidence #F-5).
The council holds meetings once a week to discuss a wide range of student issues, including the allocation of student activity fees toward student functions sponsored by the council or college clubs. Minutes of council meetings are on file in the student life office. The officers and senators obtain input and consult with fellow students through forums, petitions, sponsored events, and collegewide email. A major goal of the council is to promote and fund activities that enhance the quality of student life.

**Administrative professional technical (APT)** staff consists of 42 employees belonging to bargaining unit 08, the Hawai`i government employees association APT unit of the University of Hawai`i system. The APTs elect a representative who serves on the college’s executive committee, participates in dialogue, and communicates the deliberations of meetings back to his or her colleagues. The APT representative also conveys feedback he or she receives from colleagues back to the committee.

APT employees are also members of the academic senate; one representative serves as a member of the academic senate executive committee. The role of the senate APT representative is to bring issues to the senate executive committee for further discussion in the senate. The senate APT representative conveys feedback he or she receives back to the committee.

**Civil service** consists of 32 employees belonging to bargaining unit 03, which consists of clerks, clerk stenos, clerk typists, account clerks, personnel clerks, secretaries, library assistants, and library technician positions. A representative is nominated and confirmed by the majority of the civil service group membership to serve on the college executive committee. That representative raises issues identified by the group at the executive committee meetings and gives feedback to group members via email and other informal communication methods. During 2005, the civil service group met formally with administrators to discuss a variety of issues, including reorganization processes, banner student information system issues, workload, staff coverage levels, and leadership.

**Chancellor’s advisory council (CAC)** members give input to the chancellor on the goals and objectives of the strategic plan and serve as advocates for MCC and higher education for Maui county. They help to develop and implement fundraising plans and set the pace for giving through their own personal and corporate financial commitments. CAC membership consists of twenty-five members, each serving staggered, three-year terms with the possibility of three-year extensions. Members represent various sectors of the community including business, tourism, banking, law, real estate, recreation, non-profits, and cultural groups. New members are chosen by a nominating committee of three members of the council in consultation with the chancellor. The chair and vice chair are elected for two-year terms. Meetings are held every other month, sometimes less frequently, and minutes of the meetings are posted on the MCC website (see evidence #B-5). When necessary, the council forms smaller subcommittees, such as the horizons committee, to handle specific fundraising events.

**United public workers (UPW)** bargaining unit 01 consists of custodial, grounds, and building maintenance workers in the operations and maintenance (O&M) department.
Although this group of employees does not meet formally, they provide input to the administration through departmental meetings and other channels of communication. The leadership of the group consists of a UPW shop steward, who represents the group at the executive committee meetings and informs the O&M staff regarding topics discussed. UPW employees also meet as a group twice weekly with the O&M supervisor.

All constituent groups and college community members utilize the MCC website and college email lists to disseminate event information, share meeting minutes, distribute institutional performance information, and extend discussion on budget and planning issues. Email postings cover a broad range of topics from mundane employee benefits information and various events announcements to comments on college budget deficits and the impact of baccalaureate degree programs.

Self Evaluation—IV.A.1., IV.A.2., IV.A.2.a., and IV.A.2.b.

The 2006 college climate survey (see evidence #D-3) indicates that 61.6 percent of faculty, lecturers, staff, and administrators feel that they have established methods for providing input into institutional decisions (#9e). These data indicate that the faculty and staff are aware of the college’s substantive progress in establishing strategic planning structures and assessment processes. Fifty-six percent of the survey respondents expressed agreement the college leadership relies on the academic senate and its curriculum committee for recommendations regarding student learning programs and services (#9b). The survey also indicates that college leadership consults with staff (50.3% of respondents expressed agreement) and students (54.1% of respondents expressed agreement) on such matters (#9d, c). These constituent groups are key stakeholders in the strategic planning process.

Planning Agenda—IV.A.1., IV.A.2., IV.A.2.a., and IV.A.2.b.

- No action needed at this time.

IV.A.3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution’s constituencies.

Descriptive Summary—IV.A.3.

As described in IV.A.2., IV.A.2.a., and IV.A.2.b., the MCC governance structures and processes encourage and facilitate ongoing discussions of institutional improvement based on student learning outcomes.

Self Evaluation—IV.A.3.

College communication structures and strategic planning processes are in place and for the most part working well. Committees and sub-committees, councils, action strategy teams, and other groups meet regularly, often using distance technology to include outreach representatives. Most of the pertinent information discussed is communicated to the college
at large in a timely manner. For instance, strategic plan implementation council and department chair meeting notes are emailed to the campus weekly; notes from other meetings are posted regularly on the web.

Communication between the academic senate and the college is an area that is under improvement. According to members, the senate met regularly twice a month over the past several years, once to share information, and once to transact senate business. Since January 2006, when a vote was taken to do so, it has met regularly once a month, as required in the academic senate charter. Also, since fall 2006, every ad hoc committee has had a chair who reports at every meeting. However, since not all meeting minutes have been posted regularly, evidence is lacking as to whether quorums were met; standing and ad hoc committee activities sustained continuing discussion; all standing committee chair position were filled; resolutions were properly followed up; and whether the academic senate and its committees have consistently and properly communicated their deliberations to the college at large.

The senate is taking steps to remedy this situation. A senate resolution, passed unanimously on March 10, 2006, calls for a leadership conference/retreat to be held under the sponsorship of the academic senate and the VC academic affairs. The resolution contains details for orienting all new faculty leadership; creating and coordinating an academic year schedule for all major college committees; and creating a year-long agenda for examination of campus issues. On May 12, 2006, the academic senate chair presented the resolution to the MCC executive committee; it was also discussed at the June 9, 2006 meeting. A date for the leadership conference is currently being discussed.

The strategic planning process relies upon substantive communication from the academic senate, input that is especially critical at this time in light of the dialogue needed regarding the future possibility of adding to MCC’s one four-year degree offering. Through the 2004-05 academic year, substantial discussions did take place in the senate baccalaureate concerns ad hoc committee. In order to address WASC recommendations regarding impact to college mission and culture, these discussions should resume, not only in the senate but also on a collegewide basis.

On the college climate survey (#9f), when asked if participation in the college committee structure is worthwhile, the majority (52.2%) of respondents replied in the affirmative, while 25.5 percent replied with disagreement; 22.3 percent indicated they did not know.

Planning Agenda—IV.A.3.

- Post on the web in a timely manner all pertinent minutes of college meetings, including the academic senate and its constituent groups.

- Follow the current academic senate charter and communicate with academic senate members and the college at large on a timely basis. When needed, appoint a committee to update the academic senate charter and align it with college organization.
• Work proactively with the college administration to implement the college leadership resolution; ensure that any resolutions passed by the academic senate are presented to administrators and responses are reported back to the academic senate.

• Expand dialogue, both within the academic senate and collegewide, on the issue of MCC’s offering additional four-year degrees.

IV.A.4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

Descriptive Summary—IV.A.4.

The chancellor’s presentations to the UH Board of Regents (BOR), the college’s accreditation reports and updates, its substantive change request for addition of an upper division degree, and other WASC communications are publicly posted on the MCC website (see evidence #A-8) and the UH system website (see evidence #B-14).

Although MCC’s 2000 accreditation review resulted in reaccreditation through 2006, the college, along with other UH community colleges, was placed on accreditation warning status on January 31, 2005. This action was largely a result of UH system reorganization issues and ACCJC program review concerns. After submission of a progress report in April 2005 and a follow-up site visit on April 7, 2005, MCC was placed back in good standing with the warning status removed.

With respect to substantive changes, MCC has progressed through the requirements and reviews put forth by both the Accrediting Commission for Community and Junior Colleges (ACCJC) and the Accrediting Commission for Senior Colleges and Universities (ACSCU) of the Western Association of Schools and Colleges (WASC) for candidacy toward initial accreditation of MCC’s upper division bachelor of applied science degree in Applied Business and Information Technology (ABIT). The ABIT program received candidacy status in June 2005 and is scheduled for full accreditation review in fall 2007.


The college demonstrates honesty and integrity in its relationships with external agencies and complies with Accrediting Commission standards, policies, and guidelines. The college also responds to commission recommendations in a timely manner.

Planning Agenda—IV.A.4.

• No action needed at this time.
IV.A.5. The role of leadership and the institution’s governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Descriptive Summary—IV.A.5.

On an individual employee level, all administrators and regular employees undergo annual performance evaluations. Administrators, faculty, lecturers, and staff are subject to institutional evaluation processes prescribed by policy or collective bargaining agreements. To the extent employment law and institutional policies allow for disclosure of individual employee evaluation results, the results are communicated publicly.

Some of MCC’s governance and decision-making structures and processes are evaluated regularly. Examples include: the feedback questionnaire distributed at the conclusion of all executive committee meetings, with the results relayed to participants at the subsequent meeting (see evidence #D-25); the college climate survey, with results widely communicated via the college email system and discussed at meetings of the standard chairs committee (see evidence #D-3); online evaluation of the opening day convocations and the first week faculty meetings, and disseminating results throughout the college community via email (see evidence #D-25).

Self Evaluation—IV.A.5.

The college climate survey found on items #5b, 5c, 5d, 5e that the majority of respondents understood that administrators, faculty, staff, and lecturers were evaluated regularly and systematically (56.8%, 69.4%, 57.3%, 58.2%).

The college’s governance and decision-making structures and processes, however, are not regularly evaluated. Since strategic planning and assessment processes are still in a relatively developmental stage, more individuals should take part as the processes are further developed and clarified. The gap between implementing the planning and budgeting processes and evaluating the decision-making processes should close as the college continues to refine the process.

Planning Agenda—IV.A.5.

• Working together, the MCC administrative team and collegewide leadership will develop a process that regularly evaluates governance and decision-making structures and processes.
Standard IVB

BOARD & ADMINISTRATIVE ORGANIZATION

Maui County
Molokai
Maui
Lana'i
Standard IVB:
Board & Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

Note: Section IV.B through IV.B.1.j. was prepared by a systemwide committee.

In 1907, the University of Hawai`i was established on the model of the American system of land-grant universities created initially by the Morrill Act of 1862. In the 1960s and 1970s, the university was developed into a system of accessible and affordable campuses.

These institutions currently include:

- **A research university at Manoa**, offering a comprehensive array of undergraduate, graduate, and professional degrees through the doctoral level, including law and medicine.
- **A comprehensive, primarily baccalaureate institution at Hilo**, offering professional programs based on a liberal arts foundation and selected graduate degrees.
- **An upper division institution at West Oahu**, offering liberal arts and selected professional studies.
- **A system of seven open-door community colleges** spread across the islands of Kauai, Oahu, Maui, and Hawai`i, offering quality liberal arts and workforce programs. In addition to the seven colleges, outreach centers are located on the islands of Molokai and Lana`i and on Maui in Hana, Kihei and west Maui (administered by MCC); on the island of Hawai`i in Captain Cook (administered by Hawai`i CC); and in the Waianae/Nanakuli area of Oahu (administered by Leeward CC).

The University of Hawai`i Community College (UHCC) system, led by the vice president for community colleges, is located on the UH Manoa campus on Oahu.

The University of Hawai`i system has undergone several administrative reorganizations since the 2000 comprehensive visit. The following summaries briefly outline the major events.

**University System Reorganization - 2002**

As part of a university system administrative reorganization, the UH Board of Regents (BOR) received a proposal in November 2002 that included the elimination of the office of the chancellor for community colleges and reassigned the functions of the office to various
system-level vice presidential offices and to the community colleges. This reorganization proposal was approved by the BOR in December 2002. The reorganization changed the title of the college chief executive officer (CEO) and the reporting relationship between the CEOs of the individually accredited community colleges and the university system. Each newly titled community college chancellor assumed the responsibility and authority previously delegated to the chancellor for community colleges including, within the scope of BOR and university executive policies: making faculty and staff appointments, approving faculty promotions and tenure, approving out-of-state travel, approving college budget requests and external grant applications, executing the college annual expenditure plan, approving certificates of completion, and approving internal staff and fiscal re-allocations. UHCC coordination was facilitated through designated community college associate vice presidents reporting to the UH system vice presidents for academic affairs and administration.

The reorganization created the council of chancellors reporting directly to the president. The council included the chancellors of each of the ten individual colleges within the UH system. Four additional key decision-making/consultative groups were established: the president’s senior staff, the university executive council, the president’s advisory council, and the council of chief academic officers. Existing policy guidance provided to the campuses through the community colleges chancellor’s memorandum (CCCM) were to be evaluated by the community colleges executive council (composed of UHCC chancellors, vice chancellors, and associate vice presidents) to determine which CCCM to continue so as to provide a core of common practices across the community college campuses.

The BOR approved reorganization was sent forward to the Accrediting Commission for Community and Junior Colleges (ACCJC) in compliance with the commission’s substantive change approval process in January 2003. In spring 2003, the ACCJC gave conditional approval to a substantive change request.

**Change in University System Leadership - 2004**

As noted in the Accrediting Commission for Senior Colleges and Universities special visit (March 2004) to the UH system office, the “relationship between the Board and the President had deteriorated significantly, and in turn, had affected other elements of the University.” The BOR rescinded authority to the president in several areas related to budget and personnel. In the summer of 2004 the president resigned from the university and an interim president was named by the BOR.

**University System Reorganization - 2004**

The interim president requested and the BOR approved a reorganization of the president’s office reducing the number of direct executive reports and re-describing other executive positions. The UH Council of Chancellors, which is not an administrative unit, continued to report directly to the president and met on a regular basis to provide advice on strategic planning, program development, and other matters of concern. The VP academic planning and policy convened the council of chief academic officers, and the agenda included items of systemwide academic concern. The delegation of authority from the BOR to the president
Community Colleges System Reestablished - 2005

In granting its approval with reservations to the 2002 reorganization of the University of Hawai`i system, the ACCJC acted to require the UHCC to provide reports to the commission in August and November 2003, and in April 2004. The November and April reports were followed by a team visit to validate the reports and examine the degree to which the UHCCs had developed effective administrative systems to allow them to meet accreditation standards, and to ensure the UH system had adequate means to support the mission and operation of the community colleges.

As a result of the series of reports and visits from the ACCJC, it became increasingly clear that the new organization presented significant challenges in the colleges’ ability to continue to meet the commission’s standards in a number of areas.

Following a review of several alternative organizational models and discussion and consultation, the interim president recommended a reorganization that reestablished a community college system administration.

In June 2005, the BOR approved a reorganization of the community colleges that included the creation of a vice president for community colleges who is responsible for executive leadership; policy decision-making; resource allocation; and development of appropriate support services for the seven community colleges. The reorganization also called for the re-consolidation of the academic and administrative support units for the community colleges (see evidence #C-18). A dual reporting relationship was created whereby the community college chancellors report to the vice president for community colleges for leadership and coordination of community college matters, and concurrently report to the president for university systemwide policymaking and decisions impacting the campuses. The dual reporting relationship preserves previous BOR action that promoted and facilitated campus autonomy in balance with systemwide academic and administrative functions and operations. College chancellors retained responsibility and control over campus operations, administration, and management.

The June 2005 reorganization created no other organizational or functional changes to the systemwide offices. All ten chancellors continue to report to the president and collectively meet as the council of chancellors to advise the president on strategic planning, program development, and other matters of concern. The community college chancellors meet as the council of community college chancellors to provide advice to the president and vice president for community colleges on community college policy issues and other matters of community college interest.
BOR Committee Reorganization - 2005

At its September 16, 2005 meeting, the BOR enlarged the community college standing committee and clarified its duties to allow the BOR to address ACCJC standards without impacting the other business of the BOR in its governance of the university system and the baccalaureate campuses. The newly reorganized committee increased the number of members to six and adopted quarterly meetings independent of the full BOR meetings.

IV.B.1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

IV.B.1.a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

Descriptive Summary—IV.B.1. and IV.B.1.a.

Governance of the University of Hawai`i is vested in a twelve-member BOR appointed by the governor of Hawai`i, with the approval of the state legislature. Membership on the BOR is controlled by state law Chapter 304-3, Hawai`i revised statutes - §304-3 (see evidence #F-5). That statute states that the “affairs of the university shall be under the general management and control of the Board of Regents” and that BOR members are appointed by the governor of the State of Hawai`i. The statute also states the size of the BOR, how the members are selected, their terms of office, when the BOR is expected to meet, and how members are compensated.

Board of Regents by-laws and policies define the duties and responsibilities of the board and its officers and committees. The BOR is responsible for the internal organization and management of the university, including, but not limited to, establishing the general mission and goals of the system and approving any changes to them; adopting academic and facilities planning documents for the system and the campuses; adopting broad policy that guides all aspects of university governance; appointing and evaluating the president; establishing the administrative structure and approving major administrative appointments; approving all major contractual obligations of the university; approving new academic and other programs and major organizational changes; reviewing all fiscal audits of university operations; and approving the university budget, long-range financial plans, and budget requests for state funding.

The BOR appoints and evaluates the president of the university and approves other executive appointments, including vice presidents, chancellors, and vice chancellors. In November 2000, the citizens of Hawai`i approved a constitutional amendment to give greater autonomy to the University of Hawai`i. Although the Constitution had previously granted the BOR of the university authority to manage the university, a clause “in accordance with law” had been
interpreted to mean that the BOR could not take action unless legislation specifically permitted the action. The constitutional amendment removed that clause (see evidence #F-5). The BOR and administration are currently working with external and internal constituents to establish and carry out the principles that will guide the changed relationship the university seeks with the state.

The BOR elects its own officers and hires its own staff. Currently, the BOR has two professional staff members (the executive administrator and secretary to the BOR and the executive assistant) and three secretaries. System administrative staff also provides support to the BOR as needed. BOR policy chapter 9, part III, addresses recruitment and appointment of executive and managerial personnel. BOR policy chapter 2 details the evaluation of the president (see evidence #F-5). In accord with the state sunshine law (see evidence #F-22) all meetings are public, except those involving discussion of personnel and legal matters. Board of Regents by-laws and policies, as well as agenda and minutes of meetings, are publicly available at the BOR website (see evidence #B-4).

Self-Evaluation—IV.B.1. and IV.B.1.a.

The college meets the standard.

The 2006 college climate survey asked participants (#10b) to indicate their belief on whether the UH president provides leadership in creating an environment for empowerment, innovation, and institutional excellence. A majority of respondents (51.6%) answered in the affirmative to this item, although a sizeable proportion (30.8%) indicated that they did not know (see evidence #D-3).

Planning Agenda—IV.B.1. and IV.B.1.a.

- No action needed at this time.

IV.B.1.b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

Descriptive Summary—IV.B.1.b.

BOR policies are implemented through administrative policies and procedures and delegations of authority published and promulgated by means of the UH system executive policies and the administrative procedures manual. These documents are available on the web (see evidence #F-2).

BOR policy chapters 4 and 5 detail BOR planning and evaluation policies (see evidence #F-5). At its September 2005 meeting, the BOR changed its committee structure to more fully address ACCJC’s concerns raised during the series of reports and visits from Commission staff following the 2002 reorganization. The reorganized and expanded community college standing committee conducts quarterly meetings in addition to the full BOR meetings (see evidence #B-4). The meetings were designed to focus on the following areas:
• The broad community college mission (November 4, 2005)
• The financial health of the community colleges (April 21, 2006)
• Program review and assessment (July 21, 2006)
• Planning directions for the next year (August 25, 2006)

The University of Hawai‘i Community Colleges Strategic Plan 2002-2010, adopted by the BOR on November 22, 2002 (see evidence #C-19) states that within the overall mission of the university, the community colleges have as their special mission:

• Access: to broaden access to postsecondary education in Hawai‘i, regionally, and internationally by providing open-door opportunities for students to enter quality educational programs within their own communities.
• Learning and Teaching: to specialize in the effective teaching of remedial/developmental education, general education, and other introductory liberal arts, pre-professional, and selected baccalaureate courses and programs.
• Work Force Development: to provide the trained workforce needed in the state, the region, and internationally by offering occupational, technical, and professional courses and programs that prepare students for immediate employment and career advancement.
• Personal Development: to provide opportunities for personal enrichment, occupational upgrading, and career mobility through credit and non-credit courses and activities.
• Community Development: to contribute to and stimulate the cultural and intellectual life of the community by providing a forum for the discussion of ideas; by providing leadership, knowledge, problem-solving skills, and general informational services; and by providing opportunities for community members to develop their creativity and appreciate the creative endeavors of others.
• Diversity: by building upon Hawai‘i’s unique multi-cultural environment and geographic location, through efforts in curriculum development, and productive relationships with international counterparts in Asia and the Pacific, the UHCC students’ learning experiences will prepare them for the global workplace.

Self-Evaluation—IV.B.1.b.

The college meets the standard.

Planning Agenda—IV.B.1.b.

• No action needed at this time.

IV.B.1.c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.
Descriptive Summary—IV.B.1.c.

The descriptive summary for Standard IV.B.1.b. above described the BOR’s responsibility for educational quality. Regarding legal matters and financial integrity, the BOR is responsible for the internal organization and management of the university. Increased autonomy granted to the university by the legislature over the past decade guarantees that the university has the right to determine where budgets will be cut or reallocated when state appropriations are reduced. Implementation of BOR policies is the responsibility of the president and the executive and managerial team.

Upon approval by the BOR, the university’s operating and capital improvement projects (CIP) budget requests are submitted simultaneously to the governor for review and incorporation into the executive budget request for the state and to the legislature for informational purposes. The executive budget request for the state is submitted to the legislature in December for consideration in the regular session of the legislature in January. Appropriations by the legislature (general or supplemental appropriations act) are usually passed in May and transmitted to the governor for approval. Upon approval by the governor in June, allocation notices are transmitted to all state agencies, including any restrictions imposed on legislative appropriations. The governor can impose restrictions at any time of the year based on economic conditions.

Legislative appropriations for operating funds are specifically designated by fund type for major organizational units (UH Manoa, UH Hilo, West Oahu, UHCC, systemwide programs, etc.). State law allows the governor to withhold or restrict legislative appropriations. General fund allocations are made to each major organizational unit, less any restrictions imposed by the governor. The president is authorized to determine distributions of general fund restrictions as well as reallocations between major organizational units. The vice president for community colleges and the community college chancellors determine the general fund allocations to the individual community colleges, normally maintaining established levels of current service funding.

Due to declining levels of state funding support, it has become necessary to assess each campus a pro rata share of certain unfunded costs that are administered on a systemwide basis. These costs include the risk management program costs (including legal settlements), private fundraising costs, and workers’ compensation/unemployment insurance premiums.

In terms of financial integrity, external auditors audit the University of Hawai`i annually. The university’s financial statements are prepared in accordance with generally accepted auditing standards and government accounting standards (GASB) principles. In July of 2005, with changing auditing standards, the ACCJC accepted “…the presentation of a combined balance sheet and income statement of the community college system as supplemental information to the university’s consolidated financial statements with an opinion on such supplemental information in relation to the university’s consolidated financial statements taken as a whole …” as documentation of audit requirements for the University of Hawai`i community colleges.
Self Evaluation—IV.B.1.c.

The college meets the standard.

Planning Agenda—IV.B.1.c.

- No action needed at this time.

IV.B.1.d. The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.

Descriptive Summary—IV.B.1.d.

The BOR maintains a website on which the bylaws, policies, and meeting minutes are regularly posted. All of the policies mentioned in this standard are published on this site (see evidence #B-4).

Self-Evaluation—IV.B.1.d.

The college meets the standard.

Planning Agenda—IV.B.1.d.

- No action needed at this time.

IV.B.1.e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

Descriptive Summary—IV.B.1.e.

The BOR conducts meetings and administers the business of the university system in accordance with the state sunshine law. BOR minutes are maintained and published following each meeting and are available on the website. BOR policy does not include a system for evaluating and revising its policies on a regular basis. The administration submits recommendation for policy and policy revisions as necessary. The most recent comprehensive BOR policy review was conducted in October 2002. In the October 2004 BOR self study workshop, the BOR suggested regular review of its own performance.

There are many instances of BOR actions that conform to this standard. Following are a few examples of such situations: 1) in October 2002 the BOR approved an amendment to its policies “in light of the university’s autonomy and to add clarity as well as to update the current BOR policies following the separation of the president and Manoa chancellor’s office;” 2) in May 2005 the BOR approved a change in its policy regarding university employees working at the legislature. In particular, this new policy “provides that University employees working at the Legislature shall comply with applicable Executive Branch
policies;” and 3) when the BOR decides not to follow its own policies, they identify it as an exception to policy; for example, on October 22, 2004 the BOR approved, as an exception to policy on graduate programs, the establishment of a College of Pharmacy at University of Hawai‘i at Hilo (see evidence #B-4).

Self Evaluation—IV.B.1.e.

The college partially meets the standard. Although the BOR conducted a policy review in 2002, further evidence is required to fully evaluate whether regular reviews of BOR policy and performance have been institutionalized.

Planning Agenda—IV.B.1.e.

- The college and the Office of Vice President for the Community Colleges (OVPCC) will work with the BOR to establish regular review of BOR policies and procedures.

IV.B.1.f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Descriptive Summary—IV.B.1.f.

Governance of the University of Hawai‘i is vested in a twelve-member BOR appointed by the governor of Hawai‘i, with the approval of the state legislature. Hawai‘i revised statutes §304-3 (see evidence #F-13) sets the term of office as four years for all members (except the student member, whose term is two years). The statute does not specifically provide for “staggered terms of office” but it does ensure that new BOR members will be selected whenever a term expires.

That statute does not describe a program for “BOR development” or “new member orientation.” The president conducts an annual briefing for new regents. The briefing involves the UH system vice presidents and uses the BOR orientation manual, Nov 1, 2004, as the foundation.

At the September 2, 2004 regular meeting, BOR members were presented an overview of an “orientation manual” (see evidence #B-4). The developer of the manual explained to the BOR that the manual is primarily designed for new regents.

Self-Evaluation—IV.B.1.f.

The college partially meets the standard. Further evidence is required to demonstrate that the BOR has institutionalized BOR development activities and orientation procedures for new regents.
Planning Agenda—IV.B.1.f.

• The College and the OVPCC will work with the BOR to formalize its orientation procedures for new regents.

IV.B.1.g. The governing board’s self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

Descriptive Summary—IV.B.1.g.

Although BOR policy does not appear to call for regular self-evaluation, at its October 2004 self-study workshop, the BOR agreed to self-study on a three-or-four year cycle.

Self Evaluation—IV.B.1.g.

The college partially meets the standard. Please refer IV.B.1.e evaluation for related discussion.

Planning Agenda—IV.B.1.g.

• The college and the OVPCC will work with the BOR to develop and implement a clearly defined process for evaluation and assessment of BOR performance.

IV.B.1.h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

Descriptive Summary—IV.B.1.h.

BOR policy, article X, and HRS chapter 84 address the BOR’s stated process for dealing with unethical behavior (see evidence #F-5).

Self Evaluation—IV.B.1.h.

The college meets the standard.

Planning Agenda—IV.B.1.h.

• No action needed at this time.

IV.B.1.i. The governing board is informed about and involved in the accreditation process.

Descriptive Summary—IV.B.1.i.

In response to ACCJC recommendation no. 7, the BOR expanded the community college standing committee and adopted quarterly meetings. The standing committee will include
training and information about the accreditation process at quarterly meetings (see IV.B.1.c). At the November 4, 2005 meeting the BOR was provided a binder and presentations on the accreditation process. In addition, the Standard IVB workgroup (composed of representatives from all seven community colleges and staff from the OVPCC) in attendance at the meeting reviewed the standards and engaged in discussion with the BOR on the accreditation process.

**Self Evaluation—IV.B.1.i.**

The college partially meets the standard. Although the BOR community college standing committee has held its first two quarterly meetings, further evidence is required to fully evaluate BOR involvement in the community college accreditation process.

From the meeting held in November 2005, it was evident that members of the BOR did not have a full appreciation of ACCJC standards and issues facing the community colleges. At this point, it is difficult to gauge the commitment to becoming informed as required by the current ACCJC accreditation standards.

**Planning Agenda—IV.B.1.i.**

- The college and the OVPCC will work with the BOR to assist the BOR in becoming more involved and informed with the accreditation process.

**IV.B.1.j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively.**

In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.

**Descriptive Summary—IV.B.1.j.**

The president of the University of Hawai`i system has full responsibility and authority for execution of the policies authorized and established by the BOR. BOR policy chapter 2 provides for the duties and evaluation of the president of the University of Hawai`i system.

The BOR approves the appointment of the vice president for community colleges who is evaluated by the president of the university system.

The BOR approves the appointment of each college chancellor who is evaluated by the vice president for community colleges. Since the chancellors have dual reporting to the president of the University of Hawai`i, the president will also evaluate the chancellors.
Self Evaluation—IV.B.1.j.

The college meets the standard.

Planning Agenda—IV.B.1.j.

- No action needed at this time.

IV.B.2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

IV.B.2.a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution’s purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities as appropriate.

IV.B.2.b. The president guides institutional improvement of teaching and learning by the following:

- Establishing a collegial process that sets values, goals, and priorities.
- Ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions.
- Ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes.
- Establishing procedures to evaluate overall institutional planning and implementation efforts.

IV.B.2.d. The president effectively controls budget and expenditures.

*Note: In this standard, “president” refers to the chancellor of Maui Community College.*

Descriptive Summary—IV.B.2., IV.B.2.a., IV.B.2.b., and IV.B.2.d.

The chancellor serves as the chief executive officer for Maui Community College and has full responsibility and authority for leading and managing MCC, as well as assessing its institutional effectiveness. The office of the chancellor is responsible for the overall management of the college, overseeing activities in academic affairs, student affairs, and administrative affairs.

The office represents the University of Hawai`i and acts on behalf of Maui Community College, serving as the college’s liaison to the president of the University of Hawai`i, the vice president for community colleges, the board of regents, the state legislature, and the general community. The office is responsible for adherence to governmental regulations and for maintaining the accreditation standards of the Western Association of Schools and Colleges (WASC).
The following is a summary of the major responsibilities of the chancellor’s office:

- Establishes planning parameters for the development of program plans, budget and expenditure plans, maintenance and facility plans, and capital and improvement plans; approves these plans; and incorporates them into institutional plans.
- Ensures the financial soundness of the college.
- Oversees the development and implementation of the strategic plan, long range development plan, and accreditation process.
- Provides leadership through internal and external communication with the campus and community.
- Approves all personnel transactions.
- Resolves grievances and disputes involving college faculty, academic staff, and students within established guidelines.
- Assures community involvement and program quality through the establishment of lay advisory bodies.
- Responsible for the assessment of and reporting on the overall health and quality of the institution.
- Responsible for fundraising, marketing, and public relations of the college; directs extramural fund solicitation.

The chancellor’s administrative team is comprised of the vice chancellor of academic affairs, the vice chancellor of student affairs, and the vice chancellor of administrative affairs. Consistent with their job duties and responsibilities, the chancellor delegates authority to administrators and others. It is the role of the chancellor and the administrative team to plan, control, and make decisions concerning the total college operation through budget preparation, resource allocation, the development of performance standards, and continuing program evaluation and assessment.

College assessment and program reviews are guided by the MCC strategic plan, the UH system strategic plan, and accreditation reviews. Through the college strategic planning process, the chancellor and his administrative team coordinate, facilitate, and ensure communication and decision-making action among college administrators, faculty members, and students. The chancellor and his administrative team seek input from faculty, staff, students, and community members through the college strategic planning process discussed in Standard IV.A.

The chancellor relies upon the strategic planning process to guide budget and expenditure processes. As described in IV.B.2.b., the chancellor is ultimately responsible for ensuring the financial soundness of the college and establishing planning parameters for the development of program plans, budget and expenditure plans, maintenance and facility plans, and capital and improvement plans, and for incorporating these plans into the strategic planning process. The college operating budget is prepared on a fiscal year basis.

The chancellor and the administrative team, through job qualifications and experience, possess knowledge of the federal, state, and UH rules and regulations applicable to proper budget and expenditure control.
In response to the accrual of special and revolving fund deficits, the chancellor and the administrative team undertook corrective action and new policy implementation (i.e., hiring freezes, program adjustments, and a new deficit spending restriction policy). From an institution-wide context, these actions are appropriate short-term adjustments toward maintaining campus fiscal integrity.

Self Evaluation—IV.B.2., IV.B.2.a., IV.B.2.b., and IV.B.2.d.

The college climate survey (#9a) indicates 77.2 percent of faculty and staff believes the chancellor empowers them to “take initiative in improving the practices, programs, and services in which they are involved.” This response indicates how individuals at MCC are motivated by the chancellor’s leadership to lead and embrace change and maintain a strong culture of service. These results affirm the college’s noteworthy progress in establishing a strategic planning process of which the majority of college community members are aware.

Increasingly, the chancellor and his administrative team have utilized the results of assessment and program review activities to guide institutional priority setting and resource allocation decisions. For example, the administration of justice (AJ) program review indicated that the AJ program was viable, but that it was too dependent upon lecturers and recommended the filling of the vacant AJ faculty position. As a result, the administrative decision was made to fill the AJ position. The administrators have also relied on the program health indicator data yielding the percentage of courses taught by lecturers to make decisions regarding conversion of lectureships into faculty positions.

Issues related to perceptions of insufficient resources and overall college morale exist. Although a governance and communications structure and the strategic planning processes are in place, they may not provide a broadly enough understood logic and rationale toward campus deficit accrual on the one hand and program expansion on the other. These issues need further attention from the chancellor and his administrative team.

The adequacy of financial resources was assessed by #8b in the college climate survey. While 20.9 percent judged them as sufficient, all categories of employment judged finances as insufficient (70.3%). The greatest concurrence came from the responding administrators, who all deemed the financial resources as insufficient. Facility maintenance was assessed by asking whether physical resources are constructed and maintained to assure access, safety, security, and a healthful environment (#6b). The majority (58.9%) expressed agreement with this statement, while disagreement was expressed by 34.2 percent.

Technological equipment and support were assessed in items #7b and #7c, respectively. Just about half of the respondents in both cases expressed agreement on the college’s maintenance and support of technology (47.5% and 54.1%), while a sizeable proportion did not (45.6% and 42.7%). On the issue of whether MCC treats its employees equitably (#5a), two-thirds of the respondents (68.6%) expressed agreement; 26.9 percent did not.

The survey results suggest a need for the administration to work with college leadership to evaluate the overall institutional strategic planning and implementation efforts. It is unclear
whether the strategic planning process addresses the impact of the state’s economic condition as it pertains to the college’s planning, priority setting, and resource allocation process. It is also unclear if MCC’s administrative structure is organized and staffed to reflect the institution’s purposes, size, and complexity.

Because of improved economic conditions in the state, the legislature appropriated $2,629,093 additional general funds and 24.75 full-time equivalent position counts to the college commencing with the supplemental budget year 2006-07.

Planning Agenda—IV.B.2., IV.B.2.a., IV.B.2.b., and IV.B.2.d.

- Ensure that assessment and program review activities increasingly guide the college’s decision-making processes.

- The chancellor, his administrative team, and the constituent groups engaged in the strategic planning process will work together to further develop and revise the strategic planning process to integrate assessment, planning priorities, and the budgeting and resource allocation processes.

IV.B.2.c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with statutes, regulations, Board Policies, and the College’s mission according to its Mission Statement, and the relevant statutes and regulations.

Descriptive Summary—IV.B.2.c.

As described in IV.B.2.b., the chancellor is vested with the authority to assure that institutional practices are consistent with state and federal statutes, legal and institutional regulations, BOR policies, and the college mission. The chancellor and his administrative team ensure that the appropriate process checks are in place through multi-level internal reviews (e.g., requirements for college and OVPCC signatures and approvals) and external reviews (e.g., audits). In addition, various financial and management audits (e.g., A-133 audit, bond system audit, financial aid audit, legislative auditor’s office audit) are conducted at the campus and system levels to ensure the college remains in good standing.

Self Evaluation—IV.B.2.c.

The chancellor ensures that statutes, regulations, and governing board policies are implemented and that institutional practices are consistent with polices and regulations and the college’s mission.

Planning Agenda—IV.B.2.c.

- No action needed at this time.

IV.B.2.d. The president effectively controls budget and expenditures.

Standard IV.B.2.d. was discussed with standard IV.B.2., IV.B.2.a., and IV.B.2.b.
IV.B.2.e. The president works and communicates effectively with the communities served by the institution.

Descriptive Summary—IV.B.2.e.

The chancellor works effectively on behalf of the college and its students with both Maui county officials and members of the private sector. The relationships between the college and the community have most recently resulted in a $500,000 county grant for nursing and dental assisting and a privately funded 22 million dollar 400-bed student housing facility within walking distance of the Kahului campus. Occupancy is scheduled for 2007.

The chancellor or his designees also serve on a number of corporate, county, community association, and non-profit organization advisory boards and executive committees. The chancellor is a member of the Maui Economic Development Board of Directors, the Maui Arts and Cultural Center Board of Directors, Decisions Maui Board, Kamehameha Schools Maui Campus Advisory Board, AACC Commission of Global Education, Roundtable of Rural Presidents, International Small Islands Studies Association Executive Committee, and Global Island Network Board.

The chancellor also regularly convenes the chancellor’s advisory council, consisting of 25 community leaders who promote the college’s mission and fund development activities (see evidence #B-5). This advisory council was instrumental in assisting the college to explain its needs to Maui county council members who recently voted to award the college the nursing and dental assisting grant.

In addition, the chancellor receives recommendations and specific community input from the college’s many advisory committees for instructional and non-instructional programs, including those at the outreach centers at Molokai, Lana‘i, Hana, and west Maui (see evidence #A-2).

Self Evaluation—IV.B.2.e.

The chancellor works and communicates effectively with the communities served by the institution. Relationships that he has cultivated have resulted in sizeable monetary and public relations contributions that benefit the college and its students.

Planning Agenda—IV.B.2.e.

- No action needed at this time.

IV.B.3. In multi-college districts or systems the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.
IVB.3.a. The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the college and consistently adheres to this delineation in practice.

Descriptive Summary—IV.B.3. and IV.B.3.a.

The UHCC system includes the seven community colleges located on the main Hawaiian islands of Hawai`i, Kauai, Maui, and Oahu. The islands of Lana`i and Molokai are served by education centers staffed and operated by Maui Community College. The OVPCC is located on Oahu at a central site on the UH Manoa campus independent of the seven colleges. The seven colleges of the UHCC system form an interdependent network that is nested within the ten-institution University of Hawai`i system.

The BOR approved a reorganization of the University of Hawai`i systemwide administration on June 21, 2005 creating the position of vice president for community colleges (VPCC) and outlining the roles and responsibilities of the University of Hawai`i, the vice president for community colleges, and the community college chancellors (see evidence #B-4). The community college chancellors have dual reporting to the UH president for university systemwide policy making and decisions impacting the campuses and to the vice president for community colleges for leadership and coordinating of community college matters. The dual reporting relationship is designed to preserve BOR actions promoting and facilitating campus autonomy in balance with systemwide academic and administrative functions and operations. The reorganization responded to ACCJC concerns regarding the substantive change in 2002.

The OVPCC functional statement and the VPCC position description include descriptions of the executive leadership work of the vice president. The position provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the community college system and assures support for the effective operation of the community colleges with staff support. The functional statement also makes clear that the community college chancellor has full responsibility and authority to implement and administer delegated system policies and is accountable for the operation of the college. The 2005 organization expands the authority and responsibility of the chancellor (e.g., making personnel decisions).

Through a series of meetings in spring 2006, the VPCC, the seven community college chancellors, and senior staff from the OVPCC developed and agreed upon a functional roadmap delineating the operational responsibilities and functions of the UH system office, the UHCC system office, the BOR, the State of Hawai`i, and the colleges (see evidence #C-18).

Also in existence are a number of UH systemwide committees/workgroups and UHCC systemwide committees/workgroups where discussion, information sharing, and consultation take place to advise/inform/recommend to the chancellors and VPCC and the leaders of the system as appropriate.
At the February 2006 BOR meeting and in testimony presented before the State of Hawaiʻi legislature higher education committee on March 30, 2006, the president outlined his Devolution Initiative, in which the system will work with the colleges to site more resources at the campus level, closer to the students served. As part of that initiative, all system level positions and functions are being reviewed, from vice-presidents on down, to assess which functions should be conducted at the system level, and which at the campus level (see evidence #C-18).

In April 7, 2006 comments to the council of chief academic officers, the associate vice president of academic planning and policy provided an update on the activity to evaluate the roles/functions and number of personnel at the system level in terms of cost effectiveness, efficiency, and consideration of system versus campus operations. UH system vice presidents were asked to review their own units, and chancellors were asked to provide feedback about the system vice presidents’ responses by early May 2006.

**Self Evaluation—IV.B.3. and IV.B.3.a.**

The UH system 2005 organization supported by the functional statement of the president, the VPCC, and the chancellors are more in line with current ACCJC standards. The 2005 organization is an improvement over the 2002 organization, which did not give full responsibility and authority to the college chancellor to provide campus implementation. The vice president for community colleges allows the community colleges to be heard as one voice rather than seven separate campuses. That one voice creates a united front for community colleges within the University of Hawaiʻi system.

The college climate survey (#10a) indicated a lack of clarity regarding the delineation of system and MCC organizational roles, with 32.9 percent of respondents expressing disagreement with the statement that the system and MCC organizational roles are clearly defined, while 53.2 percent expressed agreement that they were, and 13.9 indicated that they did not know. The creation of the OVPCC is viewed as a hopeful step in the right direction in terms of creating a system that can effectively provide services to support the community colleges in their missions and functions, while maintaining the responsibility and accountability for institutional effectiveness and student learning outcomes at the college.

What remains to be seen is how the UH system, the UHCC system, and the individual colleges follow the roles and responsibilities outlined in the functional roadmap. As the organization is new, an assessment of its effectiveness has not occurred.

In light of MCC college climate survey results, such an assessment of system offices is clearly needed. To the statement (10c) that the system office provides effective services that support the college in its mission and functions, 32.9 percent of respondents expressed agreement while the same percentage expressed disagreement; 34.2 percent indicated that they did not know. To the statement (10d) that the system office provides fair distribution of resources, 39.5 percent of respondents expressed agreement and 20.4 percent expressed disagreement; 40.1 percent indicated that they did not know.
Planning Agenda—IV.B.3. and IV.B.3.a.

- The college and the OVPCC will continue to refine the functional responsibilities of the system and make public the information.

- The college and the OVPCC will work with the UH system concerning the Devolution Initiative so that it reflects planning agenda items identified through the self study process as well as administrative review. Implementation should support all major units of the university system.

IV.B.3.b. The district/system provides effective services that support the colleges in their missions and functions.

Descriptive Summary—IV.B.3.b.

The OVPCC provides centralized support services in the areas of administrative affairs and academic affairs. The associate vice president (ASV) for community colleges academic affairs is responsible for providing leadership in internal operational policy-making that has impact on the development and implementation of community college systemwide academic plans, goals, objectives, and assessments. This ASV office provides leadership, assistance, and coordination in the areas of academic support services; academic planning, assessment, and policy analysis; career and technical education; student affairs; and workforce development (see evidence #C-18).

The associate vice president for community colleges administrative affairs is responsible for facilitation and coordination in all aspects of administrative affairs for community colleges including budget, human resources, facilities planning and management, and equal opportunity employment/affirmative action. This ASV office provides leadership, assistance, and coordination in the areas of physical facilities, planning and construction; budget and planning; finance and operations; human resources; and equal employment opportunities/affirmative action.

Overall community college repair and maintenance and capital improvement (CIP) are overseen by this office, although CIP is managed at the UH system level by the office of capital improvements, which the BOR established in 2002 to manage major CIP projects on university campuses. Colleges have responsibility for routine maintenance and health and safety issues. Colleges work with consultants to develop long range development plans (LRDPs), which are used by the system to develop capital improvement plans (see evidence #C-18).

The OVPCC is codifying best working practices into policies, which are posted to the newly created community college website with links to meeting minutes, systemwide initiatives, and other resources (see evidence #E-24).
Self Evaluation—IV.B.3.b.

The college climate survey (10c) asked respondents whether the system office is perceived to provide effective services that support the college in its mission and functions. One-third (32.9%) of MCC respondents replied in the affirmative, while another third (32.9%) expressed disagreement; 34.2 percent did not know.

Currently, there are no systematic assessments, other than individual personnel evaluations of administrators, which measure the effectiveness of offices in meeting their functional responsibilities. Findings from the current UH system Devolution Initiative have not yet been made public or acted upon.

Planning Agenda—IV.B.3.b.

- The college will work with the OVPCC to develop methods for evaluating the UHCC System.

IV.B.3.c. The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.

Descriptive Summary—IV.B.3.c.

In accordance with state law, the university submits a biennial budget request, program, and financial plan and program performance reports to the governor and legislature for consideration when the legislature convenes in regular session in every odd-numbered year. A supplemental budget request to amend any appropriation for the current fiscal biennium may also be submitted to the legislature for approval when it convenes in regular session in even-numbered years. Operating and CIP funds for the university are appropriated by major organizational units (UH Manoa, UH Hilo, UH West Oahu, UH community colleges, systemwide support). The statutes governing the State of Hawai`i budget preparation process are primarily reflected under chapter 37 of the Hawai`i revised statutes (see evidence #F-13).

The OVPCC coordinates the budget development and request process for the UHCC system, which is viewed as a single unit in the UH budget. The budget process is grounded in the strategic plans of the UH system, the UHCC system, and the individual colleges. The UHCC strategic planning council (SPC) is the primary body for assuring systemwide participation in the community college strategic planning process. The membership of the SPC consists of the chancellor, faculty senate chair, and student government chair from each college, and the vice presidents and associate vice presidents for the community colleges. The SPC develops a planning context that identifies system budget request categories/clusters by UHCC strategic plan goals and objectives. The community college strategic academic planning process is codified in UHCCP 4.101 (see evidence #E-24).

The development process of the college budget request is described in Standard III of the self study. At the UHCC system level, the seven community college chancellors with support from the associate vice presidents and their staff collaboratively review, categorize, and prioritize the individual college budget requests. Although budget details are maintained at
the individual college level, the community college budget is summarized and consolidated at the UHCC system level.

All major organizational units participate in the university’s stocktaking process and present budget proposals to the UH system biennium budget advisory committee (see evidence #B-14). The stocktaking process provides periodic status and progress reports on the community colleges planning and budget development process. The VPCC and chancellors each give a stocktaking presentation where they explain how the UHCC system colleges are aligning their mission and strategic, academic, and budget plans. Presenters address four questions: 1) How can you better meet state needs? 2) How can you increase student participation and success? 3) How will you know when you have succeeded? 4) How will you fund new initiatives? The 2007-09 presentations are posted on the web (see evidence #C-5 and #C-11).

The biennium budget advisory committee formulates and submits recommendations to the University executive budget committee, which then formulates a draft systemwide budget proposal, subject to consultation on a systemwide basis, and submits a recommended biennium budget proposal to the president for consideration. The president reviews the budget proposal, and then submits the recommended budget proposal to the BOR for final approval. The university’s final BOR approved budget is presented to the governor and legislature for consideration and approval. At their discretion, the governor and legislature may add budget items to address high priority areas of concern of the state.

Although position counts and funding are appropriated by the legislature at the university’s major organizational level (community college system), details on decisions related to individual campus budget requests are provided on legislative worksheets. The practice of the UHCC system has been to appropriate college funds in accordance with legislative intent. While state general funds provide the most significant funding resource for the colleges, other funding resources (e.g., special funds, revolving funds, extramural funds, UH foundation, etc.) are also generated and retained by each college.

The VPCC, in consultation with the council of community college chancellors, has begun discussions on how to allocate UHCC system resources based on program review. In the current legislative session, the community colleges requested funds and positions to directly support the accreditation program review and assessment process at the campuses, as well as flexible resources to differentially allocate across the colleges according to the needs identified in the program review process. Although the request was only partially funded, it did provide resources to consider a limited allocation of resources at the UHCC system level that will be based on a systemwide program review process.

The VPCC has functional responsibility for providing a fair distribution of resources that are adequate to support the effective operations of the community colleges (see evidence #C-18). The work of the VPCC is reviewed by the president for results and effectiveness.

**Self Evaluation—IV.B.3.c.**

The UHCC planning and resource allocation process has broad systemwide participation and is grounded in the various levels of strategic planning. While maintaining campus
appropriations-based legislative intent, the UHCC system is considering an equitable process and alternatives for the allocation of limited resources based upon program review.

The college climate survey (#10d) asked whether the system office provides a fair distribution of resources. Just 20.4 percent of respondents expressed agreement. A large proportion (40.1%) declined to answer, while another sizeable proportion (39.5%) expressed disagreement with the concept of a fair distribution of resources.

Planning Agenda—IV.B.3.c.

- The OVPCC, working with the community colleges council of chancellors, will develop a documented process for allocating specified resources based upon program review at the UHCC system level.

IV.B.3.d. The district/system effectively controls its expenditures.

Descriptive Summary—IV.B.3.d.

The statutes governing the State of Hawaiʻi budget execution process are primarily reflected under chapter 37 of the Hawaiʻi revised statutes (see evidence #F-13). As required by state law, the university implements the budget execution process as provided in the governor’s budget execution policies (available in the OVPCC). While the university is exempt from some of the special requirements set forth in the instructions, the primary fund allocation and control processes are maintained as required. The maintenance of allocations, ceilings, quarterly allotments, and form A-19 approval process provides appropriate monitoring, controls and safeguards in the budget executive process.

The UH financial management information system (FMIS) was implemented on July 1, 1996 and provides the basic mechanism to monitor and control the financial resources of the university. FMIS assures observance of legal requirements, aids in the exercise of budgetary and management controls, and provides financial information pertaining to the various functions of the university.

FMIS is designed to adhere to federal, state, and university requirements, address management information needs, and comply with accounting principles for colleges and universities (see evidence #F-2). The quarterly allotment (form A-19) monitoring and control requirements are programmed in FMIS with transactions and rejections currently maintained at the campus/fund level. A separate project based, expenditure category, contracts and grants module is in place to administer these types of funds. Other funds (e.g., endowments, agency, bond, financial aid, etc.) are also maintained and controlled as appropriate under FMIS.

The VPCC has functional responsibility for ensuring that the community college system effectively controls its expenditures (see evidence #C-18). The work of the VPCC is reviewed by the president for results and effectiveness.
Self Evaluation—IV.B.3.d.

The financial system and the policies and procedures in place sufficiently ensure that the system controls its expenditures.

Planning Agenda—IV.B.3.d.

- No action needed at this time.

IV.B.3.e. The chancellor [UH president] gives full responsibility and authority to the presidents of the colleges [UHCC chancellors] to implement and administer delegated district/system policies without the chancellor’s [UH president’s] interference and holds them accountable for the operation of the colleges.

Descriptive Summary—IV.B.3.e.

The 2005 reorganization of the president’s office, the creation of the OVPCC, and the realigning of functions established a new organizational infrastructure for the UH system of community colleges while retaining the integrity of the individually accredited colleges. In the June 2005 presentation to the BOR the president said, “the new VPCC will be responsible for community college-related system policies, resource allocation within the community colleges, and central service and support for the seven community colleges.” When asked who would control the funding at each of the community colleges, the president said that funding would be influenced by the vice president’s decision, but campus operations and management would be the responsibility of the chancellors. The decision as to how the money is distributed to each of the campuses ultimately would rest with the university president (see evidence #B-4).

Community college chancellors have authority and leadership responsibility for the immediate operation, management, administration, and governance of their campuses within BOR governing and presidential administrative policy (see evidence #F-5). The position description of a chancellor (GE102) gives full responsibility and authority to the chancellor for all administrative and academic matters of the campus (see evidence #F-14).

The VPCC has functional responsibility ensuring that community college chancellors have full responsibility and authority to implement and administer delegated system policies without interference and holds the chancellors accountable for the operation of the colleges. The VPCC evaluates community college chancellors (see evidence #C-18). The work of VPCC is reviewed by the president for results and effectiveness.
Self Evaluation—IV.B.3.e.

The polices and procedures of the university give full responsibility and authority to the chancellors to implement and administer delegated district/system polices without interference and holds them accountable for the operation of the college. The current 2003 chancellor description (GE102) does not include the dual reporting to the president and VPCC reflecting the June 2005 reorganization.

Planning Agenda—IV.B.3.e.

- The college will work with the OVPCC to review and revise the chancellor position description to reflect the dual reporting to the president and VPCC.

IV.B.3.f. The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.

Descriptive Summary—IV.B.3.f.

The OVPCC acts as liaison between the community colleges and the BOR (see evidence #F-14, #C-18). The VPCC serves as an administrative representative to the BOR community college standing committee. When presentations regarding the community college system are made to the standing committee or to the full BOR, it is the VPCC who speaks for the system (see November 2005 and April 2006 BOR standing committee minutes, full BOR minutes). Items forwarded to the BOR for approval, such as the college strategic plan and accreditation self study, are forwarded under the signature of the VPCC. The functional road map provides more detail (see evidence #C-18).

The VPCC is a member of the president’s executive council as well as a member of the ten-campus council of chancellors. The VPCC convenes regular meetings of the seven campus council of community college chancellors (see evidence #E-24).

Self Evaluation—IV.B.3.f.

By position description and functional organization, the OVPCC acts as liaison between the community colleges and the BOR. The July 2005 organization is not reflected in all university policies and procedures.

Planning Agenda—IV.B.3.f.

- The work group is in agreement that each college’s planning agenda make reference to university policies and procedures updated to reflect the 2005 organization. One suggested wording follows:

“The college will work with the OVPCC and UH system to review and revise written policies and procedures to reflect the 2005 Reorganization.”
IV.B.3.g. The district/system regularly evaluates district/system role-delineation and
governance and decision-making structures and processes to assure their
integrity and effectiveness in assisting the colleges in meeting educational goals.
The district/system widely communicates the results of these evaluations and
uses them as the basis for improvement.

Descriptive Summary—IV.B.3.g.

The newly reorganized community college system is compiling best practices and processes
into polices which are posted to the community college website (see evidence #E-24).
Written policies are aligned with BOR and system executive level polices and provide for
regular review and assessment of the policies.

The VPCC and the chancellors have agreed to and made public a functional roadmap. One
of the system’s first polices (UHCCP 1.102 Community College Council of Faculty Senate
Chairs) delineates the role of faculty governance and defines its advisory role to the VPCC
(see evidence #E-24).

A draft policy on strategic academic planning (4.101) is under review by the chancellors with
final approval by the VPCC expected in June 2006. The policy provides for a process and
establishes the community college strategic planning council (SPC) as the primary body for
assuring systemwide participation in the UHCC strategic planning process. The policy
identifies roles and responsibilities and includes the relationship to and responsibility of
campus academic planning.

Self Evaluation—IV.B.3.g.

The current system is in the early stages of developing and defining role-delineation and
governance and decision-making structures and processes to assure their integrity and
effectiveness in meeting educational goals.

Developing systemwide policies, making the policies public, and providing provisions for
regular review and assessment of the policies are seen as good progress toward meeting the
standard.

Planning Agenda—IV.B.3.g.

- The college and the OVPCC will continue to develop, make public, and regularly
  review structures, policies, and procedures for improvement.
EVIDENCE LIST

Maui County
Molokai
Maui
Lanai
Evidence List

The following is a list of evidence and sources used in the self study. A hard copy of most of the evidence listed will be available in the MCC accreditation team room. Most documents will also be available on the web prior to the accreditation visit.

MAUI COMMUNITY COLLEGE

A-1 MCC homepage  [http://maui.hawaii.edu/]
A-2 College catalog  [http://www.maui.hawaii.edu/academics/catalog.html]
A-3 Schedules of classes  [http://www.maui.hawaii.edu/learning/schedule.html]
A-4 Strategic plan 2003-10: mission, vision, strategies, focus groups
[http://www.maui.hawaii.edu/faculty/strategic.html]
A-5 Strategic plan implementation council
[http://www.maui.hawaii.edu/faculty/strategic.html]
http://maui.hawaii.edu/faculty/meeting_minutes.html
A-6 Assessment: SLOs, grids, activities, templates, committees
[http://maui.hawaii.edu/faculty/program_review.html]
A-7 Program review: documents, schedules, templates, data elements
[http://maui.hawaii.edu/faculty/program_review.html]
A-8 Accreditation website  [http://maui.hawaii.edu/faculty/accred.html]

BOARDS & COMMITTEES

B-1 Academic senate  [http://www2.hawaii.edu/~mauigov/]
B-2 Advisory committees (community)
B-3 Associate in Arts (A.A.) committee
B-4 Board of regents - BOR <http://www.hawaii.edu/admin/BOR>
B-5 Chancellor’s advisory council
[http://www2.hawaii.edu/~cdteixei/CAC%20index.html]
B-6 Curriculum committee
[http://www.hawaii.edu/maui/cc/index.html]
B-7 Department chairs
[http://maui.hawaii.edu/faculty/meeting_minutes.html]
B-8 Executive committee  [http://www2.hawaii.edu/~7Ecdteixei/]
B-9 Professional development committee [http://www2.hawaii.edu/~7Emauifsd/]
B-10 Safety & security committee
B-11 Student services  [http://maui.hawaii.edu/academics/catalog.html]
[http://maui.hawaii.edu/faculty/meeting_minutes.html]
B-12 Teaching improvement committee
B-13 Technical support committee - TSC
[http://www2.hawaii.edu/~swansons/TSC_notes/tsc_home.html]
B-14 UH system academic affairs  [http://www.hawaii.edu/offices/app/aa]

COLLEGE DOCUMENTS

C-1 AACJC, WASC correspondence
[www.hawaii.edu/offices/app/memo/maui_rep.pdf]
C-2 Academic development plan (ADP)
[http://mauicc.hawaii.edu/documents/adp/adp.html]
C-3 Associate in Arts (A.A.) proposal
C-4 Banner portal  [https://myuhportal.hawaii.edu/]
C-5 Budget process/relationship overview
[http://maui.hawaii.edu/admserv/budgetfinance/index.html]
C-6 Capital improvement projects (CIP)
[http://www.hawaii.edu/svpa/ep/e8/e8202.pdf]
[http://www.hawaii.edu/svpa/ep/e4/e4201.pdf]

... College Documents listing is continued on the next page
COLLEGE DOCUMENTS – cont’d

C-7 Computer classrooms & software
http://www.hawaii.edu/maui/computing/classrooms.html
http://www.hawaii.edu/maui/computing/

C-8 Credit courses: outlines, SLOs
http://www.hawaii.edu/maui/cc/index.html

C-9 Facilities projects (MCC): pending, completed, deferred; CIP, R&M

C-10 Facilities projects (system): R&M

C-11 Financial plans: strategic, stocktaking
http://maui.hawaii.edu/admserv/budgetfinance/StockTaking0809/UHformC-C1mccFinal.pdf
http://www.hawaii.edu/offices/app/aa/

C-12 First week schedules

C-13 Hazardous waste management plan
http://www.hawaii.edu/ehso

C-14 Library guides
http://www.maui.hawaii.edu/infolit/

C-15 Long range development plan-LRDP

C-16 Molokai outreach center homepage
http://www.hawaii.edu/molokai/

C-17 Program brochures

C-18 Reorganization UH system
http://www.hawaii.edu/vpaa/posts/053105-signed-cc-reorg.pdf

C-19 UH system and UHCC strategic plans
http://www.hawaii.edu/ovppp/stratplansys.html

C-20 Help Desk
http://maui.hawaii.edu/services/counseling

DATA & ANALYSES

D-1 Academic program profiles

D-2 Administrative affairs: data and analyses

D-3 College climate survey
http://maui.hawaii.edu/faculty/accredPDF/CollegeClimateSurvey.pdf

D-4 Community college survey of student engagement - CCSSE
http://www.hawaii.edu/maui/newcontent/CCSSE/CCSSE.html

D-5 Data books
http://www.hbrl-sbdc.org/mcdb.htm

D-6 Data dialogs

D-7 Did You Know? series

D-8 Equipment surveys

D-9 Facilities evaluations

D-10 Graduate and leaver surveys

D-11 IPEDS: data and analyses

D-12 Labor demand: data and analyses

D-13 Management & planning support-MAPS
http://www.hawaii.edu/iro/maps.htm

D-14 National student clearinghouse - NCS

D-15 Needs assessments

D-16 OCET: data and analyses

D-17 Operational data store – ODS

D-18 Outreach: data and analyses

D-19 Perkins core standards
http://maui.hawaii.edu/faculty/program_review.html

D-20 Program health indicators – PHIs
http://maui.hawaii.edu/faculty/program_review.html

D-21 Program reviews
http://maui.hawaii.edu/faculty/program_review.html

D-22 Programs: justifications and analyses
http://maui.hawaii.edu/faculty/program_review.html

D-23 Satisfaction surveys: employer

D-24 Satisfaction surveys: faculty, staff

D-25 Satisfaction surveys: participant (workshops, meetings)

D-26 Satisfaction surveys: student

D-27 Student demand: surveys & analyses

D-28 Student evaluations of instruction

D-29 Taking Notice

D-30 UH annual reports

D-31 UH Center, Maui: data and analyses

D-32 Validity: placement tests

D-33 Grants
http://ors40.ors.hawaii.edu/Rept/ReptMain.htm

D-34 Library statistics

D-35 Chancellor’s executive summary of program review
http://www.maui.hawaii.edu/faculty/program_review
### PROGRAM AREAS

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POLICIES & PROCEDURES

F-1  Academic senate: charter
http://www2.hawaii.edu/~mauigov/charter.htm

F-2  Administrative procedures manual
http://www.hawaii.edu/offices/bor/adminrules/index.html

F-3  Affirmative action plan

F-4  APT contract handbook 1995

F-5  Board of regents (BOR)
http://www.hawaii.edu/svpa/ep/e4/e4201.pdf
http://www.capitol.hawaii.gov/hrscurrent/Vol05_Ch0261-0319/HRS0304/HRS_0304-0004.HTM

F-6  CCCMs
http://www.hawaii.edu/offices/cc/index.html

F-7  Classified/APT staff
http://www.hawaii.edu/ohr/projects/projects.html

F-8  Contract renewal
http://mauicc.hawaii.edu/documents/instructional/dpc_procedures.html

F-9  Curriculum handbook: forms, procedures
http://www.hawaii.edu/maui/cc/index.html

F-10 Department personnel committee-DPC
http://mauicc.hawaii.edu/documents/instructional/dpc_procedures.html

F-11 Executive planning policy
http://hawaii.edu/svpa/ep/e4/e4201.pdf

F-12 FERPA
http://mauicc.hawaii.edu/apm/a700/a7022a.pdf

F-13 Hawai`i statutes
http://www.capitol.hawaii.gov/hrscurrent/Vol05_Ch0261-0319/HRS0304/HRS_0304-0003.htm

F-14 Human resources policies
http://www.hawaii.edu/dhmor/ohr/

F-15 Library standards in higher ed
http://www.ala.org/ala/acrl/acrlstandards/standardslibraries.htm
http://hawaii.edu/ccc/Docs/CCCM_PDF/11000-20194.pdf - search=%22CCCM%20%2311000%22

F-16 Personnel policies
http://www.hawaii.edu/admin/bor/

F-17 RCUH policies and procedures
http://www.rcuh.com/

F-18 State ethics code, chancellor's policy on ethics
http://www.hawaii.gov/ethics
http://www.hawaii.edu/ccc/Docs/CCCM_PDF/2600-040198.pdf

F-19 State personal property procedures
http://www.hawaii.edu/svpa/apm/spp/a8515.pdf

F-20 Student evaluation: policy, procedure

F-21 Student handbook, conduct code
http://maui.hawaii.edu/student/Student Conduct Code 4-05.pdf

F-22 Sunshine law
http://www.hawaii.gov/oip/sunshinelaw.html

F-23 Transfer information
http://www.mau.hawaii.edu/learning/cred.html
http://hawaii.edu/academics/admissions/transfers.html

F-24 Union contract
http://uhpa.org/

F-25 Library documents
PLANNING SUMMARY
Planning Summary

The following is a summary of the Planning Agendas from the self study document.

Standard I: Institutional Mission and Effectiveness

Standard I.A—Mission


- Revisit the mission statement annually to ensure that it correctly defines the college’s educational purposes and commitment to student learning.

- Train the college community at both the administrative and work-unit level to develop a clearer understanding of how the planning processes tie into the mission of the college and to student learning outcomes.


- Revise the frequency of the identification of the action strategies that serve as priorities for the coming year. For the past three years, the college has been identifying priority action strategies annually; however, a two-year cycle may better ensure completion of the actions.

Planning Agenda—I.A.4.

- No action needed at this time. The college will continue to keep its mission as its guide.


- Refine the program review report template to elicit results that are meaningful and useful to the planning and budgeting process.

Standard II: Student Learning Programs and Services

Standard IIA—Instructional Programs
Planning Agenda—II.A., II.A.1., and II.A.1.a.

- Strengthen wherever possible the practice of assessing, dialoguing about, modifying, and continuously improving credit and non-credit programs, courses, and offerings in order to fulfill the college mission to provide high quality education to the people of Maui county. Involve faculty, staff, students, advisory committees, and community members.

Planning Agenda—II.A.1.b. and II.A.2.d.

- No action needed at this time.

Planning Agenda-- II.A.1.c, II.A.2.b., II.A.2.e., II.A.2.f., and II.A.2.i.

- Add additional effective SLOs and assessment tools to courses and programs, especially those in the liberal arts area, and ensure that SLOs are explicit in course syllabi and in the college catalog. This activity will include assisting faculty members as they redefine both course and program SLOs and assessment.

- Complete the development of appropriate assessment practices for all courses and programs.

- Work with the interim assessment coordinator to develop and implement strategies to integrate the assessment work completed thus far with the new UH system program review template and assessment model.

- Expand faculty use of assessment methods; assess student outcomes; and move toward the institutionalization of a continuous improvement model of assessment.

- Develop a process whereby the matriculation, graduation, employment, and other pertinent student data can be gathered on a timely basis

- OCET: Expand exploration of rubrics that could be applied to continuing education classes and programs.

Planning Agenda-- II.A.2., II.A.2.a.

- Update and re-publish the curriculum handbook when the present and future changes regarding template and expectations are institutionalized.

Planning Agenda--II.A.2.c.

- Develop and share additional assessment practices that will allow for the integration and demonstration of students’ knowledge and skills
Planning Agenda—II.A.2.g.

- Develop and implement capstone experiences to ensure attainment of course and program SLOs. These capstone experiences may take different forms, offering student assessment options that validate their achievements and minimize test bias.

Planning Agenda—II.A.2.h.

- Complete the development of appropriate assessment practices for all courses and programs.

Planning Agenda—II.A.3., II.A.3.a.

- Develop an implementation strategy for offering the revised A.A. degree.

Planning Agenda—II.A.3.b.

- No action needed at this time.

Planning Agenda—II.A.3.c.

- Offer additional service learning opportunities for a greater number of students; engage additional community members.

Planning Agenda—II.A.4.

- No action needed at this time.

Planning Agenda—II.A.5.

- Investigate external accreditation, certifications, exams, and advanced degrees, as well as other linkages that could be used to validate student learning outcomes, as appropriate.


- Pursue articulation discussions of Applied Business and Information Technology (ABIT) courses with other university campuses, in particular UH West Oahu; articulation of Hawaiian, Asian, & Pacific Issues courses with UH Manoa; and submission of new or revised MCC courses for articulation within the UH System.

- Complete the implementation of the Star degree audit program.

Planning Agenda—II.A.6.b.

- No action needed at this time.
Planning Agenda—II.A.6.c.

- Create a repository of frequently used images and policies.

- Ensure that MCC faculty and staff are aware of the UH system style guide that is posted on the web by periodically reminding them of its existence.

Planning Agenda—II.A.7. and II.A.7.a.

- Develop and distribute a publication for faculty and staff covering appropriate and needed information.

Planning Agenda—II.A.7.b.

- No action needed at this time.

Planning Agenda—III.A.7.c.

- No action needed at this time.

Planning Agenda—II.A.8.

- Not applicable.

Standard IIB—Student Support Services

Planning Agenda—II.B.1.

- Expand access to counseling services to all students, wherever they are, by increased use of technology to deliver services.

- Use the program review process to expand the number of state-funded positions vis-à-vis federally funded ones.

- Create and institutionalize a counseling department advisory board that will serve as a vital link with the community and other stakeholders.

Planning Agenda—II.B.2.a., II.B.2.b., II.B.2.c., and II.B.2.d

- Offer additional space in the college catalog to the outreach centers to expand upon information that would assist students to meet their learning objectives.
Planning Agenda–II.B.3. and II.B.3.a.

- Determine the amount of time that is spent in addressing access-related inquiries; develop strategies to ensure equitable access for all and determine personnel needs in this area.

- Review outreach center catalog information with outreach coordinators and expand as appropriate.

- Determine priorities for hiring additional personnel before the opening of the new student housing facility so that the needs of resident, non-resident, and international students are met.

Planning Agenda–II.B.3.b.

- Expand the collection and use of assessment data as an essential element in the planning and improvement of student life events, activities, and services.

- Determine whether the learning outcomes (that also reflect CAS guidelines) for student life events, activities, and services are met. Work with institutional researcher to gain statistics.

- Emphasize and support leadership development for student governance leaders through opportunities for participation in co-curricular programs.

- Use the program review process and other means to seek funding for ways to increase the number of student, faculty, and staff participants in service learning and the number of sites where students volunteer in the community.

- Expand and integrate service learning across the curriculum by working with the civic engagement committee of the academic senate.

Planning Agenda–II.B.3.c.

- Use the program review process to obtain legislative funding for additional general funded advisor/counselor positions and convert the current Perkins funded counselors to general funds.

- Provide the educational management team members with advising information sessions so that as they work with students they will be able compose individualized educational plans, explain the proper sequencing of courses, monitor the students’ academic progress, and assist with matriculation.

- Use the program review process or obtain Perkins funds to hire an educational management team coordinator who would, among other duties, initiate a stipend
process, oversee the work currently being done by the teams, and plan strategies for possible expansion to liberal arts students.

Planning Agenda—II.B.3.d.

- Publicize even more widely programs, practices, events, activities, and services that support student understanding and appreciation of diversity.

Planning Agenda—II.B.3.e.

- Create a procedures manual that will be placed at each location where MCC classes are delivered. The contents of the manual will include all agreed-upon testing policies and procedures and any other information that would assist the testing staff to expedite the placement testing process.

- Implement and evaluate for effectiveness modified compass cut-off scores in math and reading.

Planning Agenda—II.B.3.f.

- No action needed at this time.

Planning Agenda—II.B.4.

- Evaluate the comprehensive program review process presently in use by student services and determine if adjustments need to be made, keeping in mind the goal of assessing and improving services to students.

Standard IIC—Library and Learning Support Services

Planning Agenda—II.C.1.

Library

- Use the program review process to request that the evening and Saturday library assistant IV position be moved from temporary to permanent.

- Use the program review process to request a 0.5 ABIT library assistant IV position to provide additional support to undergraduate students in the baccalaureate program.

- Explore the possibility of purchasing wireless laptops equipped with word processing and other software and lending them to students. In order to offset costs, the library could charge rental fees for their use.

- Use expected increases in budgeted funds to purchase computers with full processing capabilities for students to use in the library.
• Add more full-text electronic databases so that MCC distance education students will have remote access to full-text e-books and articles not now available in the outreach centers.

• Use the program review process to obtain a clerk-typist to provide clerical and fiscal support to the library so that library personnel will have more time to spend assisting students and faculty.

**Computing Resources**

• Move with diligence to secure funding for computer and software upgrades and maintenance. If the proposed technology fee does not materialize, follow up on other funding sources that have been identified to upgrade and add computers to the campus.

• Follow up on the completion of the campuswide fiber optic network that will provide broadband networking to the entire campus. Funds have been received, and work is scheduled for completion during fall 2006 semester.

**Learning Resources**

• Re-assess goals for the coming year; reduce services if necessary to maintain quality of services to students and faculty.

• Engage TLC staff in developing student learning outcomes and assessment devices that can be analyzed to improve TLC services.

• Use the program review process to obtain an increase in tutors so that the tutoring needs of students will be met on a timely basis.

• Work with computing services to find funding to replace TLC computer monitors so that students and college programs will be effectively served.

• Use the program review process to obtain a testing coordinator to handle the growing numbers of tests given at TLC. In addition to serving student test-takers quickly and efficiently, the coordinator would produce up-to-date testing statistics that could be used in a timely manner to improve TLC services or as evidence for future grants.

• Use the program review process to obtain a half-time clerk position so professional staff members will have more time to work with students, present study skills workshops and TLC orientations, serve on college committees, and complete administrative duties, such as program reviews.

• Coordinate hours with the Ka Lama computer center and the library so that students have access to support services in as wide a period of time as possible.
Planning Agenda--II.C.1.a.

Library

- Replace three to five percent of the library’s collection every year. Each librarian will purchase for appropriate subject areas, plus Hawaiiana, reference, outreach centers, new curriculum and programs, and replacement of dated and lost or stolen materials.

- Purchase needed books, materials, and shelving for the outreach sites of Molokai, Lana’i, Hana, Kihei, and West Maui.

- Research possible funding sources for a 24-bay mobile wireless lab for classroom and library use. When not in use in the library classroom, computers will be available for individual student use in the library.

- Purchase microfilm digital reader/printer, which converts microfilm to digital images for email, integration into a word document, or printing of the images. This enhancement will make it possible to send Microfilm digital images to students at the outreach sites.

- Provide a public color photocopier with coin box. Students have requested color copies for their assignments in art, geography, science, nursing, agriculture, and marine science, as well as other classes, and many of the color plates they need to copy are in reference or reserve books that do not circulate. Users could be charged a dollar each copy; this could be a revenue source for the library.

Computing Resources

- Establish a computer user help desk.

- Actively explore open source alternatives to expensive and proprietary software. Create a clearinghouse for suggesting alternative software and hardware for faculty and staff.

- Develop increased levels of training for students, faculty, and staff that will support student learning.

- Include faculty in computer planning and purchasing decisions to be based upon how well the new equipment enhances student learning and supports the mission of the college.

Learning Resources

- Use the program review process to establish a way to fund the replacement of computer hardware on a regular basis.

- Purchase innovative software and learning materials to enhance student learning.
• Provide DVD players and color TVs for students to view taped cable and Hawaiʻi Interactive Television System (HITS) classes as well as educational DVDs.

• Purchase a magnetic stripe reader to implement a sign-in card reader system.

• Explore funding sources to purchase laptops for students to use in TLC’s wireless environment.

Planning Agenda--II.C.1.b.

Library
• Develop a collaborative program of information literacy instruction, involving teachers and library faculty and including outreach sites.

• Use the program review process to obtain a full-time information literacy instruction librarian who would provide both classroom and individual instruction for students, faculty, and staff. Since the library instructional program has grown, this position is needed to supervise and develop the program as well as to provide instruction, instructional materials, and curriculum development.

• Provide laptops for the library classroom. When not in use there, they could be made available at the circulation desk for student use in the library. Rental of the laptops to community users in the library would provide a small source of income for maintenance and repair.

• Use the library classroom for credit and non-credit library skills and research classes. Income would be generated by the non-credit class fees in addition to regular tuition. These classes could be marketed to other schools and colleges in the area that do not have adequate library services.

• Equip the library classroom with a Smart Board and ELMO and a laptop for the instructor.

Computing Resources
• Explore funding sources for student help in all laboratories, including those in outreach sites.

Learning Resources
• Fill the TLC director position that has been vacant for four and one-half years.

• Seek funds to increase student assistant help in tutorial and computer services, including the outreach sites.

• Use the program review process or other means to replace computer hardware on a regular basis so that students develop current skills in information competency.
- Explore funding sources to purchase laptops for students to use in TLC’s wireless environment.

**Planning Agenda--II.C.1.c.**

**Library**
- Partner with TLC and the Ka Lama computer center to coordinate hours and services so that students have the broadest possible access to services.
- Work closely with the outreach coordinators to more accurately determine their staffing, library resource, and research needs and how to meet them.
- Use the program review process to add funds to the library budget to expand outreach center library holdings.

**Computing Resources**
- Coordinate with the library, Ka Lama computer center, and TLC to maximize the availability of computing resources to students.
- Use program review process to add funds to hire student assistants for the Ka`a`ike computer laboratories and those at the outreach sites so that they can be made accessible to all students when not in use for classes.
- Work closely with the outreach coordinators to more accurately assess and determine computing resource needs and how to meet them. This process will include establishing a schedule for the new computer technician to service all the education centers on a rotating basis.

**Learning Resources**
- Coordinate hours of operation and services with the library and the Ka Lama computer center so that students have access to as broad a range of services as possible throughout the day, evening, and Saturdays.
- Support funding to increase the number of peer tutors trained to read online writing lab papers so feedback is given in a timely manner.
- Use the program review process to obtain a testing coordinator to organize and support testing services for the campus.

**Planning Agenda--II.C.1.d.**

**Library**
- Use the program review process to obtain an APT housed in the computing center to provide service to the Pharos pay-for-print system.
• Use the program review process to obtain an APT library systems services position to maintain the library’s specialized databases and the Hawai‘i Voyager operating system, along with electronic equipment.

• Use the program review process and research other possible funding sources to replace and upgrade the current 3-M checkpoint security system so that library materials will be secure.

• Replace aging main entrance and exit doors with handicapped accessible doors. At present, handicapped students have difficulty opening the doors or cannot open them without assistance.

Computing Resources
• Use the program review process to obtain adequate funding for computing services staffing, equipment, and maintenance needs to support student learning.

• Use the program review process to obtain funds for student laboratory assistants for the Ka`a`ike laboratories and possibly for the outreach areas.

• Pursue the adoption of alternatives to Windows software with its inherent security flaws. In many cases, open source software has been much more robust, resilient, and resistant to security breaches.

Learning Resources
• Support funding requests to adequately staff computing services.

• Use the program review process to obtain a testing coordinator to organize and support testing services for the campus.

Planning Agenda--II.C.1.e.

Library
• Use the program review process to secure funding to purchase needed future electronic databases through consortial agreements.

• Network with the consortium and explore new areas for sharing resources in addition to electronic databases, such as books, periodical subscriptions, software, and equipment.

Computing Resources
• Strengthen the collaboration between ITS and MCC that is working well to meet student computing needs.
Learning Resources
- Strengthen the collaboration with UHCC colleagues, ensuring that policies and procedures are consistent across the UH system.
- Strengthen the sharing of services and resource information with DOE and community partners.

Planning Agenda—II.C.2.

Library
- Analyze and use results in the annual program review of the library to improve services.
- Purchase the Survey Monkey license so that online surveys can be expanded and made available to students in all locations.
- Elicit feedback from focus groups on ways to improve library services.

Computing Resources
- Include questions about software and hardware preferences in the annual computing services survey.
- Ensure that the head of computing services continues to serve as a member of the technical support committee so that information about ways to improve services is immediately available to be acted upon.
- Include a student survey and evaluation of the Ka Lama computer center on the website; use results of the annual program review to improve services.

Learning Resources
- Submit the TLC annual program review and the comprehensive program review as scheduled. Use results to improve services and to obtain needed staff and equipment.
- Review suggestions and comments from TLC’s evaluation form and online survey in a timely fashion, and use them to improve services.

Standard III: Resources

Standard IIIA—Human Resources

- Research the possible types of non-equitable treatment for which 26.9 percent of the college climate survey respondents indicated concern.
Planning Agenda--III.A.1.b.

- Dialogue about ways to implement a collegewide evaluation of administrators on an annual or bi-annual basis. In recent years evaluations have been conducted online through the UHCC system office.

- Implement procedures that will allow the college to follow through on the post-tenure evaluation of faculty, as addressed in the UHPA contract.

- Develop MCC procedures for evaluation and review of faculty that will take the place of those from the UHCC system office. Some procedures are on the college website (see evidence #F-10). Additional policies and procedures to be written and adopted include: 1) specific timelines for the processing of student evaluations by department secretaries; 2) procedures for reporting evaluation results to department chair and individual faculty; 3) types of concerns that can be handled between the faculty and department chair; 4) types of problems or concerns that should be discussed with the VC academic affairs.

- Explore the consolidation of student evaluation forms and look into the possibility of using an online survey service similar to the ones currently used for the evaluation of administrators.

- Refine and improve collegewide effectiveness in evaluations. Expand workshops that teach skills in conducting evaluations that lead to improvement in performance.

Planning Agenda--III.A.1.c.

- Ensure that the SLO and assessment process is completed in the remaining courses.

- Offer regularly scheduled workshops and presentations from experts in the creation of effective SLOs and assessment practices.

Planning Agenda—III.A.1.d.

- Ensure that the professional ethics code is readily available to all.

Planning Agenda—III.A.2.

- Upgrade lecturers to faculty positions in various disciplines and fill vacancies in both the teaching and classified staff as funds are appropriated and released.

- Address the issue of relying on casual and emergency hires to meet current workload. A convincing argument must be put forth to the state legislature to increase the number of permanent clerical, counseling, library, classified, and operations and maintenance positions, a number of which are in the biennium budget 2007-09.
Planning Agenda—III.A.3., III.A.3.a., and III.A.3.b.

- Use the program review process to validate requests for faculty and staff positions across the college.

- Expand screening committee training.


- Monitor and update the affirmative action plan on a regular schedule.

- Expand efforts to hire under-represented minority groups.

Planning Agenda—III.A.5. and III.A.5.a.

- Encourage faculty, staff, and administrators even more strongly to take advantage of professional development opportunities. The considerable cost in time and money traveling to workshops and conferences on the mainland means more professional development activities need to be provided closer to home.

- Expand the partnership with the Maui Writers Conference, an annual world-class event attended by top writers, editors, agents, and publishers. For the past several years, MCC students, faculty, and staff have had access to videotaped sessions of the conference. The tapes are made available for classroom use. Also, a number of students and faculty who volunteer their services at the conference receive free admission to conference presentations.

- Set up a website where faculty, staff, and administrators can share their educational experiences; make it a condition for receiving professional development funding.

Planning Agenda—III.A.5.b.

- Increase the number of professional development activities on campus. Review evaluations of these activities to make sure that the activities are relevant and worthwhile. Make changes as indicated.


- Expand and assess the program review process collegewide.
Standard IIIB—Physical Resources

Planning Agenda—III.B., III.B.1., and III.B.1.a.

- Fill two new janitor positions for the Kahului campus and one general laborer for the Molokai center funded by recent legislative action. Handle repairs and maintenance also funded.


Planning Agenda–III.B.1.b.

- Re-submit a request in the biennium budget 2007-09 for full funding to provide a complete second security guard for the Kahului campus, as well as additional security coverage at the college’s student housing site for eight hours per night, seven days per week. The added security coverage will improve surveillance over the 78-acre campus.

- Take steps to bring even more of a police presence on campus, in addition to the Maui police department substation located on the Kahului campus. Even something as simple as requesting that police officers drive into campus via the back parking lot and then continue driving around to the substation located in the front parking lot could deter any potential car break-ins or car theft.

Planning Agenda–III.B.2. and III.B.2.a.

- Publish the long range development plan, either graphically on the MCC website or through large diagrams placed in the new cafeteria building or administrative offices. This would provide awareness and encourage increased input from all departments. (This will occur when the document is approved by the UH Board of Regents.)

Planning Agenda–III.B.2.b.

- No action needed at this time.

Standard IIIC—Technology Resources

Planning Agenda–III.C., III.C.1., and III.C.1.a.

Computing Resources

- Use the program review process to address staffing issues. The current shortages are adversely affecting the ability of computing services to achieve its mission.
• Use the program review process to obtain funding of a computing services electronics technician position. Funding from the 2006 legislative session may make it possible to hire a campuswide 1.0 information technology specialist during the fall of 2006.

• Use the program review process or other means to obtain funding for computer and software upgrades and maintenance, if the proposed technology fee does not materialize. Some of the immediate needs for faculty office computers will be met using funds that were appropriated in the spring 2006 legislative session. This funding may also allow for the addition of updated presentation equipment to more classrooms on campus to better meet the education needs of students.

• Use newly available funds to complete the campuswide fiber optic network and provide broadband networking to the entire campus.

• Hire the full-time non-tenure track faculty position in instruction design that was requested in the biennium budget 2007-09. This position could be filled on a temporary, non-tenure track basis as soon as fall 2006

Media Resources
• Fill the vacant APT media specialist position, using the 2006 state legislature appropriations for electricity costs.

• Hire APT media and/or information technology specialists to staff the education centers in Kihei, West Maui, Lana`i, and Molokai.

Planning Agenda–III.C.1.b.

Media Services
• Assist with improving student learning by expanding faculty and staff access to new technology.

• Offer additional training sessions to improve faculty and staff use of the technological tools and resources the media center offers. This would include workshops and individual training sessions.

• Improve communications to faculty and staff via email announcements, media website updates, and media center blog to keep faculty and staff informed of equipment and technology improvements or changes in the center’s operations.

Computing Resources
• Establish a computer user help desk to address needs of students, faculty, staff, and administrators. This request is in the current biennium budget to be implemented summer 2007.

• Create a clearinghouse for suggesting alternative software and hardware for faculty and staff. The technical support committee is addressing this need.
• Develop increased levels of training. This need will be addressed with the hiring of an instructional designer in fall 2006.

Planning Agenda—III.C.1.c.

• Seek extramural equipment funds and donations. Investigate increasing user-based fund generation in the form of lab fees, user fees, and tuition increases. A number of request for equipment are in both the general funds and tuition & fees fund of the biennium budget 2007-09. Some immediate equipment upgrades and purchases may be made during summer and fall of 2006 using 2006 legislative session appropriations.

Planning Agenda—III.C.1.d.

Media Services

• Work through the program review process to fund new technologies, including BitTorrent and iPod encode.

Planning Agenda—III.C.2.

• Ensure that technology planning is included in the overall institutional planning and budgeting process.

Standard IIID—Financial Resources

Planning Agenda—III.D., III.D.1., and III.D.1.a.

• Broaden the successful strategies that have resulted in widespread college involvement in the budget process.

• Codify the financial planning process in order to clarify the issues for the college community.

Planning Agenda—III.D.1.b.

• Pursue creative partnerships and major grants to provide external funding for academic programs and student support. Some examples are public-private partnerships with Maui Electric Company to address areas of alternative energy and energy efficiency and with Agora Reality to construct a new student-housing complex. A federal Housing and Urban Development (HUD) grant will fund the construction of a native Hawaiian center building.

• Recruit non-resident students, both internationally and on the U.S. mainland. These students will help to fill the new student-housing complex and will pay higher non-resident tuition rates. The money can be used to fund essential programs and activities for all MCC students.
Planning Agenda–III.D.1.c.

- Use the current long-term strategic plan deficit reversal plan and process for rebuilding a three percent (3%) reserve. Current economic prosperity within the State of Hawai‘i and the generous support of the state legislature will allow the college to move forward with this plan immediately.

Planning Agenda–III.D.1.d.

- Build on the progress already made in this area; continue to invite all constituencies to participate in the development of institutional plans and budgets.


- Discuss with financial authorities who complete internal and external audits the possibility of establishing a clear link between the audit process and student learning outcomes.

Planning Agenda–III.D.2.b.

- Ensure that financial information is available throughout the college. Discuss using the website that has been established for administrative services to disseminate budget information even further.

Planning Agenda—III.D.2.c.

- Move ahead with the MCC long-term strategic plan’s established deficit reversal plan and process for rebuilding a three percent reserve. Current economic prosperity within the State of Hawai‘i and the generous support of the state legislature will allow the college to move forward with this plan immediately.

Planning Agenda–III.D.2.d.

- Pursue biennium budget 2007-09 requests for two administrative professional technical (APT) positions of institutional support specialist and one fiscal support specialist APT position to support the food service component of the culinary arts program.

- Pursue the biennium budget request for a half-time fiscal support specialist APT position to assist with procurement, personnel and fiscal matters directly related to the nursing program.

Planning Agenda–III.D.2.e.

- Build upon the successful efforts put forth in the area of the foundation and auxiliary funding.
Planning Agenda–III.D.2.f.

- Expand current success in this area under the careful oversight of the VC academic affairs.
- Ensure that business office personnel receive ongoing training in policies and procedures established by the UH system.

Planning Agenda–III.D.2.g.

- Expand efforts in this area, using annual and comprehensive program reviews from all academic and non-academic programs and departments.

Planning Agenda–III.D.3.

- Enhance the process of annual and comprehensive program reviews by awarding assigned time during the academic year or summer compensation for program coordinators. A request for 2.25 positions for program review and program improvement was funded during the 2006 legislative session.

Standard IV: Leadership and Governance

Standard IVA—Decision-Making Roles and Processes

Planning Agenda—IV.A.

- No action needed at this time.

Planning Agenda—IV.A.1., IV.A.2., IV.A.2.a., and IV.A.2.b.

- No action needed at this time.

Planning Agenda—IV.A.3.

- Post on the web in a timely manner all pertinent minutes of college meetings, including the academic senate and its constituent groups.
- Follow the current academic senate charter and communicate with academic senate members and the college at large on a timely basis. When needed, appoint a committee to update the academic senate charter and align it with college organization.
- Work proactively with the college administration to implement the college leadership resolution; ensure that any resolutions passed by the academic senate are presented to administrators and responses are reported back to the academic senate.
• Expand dialogue, both within the academic senate and collegewide, on the issue of MCC’s offering additional four-year degrees.

Planning Agenda—IV.A.4.

• No action needed at this time.

Planning Agenda—IV.A.5.

• Working together, the MCC administrative team and collegewide leadership will develop a process that regularly evaluates governance and decision-making structures and processes.

Standard IVB—Board and Administrative Organization

Planning Agenda—IV.B.1. and IV.B.1.a.

• No action needed at this time.

Planning Agenda—IV.B.1.b.

• No action needed at this time.

Planning Agenda—IV.B.1.c.

• No action needed at this time.

Planning Agenda—IV.B.1.d.

• No action needed at this time.

Planning Agenda—IV.B.1.e.

• The college and the Office of Vice President for the Community Colleges (OVPCC) will work with the BOR to establish regular review of BOR policies and procedures.

Planning Agenda—IV.B.1.f.

• The College and the OVPCC will work with the BOR to formalize its orientation procedures for new regents.

Planning Agenda—IV.B.1.g.

• The college and the OVPCC will work with the BOR to develop and implement a clearly defined process for evaluation and assessment of BOR performance.
Planning Agenda—IV.B.1.h.

- No action needed at this time.

Planning Agenda—IV.B.1.i.

- The college and the OVPCC will work with the BOR to assist the BOR in becoming more involved and informed with the accreditation process.

Planning Agenda—IV.B.1.j.

- No action needed at this time.

Planning Agenda—IV.B.2., IV.B.2.a., IV.B.2.b., and IV.B.2.d.

- Ensure that assessment and program review activities increasingly guide the college’s decision-making processes.

- The chancellor, his administrative team, and the constituent groups engaged in the strategic planning process will work together to further develop and revise the strategic planning process to integrate assessment, planning priorities, and the budgeting and resource allocation processes.

Planning Agenda—IV.B.2.c.

- No action needed at this time.

Planning Agenda—IV.B.2.e.

- No action needed at this time.

Planning Agenda—IV.B.3. and IV.B.3.a.

- The college and the OVPCC will continue to refine the functional responsibilities of the system and make public the information.

- The college and the OVPCC will work with the UH system concerning the Devolution Initiative so that it reflects planning agenda items identified through the self study process as well as administrative review. Implementation should support all major units of the university system.

Planning Agenda—IV.B.3.b.

- The college will work with the OVPCC to develop methods for evaluating the UHCC System.
Planning Agenda—IV.B.3.c.

- The OVPCC, working with the community colleges council of chancellors, will develop a documented process for allocating specified resources based upon program review at the UHCC system level.

Planning Agenda—IV.B.3.d.

- No action needed at this time.

Planning Agenda—IV.B.3.e.

- The college will work with the OVPCC to review and revise the chancellor position description to reflect the dual reporting to the president and VPCC.

Planning Agenda—IV.B.3.f.

- The work group is in agreement that each college’s planning agenda make reference to university policies and procedures updated to reflect the 2005 organization. One suggested wording follows:

“The college will work with the OVPCC and UH system to review and revise written policies and procedures to reflect the 2005 Reorganization.”

Planning Agenda—IV.B.3.g.

- The college and the OVPCC will continue to develop, make public, and regularly review structures, policies, and procedures for improvement.