

**UNIVERSITY OF HAWAI'I
Kapi'olani Community College
4303 Diamond Head Road
Honolulu, HI 96816**

Follow Up Report

**Submitted to the Accrediting Commission for Community and
Junior Colleges
Western Association of Schools and Colleges
March 15, 2016**



UNIVERSITY of HAWAI'I®
KAPI'OLANI
COMMUNITY COLLEGE

Date: March 15, 2016

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

From: Leon Richards
Kapi'olani Community College
4303 Diamond Head Road, Honolulu, HI 96816

I certify there was broad participation in the preparation of this Follow-Up Report and believe the Report is an accurate reflection of the nature and substance of this institution.

Signature:

 3/3/16
John Morton, Vice President for Community Colleges, University of Hawai'i (date)

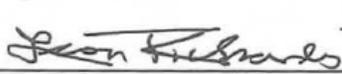
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I certify there was broad participation in the preparation of this Follow-Up Report
and believe the Report is an accurate reflection of the nature and substance of this
institution.

Signatures:

 3/3/16

Leon Richards, Chancellor, Kapi'olani Community College (date)



3/9/16

Joanne Whitaker, Accreditation Liaison Office, Kapi'olani Community College (date)

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Preparation of the Report

The Commission's February 5, 2016, letter to Chancellor Leon Richards was disseminated to members of the Chancellor's Advisory Council (CAC) and members of the CAC Workgroup on Accreditation on February 9, 2016. In preparing the response to the letter requiring the Follow-Up report, the Vice Chancellor for Academic Affairs (VCAA) reviewed Standard III.A.1.c with the College's Accreditation Liaison Officer. The VCAA consulted with the Faculty Senate Chair in determining the degree to which the Faculty Senate guidelines had been incorporated into existing guidelines for faculty self-assessment documents. The Department Chairs provided reports on the completion of faculty five-year reviews as well as reports on the completion of lecturer self-assessments. Finally, the Human Resources Office and the Chancellor's Office provided reports on the completion of contract renewals and tenure/promotion documents by full-time faculty.

Response to the Commission Action Letter

In its February 5, 2016, letter to Chancellor Leon Richards, the Commission required the College to submit a Follow-Up Report that "should provide evidence that demonstrates the College meets Standard III.A.1.c and consistently adheres to UH policy for all faculty evaluations (full- and part-time)."

Standard III.A.1.c states "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."

The College meets this standard. The evaluation of full-time faculty and part-time faculty (lecturers) includes their reporting on their effectiveness in students' attainment of learning outcomes (course learning outcomes are also called competencies at the College). This requirement follows from University of Hawai'i Community College Policy 9.104 ([link](#)¹, for lecturers, promulgated November 2013) and UHCCP 9.203 ([link](#)², for faculty, promulgated November 2013) and Kapi'olani Community College's 9.104 and 9.203 (approved June 2014), procedures for the campus-specific implementation of the related UHCC policies.

In brief, the policies explicitly refer to the role of learning outcomes in the evaluation of both lecturers (UHCCP #9.104) and full-time faculty (UHCCP #9.203) in the following manner:

¹ Kapi'olani Community College, "UHCCP 9.104 Lecturer Evaluation", Archive Link: <http://hdl.handle.net/10790/2316>

² Kapi'olani Community College, "UHCCP 9.203 Faculty Five Year Review", Archive Link: <http://hdl.handle.net/10790/2317>

UHCCP #9.104 ([link](#)³, p. 2) states:

“Lecturers are expected to follow the course, program and institutional student learning outcomes and assessment methodologies as adopted by faculty members for the courses they teach.” “Minimally, the lecturer evaluation submittal must include one peer evaluation, results of student evaluations for all classes taught, and a self analysis of: (a) Degree of attainment of student learning outcomes in the classes taught.” (emphasis added)

UHCCP #9.203 ([link](#)⁴, p. 1) states:

“ ... in accordance with Board of Regents policy, all community college faculty are evaluated at least every five years. These evaluations are based on the faculty classification plan which documents faculty expectations at each rank”

The stated SLO-related expectation according to the “Primary Responsibilities of Faculty” in the Faculty Classification Plan ([link](#)⁵, p. A-3 in Tenure/Promotion Guidelines) is:

“Community College faculty members should strive for excellence in the performance of their primary responsibilities. Where appropriate, they design measurable or observable learning outcomes and assess and provide evidence of student learning” (emphasis added).

Furthermore, the tenure and promotion guidelines describe the criteria for tenure and include the following statements (pp. T3-T4, emphasis added):

“The Community Colleges Classification Plan has been appended for your information and use. It is also important to include in your dossier a discussion of the following: (1) your own philosophy and goals regarding teaching (counseling, or appropriate area of instructional support); (2) your perceptions about the students we serve, including their needs and aspirations¹; (3) a concise self-analysis of how you have responded to these educational needs, including a self-analysis of the degree of attainment of student learning outcomes in the classes taught; and (4) the possible impact and contributions you have made toward achieving your professional objectives and meeting your students' needs.”

After much campus-wide dialogue, Kapi‘olani’s campus-specific procedures were approved at a meeting of the Chancellor’s Advisory Council in June 2014. The details of the dialogue were included in the College’s October 2015 Mid-Term Report. Since

³ Kapi‘olani Community College, "UHCCP 9.104 Lecturer Evaluation", Archive Link: <http://hdl.handle.net/10790/2316>

⁴ Kapi‘olani Community College, "UHCCP 9.203 Faculty Five Year Review", Archive Link: <http://hdl.handle.net/10790/2317>

⁵ Kapi‘olani Community College, "Tenure Promotion Guidelines 2013-2014", Archive Link: <http://hdl.handle.net/10790/2314>

the original promulgation, UHCCP 9.203 has been revised, as have the campus-specific implementation procedures. Changes were made to the reporting timeline for five-year review submissions ([link](#)⁶).

Thus the official University of Hawai'i Community College policies and faculty evaluation guidelines both refer to the role of faculty in assessing student learning outcomes and, in turn, the role of that assessment in the evaluation of the faculty. The following section outlines the College's ongoing implementation of these policies.

Adopting, implementing and adhering to the UH Policies to include, as a component, effectiveness in producing learning outcomes

With the approval of the campus-specific procedures (K 9.104 and K 9. 203), the academic and student affairs units were tasked with carrying out the implementation procedures.

Lecturer Self Assessments (K 9.104)

All the departments were required to revise their procedures and templates for the evaluation of lecturers to comply with the new UHCC policies and campus procedures. The guidelines were to include requirements for the lecturer to address the degree of attainment of student learning outcomes. Below are samples of these requirements from three departments, representing each of the academic clusters as well as Kahikoluamea, the department that offers courses and support for developmental students ([link](#)⁷, [link](#)⁸, [link](#)⁹, [link](#)¹⁰).

From Languages, Linguistics & Literature (Arts & Sciences Cluster) and Nursing (Health Education Cluster): "What strategies, methods, materials, and/or assignments did you employ to create a positive learning environment and to assist students in achieving the course competencies? How well did your students attain these competencies? How do you know?"

From Hospitality & Tourism (CTE Cluster): "Minimally, the lecturer evaluation

⁶ Kapi'olani Community College, "K9.203 Faculty Five-Year Review Procedures - Rev June 2015", Archive Link: <http://dspace.lib.hawaii.edu/handle/10790/2660>

⁷ Kapi'olani Community College, "HOST lecturer self assessment", Archive Link: <http://dspace.lib.hawaii.edu/handle/10790/2658>

⁸ Kapi'olani Community College, "LLL Guidelines for Lecturer Self Assessment", Archive Link: <http://dspace.lib.hawaii.edu/handle/10790/2665>

⁹ Kapi'olani Community College, "Nursing Guidelines for Lecturer Self Assessment", Archive Link: <http://dspace.lib.hawaii.edu/handle/10790/2666>

¹⁰ Kapi'olani Community College, "Kahikoluamea Guidelines for Lecturer Self Assessment", Archive Link: <http://dspace.lib.hawaii.edu/handle/10790/2662>

submittal must include one peer evaluation, results of student evaluations for all classes taught, and a self-analysis of: ... Degree of attainment of student learning outcomes in the classes taught.”

From Kahikoluamea (Developmental Education): “How do you see your course in relation to the College’s General Education Student Learning Outcomes? Which GSLO do you think your course/courses meet and at what level? (see below, General Education Student Learning Outcomes. Be aware of which GLSOs are identified as targets in the course outline of the course you are teaching) How do you know? Describe assessment methods used and share any relevant data.”

Sample lecturer responses to these prompts for self analysis are included to demonstrate that lecturers did include attainment of course-level outcomes as part of their performance evaluation. In the most recent cycle of lecturer self assessments (April 2015), 139 lecturers completed the process, which represents 94% of all lecturers required to submit self assessments. In the two departments where less than 100% of the eligible lecturers completed the process, changes in the process are being implemented to assure completion by all lecturers by April 1, 2016, the next scheduled deadline ([link¹¹](#), [link¹²](#), [link¹³](#)).

Faculty Five-Year Review Policy (K 9.203)

The five-year review policy requires that faculty be evaluated every five years. This evaluation can be completed through the submission of a self-assessment dossier for contract renewal (for probationary and temporary faculty), tenure/promotion, or departmental five-year review.

The question of the role of learning outcomes assessment in the evaluation of faculty has been a source of concern among the faculty. In an attempt to bring clarity to the question, the Faculty Senate scheduled an open forum on April 9, 2014, to which University of Hawai’i Community College Vice President John Morton and University Of Hawai’i Professional Assembly Executive Director J.N. Musto were invited. The dialogue between VP Morton and Executive Director Musto, as well as the interaction with the faculty in attendance, provided the context and the clarity that the faculty were seeking. Subsequent to this forum, in the first year of the implementation of K 9.203, the Faculty Senate submitted a formal resolution to the Chancellor dated May 5, 2014, with “guidelines for presenting evidence of involvement with assessment and improvement of student learning as a component in faculty self-evaluation documents such as Contract Renewal, Tenure &

¹¹ Kapi‘olani Community College, “ESOL lecturer self assessment”, Archive Link: <http://dspace.lib.hawaii.edu/handle/10790/2668>

¹² Kapi‘olani Community College, “Health Sciences lecturer self assessment”, Archive Link: <http://dspace.lib.hawaii.edu/handle/10790/2657>

¹³ Kapi‘olani Community College, “Kahikoluamea lecturer self assessment”, ”, Archive Link: <http://dspace.lib.hawaii.edu/handle/10790/2663>

Promotion, Lecturer Assessment, and Post-Tenure Review” ([link](#)¹⁴). This document includes questions adapted from the section addressing Standard III.A.1.c. in the ACCJC Guide to Evaluating Institutions, July 2013, to guide the faculty in developing their self-assessment documents:

1. What is your role in producing student learning outcomes?
2. What deep thinking have you, as an individual and with your colleagues, engaged in about how well students are learning? What measures have you, again individually and collectively, created or selected to measure that learning?
3. What discussions have you had about how to improve learning? What plans have you made?
4. What changes have you made in your methodologies to improve learning?
5. If you teach, what changes in your course content or sequencing have resulted from analysis of how well students are mastering course content?
6. How have you engaged in professional development toward the development and assessment of student learning outcomes?

In an effort to implement the Faculty Senate resolution in as timely a manner as possible, in August 2014, the Chancellor approved a suggestion by the Vice Chancellor for Academic Affairs to append these guidelines to the existing departmental guidelines for five-year review as well as to the campus-wide contract renewal guidelines. More recently, the Faculty Senate has integrated the above suggestions for presenting evidence of student learning directly into the contract renewal guidelines ([link](#)¹⁵, p. 4).

Contract Renewals

All probationary faculty and faculty on annual renewable contracts must submit contract renewals by September 15, according to schedules specified by the University of Hawai'i Professional Assembly (UHPA) Collective Bargaining Agreement. In completing these documents, faculty follow campus-wide guidelines ([link](#)¹⁶).

In 2014-2015, all eligible faculty (39) submitted self-assessments for contract renewal. In 2015-2016, contract renewal dossiers were submitted by all eligible faculty (40). Attached are samples of how faculty reported their involvement in the

¹⁴ Faculty Senate, "Resolution 05052014-9: Guidelines for the Use of Learning Outcomes Assessment in Faculty Evaluation", Archive Link: <http://hdl.handle.net/10790/2267>

¹⁵ Kapi'olani Faculty Contract Renewal Guidelines - Rev 2016", Archive Link: <http://dspace.lib.hawaii.edu/handle/10790/2664>

¹⁶ Kapi'olani Community College, "Kapi'olani Faculty Contract Renewal Guidelines - Rev 2016", Archive Link: <http://dspace.lib.hawaii.edu/handle/10790/2664>

assessment of student learning in the most recent contract renewal dossiers submitted ([link¹⁷](#), [link¹⁸](#)).

Tenure/Promotion

The process whereby faculty are granted tenure and/or promotion is guided by the University of Hawai'i Community Colleges and subject to the UHPA Collective Bargaining Agreement. Directives on the document submitted by eligible faculty come from the UHCC Classification Plan and the Guidelines for Tenure/Promotion documents, which include a requirement to report on the degree of attainment of student learning outcomes, as referenced in the previous section. Faculty submitting self-assessments must report on their involvement in the assessment of student learning in these documents.

In 2014-2015, 28 faculty submitted tenure and/or promotion dossiers in October of that year. Nine of the 28 submissions were for tenure and promotion and represent 100% of the eligible faculty. In 2015-2016, an additional 28 faculty submitted documents. Of the 28 most recent submissions, two were for tenure only and 15 were for tenure and promotion. Those 17 submissions represent 100% of the eligible faculty. No sample documents are available at this time. The 2014-2015 dossiers have already been archived, and the review of the 2015-2016 dossiers is still in progress.

Five-Year Review Process

If faculty do not submit contract renewals or tenure/promotion documents within a five-year span, they are required to complete five-year reviews at the department level. Per UHCCP 9.203 and the College's procedures to implement the policy on five-year review (K 9.203), the evaluations must measure faculty performance against the faculty classification plan and the expectations for their rank: "These evaluations are based on the faculty classification plan, which documents faculty expectations at each rank."

Given that the classification plan and expectations outline the faculty's role in the assessment of learning outcomes, as noted above, the departmental guidelines for five-year reviews also require such reporting. Below are excerpts from two departmental guidelines for faculty submitting five-year reviews ([link¹⁹](#), [link²⁰](#)).

¹⁷ Kapi'olani Community College, "Contract renewal information for Information Literacy", Archive Link: <http://dspace.lib.hawaii.edu/handle/10790/2654>

¹⁸ Kapi'olani Community College, "Contract renewal Transfer Year Experience Redacted", Archive Link: <http://dspace.lib.hawaii.edu/handle/10790/2655>

¹⁹ Kapi'olani Community College, "Kahikoluamea Guidelines for Five Year Review", Archive Link: <http://dspace.lib.hawaii.edu/handle/10790/2661>

From Kahikoluamea (Developmental Ed): “For each activity, include the year, a brief description of the activity, and evidence or outcomes relating to the quality of the contribution (i.e.: if you attended a conference, what specific practices did you implement afterwards? If you delivered a workshop, how was it rated by the participants? For your teaching, how did students meet the SLOs or how were you rated by ecafe or other self-evaluation?)”

From Business, Legal, and Technology Education: “All community college faculty members should strive for excellence in the performance of their primary responsibilities. Where appropriate, faculty members design measurable or observable learning outcomes and assess and provide evidence of student learning. Above all, faculty members work to improve student achievement and success.”

In 2014-2015, 68 faculty were informed that they needed to submit five-year reviews. Of that total, six were waived or deferred as a result or pending retirements or medical leave. Of the 62 remaining eligible faculty, 100% submitted their self assessments. In 2015-2016, 14 eligible faculty submitted their reports, and one was waived due to retirement. Of the remaining 13 eligible faculty, 100% completed the process.

Conclusion

This report provides the evidence that Kapi‘olani Community College’s established procedures meet ACCJC Standard III.A.1.c, requiring that all faculty have as a component of their evaluation an analysis of the attainment of student learning. Furthermore, this report also provides the evidence that the College adheres to the UHCC policy on an ongoing basis in the evaluation of both full-time and part-time faculty.

²⁰ Kapi‘olani Community College, “BLT 5 year guidelines and review”, Archive Link: <http://dspace.lib.hawaii.edu/handle/10790/2653>

Appendix. 2015 Midterm Report response to Commission Requirement (Standard III.A.1.c)

Commission Requirement. The Commission also requires Kapi'olani Community College to demonstrate that it has adopted, implemented, and is adhering to the UH Policy on faculty (full- and part-time) evaluations to include, as a component, effectiveness in producing learning outcomes (Standard III.A.1.c).

In the Accreditation Evaluation Team visit and report submitted November 8, 2014, the College was assessed as meeting the Commission Requirement. On January 7-9, 2015, the Commission further affirmed that the College addressed the deficiencies and met the Standards for the Commission Requirement. However, the report also states, "...the Commission is concerned that implementation of and adherence to the UH policy is inconsistent as to ensuring faculty (full-time and part-time) evaluations include the component of effectiveness in producing learning outcomes." The following is a summary of our Follow-Up Report on October 15, 2014, and the updates from fall 2014 to summer 2015 showing the College's commitment to consistency and continuous improvement.

The college has adopted, implemented and is adhering to the UH Policy on (full- and part-time) faculty evaluations to include, as a component, effectiveness in producing learning outcomes.

After consultation with the University of Hawai'i Professional Assembly (the faculty union), the University of Hawai'i Community College (UHCC) System promulgated the Faculty Five-year Review and Lecturer Evaluation Policies, which include, as a component, effectiveness in producing learning outcomes. The College then based its procedures on these UHCC policies. These policies have been implemented and procedures followed, effective spring 2014.

I. The UHCC Faculty Review and Lecturer Evaluation Policies

On November 21, 2013, UHCCP #9.104 and UHCCP #9.203 were promulgated ([link¹](#)). These policies refer to lecturer evaluations and five-year faculty review, respectively. The policies explicitly refer to the role of learning outcomes in the evaluation of both lecturers (UHCCP #9.104) and full-time faculty (UHCCP #9.203) in the following manner:

UHCCP #9.104 ([link²](#), p. 2) states:

"Lecturers are expected to follow the course, program and institutional student learning outcomes and assessment methodologies as adopted by

¹ University of Hawai'i Community Colleges, "UHCCP 9.104 and 9.203 Announcement", Archive Link: <http://hdl.handle.net/10790/2296>

² Kapi'olani Community College, "UHCCP 9.104 Lecturer Evaluation", Archive Link: <http://hdl.handle.net/10790/2316>

faculty members for the courses they teach.” “Minimally, the lecturer evaluation submittal must include one peer evaluation, results of student evaluations for all classes taught, and a self analysis of: (a) Degree of attainment of student learning outcomes in the classes taught. It is understood that the lecturer is not solely responsible for the attainment of student learning outcomes by all students.” (emphasis added)

UHCCP #9.203 ([link³](#), p. 1) states:

“ ... in accordance with Board of Regents policy, all community college faculty are evaluated at least every five years. These evaluations are based on the faculty classification plan which documents faculty expectations at each rank”

The stated SLO-related expectation according to the “Primary Responsibilities of Faculty” in the Faculty Classification Plan ([link⁴](#), A-3 in Tenure/Promotion Guidelines) is:

“Community College faculty members should strive for excellence in the performance of their primary responsibilities. Where appropriate, they design measurable or observable learning outcomes and assess and provide evidence of student learning” (emphasis added).

Furthermore, the tenure and promotion guidelines describe the criteria for tenure and include the following statements (pp. T-3-4, emphasis added):

“The Community Colleges Classification Plan has been appended for your information and use. It is also important to include in your dossier a discussion of the following: (1) your own philosophy and goals regarding teaching (counseling, or appropriate area of instructional support); (2) your perceptions about the students we serve, including their needs and aspirations¹; (3) a concise self-analysis of how you have responded to these educational needs, including a self-analysis of the degree of attainment of student learning outcomes in the classes taught; and (4) the possible impact and contributions you have made toward achieving your professional objectives and meeting your students' needs. It is understood that you are not solely responsible for the attainment of student learning outcomes by all students.”

Thus the official University of Hawai‘i Community College policies and faculty evaluation guidelines both refer to the role of faculty in assessing student learning outcomes and, in turn, the role of that assessment in the evaluation of the faculty. The following section outlines the College’s implementation of these policies.

II. Adopting, implementing and adhering to the UH Policies to include, as a component, effectiveness in producing learning outcomes

³ Kapi‘olani Community College, "UHCCP 9.203 Faculty Five Year Review", Archive Link: <http://hdl.handle.net/10790/2317>

⁴ Kapi‘olani Community College, "Tenure Promotion Guidelines 2013-2014", Archive Link: <http://hdl.handle.net/10790/2314>

Since the promulgation of the policies, the College committed to adopting and implementing the policies and developed campus-specific procedures for review by the Faculty Senate as is documented below.

The policies were first discussed with the department chairs at the January 23, 2014, meeting of the Vice Chancellors' Advisory Council ([link⁵](#)). The focus of this discussion was on making sure that department chairs understood the implications of complying with the policy and their role in establishing internal timelines and procedures for submission of the necessary documents in compliance with the policies. Subsequently, the Vice Chancellor for Academic Affairs (VCAA) followed up with a written notice to department chairs of the need to update or revise their internal procedures, forms, and guidelines for lecturer evaluation and five-year review in compliance with the new policies (email [link⁶](#)). The departmental guidelines were submitted to the VCAA at the end of summer 2014. The VCAA reviewed the guidelines to ensure that they complied with the UHCC policies.

Implementation of the policy on five-year review required an initial inventory of eligible faculty. On February 15, 2014, the VCAA sent notices to academic administrators to identify faculty who had not submitted contract renewals or tenure and/or promotion documents in the previous five years, thereby making them eligible for five-year review ([link⁷](#)). The information submitted by the departments was compiled into a single list of all faculty at the College and the current status of their five-year evaluation review. This information ([link⁸](#)) was submitted to the University of Hawai'i Community Colleges Human Resources Office. The information was uploaded to a password-protected database in order to better monitor and track the timeline for review of all faculty in the system ([live link](#), [link⁹](#)). This database will serve as the repository of evaluation cycles and will assist administrators to identify faculty that are eligible for a departmental-level five-year review, to monitor the evaluation milestones for all faculty and to document their professional history in the UHCC system.

While the UHCC policies were first being implemented on the campus, the College also completed the process of creating the campus-specific implementation of the UHCC policies, as is required in those systemwide policies.

The first draft of the campus-specific procedures and guidelines for the implementation of UHCCP #9.203, the policy on faculty review, was submitted to the Chancellor on April 27, 2014 ([link¹⁰](#)). At their May 1, 2014, meeting, the members of the Chancellor's Advisory Council (CAC) provided additional feedback on both the draft of K 9.104, the campus-specific procedures and guidelines for the implementation of UHCCP #9.104, the policy on

⁵ Pagotto, Louise, "VCAC Advisory Council Meeting 2014-01-23", Archive Link: <http://hdl.handle.net/10790/2319>

⁶ Pagotto, Louise, "Timeline to Implement Evaluations Email ", Archive Link: <http://hdl.handle.net/10790/2313>

⁷ Pagotto, Louise, "Identifying Faculty Eligible for Five Year Review Email", Archive Link: <http://hdl.handle.net/10790/2259>

⁸ Pagotto, Louise, "Five Year Review Template", Archive Link: <http://hdl.handle.net/10790/2223>

⁹ University of Hawai'i, "Five Year Review Website", Archive Link: <http://hdl.handle.net/10790/2262>

¹⁰ Pagotto, Louise, "Five Year Review Template", Archive Link: <http://hdl.handle.net/10790/2223>

lecturer evaluation and on K9.203, the campus-specific procedures and guidelines for the implementation of UHCCP #9.203, the policy on faculty review. The members of the CAC gave their endorsement of K9.104 and K 9.203 at the meeting on June 24, 2014 ([link¹¹](#)).

On July 1, 2014, the Chancellor completed the process by distributing the approved procedures to the Vice Chancellor for Academic Affairs, the Vice Chancellor for Student Affairs, the deans, and the department chairs ([link¹²](#)).

After many discussions and open forums among the faculty over the course of the spring 2014 semester, in a formal resolution to the Chancellor dated May 5, 2014, the Faculty Senate submitted "guidelines for presenting evidence of involvement with assessment and improvement of student learning as a component in faculty self-evaluation documents such as Contract Renewal, Tenure & Promotion, Lecturer Assessment, and Post-Tenure Review" ([link¹³](#)). This document includes questions adapted from the section addressing Standard III.A.1.c. in the ACCJC Guide to Evaluating Institutions, July 2013, to guide the faculty in developing their self-assessment documents:

1. What is your role in producing student learning outcomes?
2. What deep thinking have you, as an individual and with your colleagues, engaged in about how well students are learning? What measures have you, again individually and collectively, created or selected to measure that learning?
3. What discussions have you had about how to improve learning? What plans have you made?
4. What changes have you made in your methodologies to improve learning?
5. If you teach, what changes in your course content or sequencing have resulted from analysis of how well students are mastering course content?
6. How have you engaged in professional development toward the development and assessment of student learning outcomes?

III. Ongoing Implementation

To implement the new policy on lecturer evaluations, department chairs prepared timelines for the evaluation of lecturers and received the lecturer self-evaluation documents on April 1, 2014. The second cycle of implementation of K9.104 for lecturer assessment was completed in Spring 2015.

In compliance with the new policy on five-year review, in this first iteration of the policy, eligible faculty members were notified of their scheduled five-year evaluations by May 1, 2014. These faculty members submitted a review document to their Department Chairs (or equivalent) by February 1, 2015. A completion report outlining the faculty that underwent review and the reviewer's evaluation of the submitted document was submitted to the Chancellor on February 28, 2015. The original report needed to be amended because new information from the departments was forwarded to the Vice Chancellor after the report

¹¹ Chancellor's Advisory Council, "CAC Mtg 2014-06-24", Archive Link: <http://hdl.handle.net/10790/2221>

¹² Richards, Leon, "5-year Faculty Year and Lecturer Evaluation Memo", Archive Link: <http://hdl.handle.net/10790/2263>

¹³ Faculty Senate, "Resolution 05052014-9: Guidelines for the Use of Learning Outcomes Assessment in Faculty Evaluation", Archive Link: <http://hdl.handle.net/10790/2267>

had been submitted. As a result of an assessment of the implementation of UHCCP #9.203 in Spring 2015, the University of Hawai'i Community College Human Resources Office revised the timeline for submission of the five-year review documents. The College subsequently revised its guidelines and presented the revised K9.203 to the Chancellor's Advisory Council, which approved the revised guidelines on June 23, 2015.

Conclusion

The University System worked with the faculty leadership and within their policy to provide policy directions to Kapi`olani Community College. The College in turn worked with the Faculty Senate to institutionalize the evaluation process that incorporates student learning outcomes as an element of the faculty evaluation. Using guidelines from the ACCJC standards, the College has adopted measures to ensure faculty evaluation includes effectiveness in "producing" and "using" student learning outcomes.

Based on the above information, the College is satisfying the requirements of the Standard included in the Commission Requirement, i.e., that the College demonstrate that it has adopted, implemented, and is adhering to the UH Policy on (full- and part-time) faculty evaluations to include, as a component, effectiveness in producing learning outcomes.